2021 Conference on General Education, Pedagogy, and Assessment

Embracing the Best Emerging Practices for Quality and Equity

February 11—13, 2021
Dear Colleagues,

Welcome to the Association of American Colleges and Universities’ (AAC&U) virtual conference on General Education, Pedagogy, and Assessment. The theme this year is “Embracing the Best Practices for Quality and Equity” and couldn’t arrive at a more relevant moment in our nation’s history. As you have no doubt read in our mission statement, 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. The events of January 6th in our nation’s capital underscore the importance of higher education and its essential role in the health and sustainability of our democracy, and the general education curriculum is the location where virtually every student engages with courses and experiences that are designed to foster civic knowledge and engagement.

On many campuses, general education is also a place where key skills, such as critical thinking and ethical reasoning, are intentionally developed and assessed. Now is indeed an important time to focus on general education, assess key learning outcomes, and improve pedagogical practices in service to both students and democracy. This conference provides just such an opportunity.

Of course, recent events in DC are a companion to other crises in higher education and the nation. The instructional landscape changed dramatically last spring as faculty quickly adopted emergency remote teaching strategies. This was followed by a summer of largely remote instruction and a fall semester where the notion of “instructional agility” suggested a hopeful maturation of practices and pedagogies adopted earlier in the year. While individual faculty and students grappled with new learning models within their courses, Black Lives Matter protests against racially motivated police abuse of power and authority increased awareness of social injustices and reminded us of the importance of ensuring new practices in our higher education settings are indeed equitable for all students. As we reaffirm our role in educating for democracy, it is also important to closely examine the impact of this moment as it provides a key opportunity to reflect upon our practices, to determine which were effective and which require revision, and to ask ourselves if these practices serve quality learning and further our equity goals or if they serve to erode those aspirations. Through this conference, you will have rich opportunities to engage in such self-reflection and analysis and will return to your campus with practical, evidence-based strategies to ensure quality and equity are the foundations of your work.

Thank you for joining with colleagues from across the country to share efforts to create intentional and integrated programs, to assess our current practices, and to generate evidence of high-quality learning for all students within our educational experiences. We hope that you leave both inspired and informed in ways that will prove useful in transforming general education, pedagogy, and assessment to prepare all students for work and life in the new decade and beyond.

Terrel Rhodes

Vice President for Quality, Curriculum, and Assessment and Executive Director of VALUE

C. Edward Watson

Associate Vice President for Quality, Pedagogy and LEAP Initiatives and CIO
SCHEDULE AT A GLANCE

All times are Eastern Time (UTC−04:00).

MONDAY, FEBRUARY 8

11:00 am – 2:00 pm  Pre-Conference Workshop*
3:00 pm – 6:00 pm  Pre-Conference Workshop*

TUESDAY, FEBRUARY 9

11:00 am – 2:00 pm  Pre-Conference Workshop*
3:00 pm – 6:00 pm  Pre-Conference Workshop*

WEDNESDAY, FEBRUARY 10

11:00 am – 2:00 pm  Pre-Conference Workshop*
3:00 pm – 6:00 pm  Pre-Conference Workshop*

THURSDAY, FEBRUARY 11

11:45 am – 12:30 pm  AAC&U Newcomers Session
1:00 pm – 2:00 pm  Conference Welcome and Keynote Address

*Peter Felten, Executive Director, Center for Engaged Learning, Assistant Provost for Teaching and Learning, Professor of History—Elon University. Lynn Pasquerella, President, and Terrel Rhodes, Vice President for Quality, Curriculum, and Assessment and Executive Director of VALUE—both of AAC&U

2:15 pm – 3:15 pm  Concurrent Sessions
3:30 pm – 4:30 pm  Concurrent Sessions
4:45 pm – 5:45 pm  Poster Session

FRIDAY, FEBRUARY 12

11:00 am – 12:00 pm  Concurrent Sessions
1:15 pm – 2:15 pm  Plenary Session

*Bethany L. Miller, Director of Institutional Research—Macalester College

2:30 pm – 3:30 pm  Concurrent Sessions
3:45 pm – 5:00 pm  Concurrent Workshop Sessions

SATURDAY, FEBRUARY 13

10:00 am – 11:15 am  Concurrent Workshop Sessions
11:30 am – 12:30 pm  Concurrent Sessions
12:45 pm – 1:45 pm  Closing Plenary

*Flower Darby, Author of Small Teaching Online

*Separate registration and fee required.
CONFERENCE SPONSORS

The Association of American Colleges and Universities thanks the following sponsors for their generous support of this conference:

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CONFERENCE PLANNING COMMITTEE

AAC&U thanks the following individuals for their time and expertise in helping to develop the conference themes and program:

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Arlette Baljon | San Diego State University
Marilee Bresciani Ludvik | San Diego State University
Andrea Brewster | Santa Clara University
Phyllis R. Brown | Santa Clara University
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Clare Weber | California State University–San Bernardino
Lori Williams | NC-SARA
UPCOMING AAC&U CONFERENCES

Diversity, Equity, and Student Success
March 24–26, 2021 | Held Virtually

Global Learning
October 7–9, 2021

Transforming STEM Higher Education
November 4–6, 2021

General Education, Pedagogy, and Assessment
February 10–12, 2022

ABOUT THE PROGRAM

The program of events below lists all conference sessions. Information about the conference can be found on the AAC&U website.

CONFERENCE THEMES

The five conference themes and suggested topics within each theme reflect the Principles of General Education Maps and Markers (GEMs) developed as part of a nationwide study of foundational purposes of general education programs to advance student learning and preparation. The suggested topics below—Agency and Self-Direction; Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry; Equity; Intentionality, Transparency, and Assessment; and Proficiency—serve as points of departure and should not be limiting.

**Agency and Self-Direction:** Undergraduate education should empower students to develop the intellectual and personal capacities to achieve their educational and professional goals, enrich their lives, and act in principled and constructive ways, both in their personal lives and in society.

**Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry:** Students should demonstrate proficiency through an integration of curricular, cocurricular, community-based, and prior learning experiences, all of which can include digital communities of learning and practice. Students will achieve proficiencies most effectively through consistent engagement in problem-centered work on significant issues that are relevant to students’ interests and that require students to draw upon insights from multiple areas of study.

**Equity:** General education programs should be equity-focused in design and implementation. General education programs should advance practices and policies aimed at achieving the full spectrum of learning outcomes for all students regardless of their backgrounds.
**Intentionality, Transparency, and Assessment**: Students and institutions should be able to point to student work, especially problem- and project-based inquiry (signature work), as demonstrations of proficiency worthy of credit across institutional settings and as a body of evidence associated with earning a degree or credential.

**Proficiency**: General education should provide programs, curricula, and experiences leading to demonstrable, transferable learning proficiencies and outcomes that are portable across contexts and disciplines.

**SESSION FORMATS**

**Dialogue for Learning**: Dialogues for Learning provide time for colleagues to examine timely and potentially provocative topics of similar interest through iterative sharing of expertise and experiences. They provide an opportunity to work through issues, ideas, and challenges from multiple perspectives.

**Pecha Kucha**: Pecha Kucha (chit chat in Japanese) is a combination of visual and oral presentation organized to convey a creative endeavor, research finding, or other interesting activity related to a particular conference theme. A Pecha Kucha presentation, which consists of 20 slides each running for 20 seconds, is carefully orchestrated to articulate key elements featured in each slide. Three Pecha Kucha presentations will be combined with 30 minutes of discussion time to create one 60-minute session.

**Poster Session**: Poster presenters share visual models of research findings; general education course, program, and curricular or cocurricular designs; concept maps; assessment rubrics and feedback loops; faculty development, support, and reward programs and policies; frameworks for design thinking and strategic planning; and high-impact practices. The poster session provides an opportunity for presenters to talk with attendees about how to apply findings to their own work.

**Workshops—Theory to Practice**: Workshops provide opportunities for participants to bridge theory with practice. Facilitators guide participants in examining critical theories and scholarly evidence that support the mechanics of how to develop purposeful general education courses, curricula, pedagogies, practices, pathways, or strategies that integrate learning with the majors in the context of real-world issues.
PROGRAM OF EVENTS
As of February 5, 2021

PRE-CONFERENCE WORKSHOPS
Separate registration and fee required.

11:00 am – 2:00 pm ET

**Workshop 1: VALUE Rubrics 101: If, When, Why, and How to Hack Them to Improve Student Learning**
Rubrics are heralded as the answer to any number of assessment and accountability questions facing faculty and administrators today. This interactive session will empower participants to fully utilize rubrics on their campuses. The VALUE rubrics were developed to provide a collaborative, faculty-devised approach to assessing the quality of student learning for outcomes educators and employers said were essential for student success. The rubrics provide information that faculty and students can use to improve student learning and teaching effectiveness. Participants will gain exposure to rubric best practices and resources using the AAC&U VALUE rubrics; develop rubrics and/or rubric-related tools (such as a draft of a rubric customized for grading or course-based and program assessment, a plan for engaging faculty in rubric calibration, or a rubric developed “from scratch”); and return to their campuses primed to implement rubric strategies appropriate to their institutional context.

Presenter: **Kate McConnell**, Assistant Vice President for Research and Assessment and Director of VALUE Institute—AAC&U

3:00 pm – 6:00 pm ET

**Workshop 2: Academic Integrity as an Outcome of Authentic Learning**
In this workshop, we begin from the premise that academic integrity is not just the absence of cheating. Rather, academic integrity represents our affirmative efforts to teach fundamental values and create authentic learning experiences for our students both in-person and remotely.

In this workshop, we will review some structural and psychological reasons that students cheat, focusing on those that instructors can influence. Academic misconduct occurs most in situations that are not conducive to learning, such as when students feel that they can’t do the work, that the stakes are too high to fail, or that there is no value in a particular class or assignment. We’ll then work in teams to review and revise assignments and syllabus structures to create changes (both small and large) that can positively influence students away from academic misconduct and toward authentic learning and lasting development of skills and values. Please come prepared with a course syllabus and a project or paper assignment to work on revising.

Presenters: **Douglas Harrison**, Vice President and Dean of the School of Cybersecurity and Information Technology—University of Maryland Global Campus; and **David Rettinger**, Professor of Psychological Science and Director of Academic Integrity Programs—University of Mary Washington
Workshop 3: Making Critical Thinking Assignments Better for Learning and Assessment

A key research finding from AAC&U’s VALUE (Valid Assessment of Learning in Undergraduate Education) project is that what faculty ask students to do in assignments strongly affects how well they do it. Indeed, assignments are not only key as an assessment of learning but also integral as a teaching strategy that can be improved and mastered. This workshop will begin by exploring the latest employer research as it relates to learning outcomes for undergraduate students and then quickly focus specifically on critical thinking. It will then examine the elements of AAC&U’s Critical Thinking VALUE Rubric as a preamble to working with a new tool from AAC&U called the “VALUE ADD (Assignment Design and Development) Tool for Critical Thinking.” This tool is intended to help faculty create or revise an assignment designed to produce student work that develops and accurately demonstrates students’ critical thinking abilities. Participants in this workshop are encouraged to bring previous versions or drafts of assignments or an idea for a critical thinking assignment they are considering for the future. In addition to having time and support to revise these course materials, attendees will have the opportunity to review their colleagues’ drafts of assignments, to collect feedback on their own assignments, and to utilize the new VALUE ADD Tool.

Presenters: C. Edward Watson, Associate Vice President for Quality, Pedagogy, and LEAP Initiatives and Chief Information Officer—AAC&U; and Tara Rose, Director of Assessment, Office of Institutional Effectiveness—Louisiana State University

Workshop 4: Instructional Agility: Effective Practices for Multi-Modal Teaching and Learning

As a result of the COVID pandemic, our students have experienced an unprecedented shift to hybrid learning—as have many faculty, adopting and adapting quickly to serve their students’ needs and course goals. The instructional agility required for success is difficult to achieve—but also presents new opportunities to enhance how faculty embrace equitable, evidence-based, and flexibly integrated teaching practices that meet students where they are, holistically, in their lives (i.e., literally in their homes). This workshop provides participants with chances to discuss the challenges and opportunities of multi-modal teaching and learning. After a framing introduction, the workshop facilitators will guide participants through structured breakout sessions to share and explore effective practices and to brainstorm ideas to enrich the multi-modal learning environment. In the second section of the workshop, participants will consider equity-minded strategies for hybrid instruction in the general education classroom. Time will be provided to engage in course revision activities, and participants can expect to leave the workshop with strategies for effective and equitable multi-modal teaching that can be deployed in their general education courses.

Presenters: Megan L. Mittelstadt, Director and Rod McRae, Director, Center for Teaching and Learning—both of University of West Georgia
WEDNESDAY, FEBRUARY 10

11:00 am – 2:00 pm ET

**Workshop 5: Assessing the Unquantifiable: Strategies for the “Hard-to-Measure” Disciplines**

Strategies and approaches to the direct assessment of student learning in higher education programs vary widely across disciplines. This workshop focuses on strategies for assessing student learning in the “hard to measure” disciplines, such as those in which students demonstrate learning nonverbally, creatively, and in other specialized contexts. We will address the psychometric components of reliability, validity, fairness, and equity as they apply in these specialized contexts as well as data collection methods and approaches to analysis, evaluation, and accreditation reporting.

Presenter: **Timothy S. Brophy**, *Professor and Director of Institutional Assessment*—*University of Florida*

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3:00 pm – 6:00 pm ET

**Workshop 6: Leveraging General Education to Advance Inclusive Excellence**

Recent attacks on our nation’s capital have shown us and the rest of the world just how divided we are as a nation. These events shocked us and freedom-loving citizens of democratic countries around the world. It is past time that we reckon with the disparities between our actions and our rhetoric of democracy and freedom. We hear and we say that “education is the great equalizer,” yet many of our graduates know firsthand the fallacies of this claim. This workshop will position faculty and higher education institutions to better ensure that all students are equipped with the skills to support America’s pledge of “freedom and justice for all.” The general education (GE) curriculum is our best opportunity to lay an early foundation for such skills to be honed throughout students’ college experience. This session will focus on examining the parts of the GE curriculum that can reshape how we understand the challenges and strengths of our diversity. The first step is to assist faculty members in better understanding how they can be inclusive and equity-minded educators. Next, faculty must help students learn how to be inclusive and equitable in their interactions within the classroom so they leave us with cultural competence. But most importantly, campus leadership must support the professional development needed to broaden faculty understanding of these issues in enough depth to ensure all students learn the skills needed to maintain a diverse democracy. When done well, these practices and the striving for cultural competence become core learning outcomes for every student regardless of their major. Participants should come to this workshop prepared to examine their GE curriculum and work with the facilitator, and one another, to lay the foundation for future campus work.

Presenter: **Alma Clayton-Pedersen**, *Chief Executive Officer*—*Emeritus Consulting Group*
THURSDAY, FEBRUARY 11

CONFERENCE SCHEDULE

11:45 am – 12:30 pm ET
AAC&U Newcomers Session

As the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education, AAC&U works closely with its member institutions to extend the advantages of a liberal education to all students, regardless of academic specialization, intended career, or the type of institution they attend. Participants will learn how AAC&U’s broad agenda for student learning—which focuses on quality, equity, inclusive excellence, student success, and integrative and global learning—and its signature Liberal Education and America’s Promise (LEAP) initiative together provide content, framework, and practical guidance for the undergraduate educational experience.

Presenters: Lynn Pasquerella, President, Lorenzo Esters, Vice President Office of Advancement and Member Engagement, Brenda Fogg, Director of Membership, and C. Edward Watson, Associate Vice President for Quality, Pedagogy, and LEAP Initiatives in the Office of Quality, Curriculum, and Assessment—all of AAC&U; Shashuna J. Gray, Dean of Arts and Sciences—Germanna Community College; and Bruce Umbaugh, Professor of Philosophy—Webster University

1:00 pm – 2:00 pm ET
Conference Welcome and Keynote Address

**Relationship-Rich Education: How Human Connections Enhance Quality and Equity**

Moderator: Terrel Rhodes, Vice President for Quality, Curriculum, and Assessment and Executive Director of VALUE—AAC&U

Scholars long have demonstrated how interactions with peers, faculty, and staff profoundly influence learning, belonging, and achievement for all undergraduates, and particularly for new majority students. Educational relationships contribute to everything from motivation to identity development in college, and also have lasting professional, civic, and personal legacies. Yet too often we do not make meaningful human connections a defining feature of our classrooms, our general education programs, and our institutions. Drawing on nearly 400 interviews with students, faculty, and staff from colleges and universities across the United States, I will identify core principles and practical, research-informed approaches to cultivate educationally powerful interactions that enhance quality and equity in and beyond the curriculum.

Presenters: Peter Felten, Executive Director, Center for Engaged Learning, Assistant Provost for Teaching and Learning, Professor of History—Elon University; Lynn Pasquerella, President, and Terrel Rhodes, Vice President for Quality, Curriculum, and Assessment and Executive Director of VALUE—both of AAC&U

10 2021 VIRTUAL CONFERENCE ON GENERAL EDUCATION, PEDAGOGY, AND ASSESSMENT
Pecha Kucha Session
A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. The session includes three presentations and time for discussion and Q&A.

*Moderator: Kate McConnell, Assistant Vice President for Research and Assessment and Director of the VALUE Institute—AAC&U*

**2:15 – 2:25 pm: Clemente Course in the Humanities: Trauma to Recovery in the Classroom**

*Student Well-Being and Sense of Belonging*

As educators, most of us have worked with students who have experienced trauma and moral injury, but we often feel ill-equipped to grapple with it pedagogically. Our presentation will (1) explore the meaning of trauma and moral injury and how these often manifest in educational settings and (2) offer concrete ways for educators to provide students with intellectual frames through which they can share and understand their stories and collectively participate in a journey toward efficacy and a sense of wholeness. To engage with these aims, we use recent research in trauma-informed pedagogy as well as case studies from the Clemente Course in the Humanities. For over twenty years, the Clemente Course in the Humanities (Clemente) has delivered free, accredited, college-level courses to underserved and marginalized communities in the United States and abroad. Now in over thirty US courses, we serve low-income adults, many of whom struggle with housing insecurity, trauma, underemployment, and addiction. We also serve veterans who are struggling with the transition to civilian life. Clemente endeavors to help students achieve integration across life domains and autonomy through a direct and introspective encounter with the humanities. Outcome assessments continuously show strong student gains in self-confidence, communication skills, self-advocacy, college-readiness, and cultural and civic engagement.

*Presenters: Cheryl Foster, Faculty Member, Mark Santow, Academic Director, and Lucas Pralle, Creative/Expressive Writing Facilitator—all of Providence Clemente Veterans’ Initiative; and Jane Harmon Jacobs, Interim Associate Provost—Antioch University*

**2:25 – 2:35 pm: Embedded Learning Activities Impact Critical Thinking: A CAT App Case Study**

*Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

This session describes efforts at Georgia Gwinnett College (GGC) to implement pedagogical changes that integrate course-specific content and critical thinking aptitudes and then measure their impact on student learning. The presenters from Tennessee Tech University and GGC will describe the assessment tool and Critical Thinking Assessment Test (CAT) app professional development framework and share GGC’s results assessing their implementation of CAT apps over three semesters. The team will engage session participants in demonstration of the CAT app framework in designing a classroom activity.
THURSDAY, FEBRUARY 11

Presenters: Tom Lilly, Director of Academic Assessment—Georgia Gwinnett College; and Elizabeth Lisic, Assistant Director, Center for Assessment and Improvement of Learning—Tennessee Tech University

2:35 – 2:45 pm: Making General Education Real with Communication, Models, and Assessment Proficiency

Broward College has just undergone an intense eighteen-month review of its general education. In this session, the presenters will share some of their memorable experiences and key learning moments. They will also ask for participants’ ideas in order to capitalize on opportunities to enhance proficiency, self-direction, and integrative learning by communicating thoughtfully, generating new models, and leveraging assessment processes. This session is for all stakeholders involved in the evaluation or implementation of general education at their institution. It will be particularly relevant for those preparing to embark upon (or currently in the midst of) a review of their general education framework or courses.

Presenter: Joshua Kimber, Assistant Professor of Philosophy—Broward College

ACCELERATE for Equity and Inclusion: An Intensive Educational Development Program for Online Course Design

Dialogue for Learning | Equity

This presentation covers how a public research-intensive university’s center for teaching and learning supports faculty in the creation of inclusive and equitable e-learning environments during the transition of face-to-face courses into online courses. The intentional focus on equity and inclusive practices offers participants new ways to reflect on their instructional strategies as a means to promote student success. Participants will (1) review findings on student outcomes in online courses, (2) define equity and inclusion in online learning, (3) analyze inclusive teaching practices, and (4) engage in action planning to infuse greater inclusive practices in online learning.

Presenters: Maria-Cecilia Gomez, Education Specialist, and Kem Saichaie, Associate Director, Center for Educational Effectiveness—both of University of California–Davis

Creating Community: Using General Education Learning Outcomes to Integrate Learning Opportunities across the Institution

Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

We will share what we have learned during the first part of the implementation of a two-course sequence designed around issues of gender, race, ethnicity, and the common good. We have used the creation of this sequence to build relationships between faculty and staff as we work to integrate learning inside and outside of the classroom. While we are a private, residential college, we believe that our discussion will be relevant to all institutions interested in creating long-lasting structures that bridge gaps between faculty and staff and academic and student affairs.

Presenters: Barbara J. May, Academic Dean, and Emily Esch, Associate Professor—both of College of Saint Benedict and Saint John’s University
Engaging Our Local Campuses and Community through Integrating High-Impact Practices into a Signature Learning Arc

*Dialogue for Learning | Intentionality, Transparency, and Assessment*

Participants will learn about a unique approach to designing and implementing a signature learning arc that encourages students’ ownership over their degrees while integrating and connecting high-impact practices throughout their curricular and cocurricular experiences. We will share (1) results from a series of dialogues in which students, faculty, and staff from our regional, broadly serving university and our neighboring community college identified key themes of a successful learning arc and (2) strategies for recruiting and maintaining diverse working groups to transform the data and ideas into actionable proposals. Participants will have the opportunity to engage in discussions about their experiences with implementing high-impact practices and signature learning experiences, as well as how the information presented could be adapted to their home institutions.  

Presenters: *Amy Johnson*, Professor, *W. John Koolage*, Professor of Philosophy and Director of General Education, *Rita Shah*, Associate Professor, and *Christine Deacons*, Director, Academic Support Programs—all of Eastern Michigan University

Engaging Students through Active Learning and Formal Questioning

*Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

Participants will learn how to apply formal questioning with active and integrative learning pedagogies within a universal design for learning framework. This innovative approach to teaching and learning can be applied across courses and institutional types to meet the needs of diverse students in both face-to-face and online learning environments. When using this approach, it is a straightforward process to better understand how students’ conceptions change over time, which can enhance your own scholarship of teaching and learning. Examples will be provided from the presenter’s undergraduate course, Creative Thinking: Theory and Practice.  

Presenter: *Kylie Hartley*, Professor of Psychology and Creativity—Sheridan College

Fostering Social Justice Awareness through Experiential Learning

*Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

Experiential learning has a central role in social justice pedagogy. The challenges of social justice education through experiential learning include designing effective experiential activities and developing students’ efficacy and capacity to act as civic leaders. This session examines challenges for students who have limited time outside of class and addresses the essential elements of experiential learning in evolving students’ awareness of social justice and human rights in general education and in cultivating skills and tools to interrupt systemic injustice and create positive change.  

Presenters: *Aoi Yamanaka*, Associate Director of Academic Services and Assistant Professor, and *Graziella P. McCarron*, Assistant Professor of Leadership Studies—both of George Mason University
Inclusive Learning: Reflecting on a Framework That Addresses Lessons Learned in the Pandemic
Dialogue for Learning | Institutional Accountability and DEI Efforts

What can we learn as massive numbers of college courses have moved online as a result of the pandemic? How has this transformation affected campus diversity, equity, and inclusion efforts? In this session, participants will review evidence that some online technology and pedagogical practices exclude the full engagement of students who have disabilities, who are English language learners, and who identify as a member of other marginalized groups. They will learn about and discuss how established principles and evidence-based practices, when applied as part of a universal design framework, can lead to courses that are accessible to, usable by, and inclusive of all students, and how universal design can underpin an inclusive campus model that addresses issues related to facilities, services, and other campus offerings.

Presenter: Sheryl E. Burgstahler, Director, Accessible Technology Services, Affiliate Professor, College of Education—University of Washington—Seattle

Increasing Participation in General Education Student Assessment
Dialogue for Learning | Intentionality, Transparency, and Assessment

Miami Dade College has engaged in a stand-alone, college-wide student learning outcome assessment practice since 2007. After discussing the history and evolution of the current assessment practice, participants will be guided through an examination of sample questions and resultant data, as well as student survey data, to better understand the potential conversations that lead to refinement of the instrument(s), the data collection process, and the participation incentives structure. Session participants will have the opportunity to discuss the ways to increase participation for an add-on assessment, as well as the pitfalls or advantages to incentivizing assessment practices.

Presenters: Barika Barboza, Director, Learning and Program Evaluation, and Elissa R. Graff, Dean—both of Miami Dade College

Nudging Student Agency in the Gen Ed Classroom: Three Small Techniques for Deepening Learning, Self-Direction, and Healing
Dialogue for Learning | Agency and Self-Direction

This session begins with the recognition that the liminal nature of gen ed classes allows opportunities for leveraging greater learning and student agency. Panelists will present three small but effective techniques—one relating to discussion boards, another to epistolary writing, and a third to shifting audience in major project design—before turning the conversation over to the room for brainstorming and crowdsourcing: Where else can we create space for deeper learning? For greater self-reflection? For healing and self-care?

Presenters: Paul S. Hanstedt, Director of the Harte Center for Teaching and Learning—Washington and Lee University; Bruce Umbaugh, Professor of Philosophy—Webster University; and Claire Major, Professor—University of Alabama
THURSDAY, FEBRUARY 11

Tackling Polarization and Fostering Better Conversations about Global Issues
Dialogue for Learning | Civil Discourse and Campus Free Speech

Debate is not a war of words; it’s a set of skills and mindsets that support productive conversations and help us deal effectively with local problems as well as global issues. Doha Debates hosts discussions on the world’s most pressing challenges to bridge differences, build consensus, and identify solutions. We offer resources to develop the skills and knowledge needed to significantly raise the quality of discourse possible in our classrooms (virtual or face to face), as well as inspire students to take action for real change. This interactive workshop will explore how systems thinking, inclusion of diverse world views, and evolved communication skills really can improve learning outcomes while equipping the next generation with the competencies they need to thrive in these challenging times.
Presenters: Jennifer U. Geist, Education Consultant—Doha Debates

3:30 pm – 4:30 pm ET
Concurrent Sessions

AAC&U Spotlight Session on Critical Thinking

A quick review of general education curricula, academic majors, and institutional marketing materials reveals that critical thinking is among the most popular and prevalent of the essential learning outcomes in higher education. But what, exactly, does that mean? This session will examine how academics and higher educational practitioners in both the United Kingdom and the United States define, teach, and assess—at the individual student level (e.g., “grading” in the American higher education vernacular) as well as in the aggregate at the academic program and/or institutional level—critical thinking as a higher-order learning outcome. This engaging and interactive session will draw on original empirical research on faculty perceptions of teaching and assessing critical thinking, evidence generated through the VALUE Institute, and the relationship between our pedagogical choices—including assignment design—and students’ critical thinking skills. Participants will come away with a range of research-based techniques for implementation in their own courses, programs, and assessment activities.
Presenters: C. Edward Watson, CIO and Associate Vice President for Quality, Pedagogy, and LEAP Initiatives and Kate Drezek McConnell, Assistant Vice President for Research and Assessment and Director of the VALUE Institute—both of Association of American Colleges and Universities; and Lauren Bellaera, Research and Impact Director—The Brilliant Club

Pecha Kucha Session

A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. The session includes three presentations and time for discussion and Q&A.
Moderator: Terrel Rhodes, Vice President for Quality, Curriculum, and Assessment and Executive Director of VALUE—AAC&U
3:30 – 3:40 pm:  
**Syncing Up Asynchronous Learning by Leveraging Technology, Reimagining Office Hours, and Engaging with Students both One-On-One and in Groups**  
*Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

Asynchronous learning doesn’t have to be completely void of live interaction with students. Consider infusing instruction with required one-on-one conferences, small student group work, and optional live seminars. Using readily available software and apps, faculty can reimagine traditional office hours and easily meet with students without being overburdened from nightmarish administrative scheduling. Learn about how to use apps like Calendly and Google Duo to schedule and meet one-on-one with students, easily and effectively. Create meaningful live classwork and optional, recorded sessions that can be assessed for learning effectiveness.

**Presenter:** Waymon D. Hyde, Professor—Dallas College

3:40 – 3:50 pm:  
**To Deepen Learning, Transform the Classroom**  
*Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

As we return to the physical classroom, educators have an opportunity to transform our teaching spaces to better support human learning. Building on recent research on embodied cognition—which shows that humans think with our bodies and our immediate environments, not just our brains—this presentation makes the case for a pedagogy of “thinking with things.” Through a variety of classroom examples, participants will learn about the benefits of this approach and the ways in which the classroom can be reconfigured using low-cost strategies, creating a vibrant environment where the embodied learner can flourish. Some strategies can also be adapted to virtual learning.

**Presenter:** Sarah Kuhn, Professor Emerita—University of Massachusetts Lowell

**Achieving Coherence and Value in General Education Programs: Developing Strategies for Student Success**  
*Dialogue for Learning | Proficiency*

This dialogue for learning will encourage participants to respond to the following question: How can general education create program coherence and value in order to achieve meaning-making for student success? Even though institutions face a variety of different challenges and constraints (e.g., policies, resources, and so forth), there are major themes that prevent general education coherence. Participants will contribute to a discussion that will allow them to develop and share strategies in order for them to begin the process to achieve coherence and value in their general education programs at their own institutions.

**Presenters:** Erin E. Ortiz, Director of General Education, and Sarah Vandermark, Senior Associate Provost for Academic Success—both of Dixie State University

**College to Career Success: VALUE and Employability**  
*Dialogue for Learning | Proficiency*

Have you considered if the academy and employers interpret the LEAP Essential Learning Outcomes differently? We know that rubric dimensions and performance indicators can differ depending on the discipline; therefore, it is probable that the rubric components will differ
between academia and the workplace. The presenters will provide a brief background on the current use of VALUE rubrics in higher education and share findings from a recent focus group with employers. In group work, attendees will discuss the differences in interpretations, how best to balance the needs for both the academy and employers, and strategies to build partnerships between programs and employers that encourage the development of authentic career-related assignments that reflect and consider the skills cited by employers.

Presenters: Tara Rose, Director of Assessment—Louisiana State University; and Terri L. Flateby, Higher Education and Assessment Consultant

“Connected Learning”: A Strategy for Adjunct Faculty Development & Support during COVID-19

Dialogue for Learning | Inclusive and Responsive Pedagogy in All Settings (Virtual, Hybrid, and In-Person)

When COVID-19 hit, Cambridge College reacted quickly to support the faculty and students, most of whom had only ever taught/taken in-seat face-to-face classes. Leading up to fall 2020, the Office of Academic Affairs reframed “remote learning” as “connected learning” and developed a set of “Connected Learning Guidelines” as well as digital badges and stipends to incentivize adjunct faculty. The Office of Institutional Research surveyed the students and faculty about their experiences throughout the summer and in the fall and found very positive results. In this session, presenters review their approach from theory to practice; many of the strategies could be easily adapted or altered for other institutions.

Presenters: Brooks Winchell, Director of Center for Excellence in Learning and Teaching, Tracy McLaughlin, Associate Provost, and Michael Marrapodi, Dean of Online Programming—all of Cambridge College

Crafting Change: Creativity and Crisis as Catalysts for Education Innovation

Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

In this Dialogue for Learning, we preview our preparations for the Crafting Change Symposium. Hosted remotely by the Center for Convergence of Oberlin College and Conservatory, the Crafting Change Symposium is a May 2021 month-long event series bringing together experts across K–12 and higher education to imagine an equitable, crisis-informed, inclusive, student-centered future for learning across disciplines, institutions, and ages. Each week of the symposium is structured around a complex challenge facing educators around the globe. During our AAC&U workshop, we will examine a primary symposium theme: how crisis and creativity can serve as catalysts for student empowerment and education reform. Using problem-based inquiry and experiential learning, we will engage in autoethnographic reflection and discussion to envision resilient and transformative models for a post-COVID educational landscape.

Presenters: Abby R. Aresty, Technical Director and Lecturer, TIMARA Department, Olivia Lu, Undergraduate Research Assistant, and Ben Cohen, Undergraduate Research Assistant—all of Oberlin College and Conservatory
THURSDAY, FEBRUARY 11

Creating Community in a Remote World  
*Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

Participants in “Creating Community in a Remote World” will have the opportunity to actively participate in a simulation of a class experience that integrates collaborative teaching and learning styles to promote student engagement and the creation of a classroom community. This session will allow participants to develop their own teaching strategies to meet the needs of a hybrid classroom (mix of remote and in-person learners). Participants will learn new strategies to overcome the challenges presented in the digital learning environments.

**Presenters:** *Marissa M. Capuzzi-Schimizzi, Assistant Professor of Education,* and *D. Ryan Bunting, Assistant Professor of Education*—both of Washington & Jefferson College

Evolving Discussion: How New Approaches to Online Discussion Can Improve Student Success  
*Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

How can online discussion foster intrinsic student motivation through inquiry and peer interaction . . . while also helping courses be more resilient to disruptions like COVID-19? The State University of New York is piloting the use of an AI-powered discussion tool in online courses and will share how a system like this can support scaling discussion while enhancing student/faculty engagement online. This panel will explore a forthcoming study that explores how engagement on the platform remained constant pre- and post-COVID-19, while consistently driving greater student engagement, increased faculty satisfaction, and, ultimately, improved academic outcomes.

**Presenter:** *Kimberly A. Blanchet, Senior Academic Innovation Consultant*—Packback, Inc.

Global Learning, Social Justice Pedagogies, and Virtual Exchange: Developing Engaged Global Citizens  
*Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

In 2020, COVID-19 and social justice issues exposed and accelerated significant inequities, demonstrated global interconnectedness, and highlighted the promise of virtual exchange. To address the global issues we face, students need to develop global competence: the knowledge, skills, and attitudes to work collaboratively across differences. Students must understand the interconnectedness of these issues, recognize the inequitable power structures in our social and educational systems, and become empowered to create change. Virtual exchange provides enormous and unique opportunities to develop global competencies—especially for those who have been historically underserved. Social justice pedagogies provide the necessary framework to ensure that virtual exchange fulfills its promise to create more globally aware individuals and that access to high-impact global learning opportunities is available to every student on campus.

**Presenters:** *JY Zhou, Director of Global Engagement and Senior International Officer*—Stockton University; *Heather MacCleoud, Director, Academic Affairs and Internationalization*—NAFSA: Association of International Educators; and *Mohamed Abdel-Kader, Executive Director*—Stevens Initiative, Aspen Institute
SCALE-ing to Professional Success: Integrating Community-Based Leadership Learning into the General Education Curriculum

Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

Agnes Scott College’s Sophomore Class Atlanta Leadership Experience (SCALE) integrates liberal arts learning, experiential leadership learning, and community engagement in innovative ways. The project’s intentional and strategic partnerships with private and public organizations in the Atlanta area exemplify a mutually beneficial collaboration between liberal arts institutions and community partners. The sustained and scaffolded interaction between colleges and community partners produces a better alignment of organizational cultures with liberal arts learning and lays the groundwork for students’ professional success.

Presenters: Gundolf Graml, Associate Dean for Curriculum and Strategic Initiatives, Janelle Peifer, Assistant Professor of Psychology, Honi Migdol, Associate Dean for Integrative Leadership and SUMMIT Co-curricular Programs, and Dawn Killenberg, Director—all of Agnes Scott College

Strategies for Equity: General Education Writing Instruction and Assessment

Dialogue for Learning | Equity

In this Dialogue for Learning panel, sponsored by the Association for Writing Across the Curriculum, participants will strategize how writing pedagogy and assessment can be central to equity-minded general education design and implementation. After brief remarks by the panelists, breakout groups will discuss equity-focused approaches to language difference, student identity in assignment design, and the use of external tools in writing pedagogy. Participants will consider how these approaches can be applied to writing instruction, faculty support, and assessment in their own institutional contexts. This dialogue welcomes anyone interested in examining the intersections of general education, writing pedagogy and assessment, and equitable student outcomes.

Presenters: Brad Jacobson, Assistant Professor—University of Texas at El Paso; Sarah Perrault, Director, Writing Intensive Curriculum Program, and Alexander J. Mahmou-Werndli, Graduate Teaching Assistant, Writing Intensive Curriculum Program—both of Oregon State University; and Kyle Oddis, PhD Student—Northeastern University

Workplace Basics: What the Data Show about the Competencies Students Need

Dialogue for Learning | Agency and Self-Direction

What competencies are most valuable across the workforce, and which are in the highest demand in specific fields? Research from the Georgetown University Center on Education and the Workforce (CEW) reveals what knowledge, skills, and abilities students need to succeed in their future careers. In this presentation, we will share highlights from a recent report on the in-demand competencies employees need and discuss how educators and students can apply these findings when designing educational pathways.

Presenters: Megan L. Fasules, Assistant Research Professor and Research Economist, and Kathryn Campbell, Senior Editor/Writer and Postsecondary Specialist—both of Georgetown University Center on Education and the Workforce
Critical Inquiry as Transitions Pedagogy: Changing How Incoming Students Relate to Knowledge in the Disciplines

Recently, Colorado College restructured its first-year seminar. Rather than designing the course around the acquisition of core skills, its new transition seminars engage students in critical encounters with the cultures, practices, and epistemologies of the academic disciplines. The aim of this new seminar is to empower students to take a critical approach to learning, asking questions about not only what they are learning but also why and how they are learning in a particular way. Participants in this session will learn about our approach and outcomes, experience select activities used in our development workshops, and share their own strategies for fostering critical disciplinary and interdisciplinary encounters.

Presenter: Aaron Stoller, Director, Office of Academic Programs—Colorado College

Discussions at a Distance: Autonomy in Asynchronous Course Assignments

After instructing a typically in-person, first-year experience course in an asynchronous, online format for the first time due to the COVID-19 pandemic, this instructor sought student feedback on both the modes of discussion utilized and the level of student autonomy in discussion assignments in the course. This poster session will highlight a variety of methods for encouraging virtual discussion and will present feedback solicited through an online survey sent to all students enrolled in the course section.

Presenter: Laura Birkenhauer, Student Success Librarian for Campus Engagement—Miami University Libraries

How Can We Promote Self-Regulated Learning in First-Year Experience Programs?

Self-regulated learning refers to the ability to understand and control the learning environment and includes such skills and abilities as goal-setting, self-monitoring, self-instruction, and self-reinforcement. Self-regulated learning is vital to student success and empowerment and is therefore a focus of many first-year experience (FYE) programs. This poster session will investigate ways to promote self-regulated learning using formative and summative assessments that engage students in high-quality learning experiences. Examples and evidence from Neumann University’s FYE program will be shared, along with common mistakes and lessons learned, to demonstrate how student stories were critical in meeting the benchmark around self-regulated learning and the “Wise Choice Process.”

Presenter: Leanne Havis, Professor of Criminal Justice—Neumann University

Learning Reimagined: Addressing Equity in Higher Education

Common challenges in higher education include rising costs of course materials and access to those materials in an equitable manner. Students who can afford materials get them; students that can’t don’t. In this session, facilitators from Northeast Mississippi Community College pose the question, “How do we critically examine and reshape academic structures and systems to
meet the needs of students where they are?” This session will also offer a possible solution by sharing the presenters’ experience implementing a 1:1 iPad initiative that was coupled with a wave of implementations of open educational resources. Through group discussions, facilitators will challenge participants to examine their student body and reflect upon practices of serving students. Do our students have equitable access to course materials and the technology needed to complete coursework?

Presenters: Carlaena M. Benjamin, Educational Technology Specialist, Instructor of Biological Sciences, and Michelle A. Baragona, Vice President of Instruction—both of Northeast Mississippi Community College

Self-Leadership and Online Learning
Education has transitioned to online platforms as a result of the COVID-19 pandemic. Colleges, universities, and educators are incorporating online education into permanent practice. Educators must develop new curricula and teaching methods to effectively navigate the new learning environment. Developing students’ self-leadership capabilities ensures maximized learning and performance outcomes. This presentation will explore the importance of self-leadership in virtual learning and provide an overview of tools and practices educators can utilize to increase student self-leadership abilities.

Presenter: Kate Faschan, Doctoral Candidate—Indiana Wesleyan University

Track: Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

An Exploration of the Impact of Student-Produced Audio Narratives in Introductory Geoscience Courses
During this poster presentation, we report our findings from a research study that assessed the impact of student-produced audio narrative (SPAN) assignments in introductory geoscience courses. SPAN assignments are a pedagogical innovation that require students to engage with content by telling a scientific story using simple audio recording and production techniques. Our results indicate that SPAN assignments are an effective pedagogical tool that can positively change students’ perceptions of their learning environment and attitudes toward science. As part of the presentation, participants will learn about the key characteristics of a SPAN assignment, including its process-oriented nature. This work was supported by the National Science Foundation.

Presenters: George Sirrakos, Associate Professor of Secondary Education, and Erin Kraal, Associate Professor—both of Kutztown University; Laura Guertin, Professor of Earth Science—Penn State Brandywine; and Ari Epstein, Associate Director and Lecturer, Terrascope—Massachusetts Institute of Technology

Building an Experiential Learning Infrastructure for Online Students
Experiential learning through the completion of real-life projects can unlock career opportunities and build valuable skills for students in any degree program. These high-impact practices, however, are difficult to build and scale, as faculty and employers often have competing interests, and relevant projects are difficult to align with the learning objectives of a particular course. In light of these challenges, Western Governors University embarked on a bold project
to align stakeholder expectations and provide experiential learning for all students, even adults in an online setting.

Presenters: Jonathan Huck, Research Scientist, and Sunil Ramlall, Academic Program Chair, College of Business—both of Western Governors University

Capacity-Building for All: Community-Based Learning Networks Fashioned to Survive a Pandemic
The presentation will interest participants who are building new community-based learning (CBL) programs or who are new to high-impact community engagement practices (HICEPS). CBL veterans will also find the information on clustered partnerships stimulating. The presentation’s distinct content focuses on HICEPS in the context of collaboration with networks of partners that share commitments to human and social capital-building as foundations to civic action. Intentional networks with these shared commitments foster personal, academic, and professional growth opportunities among students; enable student agency; and prove adaptive to challenges such as online participation and the pandemic.

Presenter: Jennifer Bess, Assistant Professor—Goucher College

Capstone and Major Projects for Generation Z Students in the General Education Classroom
This session will focus on the exploration and transition of capstone and collaborative projects to varying learning modalities, curricula, and student audiences. Participants will engage in discussions about the benefits of capstone and collaborative projects, evaluate a proposed framework, access implementation scenarios, and adapt educational activities to differing courses. Utilizing the collaborative experiences of three academics in different creatively driven fields who teach using multiple modalities, as well as the expertise of an online curriculum design specialist, we aim to bridge the gaps between the goals of high-impact practices in face-to-face, blended, online, and general education environments.

Presenters: Azizi Arrington-Slocum, Associate Professor, Amanda Muhammad, Professor, and Lisa Hughes, Instructional Design Specialist—all of Indiana State University

Connecting Career and Curriculum: Showcasing the Liberal Arts Experience
Connecticut College’s curriculum, Connections, seeks to transform general education requirements and put the liberal arts into action. Career development serves as an important cornerstone of this curriculum, and a new seven-week career preparation course allows students to integrate their academic work with their professional futures through the use of a reflective and integrative ePortfolio. This session will discuss the efficacy of the ePortfolio in engaging students in career development and allowing them to connect their professional aspirations to their academic pursuits. We will present and compare case studies of ePortfolio use in both career development and academic programs to highlight the integrative nature of the Connections curriculum. We will discuss preliminary successes and challenges and explore the future of such programs for liberal arts institutions.

Presenters: Katherine A. Bengtson, Instructional Technology Specialist, and Dorothy Wang, Career Advisor, the Hale Center for Career Development—both of Connecticut College
Design Thinking: Promoting Active Learning within an Environmental Education Program

Environmental education (EE) calls for an active learning approach. Stellenbosch University includes an eight-week EE component for first-year preservice teachers. With the COVID-19 disruption, many of the activities, such as field trips, needed to be redesigned, as they would not be effective in an online space. Guided by an active-learning framework and inspired by the possibility of increased relevance, I designed activities using human-centered design thinking. Students participated in inquiry encounters, reported on issues, brainstormed solutions, and piloted ideas for future implementation, ending with a sixty-second pitch where each student had to “sell” their solution, using MURAL board and Zoom breakout rooms, in order to solve an environmental problem in their own community.

Presenter: Delecia A. Davids, Lecturer—Stellenbosch University

Fostering an Institutional Culture of Research Integrity: Implementing Active-Learning Strategies in a Virtual Training Program on Responsible Conduct of Research

All federally funded grant-funding agencies require awardees to take responsible conduct of research (RCR) training. Research shows that asynchronous online multiple-choice modules are not effective. To confront this problem, the University of Florida’s Research, Clinical, and Translational Science Institute and the libraries formed a partnership to develop an online RCR training series during the COVID-19 shutdown. This poster will present clearly defined goals, demonstrate active learning mechanisms that encourage deep learning, identify the challenges specific to convergent research, and address how to create content for a diverse audience. This successful program enrolled three hundred participants for twenty-two seminars, held twice a week on various RCR topics. Formative and summative evaluations will determine future seminars and chart an institutional pathway of incorporating an RCR training program for diverse audiences.

Presenter: Michelle Leonard, Associate University Librarian—University of Florida

High-Touch Learning in a No-Touch Pandemic: Using Undergraduate Teaching Assistants to Deliver Remote Experiential Activities in Introduction to Psychology

To increase student engagement in a remote synchronized course, a pilot study exploring the use of weekly, remotely delivered, peer-led activities was conducted in an introductory psychology course. Enrolled students completed formative and summative assessments to evaluate the influence of these activities on learning and academic performance. Preliminary analysis of data collected thus far indicates that students who participated in these activities performed better than those who did not, providing support for the inclusion of such high-impact practices even when in-person instruction is not possible.

Presenter: Princy Q. Mennella, Assistant Professor of Psychology—Westfield State University

How Can General Education Courses Inspire Students to Take Ownership of Their Learning Process?

General education courses can be designed to encourage students to take an active role in the learning process and develop advanced learning skills that can be used throughout their lives. This session presents three strategies that can be used to motivate students to own their
learning process: the use of problem-based learning, community-engaged learning, and knowledge creation. A specific example of student-ownership in course design, implementation, and results will be presented to demonstrate how to build student-owned learning in a general education course.

Presenter: Kathleen J. Kennedy, Associate Professor of Practice—University of Arizona

**Lean Six Sigma and Health Care Improvements**

Lean Six Sigma can be used in all organizations. Participants will learn the history and importance of Six Sigma, a set of tools for process improvement, and will learn methods on how to implement its use. The focus of the presentation will be on health care improvements using Lean Six Sigma. The presenter will also explain how define, measure, analyze, improve, and control (DMAIC) strategies can be used. Participants will leave with more knowledge and confidence in using Six Sigma in their workplaces.

Presenter: Maya Fernandez, Director, Career Placement—Dallas College

**Reimagining the Future of the Liberal Arts: Integrative Pathways through Gen Ed**

As students approach college more focused on their professional goals after they graduate, what place can the humanities occupy in this landscape of higher education? This session provides an overview of the Certificate in Integrated Humanities Program at Doane University, which offers students a career-focused pathway through their general education requirements rooted in the values and habits of mind of the liberal arts. We will discuss the program itself, but also take participants through the planning and design process, calling attention to the obstacles we faced and the ways we were able to move past them. This work is supported by the National Endowment for the Humanities.

Presenters: Katy Hanggi, Associate Professor, and Bradley Johnson, Professor of English—both of Doane University

**Scenarios for Success: Building High-Impact Library Collaborations**

High-impact collaborations that put information literacy theory into practice across settings and disciplines help faculty address critical issues and learning needs. This poster illustrates possible project scenarios and features a cast of potential collaborators to show attendees how to connect with librarians to develop hands-on learning experiences. Through discovery, reflection, and application, librarians demonstrate the value of integrating information literacy skills to enrich students’ engagement in their courses.

Presenters: Gayle R. Schaub, Librarian, and Hazel A. McClure, Librarian, Head of Liberal Arts—both of Grand Valley State University; and Douglas M. Worsham, Librarian—University of California–Los Angeles

**Teaching General Education Courses with an Embedded Librarian: Information Literacy and Research Skills on Demand**

The move to online instruction that many faculty have had to make due to COVID-19 poses some challenges for teaching students research and information literacy skills. Having an embedded librarian in a course enables the faculty to draw on a professional librarian’s ability to instruct students who need these specific skills. It also allows the faculty to work more efficiently
with a professional subject librarian to customize and cater instruction to student needs in either a face-to-face or online learning environment.

Presenter: John Burns, Electronic Resources Librarian, Science, Art, and Mechanical Engineering Librarian—Dixie State University

Using Technology in an Active Learning Curriculum: Lessons from COVID-19
Driven by COVID-19 guidelines from a local health department and Alverno College’s ability-based curriculum, we have been creating student-centered active learning environments using innovative technology. Our aim is to provide some measure of both face-to-face and online experiences for students new to college and address retention for returning students at the midpoint in their programs. We will explore the diverse needs of our first-generation students impacted by the pandemic environment and how these experiences might have a permanent influence on our future teaching practices.

Presenters: Mikelene Ray, Associate Professor, Psychology, and Daniel L. Leister, Professor, Humanities Division—both of Alverno College

Virtual Delight: Increasing Student Satisfaction and Engagement in Virtual/Live/Recorded Synthesized Teaching Environments during the Coronavirus Pandemic and Beyond
Faculty have had to pivot to virtual delivery with very short notice, so, reasonably, teachers and students are weary and wary. Yet, where we are in education isn’t going away. This virtual/live/recorded synthesis of teaching spaces is going to be with us from here on out. So, rather than merely adapting, we need to think of this as a completely new space. Many of us are simply unfamiliar with ways to connect this new space with our time-tested insights, knowing that teaching and learning are, first and foremost, about relationships. This presentation will examine classroom-tested methods and break down the design of engaging in virtual environments using the public domain and free but licensed music, sounds, and graphics.

Presenter: Jared Riddle, Professor of English, Department Chair—Ivy Tech Community College

Wikipedia as a Tool for Undergraduate Information Literacy Engagement
While relating our experience reimagining a traditional research paper and challenging participants to reinvent their own research assignments, we’ll discuss student perceptions of scholarship and the ways in which the concepts of authority and access to information can be conceptualized in nontraditional forms of scholarship. We will also discuss how connecting students and showcasing their work in an online environment is both possible and enriching. In addition, we’ll explore the ways in which we leveraged library expertise to address topics ranging from community-engaged research to copyrights in order to create a robust and interactive experience. Participants will leave with a road map for recreating this experience at other institutions.

Presenters: Bethany B. Mickel, Teaching and Instructional Design Librarian, and Meridith Wolnick, Director of Teaching and Learning—both of University of Virginia
Corporate Academies Model: How the Prudential Risk Management Academy Is Changing the Landscape for Diversity, Inclusion, Equity, and Impact

As a Hispanic-Serving Institution, the University of Texas at El Paso’s College of Business Administration partnered with Prudential Financial to address equity disparities for local students. The Prudential Risk Management Academy was launched in 2017 to help address diversity in the insurance field. This academy engages students from day one in college to help students draw connections from their general education coursework to their major. The academy engages with local high school business academies as well as helps middle school students enter business pathways. In aggregate, all of these activities serve as the foundation for equity in preparing current and future civic leaders who engage across differences and apply knowledge and skills to complex and important challenges.

Presenter: Daniel F. Perez, Director, Prudential Risk Management Academy—University of Texas at El Paso

Equity Lessons from the Nation’s Largest Online University

Join Western Governors University (WGU) Labs for a panel discussion on the latest research around the equity gap in higher education. We'll discuss research insights, challenges, and tools to reduce inequality in education. Using student and faculty stories as our guide, we uncovered three key insights that are especially pertinent not only to the conversation at WGU but also to the larger academic community as we commit to equity and fully inclusive academic experiences for all students. Learning to see our students means allowing their voices to drive our research design and data collection.

Presenters: Jason Thompson, Vice President, Diversity, Equity, and Inclusion—Western Governors University; Esohe Osai, Assistant Professor of Practice—University of Pittsburgh School of Education; and Jason Levin, Executive Director—Western Governors University Labs

How Personalized Faculty Outreach Affects Equitable Student Success

This session will present the research findings of Western Governors University’s Learner-Centered Faculty initiative that suggests faculty outreach to students (particularly in their first year of college) has significant impacts on student persistence and success. Participants will be invited to discuss how faculty can recognize important points during a student’s journey through their course and provide appropriate and impactful outreach that can improve students’ feelings of belonging and confidence. Participants will also be invited to discuss barriers that may exist to having faculty reach students when they need it most.

Presenters: Kate Warrington, Director, General Education Operations, and Jennie Sanders, Director of Faculty Experience—both of Western Governors University

Infusing Cultural Intelligence into a Four-Year General Education Curriculum

Through a presentation of data, student reflection and insight, and explanation of cultural shift at Tiffin University, a four-year private university in Midwest Ohio, we will highlight how implementing a new initiative entitled “Celebrating Cultural Uniqueness” has enabled our students, faculty, and staff to have a heightened sense of awareness when it comes to diversity
and inclusion. This endeavor has paved the way to the creation of an improved four-year general education core curriculum that better meets the needs of all stakeholders through tools like the Cultural Intelligence (CQ) Assessment, end-of-course student evaluations, and reflection assignments. Participants will receive takeaways to enable them to infuse CQ in their own institutions.

Presenters: Michelle C. Maus, Assistant Dean of Assessment and Liberal Studies and Associate Professor of Healthcare Administration, Kristina Collins, Vice Provost of Institutional Accreditation and Assessment, Associate Professor of Management, and Julia Porter, Project Manager, Celebrating Cultural Uniqueness, Program Coordinator, PhD in Global Leadership and Change—all of Tiffin University

On the Road to Success: Guided Pathways, Block Schedules, and Guaranteed Classes
This interactive session will examine how one college has developed guided pathways in seven meta-majors that clarify curricular pathways for students, help them get on the right pathway, and keep them on track toward on-time college completion. To achieve those objectives, the college places all students into block schedules for their first thirty credit hours based on their declared meta-major and college-readiness, guaranteeing delivery of all scheduled classes regardless of enrollments. The presenter will discuss processes and lessons learned in establishing guided academic pathways, block schedules, and guaranteed classes.

Presenter: Ted A. Lewis, Provost and Vice President of Academic and Student Affairs—Bluefield State College

One College’s Experience: Exposing Inequities Caused by Pre-Matriculation Credit Earning Policies
As formal credit earning opportunities grow, such as credit by examination, it’s imperative that institutions understand that their credit acceptance policies shape their students’ experiences on campus. While most schools have focused on how students with advanced credit perform in later classes, fewer institutions have focused on how these policies affect students who don’t have the same opportunities. This case study will answer the question, How do credit acceptance policies shape the student academic experience within one college of engineering? The poster will focus on how one college of engineering identified inequities through a data-driven study of students’ college performance as it relates to their credits earned prior to matriculation. It will provide a roadmap for other institutions to investigate how their own student data pertain to current policies.

Presenters: Leo H. McWilliams, Associate Teaching Professor, Victoria E. Goodrich, Associate Teaching Professor, and Alex Ambrose, Director of Learning Research—all of University of Notre Dame

Successful Ecosystems to Help Retain Students after Catastrophic Events
To ensure that students can cope with the difficulties that follow natural disasters (such as in Puerto Rico after hurricanes in 2017 and earthquakes in 2020), universities need strategies that can be implemented to address immediate and ongoing needs. Two programs funded by the National Science Foundation at the University of Puerto Rico–Mayaguez stand out: EECOS and RISE-UP. The objectives are to (1) share and discuss protocols of proven success that serve as
operational platforms to help students after catastrophic events; (2) provide strategies for academic tutoring and growth mindset and socio-emotional support that promote student recovery and retention; and (3) increase students’ awareness of solving real difficulties caused by disasters.
Presenter: Carmen M. Bellido, Professor—University of Puerto Rico–Mayaguez Campus

**Track: Intentionality, Transparency, and Assessment**

**Assessing Essential Knowledge and Generic Skills at Japanese Universities**
This presentation will introduce recent higher education reforms in Japan with a conceptual framework for visualizing and assessing essential knowledge and generic skills at Japanese universities, and then will present survey results with a case study of assessing those skills at a Japanese national university. The distinctive part of this presentation is that it can adequately illustrate assessment practices in an international context with survey results and a concrete example. This presentation will provide valuable insights into common issues and challenges of assessing essential knowledge and generic skills in higher education. Learnings and insights gained from this presentation can be transferrable to participants’ own assessment practices.
Presenters: Toru Hayashi, Associate Professor—Yamaguchi University; and Satoshi Ozeki, Lecturer—Asahikawa Medical University

**Grade Inflation: Ethical and Administrative Considerations**
Research indicates that 42 percent of students’ end-of-course grades at four-year institutions are As. Even more shocking, end-of-course grades that were either an A or a B compose 77 percent of college student grades. In this session, faculty and administrators will be presented with the ethical ramifications of grade inflation, social constraints, and possible courses of action based on an ethical decision-making framework. Session attendees will be presented key takeaways related to raising student academic expectations, providing students with tools and resources to augment learning, providing detailed feedback to further student understanding, and providing best practices to administrators to hold faculty accountable.
Presenters: Helen G. Hammond, Assistant Professor of Management, and Gary Almy, Instructor—both of Grand Canyon University

**Using an Institutional Survey to Measure the Impact of COVID-19 on Student Success**
COVID-19 has affected student success over the last several months. Students are worried about their grades, being technologically underprepared for remote instruction, and their mental health, among other factors. The Department of Student Success and Retention at Wesley College used a survey to ask students what some of the impacts on their learning were due to COVID-19. The survey brings awareness of how students are affected by COVID-19 and some suggestions that the college can use moving forward.
Presenters: Amy E. Kellen, Student Success Outreach Coordinator, and Eryn Cahoon, Success Outreach Specialist—both of Wesley College
Virtual Handshakes: Using a First-Destination Survey and Handshake Technology to Create Career Equity for Minority-Serving Institution Graduates

In career services, as in every area of higher education, assessment is an integral part of our process. Helping students find placements after graduation is one of our main priorities, but how do we ensure that we are meeting that goal? In this poster session, presenters will explain how the First-Destination Survey and Handshake platform were utilized to create expanded opportunities for students at a Minority-Serving Institution and track graduates’ progress in the employment field.

Presenter: Danielle L. Archambault, Associate Director, Student Success and Retention—Wesley College

Track: Proficiency

A Milestone Model for Faculty Involvement in Outcome-Based Education

The Department of Defense (DoD) recently released policy guidance outlining a six-step milestone framework to implement outcome-based (military) education at DoD education institutions. Our institution is implementing this milestone approach based on annual and biennial report templates that provide evidence for external and internal stakeholders of compliance and effectiveness about the quality delivery of education and student achievement of mission-driven program-level outcomes. In order to address an ever-increasing requirement of faculty involvement and collaboration in designing and assessing program learning outcomes aligned to the institutional mission, our current emphasis is aimed at creating a structure for broad-based faculty involvement in preparation for this new process and subsequently in the design, delivery, and implementation of course and program learning outcomes.

Presenters: Ilaria De Santis, Academic Specialist, and Robert Antis, Acting Dean of Faculty and Academic Programs—both of Joint Forces Staff College

Developing 21st-Century Writing Skills within a Social Justice Context

What does academic writing look like in a general education curriculum based on social justice? If writing is central to general education, how can we shift practices to support students adapting to emerging remote learning environments while making writing courses relevant in the twenty-first century? Presenters will share innovations in a writing curriculum that expanded students’ connection to the institutional mission and future relevance while individualizing support for students. Participants will consider strategies for updating general education connected to writing and critical inquiry that they can apply to their own institutions while thinking collectively about how to maximize curricular and cocurricular opportunities to support these efforts.

Presenters: MeHee Hyun, Cochair, Undergraduate Studies, and Andrea L. Richards, Dean, Assessment and Student Learning—both of Antioch University Los Angeles

Evaluating Critical Thinking in Student Writing Samples

Participants will learn how we connect our enhanced general education criteria for critical thinking to our course and program student learning outcomes (SLOs) by scaffolding collaborative reading and skill-building assignments designed to allow students to demonstrate
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skills that can be identified and assessed by instructors and evaluators. Specifically, participants will learn to develop constructed-response tasks that foster critical thinking and connect course or program SLOs to general education criteria and AAC&U VALUE rubric language. Participants will also learn strategies for assessing critical thinking in short student writings that are easily reviewed by instructors for specific traits that demonstrate student success.

Presenters: Morgan Gresham, Associate Professor of English—University of South Florida St. Petersburg; and Alaina Tackitt, Instructor—University of South Florida

General Education Student Learning Outcomes: Assessing Learning and Creating Relevance

This poster session will discuss one process used to develop and assess general education student learning outcomes (GESLOs) at the University of Phoenix. The goal of the general education assessment plan was to assess the progression of student learning through the completion of general education degree requirements in an environment where students do not take a prescribed sequence or selection of general education courses. Discussion will address the frameworks used to develop GESLOs; the measurement of student learning progress; and the associated general education and university assessment models, to include alignment of assignments, course learning outcomes, GESLOs, and university learning goals. Discussion will highlight the consideration given to ensure course-level outcomes and GESLOs align with career-relevant skills that students and graduates recognize and can use in employment-related activities.

Presenters: Susan Hadley, Associate Dean, and Jacquelyn Kelly, Associate Dean—University of Phoenix

Integrating Essential Employability Qualities into General Education Courses across Disciplines

Much attention is paid to the coverage of disciplinary knowledge in general education curricula, but not enough attention is paid to skill development, especially skills that transfer to employment after graduation. This poster describes Eastern Kentucky University’s efforts to integrate skills (specifically the essential employability qualities) into general education, including engaging employers into the process. We believe that integrating skills into the general education program will improve student recruiting, retention, and postgraduation success. Join us to find out how!

Presenters: Matthew P. Winslow, Professor, Erin Stevenson, Assistant Professor, Jennifer Wies, Associate Provost and Professor of Anthropology, and Lisa Kay, Professor—all of Eastern Kentucky University

Interstate Passport: A National Program for General Education Transfer

Interstate Passport is a growing national program that enables the block transfer of general education based on a set of learning outcomes rather than specific courses and credits. It promotes student success by preventing loss of credits upon transfer, which is especially detrimental to military veterans, low-income students, and students of color, who are more likely to transfer on their way to a four-year degree. This presentation will include insights from four years of experience with the program and information on how to participate.
Teaching Creativity: Multimodal Composition as a Method in the Preparation of Future Educators

How did the creative thinking and writing afforded by multimodal composition pedagogies support student teachers to deepen their academic learning of topics connected to their field of study while also preparing them to transfer the experience to their own teaching? This presentation will be useful to educators who seek to define, assign, and assess creative practices in their courses, especially if they worry that their subject matter is regarded as “technical and dry” by their students.

Presenter: Tracy M. Lahey, Chairperson—Manhattan College

The Tetris of New General Education: Disruptive Approaches in Online Delivery for Now and the Future

With seismic changes in 2020 due to the COVID-19 pandemic, the online higher ed world is experiencing an explosion of growth and innovation, particularly in the field of general education. Learners need to prepare for a world of exponentially growing technological advancement, increasing needs for environmental sustainability, and new forms of digital realities that challenge what it is to be human. Participants in this discussion will consider general education approaches in the context of that brave new world of the future of work, considering creative geometries of stackable units of learning to maximize the benefits of online delivery and engagement.

Presenters: Sharon R. Califano, Director, General Studies Strategy, and Kate Warrington, Director, General Education Operations—both of Western Governors University

Using Structured Minors for BA and BS Degrees in Multidisciplinary Studies

Participants will learn about a novel multidisciplinary studies degree using structured minors. The multidisciplinary studies degree requires that one minor be in English (writing). The student also completes three to twelve credits of internships. The other two to three minors are chosen by the student based on career interests. I believe that this multidisciplinary degree program will (1) help students integrate learned knowledge and skills from career-relevant minors with work-related abilities; (2) promote student retention, academic success, and degree completion by academically challenged or nontraditional students; and (3) provide flexible academic and professional development for currently employed students. Participants will have access to my proposal documents and hear about the challenges I faced and how I addressed them.

Presenter: Martin G. Kelly, Associate Professor, Biology—D’Youville College

Track: Reimagining Higher Education to Better Educate Students

How a Small College in Rural Maine Launched a Successful Online Curriculum by Building Collaborative Cross-Functional Teams

This panel will discuss how it was able to redefine the work and workload of the faculty. Redefining faculty roles, academic deans and instructional designers work collaboratively to
build design teams to develop experiential online courses using a backward design model. We will demonstrate how we were able to redefine the work and workload of the faculty and explain their role in designing and teaching classes, an approach that is significantly different from traditional higher education.

Presenters: David M. Rogers, Dean of General Education and Environmental Studies, Pamela MacRae, Dean of Environmental Conservation and Research, and Chris Malmberg, Director of Instructional Design—all of Unity College

Track: Other

Pick Your Platform: Analyzing Hybrid, Online, and Face-to-Face Student Success Rates at Joliet Junior College

The project depicted in this poster has collected and analyzed data for fall, spring, and summer semesters from 2013 to 2020 that focused on student success rates in all three course platforms offered at Joliet Junior College (face-to-face, online, hybrid courses). The data include a comparison of which platforms result in greater student success (A, B, or C grades versus D, F, or W grades). This data collected pre-COVID provides an opportunity to explore the possibility of increasing hybrid course offerings at the college in a post-COVID era since the data consistently show students perform particularly well in this platform.

Presenters: David Naze, Dean of Arts and Sciences, and Christopher Ostwinkle, Director of iCampus—both of Joliet Junior College
Pecha Kucha Session

A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. The session includes three presentations and time for discussion and Q&A.

Moderator: Terrel Rhodes, Vice President for Quality, Curriculum, and Assessment and Executive Director of VALUE—AAC&U

11:00 – 11:10 am: How to Develop a Physical and Digital Educational Escape Room for Teaching Chemical Bonding

Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

An escape room uses a game-based, active learning approach to develop students’ critical thinking and problem-solving skills in an immersive environment. An escape room was developed to provide an innovative method to reinforce concepts in chemical bonding for a first-year general chemistry course. Due to the COVID-19 pandemic, it is unsuitable to implement the escape room in a physical setting, as students need to interact in close proximity. To circumvent this problem, a fully digital escape room was developed using Google Forms, as it is cost-effective, accessible, and easy to use. Students’ feedback indicates that both escape rooms reinforce and motivate learning. In this session, you will journey with us as we explore the development, administration, and collection of the results for both types of escape rooms.

Presenters: Yin Ni A. Ng, Lecturer, Jayden Ang, Lecturer, and Rou Shen Liew, Lecturer—all of Nanyang Polytechnic

11:10 – 11:20 am: How Much Do You Really Believe in the Value of Your Courses?

If you believe in the value of your general education courses, why are you using obedience to force students to obtain that value? Do you want to teach your students to play the game of school or do you want your students to appreciate the beauty and benefits of your discipline? Do you trust your ability to convince students of the benefits of your course, and do you trust students to work to obtain those benefits? Perhaps your approach to teaching is all wrong. Mine was, but no longer.

Presenter: Matthew P. Winslow, Professor—Eastern Kentucky University

11:20 – 11:30 am: Remodeling the Cafeteria: Improving the Cohesiveness and Sharing the Vision of Liberal Arts Education by Reframing Foundational Requirements with Conceptual Scaffolding for Today’s Learners

Reimagining Higher Education to Better Educate Students

Existing campus narratives about the connection between general education requirements and learning outcomes often make no sense to students, as the narratives use higher education jargon and terms that are related more to accreditation than to effective communication. Ideally, institutions are able to link requirements with cohesive goals and comprehensible outcomes for today’s learners seeking authenticity and relevance. By providing clear conceptual scaffolding in
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linking the value of requirements to learning outcomes, institutions can engage all of their students (and inspire faculty) with a compelling vision for the critical foundations of liberal arts education.

Presenter: Cherry Mccabe, Dean of Core Curriculum—Biola University

**Backwards Designing General Education—Step 1: Start Over**

Dialogue for Learning | Proficiency

In this session, presenters will share lessons learned from past failures at reform and the process we have undergone to redesign a curriculum intended to connect with learning outcomes inside and outside of the classroom, recognizing the work of student affairs and experiential learning staff and how critical reflection is throughout the process. Session attendees will learn about tools and strategies leveraged to move through barriers to change in order to build buy-in and group consensus. In addition, this session will share how VALUE rubrics were incorporated for institutional assessment, how learning is applied in the new general education model, and how there is a contrast between the “ideal” time frame and reality. Attendees are invited to share questions, best practices, and suggestions from their own experience.

Presenters: Cindy Cogswell, Director of Strategic Planning and Assessment, Sara R. Helfrich, Senior Associate Dean and Katherine B. Hartman, Fox Associate Professor of Marketing, Director of Undergraduate Programs and Assessment and Erick Todd Eisworth, Associate Professor and Chair, Department of Mathematics—all of Ohio University

**How Multidisciplinary Methods Can Provide Leadership Regarding Transdisciplinary Inequities: A Chemist, Sociologist, and Two Political Scientists Walk into a Cafeteria**

Dialogue for Learning | Equity

Kingsborough Community College has made equity a key feature over the last ten years as we reimagine what a community college can look like in an urban environment. One persistent challenge continued to surface in focus groups, town halls, and dialogues: How can we address inequities, particularly among Black men and Latino students, in the classroom? When multiple pandemics converged following George Floyd’s death, the health crisis, and deepening political division, we dug deep, practiced courage, and have embraced a team-based, dialogical model for structural change. We will share our research-based action steps and our theoretical framework for equitable change.

Presenters: Jason M. Leggett, Assistant Professor, Joanne Russell, Provost and Vice President of Academic Affairs, Stephanie Akunvabey, Assistant Dean of Academic Affairs, and Helen-Margaret Nasser, Director of Student Union and Intercultural Center—all of Kingsborough Community College, CUNY

**Including Part-Time Faculty in Biannual Data Discussions Held Online**

Dialogue for Learning | Equity

Data dialogues are meant to help faculty, staff, and administrators understand assessment data and take productive steps toward meaningful improvement of student learning. Including adjunct faculty in these conversations benefits not just the faculty member but also the institution, as these dialogues lay bare assumptions about data, identify defensive maneuvers,
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and transition discussion to effectively build on connections between assessment activities and actionable ideas for improvement. Session participants will have the opportunity to walk through a data dialogue simulation, experience the strategies used, share thoughts about the instrument and the data, and consider what data discussion practices would transfer best to their own institutions.

Presenters: **Elissa R. Graff**, Dean, **Barika Barboza**, Director, Learning and Program Evaluation, **Kay Rubin**, Professor and **Leaf Sheaf**, Associate Professor—all of Miami Dade College

**Supporting Academic Integrity and Authentic Learning through Engaged Pedagogy**

*Dialogue for Learning | Inclusive and Responsive Pedagogy in All Settings (Virtual, Hybrid, and In-Person)*

With the move to online instruction, instructors have reported a perception that students are engaging in more academic misconduct than in the past. A flurry of educational technologies serving functions like remote proctoring and “plagiarism detection” have been proposed as solutions to misconduct, but are they effective, and at what cost? In this session, we will propose a move away from treating academic misconduct from a deficit perspective and toward a pedagogical approach that emphasizes ethical development and authentic learning. Practical approaches for institutions and administrators that can make a difference quickly and more sweeping recommendations will be addressed.

Presenters: **David Rettinger**, Professor of Psychology and Director of Academic Integrity Programs—University of Mary Washington; **Douglas Harrison**, Vice President and Dean, School of Cybersecurity and Information Technology—University of Maryland Global Campus; and **Tricia Bertram Gallant**, Director of Academic Integrity—University of California–San Diego

**Sustaining Assessment with the Four Ps: Pandemic, Platforms, People, Processes**

*Dialogue for Learning*

With a sprint to swiftly transition to remote learning in March 2020, many colleges and universities were left asking how to complete assessment activities for compliance, let alone improvement. With the effective use of technology platforms and efficient faculty-friendly processes, Le Moyne College efficiently and effectively preserved momentum and made improvements along the way. Don’t miss this opportunity to hear this Watermark client’s success story in sustaining assessment during a pandemic.

Presenters: **Webster Thompson**, Executive Vice President—Watermark; and **Royce Robertson**, Director, Instructional Design and Academic Technology—Le Moyne College

**Where Does Information Literacy Fit? Mapping the Core**

*Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

This session discusses the curriculum mapping project at the University of North Texas (UNT) Libraries. As part of our information literacy initiative, this project seeks to improve UNT students’ critical thinking and ability to use information effectively. The project aims to help enhance core library services with high-impact practices. We mapped student learning outcomes to (1) know which core courses address components of the AAC&U Information Literacy VALUE Rubric and the Association of College and Research Libraries Framework for
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Information Literacy, (2) identify gaps in library instruction, and (3) begin to address these gaps through the work of our subject librarians and strategically targeted library instruction.

Presenters: **Greg G. Hardin**, Information Literacy Coordinator, Libraries, **Brea Henson**, Outreach and Instruction Librarian, and **Carol Hargis**, Humanities and Instruction Librarian—all of University of North Texas

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<tr>
<th>Time</th>
<th>Session Title</th>
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<td>1:15 – 2:15 pm</td>
<td>Plenary Session</td>
<td><strong>Stepping Back to Move Forward: Assessment Focused on Quality and Equity</strong>&lt;br&gt;<strong>Moderator:</strong> Kate McConnell, Assistant Vice President for Research and Assessment and Director of VALUE Institute—AAC&amp;U&lt;br&gt;Student success, retention, equity, and quality are at the forefront of conversations on many campuses and in higher education itself. Ways to engage campus-wide participation focused on these concerns will continue to be part of larger strategic conversations as higher education moves beyond this moment and into other challenges that await. These conversations are ripe with opportunity to bake assessment into our institutions as an internal process that is focused on student learning and continuous improvement as mechanisms to live out our institutional mission and values. This plenary session will focus on the narrative surrounding assessment and how we can pause, reflect, evaluate, and innovate as assessment practices are adapted to face the challenges related to equity and quality. Come join in this discussion of the challenges and opportunities for assessment to take the initiative in these conversations.</td>
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<td>2:30 pm – 3:30 pm</td>
<td>Concurrent Sessions</td>
<td><strong>Pecha Kucha Session</strong>&lt;br&gt;A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. The session includes three presentations and time for discussion and Q&amp;A.&lt;br&gt;<strong>Moderator:</strong> C. Edward Watson, Associate Vice President for Quality, Pedagogy, and LEAP Initiatives and Chief Information Officer—AAC&amp;U&lt;br&gt;In many respects, general education programs represent the education of the “non-major” student, but the label “non-major” carries a number of negative connotations that affect how general education courses and programs are perceived, discussed, valued, designed, and delivered. This Pecha Kucha presentation will (1) articulate the implications of the term “non-<strong>Let’s Get Rid of the “Non-Major” Equity</strong></td>
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major” for students, instructors, and curricula; (2) present examples of asset-based terms to replace “non-major”; and (3) illustrate how these asset-based terms foster more inclusive perspectives of general education students and programs. Participants will leave the session prepared to develop asset-based terms appropriate to their disciplines and general education programs.

Presenter: Christopher G. Murphy, Associate Provost—College of New Jersey

2:40 – 2:50 pm: Student-Centric Learning by Teaching through Engagement in the Virtual Classroom

Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

Teaching through Engagement is an authentic interaction used to facilitate genuine, systematic, and substantive dialogue before, during, and after the creation or application of scholarship. Teaching through Engagement is also a philosophy that takes into account student interests, career paths, and course content—and plays on student strengths to promote holistic learning in the classroom. Join us in this interactive session to learn about Teaching through Engagement, to explore the importance of a growth mindset in student-centric learning, and to talk through the art of Teaching through Engagement while creating boundaries and avoiding burnout.

Presenters: Stephanie Menefee, Associate Dean, and Maria Antonia Rodriguez, Associate Director, Faculty Support and Development—both of Northcentral University

2:50 – 3:00 pm: Impact of Student Recognition on Retention in a Competency-Based Ed Model

Intentionality, Transparency, and Assessment

Student recognition has an impact on student retention. Extant literature shows that students receiving recognition perform better in their course work, move from being low-performing students to higher-performing students, and progress toward graduation. With quantitative and qualitative evidence, we found that student recognition significantly affects student course performance, especially for general education coursework (11 to 20 percent persistence lift, n=30,440). We present our study findings and facilitate a discussion and exercise, fostering student success and retention for fellow colleges and universities.

Presenters: Christopher J. Kline, Senior Manager, General Education Evaluation Faculty, and Anna Maria Bliven, Analyst, Evaluation Faculty—both of Western Governors University

A Collaborative, Faculty-Led, Outcomes-Based General Education Revision

Dialogue for Learning | Proficiency

How can universities engage faculty in democratic decision-making to revise general education to meet the needs of twenty-first-century learners? Lesley University has aligned its general education curriculum within its two undergraduate schools and revised courses to reflect a new set of twenty-first-century learning outcomes. Our general education revision model was developed through an intensely collaborative, faculty-led process utilizing democratic decision-making. Together with administrative partners, we navigated challenges related to implementation and shared governance structures. Session participants will apply lessons from
our experience to generate strategies for encouraging faculty participation, overcoming barriers, and strengthening their own general education revision projects.

Presenters: **Summer Clark**, Associate Professor, **Christine Collins**, Associate Professor, **Department Chair**, **Ingrid Johnston**, Associate Dean, and **Julie Shoemaker**, Assistant Professor—all of Lesley University

**A Model for General Education Assessment: Utilizing a Faculty Learning Community for the Assessment of Global Learning**

*Dialogue for Learning | Intentionality, Transparency, and Assessment*

Presenting assessment data of student learning is critical to the mission of the General Education Office at the University of Hawai‘i at Mānoa. The General Education Office works closely with faculty to ensure the assessment process is meaningful, manageable, and faculty-led. This session explores the model developed for general education assessment as applied to the assessment of global learning through foundation-level, high-enrollment Global and Multicultural Perspectives courses at the University of Hawai‘i at Mānoa, a highly diverse, Indigenous-serving institution. Specifically, discussion will focus on ideas to overcome disciplinary and administrative silos that impede these conversations as well as ways to engage faculty in discussions about student learning assessment.

Presenters: **Christine D. Beaule**, Director, General Education Office, Associate Professor of Latin American and Iberian Studies, and **Cari A. Gochenouer**, Assessment Coordinator, General Education Office—both of University of Hawai‘i at Mānoa

**Charting Math Pathways at UW Oshkosh**

*Dialogue for Learning | Proficiency*

While some math problems have only one solution, the best solutions to math curriculum problems are open-ended and evolve to best serve learners. Significant changes in math programs are being implemented across the University of Wisconsin (UW) System and major revisions to course offerings and prerequisites were recently put in place at UW Oshkosh. These data-driven innovations will increase students’ success in mathematics courses and college in general. This panel of speakers from the UW Oshkosh mathematics department and academic advising will discuss the motivation behind the revisions, what was changed, and what remains the same.

Presenters: **Kenneth Price**, Professor, **Carrie Tirel**, Associate Professor of Mathematics and **Lisa Szromba**, Assistant Director of Advising—all of University of Wisconsin Oshkosh

**CUREs Promote Student Equity, Autonomy, and Workforce Skills in STEM**

*Dialogue for Learning | Equity*

Traditional STEM laboratory courses typically fall short on preparing workforce-ready college graduates and fail to incorporate many of the themes of this conference (equity, autonomy, proficiency, project-based learning, etc.). We propose that Course-Based Undergraduate Research Experiences (CUREs) are the “cure” to better prepare STEM students and promote equity across all student demographics, because all students who are enrolled in a CUREs-based laboratory course participate in undergraduate research. Participants in this workshop will have
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the opportunity to discuss their current courses with colleagues and strategize ways to enhance their courses to better prepare students for the American workforce. Presenters: Jacqueline S. McLaughlin, Associate Professor of Biology—Penn State Lehigh Valley; and Joshua B. Slee, Assistant Professor of Biology—DeSales University

Engaging Online Learning Strategies to Meet Student Interests: Current Tools for Your Teaching Toolbox
Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

Session participants will learn how to reframe online content delivery with digital tools in order to maximize active and engaged learning based on the current work of the presenters. Learn how to use active and engaging teaching tools to optimize your online learning environment. Interactive PowerPoints, PollEverywhere questions, and online versions of think-pair-share will be presented in this panel session, among other active tools for student engagement. These instructional methods lend themselves to deeper thinking and analysis because students are more interested and motivated to learn. Scaffolding techniques will also be discussed as this strategy reinforces active, engaged learning.

Presenters: Christina B. Gunther, Director, Health Science, Director, Global Health Programs, and Gail Samperil, Associate Dean, College of Health Professions, Director, Athletic Training Program—both of Sacred Heart University

Every Course, Every Outcome! Developing a Comprehensive General Education Assessment Program
Dialogue for Learning | Intentionality, Transparency, and Assessment

Eastern Michigan University has leveraged its learning management system and faculty to create a comprehensive assessment system of our general education student learning outcomes (GE SLOs). Involved in this work was a massive revision to our GE SLOs to operationalize them for assessment and the creation of accompanying assessment rubrics and a reporting system. We will share our journey to create this system, including the obstacles overcome and breakthrough moments. We hope to engage participants in a discussion of next steps, especially closing the loop. Every course, every outcome!

Presenters: Stephanie Casey, Associate Professor of Mathematics, Laura McMahon, Associate Professor of Philosophy, and W. John Koolage, Professor of Philosophy and Director of General Education—all of Eastern Michigan University

Facilitating and Assessing the Integration of Learning
Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

Students’ ability to integrate learning across contexts is a critical outcome for higher education. Often, the most powerful learning experiences that students report from their college years are those that prompt integration of learning, yet it remains an outcome that few educators explicitly work toward. Given that students will be more successful in college (and in life) if they can integrate their learning, the presenter will offer five research-based practices for college educators to promote students’ integration of learning and help them connect knowledge and
insights across contexts, whether in or out of class, in cocurricular activities, or across disciplinary boundaries. Strategies for assessing integration of learning will also be addressed.

Presenter: **James P. Barber**, Senior Associate Dean for Academic Programs and Associate Professor of Education—College of William & Mary

**Herding ALL the Cats: Building Community and Consensus through Gen Ed Redesign**

**Dialogue for Learning | Proficiency**

General education program redesign presents complex challenges under normal circumstances, and those challenges are multiplied due to the unpredictable circumstances of a global pandemic. This presentation outlines the structure and strategies developed by a General Education and Core Curriculum committee and an Office of Institutional Assessment and Accreditation to respond to these circumstances while maintaining a commitment to stakeholder engagement, transparency, and collaboration. Presenters will share a range of communication and engagement strategies, along with a discussion of benefits and challenges, to provide attendees with new avenues to enhance collaboration on their own campuses.

Presenters: **Jaime O’Connor**, Assessment Coordinator, and **Delena Bell Gatch**, Interim Associate Vice President, Institutional Assessment and Accreditation—both of Georgia Southern University

**Structuring General Education through Competency-Based Education to Foster Evidence-Based Reasoning and Empower Self-Direction for Equity, Quality, and Rigor**

**Dialogue for Learning | Agency and Self-Direction**

Brandman MyPath, a competency-based learning modality, has been able to gather evidence to demonstrate that this program structure has developed a general education curriculum focused on quality and rigor as foundations for agency and self-directed learning. Through an equity-focused and equity-practiced curriculum, students have been empowered to have agency in their learning and display measurable assessment outcomes related to critical inquiry, civic engagement, collaborative competence, and engaged dialogue. This workshop will provide you with the knowledge, resources, and tools to immediately begin expanding program assessments at your institution to think more broadly about learning outcomes focused on evidence-based reasoning and empowering self-direction.

Presenters: **Monica P. Shukla-Belmontes**, Associate Dean of Curriculum, Assurance of Learning, and Competency-Based Education, **Felix A. Kalinski, Jr.**, Tutorial Assistant Professor of Business Administration and Leadership, **Jerry Lege**, Tutorial Professor of Mathematics and Sciences, and **Benjamin Perez**, Tutorial Faculty—all of Brandman University

**Why Race Is So Hard to Talk about: Insights from Social Psychology on a Social Justice Issue**

**Dialogue for Learning | Elevating Anti-Racism as a Priority in Higher Education**

The topics of race, racism, and equity have become highly salient and intensely debated. More than any other topics, these issues have also become polarized and emotionally charged. With so much at stake, and with such little consensus, many of us are feeling a sense of paralysis about what to do, or even what to say. Fortunately, there are insights from social psychology that not only offer a meaningful understanding of how the various issues are connected, but
also offer some recommendations for how to engage in meaningful discussion with students around these issues. This topic is contextualized in the theory of belonging and empowers us to take clear and meaningful steps to unify our students and our communities.

Presenter: **Omid Fotuhi, Director of Learning Innovation—Western Governors University Labs**

### Concurrent Workshop Sessions

**Bridging Disciplinary Divides: A Case Study in Developing a Multidisciplinary Quantitative Reasoning General Education Curriculum**

*Workshop | Proficiency*

Developing a general education curriculum with measurable, transferable skills across disciplines can be challenging and can lead to misunderstanding and “turf wars.” Based on lessons learned from Ripon College’s active NSF-IUSE grant, we will provide evidence that an interdisciplinary faculty learning community is an effective way to develop a shared institutional understanding of a general education topic—in this case, quantitative reasoning. Participants will experience several activities to empower them to develop shared understanding across disciplines as well as a roadmap for developing a similar faculty development program at their own institutions.

Presenters: **Andrea Young**, Vice President for Finance and Associate Professor of Mathematical Sciences, **McKenzie Lamb**, Associate Professor of Mathematical Sciences, and **Steve Martin**, Professor of Communication—all of Ripon College

**Building an Online Interdisciplinary Seminar Inclusive of Nontraditional Learners and Transfer Students**

*Workshop | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

This workshop will explore the role of an online, thematic interdisciplinary seminar that extends general education requirements into the upper division of the undergraduate experience. In winter 2019–20, Granite State College launched an upper-level, general education capstone that is designed around a common framework that can incorporate different problem-based, real-world issues by section. Starting from specific undergraduate degree outcomes and with underserved populations in mind, participants in this workshop will brainstorm opportunities within their institution for designing a general education, interdisciplinary seminar and building a framework that reflects upper-level integration of general education learning outcomes. Breakout sessions will be used to create facilitated discussion about scaffolding, assessment goals, and best practices for problem-based, interdisciplinary learning.

Presenters: **Sarah Batterson**, Director of Liberal Arts, **Tamara VonGeorge**, Dean of Undergraduate Studies, **Carina Self**, Dean of Graduate Studies and Academic Effectiveness, and **Caitlyn Veenstra**, Academic Advisor and Adjunct Faculty—all of Granite State College

**Designing Inclusive Online Classrooms Using Active Learning**

*Workshop | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

There is a critical need to develop effective teaching strategies for an online teaching environment. While the virtual environment poses some unique challenges for inclusion, it also
affords unique comparative advantages to the physical classroom. This includes opportunities to substantially increase equity and overall teaching effectiveness. In this workshop, participants will develop pedagogical structures and strategies to design effective, engaging, and inclusive activities. Coupled with these strategies, there will be a focus on how to assess and evaluate student performance in an online environment. The importance of this workshop is highlighted given the intersection of the role of higher education to promote equity and inclusion, educators’ responses to COVID-19, and conversations about diversity in the classroom. Presenters: *Nikhil Mathur*, Assistant Professor, *Abha Ahuja*, Associate Professor, and *Nikhil Mathur*, Assistant Professor—all of Minerva Schools at Keck Graduate Institute; *Rena MH Levitt*, Professor and Head of the College of Computational Sciences, and *Mina Yang*, Professor—both of Keck Graduate Institute

**Promoting Accessibility in High-Impact Practices for Students and Faculty**

Workshop | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

High-impact practices (HIPs) have a significant and positive impact on students’ deeper learning and aids in developing intellectual and practical skills, civic responsibility, and a richer understanding of different cultures around them. Yet, despite their benefits, there are often many challenges and barriers for both faculty and students when planning and participating in HIPs. This workshop will allow participants to identify challenges for faculty and students and create action plans for addressing these challenges. Through naming and embracing challenges and barriers, HIPs can be made truly accessible for all. Presenters: *Tiffany N. Maclennan*, Research Fellow and Strategist and *Jessica Riddell*, Executive Director, Full Professor—Maple League of Universities, Bishop’s University

**Student Writing, Assessment, and Campus-Community Collaborations**

Workshop | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

Students, faculty, curriculum designers, administrators, and learning assessors can contribute in meaningful ways to the development of both civic and career awareness (and the assessment thereof) at multiple levels by informing their articulation in practice, ongoing development, and outcomes assessments. This workshop will examine the role of student writing in aligning individual learning, curricular design, and community engagement. Student writing is present at so many levels and in so many disciplines that what might seem familiar can be used in new ways to inform the development of service learning, civic engagement, entrepreneurship, and other types of engaged off-campus curricula. Presenters: *Russell Stone*, Assistant Vice Provost, Assessment and Accreditation, and *William J. Macauley, Jr.*, Professor—both of University of Nevada, Reno

**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.

Presenters: **Terrel Rhodes**, Vice President, Office of Quality, Curriculum, and Assessment and Executive Director of VALUE, and **Kate Drezek McConnell**, Assistant Vice President for Research and Assessment and Director of the VALUE Institute—both of AAC&U

**Wicked Reflection: From Exigency to Theory to Practice**

Workshop | Reimagining HIPs to Help Students Achieve Outcomes

If the age of COVID has done nothing else, it has clarified the ways in which “wicked problems”—complex, dynamic challenges that resist easy solutions—will dominate the lives of our students after college. Wicked problems, though, present their own pedagogical challenges: for instance, students can feel intimidated or overwhelmed when asked to reflect on experiences or situations where clear answers are illusive. This highly interactive session explores this challenge, providing ideas for and allowing attendees to experiment with ways of engaging students in “wicked reflections” that can result in a greater sense of student agency even during this chaotic moment in our history.

Presenters: **Paul S. Hanstedt**, Director of the Harte Center for Teaching and Learning—Washington and Lee University; and **David Hubert**, Associate Provost for Learning Advancement—Salt Lake Community College
**4D Liberal Arts: Interdisciplinary, Interinstitutional Innovation and Collaboration Workshop**

In this workshop, we explore the topic of interinstitutional collaboration through the lens of the 4D Liberal Arts initiative. This grant-funded project brought together faculty, staff, and students from a community college and a small liberal arts college to support critical making in the applied liberal arts. Working across disciplines and campuses, participants developed partnerships using traditional and contemporary maker technologies from letterpress to virtual reality. During this workshop, we will share our experiences implementing the first iteration of this initiative, contextualize the project in a broader theoretical framework, and invite participants to engage in a collaborative investigation of affordances and challenges of interdisciplinary, interdepartmental, and interinstitutional collaboration through reflection and discourse.

**Presenter:** *Abby R. Aresty*, Technical Director and Lecturer, TIMARA Department—Oberlin College and Conservatory

**Connected Learning and CORE Assessment Workshop | Agency and Self-Direction**

This workshop demonstrates a roadmap through the CORE Assessment Model deployed at the University of North Texas to connect high-impact practices across the core curriculum and to discipline-specific skills. To coordinate and link these together, each of these experiences is visualized and demonstrated in learner pathways and results in an evidence repository (digital credentials and ePortfolio evidence). In this workshop, participants will apply the CORE Assessment Model to identify, develop, and scale similar projects at their institution.

**Presenters:** *Meena Naik*, Program Director, Career Connect, and *Adam Wear*, Director of the Core—both of University of North Texas

**Create an Interdisciplinary Skills-Based Minor to Showcase Career Readiness Workshop | Agency and Self-Direction**

Helping students, faculty, and advisors understand how to articulate the importance of general education to career readiness and success is key to maintaining a strong and relevant program. This workshop will help participants understand the relationship between the AAC&U LEAP Essential Learning Outcomes and the National Association of Colleges and Employers Career Competencies. Participants will discuss strategies for highlighting and fostering connections between the two sets of outcomes on their campuses, using the Interdisciplinary Career Readiness Skills Minor of Virginia Commonwealth University as an example.

**Presenters:** *Constance C. Relihan*, Dean, University College, and *Scott F. Oates*, Director of Academic Program Integrity and Assessment—both of Virginia Commonwealth University
**SATURDAY, FEBRUARY 13**

**Ensemble Culture for Engagement, Equity, and Learning Across Disciplines**
*Workshop | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

Come experiment with active, community-minded learning as part of a pedagogical framework that brings equity, engagement, and deep learning to any course. Ensemble culture helps students do purposeful work and feel valued, enlivens discourse, and energizes problem-solving. Join this humanities/STEM interdisciplinary team in dynamic exercises linked to research in neuropsychology, anthropology, pedagogy, and the arts. Come play as we guide you through new ways to create content and support each other in transferring ideas into your own curriculum.

Presenters: Deborah EM Kronenberg, Assistant Professor of Theatre, and Rebecca Mitchell, Associate Professor of Mathematics—both of Pine Manor College

**Integrated Approach to Equitable and Culturally Responsive Assessment**
*Workshop | Equity*

Assessment is about measuring learning for accountability and continuous improvement. Since one of the goals is to use assessment results to improve learning for all students in both national and international contexts, including the underrepresented population, it can also be a tool for promoting equity by developing and using culturally responsive assessment. How do we value and insert students’ cultural identities and diversity in online course design and assessment strategies in the context of gender, race, class, and more? This interactive session will weave together a presentation and discussion about an assessment unit that posed these questions to its own practice in order to reinvent the assessment cycle by including strategies for implementing equitable assessment from outcomes to assignment design and data analysis.

Presenters: Mamta Saxena, Director, Assessment, and Earlene Avalon, Associate Teaching Professor, Faculty Lead—both of Northeastern University

**Joined at the HIP: Marrying High-Impact Practices with Online Education**
*Workshop | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

In this session, participants will critically explore and analyze best practices related to implementing high-impact practices (HIPs) successfully in an online general educational environment to advance learning, engagement, and, ultimately, retention. Through the application of related theories and existing research, session attendees will collectively explore the potential challenges, benefits, and methodologies associated with online HIPs in a variety of online educational settings. Special attention will be given to frequently used HIPs, including collaboration, intensive writing, and service learning.

Presenters: Lisa Hughes, Instructional Design Specialist, Azizi Arrington-Slocum, Associate Professor, and Amanda Muhamm, Professor—all of Indiana State University

**Leading Beyond the Lecture: Integrating Experiential Learning to Better Understand Disabled Student Dynamics in the Classroom**
*Workshop | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

Within this dynamic, interactive workshop, participants will gain beneficial knowledge on how to effectively apply leadership theory and strategies in the classroom. Facilitators will apply
transformational leadership and authentic leadership theories toward expanding the classroom experience to make it more interactive and educational. Participants will problem solve, reflect on personal experiences, and share ideas of how to create a supportive classroom environment. Through experiential learning techniques, participants will deepen their understanding of disabled student dynamics and engaging students in a diverse classroom environment.

Presenters: Melony L. Texidor, Full Time PhD Student—Indiana Wesleyan University; and Anna Sinclair, Professor of Public Relations and Strategic Communication—Biola University

11:30 am – 12:30 pm ET
Concurrent Sessions

Pecha Kucha Session

A Pecha Kucha (“chit chat” in Japanese) consists of a visual presentation (twenty slides that run for twenty seconds each) and commentary from the presenter regarding elements featured on the slides. The session includes three presentations and time for discussion and Q&A.

Moderator: Kate McConnell, Assistant Vice President for Research and Assessment and Director of VALUE Institute—AAC&U

11:30 – 11:40 am: Exploring Equity in General Education

Equity

African American students at Baton Rouge Community College, a Title III Predominantly Black Intuition, earn fewer passing grades and complete fewer general education courses than White students, according to institutionally generated, racially disaggregated grade performance and course completion data. In the 2019–20 academic year, a zero-cost, faculty-driven equity institute was deployed to operationalize pedagogical and retention equity strategies in general education courses. Steady improvements toward equity outcomes have been realized. Participants will discover how to implement an equity institute within general education courses, consider critical theoretical frameworks supporting pedagogical and retention strategies, and learn how to assess improvements in equity outcomes within and across general education courses.

Presenter: Nina M. McCune, Associate Professor, History, Director, Equity Institute—Baton Rouge Community College

11:40 – 11:50 am: Wicked Problems, Civic Engagement, and General Education

Social Responsibility and Community Engagement

American higher education institutions have powerful opportunities and obligations to help students develop and express their civic identities. General education programs occupy unique curricular spaces and draw together a rich diversity of students and faculty from different backgrounds, perspectives, and disciplines. At Queens University of Charlotte, we have used this opportunity to ensure that every student has a civic engagement experience. We require all upper-division students to engage in multidisciplinary general education learning communities focused on “wicked” or complex issues. With over five years of experience and research, we
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hope to inspire other campuses to create communities of practice that bring students and faculty into meaningful work that advances learning and civic flourishing.

Presenters: **Jeffrey F. Thomas**, Director of General Education, and **Sarah Fatherly**, Provost and Vice President for Academic Affairs—both of Queens University of Charlotte

**11:50 – 12:00 pm: eService Learning: Unlocking the Social Justice Potential in Online Courses through eService Learning**

*Equity*

Can online service learning be a tool for social justice? This session will introduce eService learning (service learning in online courses), explore the benefits of and barriers to eService learning, and provide best practices and practical strategies. It will also share examples of eService learning that have advanced equity and social justice, such as best practices to raise awareness of racial disparities in fatal drownings, and a capstone course that culled best practices that cities and states can use to fight racial disparities in COVID-19.

Presenter: **Leora Waldner**, Professor of Public Administration—Troy University

**Cross-Disciplinary Team Teaching around Complex Issues to Promote Integrative Learning in General Education**

*Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry*

Like many institutions across the country, the University of Arizona is in the process of rethinking and reforming its general education program. Participants will be introduced to a new general education curricular model currently being piloted at the University of Arizona that brings together faculty and students from diverse disciplinary backgrounds to promote interdisciplinary learning through the investigation of complex challenges and ideas. Drawing on pilot course data, we will discuss the strengths and drawbacks of this curricular approach to general education and the implications for interdisciplinary student learning. Participants will consider how this pedagogical model fits within larger trends in higher education and the role of collaborative interdisciplinary instruction in increasingly important online learning environments.

Presenters: **Megan Baker**, Graduate Research Associate, and **John Pollard**, Associate Dean for Academics and Curricular Innovation, Professor of Practice—both of University of Arizona

**Intrepid Innovation! Swiftly Reimagining High-Impact, Anti-Oppressive Community Service Learning in a Virtual Space**

*Dialogue for Learning | Reimagining HIPs to Help Students Achieve Outcomes*

An unanticipated consequence of the necessary shift to remote community service learning in 2020 has been the opportunity to innovate. Within this session, we will explore the positioning of digital technologies and meaningful faculty and community engagement to maintain the social-justice-oriented learning outcomes associated with this high-impact undergraduate student learning practice. We will also share the ongoing role of assessment in meeting this moment and clarifying our vision for social justice action as a university.

Presenters: **Andrea Brewster**, Assessment Manager, Office of Undergraduate Studies, **Jennifer Merritt**, Director, Community-Based Learning, **Edrick C. Bondoc**, Program Director, Community-Based Learning, **Jim Somers**, Program Manager, Community-Based Learning, and **Adriana**
Navigating Institutional Culture and General Education Review: The Challenges of Change

Dialogue for Learning | Proficiency

This Dialogue for Learning session will provide participants with an opportunity to discuss general education as an institutional lightning rod for change and the challenges that accompany such a review and change, with specific emphasis on the triad of communication, coordination, and cooperation. This session will ask participants to identify operational actions that they can take back to their institutions and ways to engage the various constituents involved in general education revision with the goal of building cooperation across the curricular culture.

Presenters: Linda A. Howell, Assistant Professor, Ashley Faulkner, Instructor, and Susan M. Perez, Associate Professor and Associate Dean—all of University of North Florida

Theorizing General Education Reform as a Wicked Problem

Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

The theory and praxis surrounding wicked problems can be applied to general education reform through the development of heuristics that help practitioners identify and address multiple stakeholders in a complex context. This session will provide insights into general education reform from individuals who have participated in two separate general education reform efforts at their institution. Audience members will identify and analyze their stakeholders, describe the pressures facing general education at their institution, and identify ways in which general education can support the mission. The audience will leave the session with not only an awareness of the complexity of general education reform but also an understanding of the approaches necessary for taming this wicked problem.

Presenters: Laurie B. Cubbison, English Professor, Kim Gainer, Associate Dean, College of Humanities and Behavioral Sciences, and Frank M. Napolitano, Associate Professor—all of Radford University

Unexplored Terrain: Making Meaning via Oral Communication in Gen Ed

Dialogue for Learning | Engaged Pedagogy, Integrative Learning, and Problem-Based Inquiry

Oral communication, a core general education competency, is often neglected as both a skill to be developed and a tool that deepens student understanding. Although many institutions include oral communication as a curricular requirement or program goal, the wide variety of skills that fall under the general rubric of “oral communication” are left unacknowledged. Instructors fall back on teaching and assessing formal presentation skills even while they recognize the importance of other aspects of oral communication such as engaging in productive dialogue, listening, giving elevator pitches, providing feedback, and so forth. This session will break down types of oral communication, pedagogical strategies to develop these skills, and their connection with student understanding and retention.

Presenters: Dana Dawson, Associate Director, General Education, and Patricia Moore-Martinez, Associate Chair for Undergraduate Studies—both of Temple University
Small Teaching Online: Practical Strategies to Increase Student Engagement and Learning during COVID-19 and Beyond

Moderator: C. Edward Watson, Associate Vice President for Quality, Pedagogy, and LEAP Initiatives in the Office of Quality, Curriculum, and Assessment—AAC&U

For many, the pandemic resulted in the quick adoption of new teaching strategies leveraging an array of technologies, and for those teaching general education courses, the challenges were often quite pronounced. With that said, whether you’re new to hybrid and online learning or experienced, you can make small but impactful adjustments that significantly boost student engagement and learning. In this plenary session, we’ll discuss brief learning activities, minor course design modifications, and simple changes to your interactions with online students based on the approach outlined in Small Teaching Online: Applying Learning Science in Online Classes (2019). Those teaching in synchronous online, blended, and in-person formats also will gain teaching with technology strategies that enhance the in-class experience. Together, we’ll discover how rewarding online teaching and learning can be.

Presenter: Flower Darby, Author of Small Teaching Online