January 21 – 24, 2015
Washington, DC

FINAL PROGRAM

THE **CENTENNIAL** ANNUAL MEETING

Liberal Education, Global Flourishing, and the Equity Imperative

CENTENNIAL SYMPOSIUM
Wednesday, January 21, 2015
America's Global Future:
Are College Students Prepared?

FORUM ON DIGITAL LEARNING AND E-PORTFOLIOS
Saturday, January 24, 2015

Held in conjunction with the 71st Annual Meeting of the American Conference of Academic Deans
"Liberal Education, Global Flourishing and the Equity Imperative: The Deans' Perspective"

About AAC&U's Centennial Annual Meeting

In a Challenging Global Environment, the Connections Among Societal, Individual Flourishing, and Liberal Learning Are Indisputable.

As AAC&U looks to the century ahead, the need for multidisciplinary higher learning has never been more evident. Economic prosperity, democratic vitality, and global progress all depend on the continued advance of new knowledge, on the full development of human talent from all sectors of society, and on citizens' capacity and commitment to connect new knowledge with the world's urgent challenges—economic, ethical, political, intercultural, environmental. ***Americans need more—and more cosmopolitan—liberal learning, not less.***

A Liberal and Life-Enhancing Education Is Especially Important to Low-Income Students, Who Too Often Are Steered in Exactly the Opposite Direction.

Whatever their backgrounds, and especially if they want to succeed in their careers, *all* college students need and deserve the opportunity to gain broad knowledge about science, society, cultures, and values; to develop sought-after analytical and communication skills; and to pursue personal and career development, reflection, and hands-on experiences in working to solve problems with people and communities whose perspectives are different from their own. This is the heart of AAC&U's mission: to make the most empowering forms of learning available to all college students, not just the most fortunate among them.

The Annual Meeting Will Explore Evidence of Educational Inequities and Show How a Liberating Education Can Be Provided Across All Areas of Study, from Career and Technical Fields to the Arts and Sciences.

Showcasing the vision and creativity of AAC&U members, the Annual Meeting will feature "equity-minded" practices that can be used to increase the learning and success of students who have been underserved at all levels of the American educational system and will explore strategies for removing barriers to transfer and opportunity for these students. And it will show why employers view liberal education as an investment in expanded economic success.

Yes, We Know; Naysayers Abound.

Even as the need for expanded learning grows, the individual and social benefits of higher education, in general, and liberal education, in particular, have come under withering scrutiny. Policy leaders are skeptical; families and first-generation students are anxious.

And yet, liberal education remains America's premier approach to higher education. As other countries race to import its distinctive strengths, it's up to us to help the skeptics discover that bigger, global picture.

Now, as Ever, Liberal Education Thrives Through Innovation. Today, New Creative Blends of Liberal and Applied Learning Are Being Forged to Satisfy Students' Career Hopes and to Meet the Wider Needs of Society.

We look forward to discussions at this special centennial Annual Meeting where we will work together to foster global and horizon-expanding learning, embrace and respond to the equity imperative, and fulfill the promise of a liberal and life-enhancing education for our students, for the economy, and for America's global future.

This is the heart of AAC&U's mission: to make the most empowering forms of learning available to all college students, not just the most fortunate among them.

Special Centennial Events

THE CENTENNIAL SYMPOSIUM

America's Global Future:
Are College Students Prepared?

January 21, 2015

The future belongs to people who can tackle complex, unscripted problems and who possess sought-after twenty-first-century knowledge, key intellectual skills and judgment, and practical, hands-on experience. Designed for leadership teams from AAC&U member campuses, the Centennial Symposium explores ways to help our students meet these challenging expectations.

The Centennial Symposium registration is now at full capacity. AAC&U sincerely regrets that we cannot accept additional registrations onsite.

THE CENTENNIAL CELEBRATION!

January 22, 2015

AAC&U will celebrate its Centennial with a grand party at the beautiful Smithsonian American Art Museum and National Portrait Gallery. We look forward to a very special evening as we celebrate this extraordinary community and toast AAC&U's own flourishing future!

If you were not able to RSVP in time to receive a ticket, please check at AAC&U's Registration Desk to see if tickets might be available. If you do have a ticket and find that you will be unable to attend, we ask that you please return your ticket to AAC&U's Registration Desk to enable another person to attend. Thank you.

PLEASE NOTE: *Tickets will be required at the Smithsonian American Art Museum and National Portrait Gallery to enter the building.*

SHUTTLE SERVICE

Shuttles to the Smithsonian American Art Museum and National Portrait Gallery will begin leaving at 6:45 pm from the Marriott Marquis L Street entrance, which is through the Marquis lobby and opposite from the main entrance on Massachusetts Avenue. The shuttles will run continuously from 6:45 pm through 10:30 pm. Return shuttles will drop guests off at the Marriott at Metro Center, the Renaissance, and the Marriott Marquis Hotels.

photographer Ken Rahaim

TAKING LEAP TO THE NEXT LEVEL

AAC&U launched Liberal Education and America's Promise (LEAP) in 2005 to help higher education focus on the most important goals for student learning and on high-impact practices that help students demonstrably achieve the preparation they need for work, life, and citizenship. Since then, LEAP has become a far-reaching movement, with hundreds of institutions, nine state systems, and multiple consortia actively using its framework to prepare students for twenty-first-century questions and challenges. Where do we go next?

At this Centennial Annual meeting, we will launch

- **The LEAP Challenge**
  You've set ambitious goals to prepare your students for a fast-changing global world. But are *all* your students achieving those Essential Learning Outcomes? By meeting The LEAP Challenge, we can ensure that liberal education works at peak for all college students, whatever their background, educational goals, and intended careers. AAC&U President Carol Geary Schneider will invite members to embrace The LEAP Challenge at the opening plenary—Thursday morning, January 22.

- **The Next Generation of LEAP Reforms**
  With major support from partner foundations, AAC&U has been working intensively to frame far-reaching change initiatives that create

  - guided pathways to *Equity and Inclusive Excellence*
  - intelligent redesigns of *General Education* that reclaim our commitment to global and democratic citizenship
  - educationally productive approaches to both *Digital Learning* and *VALUE* assessments of learning outcomes; and
  - *TIDES*, teaching toward diversity, equity, AND excellence in STEM and other high-opportunity fields.

  Through AAC&U's partnership with Bringing Theory to Practice, we also underscore our commitment to ensuring that college learning fosters students' personal development and *Flourishing*.

  We invite you to help shape AAC&U's next era of work by taking part in one of the concurrent forums on Taking LEAP to the Next Level on Thursday morning, January 22. A full description of these sessions begins on Page 10.

Annual Meeting Highlights

Liberal Education, Global Flourishing, and the Equity Imperative

Wednesday, January 21, 7:15 – 8:45 p.m.

OPENING NIGHT FORUM

Reaching Wider:
A Dialogue across Boundaries

In this special Opening Night Forum, we explore the economic and social power of broad learning in transnational perspective, with special attention to the needs of those who remain on the margins of society—in other parts of the world and across the United States.

MODERATOR: **JEFFREY BROWN,** *Co-Anchor and Senior Correspondent, PBS NewsHour*

Jeffrey Brown

FRANK BRUNI, *Op-Ed Columnist for* The New York Times*, and author of* Where You Go Is Not Who You'll Be: An Antidote to the College Admissions Mania *(forthcoming 2015)*

Frank Bruni

KAVITA N. RAMDAS, *Representative—India, Nepal, and Sri Lanka, Ford Foundation, and Former President and CEO of the Global Fund for Women*

Kavita N. Ramdas

AZAR NAFISI, *School of Advanced International Studies, The Johns Hopkins University, and author,* The Republic of Imagination: America in Three Books *and* Reading Lolita in Tehran

Azar Nafisi
photographer Stanley Staniski

BRIAN MURPHY, *President, De Anza College, and Co-Founder of The Democracy Commitment, a coalition working to provide all community college students with an education in democracy*

Brian Murphy

Thursday, January 22, 8:30 – 10:15 am

ANNUAL MEETING KEYNOTE PLENARY

America's Challenge:
As China Rises and Democracy Falters, How Will We Thrive?

ERIC LIU, *CEO of Citizen University*

Eric Liu

The LEAP Challenge:
Preparing College Students—Privileged and Not—to Create Solutions for Our Future

CAROL GEARY SCHNEIDER, *President of AAC&U*

Carol Geary Schneider

Friday, January 23, 11:45 a.m. – 1:15 p.m.

ACAD KEYNOTE LUNCHEON

A Global Perspective:
Training the Next Generation of International Leaders

EVAN RYAN, *Assistant Secretary of State for Educational, and Cultural Affairs*

Evan Ryan

Saturday, January 24, 10:00 – 11:00 a.m.

CLOSING PLENARY

Innovation, Creativity, and the Equity Imperative

FREEMAN A. HRABOWSKI, III, *President of The University of Maryland, Baltimore County*

Freeman A. Hrabowski, III

---

taskstream AAC&U thanks Taskstream—our Featured Sponsor for the Centennial Annual Meeting

SPECIAL EVENTS
Thursday, January 22, 10:45 a.m. – 5:30 p.m.

Forum for Presidents and Foundation Leaders

Vision, Value, Valor:
Presidential Leadership for Equity and Excellence in an Era of Concerns and Constraints

FORUM CHAIR: **KENNETH P. RUSCIO,** *President, Washington and Lee University, and Chair, AAC&U Board of Directors*

America's future depends on higher education's success both with quality—the complex learning students need most—and with equity, providing access to empowering learning for all the students we enroll. Yet presidents working on these core issues face constraints, concerns, and a raft of contradictory proposals to both "rate" and "fix" higher education. This forum for presidents and foundation officers—a principals-only gathering within the larger Annual Meeting—will tackle these issues head-on. We'll explore ways to succeed with the national debate about the worth of college learning, address the cost/value/conundrums, provide values-based leadership, and advance educational priorities—including digital priorities—that work both for quality and for underserved student success.

Friday, January 23

Community College Leadership Summit

The Summit will include a full day of sessions, networking, and an evening reception as we welcome leaders from community colleges, national organizations, and foundations to discuss collaborative strategies for advancing community college student learning and success.

The Summit is made possible by generous funding from The Kresge Foundation.

Sessions associated with the Community College Leadership Summit begin on Page 26.

Saturday, January 24

Forum on Digital Learning and E-Portfolios

Global Digital Positioning System:
E-Portfolios in a Digital Age

The program for the Forum on Digital Learning and E-Portfolios begins on Page 46. Sessions on Saturday morning are open to all Annual Meeting registrants. Registration for the Forum Luncheon and afternoon sessions carries a separate fee.

Thursday, January 22, 12:15 – 1:45 p.m.

NETWORKING LUNCHEON FOR FACULTY AND ADMINISTRATORS OF COLOR

Globalization at Home

REZA FAKHARI, *Associate Provost and Professor of International Politics at Kingsborough Community College of The City University of New York.*

Reza Fakhari

Friday, January 23, 7:00 – 8:30 a.m.

NETWORKING BREAKFAST FOR WOMEN FACULTY AND ADMINISTRATORS

The Road to Change, Reflections on Transformation Leadership

MILDRED GARCÍA, *president of California State University, Fullerton*

Mildred García

AAC&U Centennial Video Premier

AAC&U is pleased to announce the premier of our Centennial Video highlighting the power of an engaged, public-spirited liberal education to transform students' lives and address the "big questions." Featuring educators, business leaders, and students from AAC&U member institutions, the video shines a spotlight on 21st-century liberal education practices and institutions at their best. The video will be premiered on Thursday morning during the Annual Meeting Opening Plenary.

The AAC&U Centennial Video will be available for viewing in all guest rooms of the Marriott Marquis on Thursday and Friday.

The video will also be available online at **www.aacu.org/centennial**.

CONFERENCE SPONSORS

The Association of American Colleges and Universities thanks the following sponsors for their generous support of AAC&U's 2015 Annual Meeting.

FEATURED SPONSOR

taskstream

Taskstream provides cloud-based software and supporting services to efficiently plan and manage assessment processes and demonstrate both student learning achievement and institutional effectiveness for continuous improvement and accreditation. Using Taskstream's powerful tools for assessment planning, outcomes management, e-portfolios, rubric-based scoring and reporting, field placement management, surveys, and more, educators around the world are ensuring that students have the skills and knowledge they need to succeed.

www.taskstream.com

COLLABORATING AND PRESIDENTS' FORUM SPONSOR

LiveText
www.livetext.com

LiveText empowers institutions and individuals with world-class technology and leadership to elevate and demonstrate the quality of learning. Our web-based technology is designed to assess outcomes-based learning, as well as measure and report actionable data for improvement of the academic experience and demonstration of accreditation compliance.

www.livetext.com

CONTRIBUTING SPONSORS

burningglass

Burning Glass is a leading developer of web-based labor market analytic and job matching applications for the education and workforce sectors, providing real-time intelligence on jobs and skills in demand.

www.burning-glass.com

chalk&wire

With a market-changing, research-based approach to higher education assessment, Chalk & Wire has helped institutions demonstrate student competency and improve the evaluation of learning outcomes for nearly 20 years.

www.chalkandwire.com

THE CHRONICLE of Higher Education

The Chronicle delivers the latest news and analysis of ideas that lead the academic discourse at colleges and universities.

http://chronicle.com

Diverse®
ISSUES IN HIGHER EDUCATION

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

www.diverseeducation.com

EYP/
Architecture & Engineering

EYP specializes in planning and designing sustainable projects for higher education. With eight offices and 375 staff members, the firm ranks among Architect Magazine's Top 50 A/E firms nationwide.

http://eypaedesign.com

THE FULLBRIDGE PROGRAM

The Fullbridge Program partners with higher education to innovate by creating programs that support a liberal arts education and increase college ROI.

https://fullbridge.com

IDEA

IDEA, a non-profit organization established in 1975, provides statistically valid and reliable Teaching and Learning Assessment (student ratings) and Leadership Assessment (chair and administrator) instruments backed by extensive research.

http://ideaedu.org

Latinos inHigherEd.com

LatinosinHigherEd.com provides effective solutions for employers seeking qualified Latino professionals. We are dedicated exclusively to higher education and specialize in matching Latino professionals with colleges and universities every day.

www.latinosinhighered.com

The Washington Center

TWC immerses students in an integrated academic and professional experience in Washington, DC, to set them on a pathway of achievement, leadership and civic engagement.

www.twc.edu

WILEY

Jossey-Bass Higher & Adult Education provides essential knowledge and promotes professional learning in the postsecondary educational community worldwide.

www.josseybass.com/highereducation

FRIENDS

DIGI[cation]™ **PebblePad**

HigherEdJobs Don't just search. Connect.® **skyfactor**

INSIDE HIGHER ED insidehighered.com **Stylus PUBLISHING, LLC.**

MOBILE APP SPONSOR

THE HONOR ΦΚΦ SOCIETY OF
PHI KAPPA PHI
Honor. Excellence. Impact.

www.phikappaphi.org

MEETING AT A GLANCE

Wednesday, January 21

8:30 a.m. – 5:30 p.m.
Centennial Symposium

7:15 – 8:45 p.m.
Opening Night Forum

8:45 – 10:00 p.m.
Wednesday Evening
Social Hour

AAC&U thanks LiveText for their generous support of the Social Hour.

Thursday, January 22

8:30 – 10:15 a.m.
Opening Plenary

10:45 a.m – 12:15 p.m.
Featured Sessions and
Discussions:
Launching The LEAP
Challenge

10:45 a.m – 12:15 p.m.
Forum for Presidents and
Foundation Leaders

12:15 – 1:45 p.m.
Networking Luncheon for
Faculty and Administrators
of Color

12:30 –2:30 p.m.
Luncheon for Presidents and
Foundation Leaders

2:00 –3:00 p.m.
Featured and Concurrent
Sessions

2:45 – 5:30 p.m.
Forum for Presidents and
Foundation Leaders

2:00 – 3:00 p.m.
3:15 – 4:15 p.m.
4:30 – 5:45 p.m.
Featured and Concurrent
Sessions

7:00 – 10:00 p.m.
AAC&U Centennial
Celebration

Friday, January 23

7:00 – 8:30 a.m.
- ACAD Business Breakfast
- Women's Networking
  Breakfast

8:45 – 10:00 a.m.
10:30 – 11:45 a.m.
Featured and Concurrent
Sessions

11:45 a.m. – 1:15 p.m.
ACAD Luncheon

1:30 – 2:30 p.m.
2:45 – 4:00 p.m.
4:15 – 5:30 p.m.
Featured and Concurrent
Sessions

5:30 – 7:00 p.m.
Hosted Receptions

Saturday, January 24

8:00 a.m – 5:15 p.m.
Forum on Digital Learning
and E-Portfolios

9:00 – 9:45 a.m.
Concurrent Sessions

10:00 – 11:00 a.m.
Final Plenary

12:00 – 3:00 p.m.
Post-Meeting Workshops

MEDIA COVERAGE OF AAC&U'S ANNUAL MEETING

AAC&U's 2015 Annual Meeting is open to all credentialed members of the media, identified by their name tags. For members of the AAC&U community, this means that comments from the floor, or made in group discussions, may be considered as "on the record" unless requested otherwise. Participants and speakers are welcome to ask if media are present at a particular session or discussion.

MOBILE APP FOR THE ANNUAL MEETING

If you have not done so already, be sure to download AAC&U's Guidebook mobile app so you can create a personal schedule for the Annual Meeting. The app includes a listing and descriptions of all sessions; a listing of speakers; information about our sponsors; floor plans of the Marriott Marquis; and easy access to social media discussions. Stop by the Registration Desk for assistance.

Your Hosts

The Association of American Colleges and Universities
WWW.AACU.ORG

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to inclusive excellence, which means extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises nearly 1,350 member institutions—including accredited public and private colleges, community colleges, research universities, and comprehensive universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education and inclusive excellence at both the national and local levels, and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

The American Conference of Academic Deans
WWW.ACAD-EDU.ORG

ACAD was established in 1945 as an independent, national, nonprofit organization for academic deans. Over the past few decades, ACAD expanded its membership to include all academic administrators. Today, ACAD members are current and former deans, provosts, academic vice presidents, associate and assistant deans, and other academic leaders committed to the ideals of a liberal education. ACAD has chosen to remain a "conference" of deans reflecting a continuing dedication to its founding purpose: to create both formal and informal opportunities for academic administrators to meet, network, and offer professional support to their colleagues in their work as academic leaders.

In addition to holding an annual meeting, in recent years ACAD members have published The Resource Handbook for Academic Deans and collaborated with other higher education organizations on projects of mutual interest. More information can be found on our website at www.acad-edu.org.

8:30 a.m.–5:30 p.m.

THE CENTENNIAL SYMPOSIUM

America's Global Future:
Are College Students Prepared?

Level 2–Marquis Ballroom

The Centennial Symposium is a rich exploration of emerging directions for more fully connecting college learning with the needs of the wider society and the aspirations of today's extraordinarily diverse college learners. It will explore in particular the learning college students need to succeed and contribute in an interconnected world; evidence about the deepening equity divides in higher education; and innovations—including digital innovations—that have the potential to support a new era of powerful and horizon-expanding college learning for today's diverse college learners.

The Centennial Symposium registration is now at full capacity. AAC&U sincerely regrets that we cannot accept additional registrations onsite.

8:45 a.m.–4:30 p.m.

AMERICAN CONFERENCE OF ACADEMIC DEANS

Fourth Annual Deans' Institute

Level 4–Capitol/Congress

The Deans' Institute provides an opportunity for academic administrators to develop their leadership abilities in a supportive environment. It is designed especially for deans, provosts, associate deans and associate provosts, and other academic leaders above the rank of department head. The featured plenary speaker is William Craft, President of Concordia College. Dr. Craft's presentation—"The Glad Surprise of Deaning: What I thought My Job Would Be and What It Became"—takes a look at how one defines success in deaning and what you may think makes you a good dean may not predict what you in fact will do, or should do in the place you are called to work.

The ACAD Institute is now at full capacity. Please check at the ACAD Desk for potential availability.

7:15–8:45 p.m.

CENTENNIAL PLENARY FORUM

Reaching Wider:
A Dialogue across Boundaries

Level 2–Marquis Ballroom

In the Opening Night Forum, we explore the economic and social power of broad learning in transnational perspective, with special attention to the needs of those who remain on the margins of society—in other parts of the world and across the US.

MODERATOR: **JEFFREY BROWN,** *Co-Anchor and Senior Correspondent, PBS NewsHour*

Jeffrey Brown

FRANK BRUNI, *Op-Ed Columnist for* The New York Times*, and author of* Where You Go Is Not Who You'll Be: An Antidote to the College Admissions Mania *(forthcoming 2015)*

Frank Bruni

KAVITA N. RAMDAS, *Representative—India, Nepal, and Sri Lanka, Ford Foundation, and Former President and CEO of the Global Fund for Women*

Kavita N. Ramdas

AZAR NAFISI, *School of Advanced International Studies, The Johns Hopkins University, and author,* The Republic of Imagination: America in Three Books *and* Reading Lolita in Tehran

Azar Nafisi
photographer Stanley Staniski

BRIAN MURPHY, *President, De Anza College, and Co-Founder of The Democracy Commitment, a coalition working to provide all community college students with an education in democracy*

Brian Murphy

AAC&U Social Hour

8:45–10:00 p.m.

Mezzanine

Please join Centennial Symposium participants and Annual Meeting registrants as we gather to greet old friends and welcome new ones to AAC&U's Centennial Annual Meeting. AAC&U thanks LiveText for their generous support of the Social Hour.

Liberal Education, Global Flourishing, and the Equity Imperative

THE CENTENNIAL ANNUAL MEETING

8:30–10:15 a.m.

OPENING PLENARY

Level 2–Marquis Ballroom

Welcoming Remarks

KENNETH P. RUSCIO, *President, Washington and Lee University, and Chair, AAC&U Board of Directors*

MARC ROY, *Provost, Goucher College, and Chair, ACAD Board of Directors*

Introduction of Recipients of the 2015 K. Patricia Cross Future Leaders Award

ANYA ADAIR, *English Language and Literature, Yale University*

REBECCA CHRISTENSEN, *Higher Education, University of Michigan, Ann Arbor*

NEIL CONNER, *Geography, University of Tennessee*

VICTORIA H. FEBRER, *Visual Arts, Stony Brook University*

CAROLYN FISHER, *Biochemistry, Cornell University*

JACOB GROHS, *Educational Psychology, Virginia Tech*

REBEKAH LE, *Developmental Biology, University of California, Irvine*

HANNAH MILLER, *Teacher Education, Michigan State University*

NAGHME NASERI MORLOCK, *Sociology, University of Colorado Boulder*

ERIN MARIE RENTSCHLER, *English, Duquesne University*

FEATURED ADDRESS

America's Challenge:
As China Rises and Democracy Falters, How Will We Thrive?

Eric Liu

ERIC LIU is founder and CEO of Citizen University, and author of *A Chinaman's Chance*, about being Chinese American in this age of China and America. His other books include *The Accidental Asian*, a *New York Times* Notable Book; *Guiding Lights*, the official book of National Mentoring Month; and *The Gardens of Democracy* (coauthored with Nick Hanauer). A graduate of Yale and Harvard Law School, he was a speech writer and deputy domestic policy adviser in the Clinton administration. Eric Liu is also a correspondent for the *Atlantic* and a columnist for CNN. com. He will explore the learning we need if America is to flourish.

The LEAP Challenge:
Preparing College Students—Privileged and Not—to Create Solutions for Our Future

Carol Geary Schneider

CAROL GEARY SCHNEIDER has served as President of AAC&U since 1998. With hundreds of institutions in the US and abroad now actively investing in Liberal Education and America's Promise (LEAP), she will outline the next era of LEAP work to help students take charge, not just of their own fortunes, but of the problems we need to solve—in our neighborhoods, in the workplace, and with the wider world.

10:45–11:30 a.m.

PRESIDENTS' SESSION

What They Do Makes All the Difference:
The New Evidence on Graduates' Success and the Long-Term "Value" of College

Level 1–University of DC/Catholic University

CHAIR: KENNETH RUSCIO, *President, Washington and Lee University and Chair, AAC&U Board of Directors*

DISCUSSANTS: BRANDON BUSTEED, *Executive Director, Gallup Education;* **DEBRA HUMPHREYS,** *Vice President for Policy and Public Engagement, AAC&U*

11:30 a.m.–12:15 p.m.

PRESIDENTS' SESSION

The Obama Administration's Proposed Ratings Framework

Level 1–University of DC/Catholic University

JAMIENNE STUDLEY, *Deputy Under Secretary of Education, US Department of Education*

Remarks followed by open discussion with Ms. Studley

Presidents will respond to the administration's proposals and discuss the longer-term project of demonstrating to stakeholders what students are gaining from college.

10:45 a.m.–12:15 p.m.

CONCURRENT SESSIONS

Launching The LEAP Challenge and Next Generation of Liberal Education Reforms

In 2015, AAC&U begins the next century with a portfolio of major initiatives supported by major philanthropies and designed to make liberal education more purposeful, more inclusive, more digitally adept, and more transparently engaged with the big questions—global, societal, civic, ethical, and economic. We invite you to attend these forums to help shape these initiatives and help us meet The LEAP Challenge.

✦ ROADMAP:
Mapping the Pathways to Equity, Inclusive Excellence, and Student Success

Level 4–Salon L

How do you map intentional student success pathways to create supportive and purposeful environments that advance learning and completion for all students? How do you leverage cross-divisional collaboration to prepare students to do meaningful, high-quality signature work? What are evidence-based strategies for implementing multiple high-impact practices throughout the student experience and for improving equity in achievement of learning outcomes? Using the knowledge gained from a series of LEAP projects, this forum will explore these questions and the institutional capacities and educational practices needed to provide comprehensive pathways that promote educational quality, equity, and deeper levels of student engagement.

SUSAN ALBERTINE, *Vice President, and* TIA BROWN McNAIR, *Senior Director for Student Success—both of the Office of Diversity Equity, and Student Success, AAC&U;* PHILIP SISSON, *Provost and Vice President of Academic and Student Affairs, Middlesex Community College;* DAVIS JENKINS, *Senior Research Associate, Community College Research Center*

✦ SIGNATURE WORK:
Preparing Students to Integrate and Apply Their Learning

Level 4–Salon M

Beyond credits and courses, how do we ensure that college learning is more than the sum of its parts? This forum explores AAC&U's proposed strategy to ensure that LEAP works at peak for all college students, whatever their background and whatever their intended major and career. Designed especially for institutions that have already embraced the LEAP Essential Learning Outcomes, high-impact practices, and the commitment to make excellence inclusive, the forum will feature institutions of all kinds that already expect their students to integrate and apply their learning as a requirement for the degree.

CAROL GEARY SCHNEIDER, *President of AAC&U;* HENRY KREUZMAN, *Dean of Curriculum and Academic Engagement, The College of Wooster*; SEANNA KERRIGAN, *Capstone Program Director, Portland State University;* GAIL MELLOW, *President, LaGuardia Community College;* ERIC RUCKH, *Associate Professor of History, Southern Illinois University Edwardsville*

✦ GEMs:
Connecting General Education with Students' Lives and Society's Needs

Level 4–Salon D

What is the role of general education in meeting increasing demands for broad-based skills and problem-solving capacities in the context of a growing number of students, especially "new majority" students, who transfer and otherwise build their education in a variety of settings? GEMs (General Education Maps and Markers) seeks to ensure that all students—particularly those from groups that have been traditionally underserved by higher education—are engaged in deep, inquiry-based learning and have multiple opportunities to apply their knowledge, skills, and ethical responsibilities to complex problems and questions. This forum will show how institutions can use GEMs principles and the Degree Qualifications Profile to reposition general education, from first to final year, as a catalyst both for integrative and inquiry-centered learning and for successful transfer.

DAVID PARIS, *Vice President, Office of Integrative Liberal Learning and the Global Commons, AAC&U,* SCOTT EVENBECK, *President, Stella and Charles Guttman Community College;* KEN O'DONNELL, *Senior Director, Student Engagement and Academic Initiatives and Partnerships, California State University System Office;* ELAINE MAIMON, *President, Governors State University;* JOHNNELLA BUTLER, *Professor, Comparative Women's Studies, Spelman College*

✦ TIDES:
Teaching to Increase Diversity and Equity in STEM

Level 4–Salons FGH

How can educators reduce the loss of STEM talent in high priority fields while also increasing the success of students from underrepresented groups in STEM studies? How faculty—and more broadly, departments, colleges, and institutions—approach this disparity is a major area of emphasis for AAC&U's new TIDES initiative. Focused primarily on computer science, where the talent shortfall is particularly acute, TIDES empowers STEM faculty to implement advanced teaching strategies that are equally evidence-based and culturally competent in their classrooms. This forum will begin with a framework for achieving inclusive excellence in STEM fields and will then explore different institutions that are implementing TIDES initiatives.

KELLY MACK, *Vice President, Office of Undergraduate Science Education and Executive Director, Project Kaleidoscope, AAC&U;* JAMIE BRACEY, *Director, STEM Education, Outreach and Research, Temple University;* MELVIN HALL, *Professor of Education, Northern Arizona University;* KERRY ANN O'MEARA, *Associate Professor of Higher Education, University of Maryland;* KATHRYN WINTER, *Independent Consultant*

10:45 a.m.–12:10 p.m. (continued)

✦ LIBERAL EDUCATION UNBOUND:
The Life of Signature Student Work in the Emerging Digital Learning Environment

Level 4–Salons ABC

How does the emerging digital environment shape the life cycle of students' signature work? Digital technology has changed the learning ecosystem, and the future of liberal education depends upon an integrative vision of learning that is not merely advanced by digital tools, but reshaped just as digital learning has fundamentally changed our culture. We will explore what a synthesis of liberal education and connected learning can look like through the lens of signature work and the possibilities that the digital opens up at each stage.

RANDY BASS, *Vice Provost for Education, Georgetown University;* **JENNIFER EBBELER,** *Associate Professor of Classics, University of Texas at Austin;* **REBECCA FROST DAVIS**, *Director of Instructional and Emerging Technology, St. Edward's University*

✦ FLOURISHING:
Making Higher Education Whole. Reconnecting Liberal Learning with Well-Being

Level 4–Archives

This forum explores a vision and empirical evidence for students' flourishing as an essential goal of a 21st-century liberal education. The forum will present key findings from the scholarship of flourishing and its relation to quality of life, within and beyond college. Presenters also will examine what the Bringing Theory to Practice (BTtoP) project has learned over ten years of campus-based work to connect student learning and civic engagement with students' well-being.

DONALD HARWARD, *Project Director, Bringing Theory To Practice, and President Emeritus, Bates College;* **COREY LEE M. KEYES,** *Winship Distinguished Research Professor, Emory University*; **ASHLEY FINLEY,** *Senior Director for Assessment and Research, AAC&U*

✦ VALUE:
Achieving Transformational Change in the Assessment (and Improvement) of Student Learning Outcomes

Level 4–Salon E

Can we (re)place student curricular and co-curricular work and faculty judgment at the center of higher education assessment discussions? Can faculty-led assessment become a high-impact practice for students, faculty, and institutions around the improvement of student learning outcomes? The VALUE initiative is partnering with a multi-state collaborative committed to placing student work and faculty judgment at the center of assessment and learning for all students. This session will look at several campuses and consortia that are affirmatively answering these questions for their students, faculty, and institutions.

TERREL RHODES, *Vice President for Quality, Curriculum, and Assessment, AAC&U;* **GENEVIEVE BOESEN,** *Executive Director, South Metropolitan Higher Education Consortium;* **BONNIE ORCUTT**, *Director of Learning Outcomes Assessment, Massachusetts Department of Higher Education;* **DAVID HUBERT**, *Professor of Political Science and EPortfolio Director, Salt Lake Community College;* **SUSAN B. OPP,** *Associate Vice President, California State University-East Bay*

ACAD SESSION:
Integrated Career and Success Initiatives:
Three Deans' Perspectives on Vocation, Equity and Impact

Level 4–Salons JK

Many institutions are investing significant resources in integrated success/career centers to ensure that all students complete undergraduate programs well-equipped to pursue careers or graduate education. This session will explore the design and implementation of centers in three institutions, with a focus on mission, equity and impact. Participants will explore lessons learned in the design process, evaluation of impact on student success, and implementation strategies for their own institutions.

SUSAN S. HASSELER, *Senior Vice President for Academic Affairs and Dean of the College, Augustana College (SD);* **PAREENA LAWRENCE,** *Vice President for Academic Affairs and Dean of the College, Augustana College (IL);* **DEBBIE COTTRELL,** *Vice President for Academic Affairs, Texas Lutheran University*

12:15–1:45 p.m.

NETWORKING LUNCHEON FOR FACULTY AND ADMINISTRATORS OF COLOR

Globalization at Home

Level 1–Georgetown University

Reza Fakhari

REZA FAKHARI *is the Associate Provost for Faculty and Academic Affairs and Professor of International Politics at Kingsborough Community College of The City University of New York. He serves as the Vice Chair of the Board of Directors of Amnesty International USA and as the Chair of the Board of Directors of the Student World Assembly, a student-run global dialogue organization devoted to promoting democratic values, human rights, and youth leadership. He is also on the national steering committee of The Democracy Commitment. Dr. Fakhari was named a 2013 Distinguished College Administrator by Phi Theta Kappa Honor Society.*

12:30–2:30 p.m.

PRESIDENTS' LUNCHEON AND PLENARY

Higher Learning is Now Essential, But to What Ends?
What Leaders Can Learn from National and State Advocacy Efforts for Liberal Education, the Liberal Arts, and Educational Quality

Level 1–University of DC/Catholic University

DISCUSSANTS: **RONALD CRUTCHER,** *President Emeritus, Wheaton College and Chair, LEAP National Leadership Council;* **JOHN CHURCHILL,** *President, The Phi Beta Kappa Society;* **RICHARD EKMAN,** *President, Council of Independent Colleges;* **MICHAEL S. ROTH,** *President, Wesleyan University*

RESPONDENT: **GOLDIE BLUMENSTYK,** *Senior Writer,* The Chronicle of Higher Education, *and author,* Higher Education in Crisis? What Everyone Needs to Know *(Oxford University Press, 2014).*

2:00–3:00 p.m.

CONCURRENT SESSIONS

CENTENNIAL FEATURED SESSION

America's Unmet Promise and The Equity Imperative

Level 4–Salon L

How can America achieve the democratic ideals afforded by access to a high-quality education if the very students who represent the changing face of our country are disenfranchised and underserved? The educational inequities that continue to persist for many students represent America's unmet promise. Through a presentation of current educational statistics that illustrate the lack of progress made since the signing of the Civil Rights Act of 1964, the presenters will discuss guiding principles for reflective and transformational institutional and systemic changes that can start the process for closing these well-documented and inexcusable achievement gaps. The actionable institutional reforms and educational practices emerge from AAC&U's Equity Working Group, which is part of the General Education Maps and Markers Project sponsored by the Bill & Melinda Gates Foundation.

TIA BROWN MCNAIR, *Senior Director for Student Success, Chair Equity Working Group, AAC&U;* **ESTELA MARA BENSIMON,** *Professor of Higher Education and Co-Director of the Center for Urban Education, Rossier School of Education, University of Southern California*

RESPONDENTS: DANIEL GREENSTEIN, *Director of Education Postsecondary Success, Bill & Melinda Gates Foundation;* **SUSAN JOHNSON,** *Director of Equity & Inclusion, Lumina Foundation*

As part of AAC&U's Centennial-year focus on "the equity imperative," AAC&U is releasing a new report—America's Unmet Promise: The Imperative for Equity in Higher Education—*making the case for the urgent need to make excellence inclusive. We encourage you to read the report and help us transform higher education to advance equity and excellence for all students.* America's Unmet Promise *is available for purchase at AAC&U's Publications Table.*

WILEY

Five Dimensions of Quality:
A Common Sense Guide to Accreditation and Accountability in Higher Education

Level 4–Archives

Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability in Higher Education (Jossey-Bass, 2014) provides a simple, straightforward model for understanding and meeting the calls for increased quality in higher education ever-present in today's culture. Author Linda Suskie will describe the underlying principles of the expectations of accrediting bodies and offer ways to improve—and demonstrate—institutional quality. By focusing on why colleges and universities should take particular actions rather than only on what those actions should be, *Five Dimensions of Quality* provides the knowledge and strategies necessary for a successful review.

LINDA SUSKIE, *author of* Assessing Student Learning: A Common Sense Guide *and formerly Vice President at the Middle States Commission on Higher Education and Director of the American Association for Higher Education's Assessment*

This session is sponsored by Jossey-Bass/Wiley

EYP/

What's Trending?
Students Identify Key Spaces Conducive to Student Engagement

Level 4–Mint

This dynamic presentation will discuss research findings of student usage of residence halls' academic and social spaces and their impact on student engagement, as measured by quantifiable data. The purpose of this study is to assess how key spaces in residence halls (i.e., living-learning spaces vs. traditional residence halls) create environments that are conducive to student learning. Through both methodical observation and subsequent surveying, this research exposed what spaces promote student engagement by understanding the spaces students use most frequently and why. In addition, this research uncovers what type of activity is performed by students when given different resources. Through exploration of a successful comparative residence hall space study at the University of Michigan, attendees will learn how this type of research can help their institutions maximize spaces and inform future architectural and program designs.

LEILA KAMAL, *Vice President of Design & Expertise, and* **SARA STEIN**—*both of EYP Architecture & Engineering;* **GREG MERRITT,** *Senior Associate Director, University Housing, University of Michigan*

This session is sponsored by EYP Architecture & Engineering

Helping Students Connect:
Integrative Liberal Learning and the Future of Liberal Arts Colleges

Level 4–Capitol/Congress

How can programs for integrative liberal learning strengthen the work of liberal arts colleges and higher education generally? Parents and students, as well as policymakers, question the relevance of liberal arts in preparing students for the career demands in a rapidly changing global economy, especially as the cost of education continues to rise. A more integrative approach to liberal learning, one that builds coherence in the curricular pathways students follow across disciplines and areas of study, especially through problem-centered inquiry, is more likely to develop and document the skills and knowledge appropriate for the 21st-century workplace. Similarly, separating formal academic instruction from learning experiences in the co-curriculum and communities beyond the classroom misses opportunities to expand students' understanding of the meaning and application of their developing knowledge and skills. Supported by grants from The Teagle Foundation and The Andrew W. Mellon Foundation, a group of fifteen liberal arts colleges developed a variety of approaches and projects promoting integrative liberal learning. This session discusses some examples of this work and a project-related statement on principles and practices of integrated liberal learning and faculty leadership promoting it.

ANN FERREN, *Senior Fellow, AAC&U;* **NANCY BUDWIG,** *Associate Provost and Dean of Research, Clark University;* **ELEANOR TOWNSLEY,** *Associate Dean of Faculty, Mount Holyoke College*

2:00–3:00 p.m. (continued)

The Flex Quality Profile:
Making Quality—and LEAP—Visible in Competency-Based Education

Level 4–Salon E

This session takes up the question, how do we demonstrate and make visible in our educational programs the quality we promise through LEAP? Presenters will share the model of the Flex Quality Profile, a faculty-driven accountability framework that defines key features of the University of Wisconsin System's competency-based educational program, the UW Flexible Option. The Flex QP includes a set of quality indicators, as well as the measures and evidence that make visible the ways in which Flex programs are delivering high-quality education to students. We will then facilitate discussion of how other IHEs across the country are making quality visible and transparent to their various stakeholders. Ten years into LEAP, we know there are challenges in doing so, lots of great examples among our peers, and more urgency than ever that we figure out how to collectively do so.

REBECCA KAROFF, *Senior Special Assistant to the Senior Vice President for Academic and Student Affairs, University of Wisconsin System;* **PEGGY JAMES,** *Associate Professor of Political Science, University of Wisconsin-Parkside*

Fostering 21st-Century Faculty Learning through Dynamic Centers for Faculty Professional Development

Level 4–Salon FGH

The need for faculty who possess a vision of outcomes of a 21st-century education, a commitment to create educational opportunities characterized by excellence, inclusiveness, and innovation, and the capacity to foster student success is evident, now more than ever. Supporting faculty with such foresight, passion, and ability requires leveraging the resources, expertise, and knowledge within centers for teaching and faculty development, and doing so in ways that match the accelerating pace of change in higher education. Presenters will discuss key findings from an extensive 2012 survey of the membership of the Professional and Organizational Development (POD) Network, the premier professional association of faculty developers. We'll focus on emerging trends in staffing, priorities, structures, practices, and directions of teaching and learning centers. Participants will consider how centers can better support our institutions in creating the educational environments required to achieve new century learning outcomes.

MARY DEANE SORCINELLI, *Distinguished Scholar in Residence, Weissman Center for Leadership, Mount Holyoke College and Professor and Director Emeritus, Center for Teaching and Faculty Development, University of Massachusetts Amherst;* **ANN AUSTIN,** *Program Director, National Science Foundation;* **ANDREA BEACH,** *Professor of Higher Ed Leadership and Director, Office of Faculty Development, Western Michigan University*

This session is presented by the POD Network

Facilitating Well-Being:
Institutional Structures, Policies, and Priorities

Level 3–Chinatown

Increasingly, well-being is a component of the full and necessary aims of colleges and universities. Why should they do so and what should they do? Who is involved in this endeavor? Whose well-being should we focus on? Are there existing structures, policies, priorities that help or hinder this work?

ADRIANNA KEZAR, *Professor, Rossier School of Education and Co-Director, Pullias Center for Higher Education, University of Southern California;* **KEVIN KRUGER,** *President, National Association of Student Personnel Administrators (NASPA);* **RICHARD MILLER,** *President, Olin College*

MODERATOR: **JILL REICH,** *Professor of Psychology and former Vice President of Academic Affairs, Bates College*

This session is presented by the Bringing Theory to Practice Project

The Work of the Mind and the World

Level 4–Salons OP

Typically the case for civic education is made in terms of its contribution to preparing students for work. But is that enough? What if we sought a more expansive and civic notion of work itself to which higher education might contribute? Three campus leaders will initiate discussion by commenting on how they are redefining civic skills and attributes that students need to be successful in—and help transform—their workplaces. Participants will be asked to respond to a draft of a Civic Professionalism Rubric by Imagining America designed to reframe notions of work.

BYRON WHITE, *Vice President for University Engagement and Chief Diversity Officer, Cleveland State University;* **MARY GOWAN,** *Dean and Kenneth R. Bartee Endowed Professor for the College of Business, James Madison University;* **SETH POLLACK,** *Director, Service Learning Institute, California State University, Monterey Bay*

MODERATORS: **CARYN McTIGHE MUSIL,** *Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U;* **DEREK BARKER,** *Program Officer, The Kettering Foundation*

Convergence and Breadth in Academic Initiatives:
Integrating National Projects, Invigorated through Global Conversations

Level 3–Union Station

How do we tackle the broad range of academic initiatives promoting 21st-century learning in which so many AAC&U members find themselves engaged? As separate and discrete activities led by groups that remain out of contact with one another? As efforts analyzed through local, regional, or national lenses, inattentive to the innovations that colleagues around the world have developed? This panel proposes that we identify "High-Impact Practices" for academic reform projects, emphasizing in particular the underlying convergence of seemingly distinct initiatives in the US, while also exploring new frameworks of analysis from global colleagues. Dual habits of integration and cross-cultural awareness can contribute to more meaningful and substantive changes.

DANIEL McINERNEY, *Professor and Associate Department Head, and* **NORMAN JONES** *Director of General Education—both of Utah State University;* **PHYLLIS SAFMAN,** *Assistant Commissioner for Academic Affairs, Utah System of Higher Education*

A Network Approach to the Global Spread of Liberal Education

Level 4–Salon D

Liberal education extends far beyond the boundaries of the United States. Increasingly faculty, administrators, and ministry officials in countries around the world are looking to adapt models of liberal education to national educational environments in order to respond to the challenges of the 21st century. These institutions are part of the global future of liberal education, and their experiences starting anew redound upon the United States, both in terms of the opportunities they afford to American students and faculty, and how they shape our understanding of the future of liberal education. How can a network of institutions help US institutions rethink their approach to liberal education? How can institutions measure the successful adaptation of liberal education methods and use data to promote institutional and network learning? Presenters will discuss the successes and challenges of a networked approach to adapting and strengthening liberal arts education and will address how the participation of an American liberal arts college in an international network can promote faculty development and research and enhance student learning.

JONATHAN BECKER, *Vice President and Dean for International Affairs and Civic Engagement, Bard College;* **PHILIP FEDCHIN,** *Assistant Professor, Faculty of Liberal Arts and Sciences, St. Petersburg State University;* **RIYAM KAFRI,** *Assistant Professor and Division Head of Natural Sciences, Al-Quds Bard Honors College for Arts and Sciences;* **ALIAKSANDR KALBASKA,** *Vice Rector of Academic Affairs, European Humanities University;* **ANDREW WACHTEL,** *President, American University of Central Asia*

The 1940 AAUP/AAC&U Statement of Principles on Academic Freedom and Tenure Today

Level 3–Shaw

Like the AAC&U, the American Association of University Professors marks its centennial in 2015. In 1940, we jointly developed the "Statement of Principles on Academic Freedom and Tenure," endorsed by nearly 300 academic organizations, which continues to define the American concept of academic freedom. This session will assess the status of the 1940 Statement's principles today and suggest how we might best protect our shared principles in the future. A member of AAUP's Committee A will recount the statement's history and provide an overview of the state of academic freedom, with reference to such topics as social media, intellectual property rights, and external influences. An adjunct faculty leader will discuss the implications for academic freedom of the expansion of contingent and adjunct appointments and how AAUP is addressing this, including via collective bargaining. Lastly, AAUP's General Counsel will speak on the impact of the 1940 Statement on First Amendment jurisprudence.

JULIE SCHMID, *Executive Director, AAUP, American Association of University Professors Hans-Joerg Tiede, Professor of Computer Science, Illinois Wesleyan University;* **RISA LIEBERWITZ,** *Professor of Labor and Employment Law and General Counsel, AAUP, Cornell University;* **DAVID KOCIEMBA,** *President, Affiliated Faculty of Emerson College, Emerson College*

MODERATOR: JERRY GAFF, *Senior Fellow, AAC&U*

Cultivating for Change:
How Transformative Planning Can Take Root and Succeed in Liberal Learning Environments

Level 2–Salon 12

Despite the value placed today on cross-disciplinary inquiry, collaborative engagement, and global awareness, campuses with traditional missions and cultures may have difficulty updating their practices. Faculty and administrative leaders from two campuses—one a comprehensive public and the other a residential private—will share lessons on their successful curricular redesign. Questions to consider include: What conditions enabled them to launch a critical review of their practices and a process of creative renewal? How have they engaged across campus to reinterpret their historic missions and usher in needed change? What steps were taken to institutionalize change within a shared governance framework? In placing themselves in global perspective, how were they able to look outward to know what they needed to do inward? Participants will learn about ways to effectively read the external landscape, initiate a critical review of the curriculum, and build appropriate capacities for mission-centered responses.

JENNIFER DUGAN, *Professor of Political Science, Randolph College;* **DEBORAH JOHNSON,** *Associate Professor of Psychology, and* **SUSAN McWILLIAMS,** *Assistant Provost for Undergraduate Programs and Core Curriculum—both of University of Southern Maine;* **JAY BARTH**, *Professor of Politics, and* **PETE GESS,** *Director of the Odyssey and International Programs—both of Hendrix College*

CO-FACILITATOR: JUDITH RAMALEY, *President Emerita and Distinguished Professor at Portland State University*

Interdisciplinary Models That Support Interconnectivity

Level 4–Salons AB

What happens when faculty ingenuity meets a commitment to deep and integrative learning? Much of the impetus for such integrative learning has come from growing numbers of faculty taking an interdisciplinary approach to learning, regardless of their home discipline. The four colleges represented on this panel have devised quite different innovations in interdisciplinary study, moving beyond majors, minors, and individualized projects to develop approaches to integrative learning across the curriculum. The four approaches have several features in common—each focuses on the value of seeing interconnections across areas of study as one of the vehicles for developing integrative thought; each celebrates the complexity of cross-disciplinary communication and problem solving and the extent to which students can appreciate such complexity; and each argues for 'efficiency' in its model as one of the selling points with administrators, departments, and individual faculty. Presenters will address the benefits and challenges of the initiatives in terms of faculty engagement, student learning, and the local circumstances that stimulated each program.

KAREN NELSON, *Professor Emerita of Psychology, and* **DAVID GRIFFITH,** *Dean of Social Sciences and Professor of Business Administration—both of Austin College;* **ERICA BASTRESS-DUKEHART,** *Director, Center for Leadership in Teaching and Learning, Skidmore College;* **ERIC BOYNTON,** *Director of Interdisciplinary Studies, Allegheny College;* **DEBORAH McGRATH,** *Chair, Department of Biology, Sewanee: The University of the South*

2:00–3:00 p.m. (continued)

Interfaith Engagement:
A Liberal Arts Imperative

Level 4–Salon M

What role will religion play in the 21st century? How might a liberal education prepare students with the knowledge and skill-set to successfully engage people who orient around religion differently? America is the most religiously diverse nation in human history at a time of increased global migration, access to information, and interaction between diverse groups and individuals. For many young people, intense interaction with people different than them first occurs on their college campus, where students are not only challenged to develop the skills to positively engage diversity but also find new opportunities to discern their own identity in the context of difference. Although the religious dimensions have too frequently been left out of discussions of diversity in higher education, this is changing. A number of campuses are taking religious diversity increasingly seriously, building integrated curricular and co-curricular programs that engage religious diversity in positive and constructive ways. Panelists will focus on the why, the what, and the how of making engaging religious diversity a priority for liberal education.

EBOO PATEL, *Founder and President, Interfaith Youth Core;* **RACHAEL McNEAL,** *Programming Coordinator, Interfaith Center, University of North Florida;* **DONNA CARROLL,** *President, Dominican University;* **JAQUELINE BUSSIE,** *Director of Forum on Faith and Life and Associate Professor of Religion, Concordia College*

ACAD SESSION:
Walking the Talk:
Creating a Strategic Plan for Global Engagement

Level 4–Salons JK

While many institutions strive to internationalize their academic programs and foster "global citizenship," few establish a formal, strategic blueprint for achieving these goals. In this interactive session participants will start creating a strategic plan for internationalization by defining objectives, determining high-value opportunities, outlining a strategy, and identifying resources that will prepare their students for global participation and responsibility.

KAREN KASHMANIAN OATES, *Peterson Family Dean of Arts and Sciences, Worcester Polytechnic Institute;* **MEL SCHIAVELLI,** *Executive Vice President, Academic and Student Services, Northern Virginia Community College;* **FELIX MOESNER**, *Consul, CEO, Swissnex Boston*

2:45–4:00 p.m.

PRESIDENTS' SESSION

What Stakeholders Need to Hear:
How Leaders Are Tackling the Cost/Value/Debt Consternation

Level 1–University of DC/Catholic University

DISCUSSANTS: **EDWARD RAY,** *President, Oregon State University;* **WILLIAM (BRIT) KIRWAN**, *Chancellor, University of Maryland System;* **SANDY BAUM,** *Professor of Higher Education, George Washington University*

3:15–4:15 p.m.

CONCURRENT SESSIONS

Faculty of the Future:
Voices from the Next Generation

Level 4–Mint

AAC&U welcomes the 2015 recipients of the K. Patricia Cross Future Leaders Award, honored for their outstanding work in undergraduate teaching, their excellence in research, their active engagement in civic and university programs, and their commitment to a career in higher education. Recipients of the 2015 Cross Award will explore with the audience topics such as teaching and learning at the undergraduate level, the role of their disciplines, their views of today's college students, and their views of the changing American academy.

MODERATOR: **L. LEE KNEFELKAMP,** *Professor Emeritus, Teachers College, Columbia University*

ANYA ADAIR, *English Language and Literature, Yale University;* **REBECCA CHRISTENSEN**, *Higher Education, University of Michigan, Ann Arbor;* **NEIL CONNER,** *Geography, University of Tennessee;* **VICTORIA H. FEBRER,** *Visual Arts, Stony Brook University;* **CAROLYN FISHER,** *Biochemistry, Cornell University;* **JACOB GROHS,** *Educational Psychology, Virginia Tech;* **REBEKAH LE,** *Developmental Biology, University of California, Irvine;* **HANNAH MILLER,** *Teacher Education, Michigan State University;* **NAGHME NASERI MORLOCK,** *Sociology, University of Colorado Boulder;* **ERIN MARIE RENTSCHLER,** *English, Duquesne University*

taskstream

SPONSOR SESSION

Engaging the Campus:
Collaboration between IT and Academics for Successful Assessment

Level 4–Salons AB

As institutions across the country are increasingly tasked with producing viable assessment data for accreditation, our university was faced with the monumental task of collaborating between information technology, academic affairs, vendors, faculty, staff and ultimately students to effectively assess student learning outcomes. With so many pieces to this puzzle, building a good foundation of cooperation and communication was key. The university built upon this foundation by adopting Taskstream as its assessment management system and integrating it seamlessly with its existing learning management system. Hear how a historically black institution successfully implemented this project by collaborating across our campuses, and how it currently assesses general education (core curriculum) outcomes using LEAP-aligned rubrics.

FELECIA M. NAVE, *Provost and Senior Vice President for Academic Affairs;* **CHARLENE STUBBLEFIELD,** *Senior Instructional Designer/Trainer;* **PAUL BINEY,** *Professor and Director of Assessment;* **JAMES PALMER,** *Associate Provost for Academic Affairs;* **MICHAEL NOJEIM,** *Program Coordinator; and* **RAHIM QUAZI,** *Director, Center for International Business Education—all from Prairie View A&M University*

This session is sponsored by Taskstream

SPONSOR SESSION

Building Partnerships for Change:
Celebrating the 2014 New York Life Higher Education Civic Engagement Award Winners

Level 4–Salons OP

Building partnerships beyond campus is key to making and sustaining genuinely transformational impacts in civic engagement. This panel celebrates the work of the five recipient institutions of the 2014 New York Life Higher Education Civic Engagement Awards. This award recognizes institutions whose community partnerships have provided leadership and innovation in defining and addressing issues of public concern. The panelists are leaders in their campus's civic engagement work. They will share insights and lessons learned along the way that might be helpful to other campuses in forging similar transformational partnerships in their communities. Sponsored by the New York Life Foundation, the five recipients will receive scholarship funding to help students from their campus participate in the TWC Academic Internship Program during the next year.

ARNOLD HOLLAND, *Associate Dean, College of the Arts, California State University, Fullerton;* **KELLI BROWN,** *Provost, Georgia College & State University;* **BETH HOOKER,** *Director, Sustainability Initiative, Hampshire College;* **CAROLINE QUENEMOEN,** *Executive Director, Center for Civic Leadership, Rice University;* **JERALD AINSWORTH,** *Provost, University of Tennessee at Chattanooga*

This session is sponsored by The Washington Center

The Equity Imperative in STEM:
A Framework for Change in Undergraduate STEM Education

Level 2–Salon 12

In order for us to increase STEM degree completion, close the attainment gap between underrepresented minority and majority students, and improve the analytical and quantitative skills of all students, change is needed in our STEM courses and programs. Research has shown that changing the learning environment toward more interactive and engaging teaching methods has a big impact on improving student learning and persistence, but it is not the only factor. Student advising, faculty professional development, student research mentoring, academic support programs, clear STEM-focused institutional articulation agreements, external partnerships with business and industry related to internships and other research experiences are among other critical areas that are often overlooked. This session will provide roadmap to help campus leaders leaders plan, implement, and assess systemic change strategies, using "The Scientific Framework for Strategic Change in STEM Education" (forthcoming from AAC&U in 2015).

SUSAN ELROD, *Interim Provost and Vice President for Academic Affairs, California State University-Chico;* **ADRIANNA KEZAR,** *Professor, Rossier School of Education and Co-Director, Pullias Center for Higher Education, University of Southern California;* **KATHLEEN (KAT) WEAVER,** *Director of the La Verne Experience, University of La Verne*

SPONSOR SESSION

Best Practices:
Minority Faculty Recruitment and Retention

Level 4–Archives

This session identifies best practices when it comes to faculty recruitment and retention from a diversity perspective. What are the most effective strategies to yield the most diverse applicant pool possible? What are the keys to retaining minority faculty for the long haul? How can you build your own pipeline of diverse talent ready and able to accept a call when it comes? In this session, *Diverse* highlights best practices in minority faculty recruitment and retention.

SEAN DECATUR, *President, Kenyon College;* **JAMES L. MOORE III,** *Associate Provost, Office of Diversity and Inclusion, The Ohio State University;* **TAFFYE BENSON CLAYTON,** *Associate Vice Chancellor for Diversity and Multicultural Affairs and Chief Diversity Officer, University of North Carolina, Chapel Hill;* **SABRINA WESLEY-NERO,** *Visiting Assistant Professor, Georgetown University;* **FRANK MATTHEWS,** *Co-Founder, Diverse: Issues In Higher Education*

This session is sponsored by Diverse: Issues in Higher Education

Collaborating for Quality:
Learning Outcomes, Transfer, and Student Success

Level 4–Salon L

This session will focus on the findings of AAC&U's Lumina-supported Quality Collaboratives project involving nine states and twenty two- and four-year colleges and universities. We will review what we learned about using the Degree Qualifications Profile and the Essential Learning Outcomes as frameworks for assessing student learning and improving student transfer, faculty development, and policy change, including several examples from the collaborating partner campuses.

TERREL RHODES, *Vice President for Quality, Curriculum, and Assessment, AAC&U;* **KEN O'DONNELL,** *Senior Director, Student Engagement and Academic Initiatives and Partnerships, California State University System Office;* **DAVID HUBERT,** *Director of General Education and EPortfolio, Salt Lake Community College;* **THOMAS B. STEEN,** *Director, Essential Studies Program, University of North Dakota*

Strengthening Diversity and Social Justice in Higher Education

Level 3–Chinatown

Engaged learning and civic engagement affect the well-being of students in higher education, but what issues arise when students are first-generation or minority students of color, rather than majority ones? Do minorities require special attention and, if so, which ones? And how?

GEORGE SANCHEZ, *Vice Dean for Diversity and Strategic Initiatives, University of Southern California;* **SHAWN GINWRIGHT,** *Senior Research Associate for the Cesar Chavez Institute for Public Policy, San Francisco State University;* **TERESA LLORO-BIDART,** *Assistant Professor of Science Education, California State University, Chico*

MODERATOR: BARRY CHECKOWAY, *Professor of Social Work and Professor of Urban and Regional Planning, University of Michigan*

This session is presented by the Bringing Theory to Practice Project

3:15–4:15 p.m. (continued)

Faculty Success for Student Success:
Strategic Investment in Faculty Careers at Liberal Arts Colleges

Level 4–Salons FGH

Faculty roles and demographics are changing dramatically, particularly in small liberal arts college environments where faculty members juggle multiple roles as teachers, scholars, citizens, and administrators. Engaging the full participation of faculty throughout their careers will be central to the learning and success of all of our students, particularly the "new majority" of students as well as those from traditional backgrounds. The capacity with which faculty can work to prepare today's diverse students is directly connected to faculty members' sense of professional success and personal well-being—which is directly connected to faculty professional development. This highly interactive session will identify issues addressed by faculty developers in liberal arts colleges; examine a framework for strategic and comprehensive faculty development; explore exemplars of faculty development across faculty roles and career stages; and provide tools and ideas for encouraging faculty development for both student and faculty success.

ROBBIN CHAPMAN, *Associate Provost and Academic Director of Diversity and Inclusion, Wellesley College;* BECKY WAI-LING PACKARD, *Associate Dean of Faculty and Director, Weissman Center for Leadership, Mount Holyoke College;* MICHAEL REDER, *Director, Joy Shechtman Mankoff Faculty Center for Teaching and Learning, Connecticut College;* MARY DEANE SORCINELLI, *Distinguished Scholar in Residence, Weissman Center for Leadership, Mount Holyoke College and Professor and Director Emeritus, Center for Teaching and Faculty Development, University of Massachusetts Amherst*

Going Public:
Public Sphere Strategies for Engaging Students in Multiple College Settings

Level 3–Shaw

This session showcases the use of "public sphere pedagogy" (PSP) at multiple campuses. PSP creates a way for students in required general education courses to "go public" with their work, using course-related research to engage in deliberative dialogue with members of their campus and community. PSP has been shown to affect retention positively, including for first-generation college students. This session will provide attendees with an overview of the approach and tools for using this high-impact practice on their own campuses. Presenters will share the growing use of this pedagogical approach on university and community college campuses and will provide assessment strategies for measuring the impact of PSP in varied settings.

THIA WOLF, *Professor of English; Director of the First-Year Experience Program, and* ELLIE ERTLE, *Director of Civic Engagement—both of California State University, Chico;* DEBRA DAVID, *Project Director, Compass Project, California State University Chancellor's Office;* SCOTT SPITZER, *Associate Professor of Political Science, California State University, Fullerton;* APRIL KELLY, *Adjunct Faculty, Butte Community College*

GALA:
A Global Path to Creative Engagement

Level 4–Capitol/Congress

What is the relationship between creativity and social engagement? How can global partners nurture that relationship through digitally supported theme-based learning and creative projects? The Global Academy of Liberal Arts is an international network of sixteen educational institutions committed to the liberal arts with the goal of supporting the development of global competence through creativity and social engagement with the critical issues facing the world today. It also offers a new model of institutional collaboration and partnership that is efficient, flexible, and low-cost, based on shared conceptual frameworks and values. Presenters will address different elements of the network's goals and initial projects, including an exploration of culturally distinctive approaches to the liberal arts in diverse areas of the world; the creative use of digital technologies to enhance institutional collaboration and transnational student learning; and the use of theme- and project-based learning for social engagement.

CAROL LONG, *Interim President, and* REBECCA LEWIS, *Assistant Provost for International Programs—both of State University of New York at Geneseo;* CHRISTINA SLADE, *Vice-Chancellor, Bath Spa University;* ALEJANDRA VILALTA-PERDOMO, *Director of Internationalization, Mexico City Campus and Central and Southern Region, Tecnologico de Monterrey;* CYNTHIA HAMMOND, *Chair and Associate Professor, Department of Art History, Concordia University*

Assessing Global Learning to Improve Student Learning and Educational Practice

Level 4–Salon D

What college experiences are most influential in fostering elements of global learning? How can educators create a campus ethos and learning opportunities that encourage student global and holistic learning? Authors of three national assessment tools–Global Perspective Inventory (GPI), National Survey of Student Engagement (NSSE), and Personal and Social Responsibility Inventory (PSRI)–will present assessment strategies that connect student experiences, engagement, and campus climate with specific student learning outcomes, especially those related to global learning and global citizenship. They will highlight evidence from the use of these tools that focus on environmental conditions such as student experiences and perceptions of the campus community that enhance global learning. They will engage the audience in considering the kind of evidence that would help them adapt curricula and co-curricular activities so that more students develop a deeper understanding of global cultures, developments, and interconnections, across a variety of majors and career goals.

LARRY BRASKAMP, *Professor Emeritus, Loyola University Chicago;* JILLIAN KINZIE, *Associate Director, Center for Postsecondary Research, Indiana University Bloomington;* ROBERT REASON, *Professor of Education, Iowa State University*

SEMINAR

Values Education in a Global Context—"Wicked Problems" and 21st Century Colleges and Universities

Level 4–Salon I

Discussion will revolve around a set of "wicked problems" that arise when we view ourselves and our countries as moral agents in the global community. Topics include: Wealth inequality—How can citizens in so many developed countries live in such luxury when others people across the planet find it hard to even survive from day to day?; Interventions: When is it acceptable to intervene in another society? Human rights violations? Genocide? And what kind of intervention is acceptable? Sanctions? The use of military force?; Cultural diversity: To what extent should societies respect and allow for cultural practices that are different from their own? How do we deal with cultural differences that may violate our ethical norms? Participants will be pushed to think constructively about the kinds of classrooms, curricula, and administrative support that are needed in order to best prepare students for such "wicked problems."

ERIC BAIN-SELBO, *Executive Director, Society for Values in Higher Education;* **GREG SAPP,** *Hal S. Marchman Chair of Civic and Social Responsibility, Stetson University;* **ELIZABETH GISH,** *Assistant Professor in the Honors College, Western Kentucky University*

Century America:
A Multi-Campus Digital History Collaboration

Level 4–Salon N

The Council of Public Liberal Arts Colleges (COPLAC) recently completed a semester-long digital liberal arts seminar project involving undergraduates and faculty mentors from ten of our member campuses. The results of this multi-campus collaborative project—a digital portrait of campus and local community life during World War I—can be found at centuryamerica.org. Students worked with special collections librarians to digitize primary source materials for the project website, created interactive maps and timelines, incorporated video and audio clips, mentored and advised one another, and offered constructive criticism through blog comments and via Twitter during and after weekly seminar sessions. In addition to the rich course content, this project—funded by the Teagle Foundation—equipped students with valuable digital technology skills that will serve them throughout their professional careers.

WILLIAM SPELLMAN, *Director, COPLAC, and* **ELLEN PEARSON,** *Associate Professor—both of the University of North Carolina at Asheville;* **JEFFREY McCLURKEN,** *Professor of History, University of Mary Washington*

This session is presented by COPLAC: Council of Public Liberal Arts Colleges

A Crucible Moment and Civic Learning Plans

Level 4–Salon E

At the three-year mark after *A Crucible Moment: College Learning and Democracy's Promise* was released at the White House and billed as "A National Call to Action," how have colleges and universities acted on the recommendations in the report? This session will offer both an overview of specific initiatives that have been spurred by *A Crucible Moment* and concrete examples of how specific institutions re-organized strategic plans, aligned student and academic civic learning goals, and made civic learning a more robust and creative part of the curriculum. We will talk with participants about how *A Crucible Moment* helped advance education for diverse democracies on their campuses.

CURTIS BRUNGARDT, *Director of the Center for Civic Leadership, Fort Hays State University; Marianne Magjuka, Director of Campus Life, Wake Forest University;* **REZA FAKHARI,** *Associate Provost for Faculty and Academic Affairs and Professor of International Politics, Kingsborough Community College of The City University of New York;*

MODERATOR: CARYN McTIGHE MUSIL, *Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U*

Expanding the Student Cohort Model:
New Initiatives to Support Inclusive Excellence

Level 4–Salon M

Faculty-led student cohort advising models are evidence-based programs that increase the likelihood of underrepresented first generation student populations of graduating from four-year colleges. Pomona, Franklin and Marshall, and Dickinson Colleges have developed student cohort models to recruit, retain, and graduate underserved student populations, especially but not only in the STEM fields. Each college has piloted cohort models with promising results. The Colleges will share the common elements across campuses such as faculty involvement requirements, peer mentor engagement, and career support activities that support student academic and personal success. The panel will also point out the differences across the programs, initial results, and challenges.

JAN COLLINS EEAGLIN, *Associate Dean of Students, and* **MIRIAM FELDBLUM,** *Vice President and Dean of Students—both of Pomona College;* **DONNELL BUTLER,** *Senior Associate Dean for Planning and Analysis of Student Outcomes, Franklin and Marshall College;* **BRENDA BRETZ,** *Senior Associate Provost for Academic Affairs, Dickinson College*

ACAD SESSION:
Building Systems to Support High-Impact Practices

Level 4–Salons JK

As institutions develop and implement programs that embrace high-impact practices many of the traditional policies and procedures at the university present challenges and obstacles. This presentation will present, discuss and assist university deans to recognize and develop systems that support these practices. Examples from a diverse university will be provided to assist with this discussion.

KIMBERLY BOGLE JUBINVILLE, *Associate Dean, School of Business,* **JANE YERRINGTON,** *Assistant Dean, Office of the Provost, and* **JULIA LEE,** *Associate Director Institutional Research and Academic Technology—all of Southern New Hampshire University;* **ALYSSA CZARNECKI-DUPLISSIE,** *Associate Director, Graduate Athletic Administration, Endicott College*

4:15–5:30 p.m.

PRESIDENTS' SESSION

A National Debate in the Making:
The Stratifications Within Our Institutions—and the Equity Work to Come

Level 1–University of DC/Catholic University

CHAIR: **CAROL GEARY SCHNEIDER,** *President, AAC&U*

DISCUSSANTS: **ESTELA BENSIMON,** *Professor of Higher Education and Co-Director of the Center for Urban Education, University of Southern California;* **CHARLENE DUKES,** *President, Prince George's Community College;* **WILLIAM "BRO" ADAMS,** *Chairman, National Endowment for the Humanities*

4:30–5:00 p.m.

PLEASE NOTE:

THE FOLLOWING 30-MINUTE SESSIONS ARE SCHEDULED CONCURRENTLY WITH 4:30-5:45 P.M. SESSIONS. THE LISTING FOR THE 4:30-5:45 75-MINUTE SESSIONS BEGINS ON PAGE 23.

From Silos to Pathways:
Bridging the Divide Between Student Support and Academic Programs to Increase STEM Persistence

Level 4–Salon E

This session advances the central theme of the AAC&U's 2014 Annual Meeting of raising the level of inclusiveness and equity at our institutions. We describe challenges faced when trying to integrate various programs that are "siloed" in discrete departments, such as tutor-training and tutor follow-on programs, into a coherent pathway that puts student success and persistence at its core. Changing campus culture from discrete silos to more interrelated pathways requires organizational change; negotiating ownership is best tackled by taking a systems approach to create appropriate synergies amongst faculty, staff and students. This will be a highly interactive session at which presenters will discuss multiple perspectives and invite input from and discussion with participants about their approach and preliminary outcomes. We will share the challenges faced in attempting to change culture at an elite liberal arts college, although the issues will likely resonate at other institution types. Student voices will be prominently featured in this session.

CATHY SUMMA, *Director of the Science Center,* **ROBBIN CHAPMAN**, *Associate Provost and Academic Director of Diversity and Inclusion,* **ORIT SHAER,** *Clare Boothe Luce Assistant Professor,* **JASMINE DAVIS,** *Student, Class of 2017,* **CASSIE HOEF**, *Student, Class of 2015, and* **ERIN E ALTENHOF-LONG,** *Class of 2016—all of Wellesley College*

From "Local" to Global:
Broadening Our Institutional Perspectives on Diversity

Level 4–Salons OP

As institutions of higher education become internationalized, a growing tension develops between a traditional view of domestic diversity, and the diversity brought about through internationalization efforts. This session engages participants in a discussion of diversity issues in a global context, and proposes that these two views are not contradictory; rather it is time we embrace the commonalities through a framework of global diversity. Examples of both challenges and solutions are provided from faculty, student, and administrative perspectives. How can we engage in the work of advancing global diversity while being respectful of difference?

SUSANA RIVERA-MILLS, *Executive Associate Dean of Strategic Initiatives, and* **JENNIFER ALMQUIST,** *Associate Director of Equity and Inclusion—both of Oregon State University*

A Comprehensive Approach to Developing a Global Ethos Throughout the University

Level 4–Salon L

As universities seek to foster global learning and interconnections, they must take a comprehensive approach that not only involves key stakeholders from across the university, but also generates a campus-wide ethos that becomes part of the institutional fabric. This session will focus on how to identify key stakeholders and involve them in global endeavors, how to establish frameworks for articulating the university's vision and goals, how to survey the landscape to determine what to focus on and where to devote efforts, and how to establish assessment processes to gauge the university's global ethos. The session is intended for those grappling with a hodgepodge of global efforts on their campus without an overarching vision, a cross-campus collaborative, or an all-inclusive approach focused on those going outbound to study, engage, or research abroad, those coming inbound as international students and scholars, and those living within bounds of campus developing their global mindsets.

J. KLINE HARRISON, *Associate Provost for Global Affairs, Wake Forest University*

Revisiting e-Assessment:
Leveraging Online Platforms for Outcomes Assessment in the General Education

Level 4–Salons AB

This session evaluates a general education assessment innovation at Duke University. Initiated in 2010, this project uses the online administration of several nationally-normed assessment instruments to gather baseline information about students' levels of ethical reasoning (DIT-2), global perspectives (GPI), critical thinking (CAT), and reflective judgment (RCI), and to follow the development of these competencies over time. The aggregation of findings contributes to summative assessment in the general education and the parallel partitioning of results enables the dissemination of program-level findings to program directors and staffs, resulting in immediate and active consideration of curricula and pedagogy, thus catalyzing program improvement.

JENNIFER HILL, *Associate Director, Office of Assessment, and* **MATT SERRA,** *Director, Office of Assessment—both of Duke University*

National Research and Trends on Curricular and Cocurricular Structures Supporting the Success of Second-Year College Students

Level 4–Archives

As part of efforts to foster the development of liberal arts competencies and the achievement of 21st-century learning outcomes across the entire educational experience, educators have acknowledged the second year as a serious leakage point in the higher education pipeline and a critical juncture for students' academic, personal, and interpersonal development. In response, institutions have developed services and support for sophomores as they identify career direction, select a major, clarify their life purpose, and continue to integrate into the social and academic fabric of the institution. This session draws from analyses of data from over 750 two- and four-year campuses that completed the 2014 National Survey of Sophomore-Year Initiatives to examine the objectives, types, characteristics, coordination, leadership, and assessment practices for myriad curricular and cocurricular programs in support of second-year student success.

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

5:15–5:45 p.m.

PLEASE NOTE:

THE FOLLOWING 30-MINUTE SESSIONS ARE SCHEDULED CONCURRENTLY WITH 4:30-5:45 P.M. SESSIONS. THE LSTING FOR THE 4:30-5:45 75-MINUTE SESSIONS BEGINS ON PAGE 23.

College Educational Quality:
Assessing In-Class Academic Rigor and Teaching Quality

Level 4–Salons AB

The College Educational Quality (CEQ) project aims to create innovative and comprehensive measures of academic rigor, teaching quality, and learning objectives that could contribute to public understanding of college and university quality. While collecting data on educational quality at the institution level is a complex task, initial results from the CEQ pilot studies have demonstrated that institutions and faculty are invested in finding more comprehensive measures. The CEQ project uses a combination of class observations, syllabus analysis, and student survey with a multi-faceted conceptual approach to produce a more complete understanding of the educational quality of an institution. This session will describe the current and long term goals of the CEQ research agenda and present insights from the first two pilot studies of 10 institutions (research, liberal arts, and comprehensive) in spring of 2013 and fall of 2014. Results will be shared based on observations of 1,000 college classrooms. Finally, the session will discuss the feasibility and benefits of comprehensive public measures of educational quality at the institutional level.

CORBIN CAMPBELL, *Assistant Professor, Columbia University*

Supporting the "New Majority" In Higher Education:
Redesigning the First Year of College to Bolster Achievement and Persistence of Underserved, First Generation, and Underprepared Students

Level 4–Archives

Like students from other cities, many Boston high school graduates fail to thrive in college. The outcomes for Black and Hispanic students are particularly troubling. Data collected in a 2008 study found that only 10% of Black and Hispanic students who enrolled in a two-year institution had obtained an Associate's or Bachelor's degree within seven years of first enrolling in college. Recognizing the crisis, Northeastern University created a first-year, credit-bearing program designed to tackle barriers to students' college success. Students are enrolled in 46 quarter hours of college credit and take a traditional freshman year college curriculum, but do so within a unique design that addresses students' academic needs. After completing Foundation Year, students apply as transfer students to other colleges and universities, including Northeastern University. The outcomes are positive. Foundation Year students' four-year persistence rate is 27% higher than Boston public school students whose initial college enrollment was a two-year institution.

MOLLY DUGAN, *Director of Foundation Year, Northeastern University*

International Student Engagement:
Strategies for Enhancing International Students' Sense of Belonging

Level 4–Salon L

Today, nearly one million international students are enrolled in US colleges and universities. International student enrollments, however, often expand without sufficient consideration of the implications on the goals, structure, and organization of the curriculum, co-curriculum, and community. Consequently, faculty and professional staff find themselves responsible for guiding the learning and development of a more global student population with little guidance on the kinds of high-impact practices that foster positive cross-cultural interaction and an enhanced sense of belonging for international students. This session will highlight contemporary trends related to international students' sense of belonging; recommend specific high-impact practices strongly associated with an enhanced sense of belonging among international students; and present one campus case example that illustrates efforts to enhance a sense of belonging for international students.

CHRIS GLASS, *Assistant Professor, Higher Education, Old Dominion University;* **LARRY BRASKAMP,** *Professor Emeritus, Loyola University Chicago;* **CHARLES SCHAEFER,** *Chair International Studies Department, Valparaiso University*

4:30–5:45 p.m.

HEDS UP SESSION (a series of 10-minute presentations in the spirit of "TED Talks")

Level 3–Shaw/Ledroit Park

Death by Surveys, or the Myth of the Capital-F Faculty

When it comes to understanding their faculty, college leaders are faced with a paradox. They count on surveys of their faculty for all sorts of feedback—about their own effectiveness as leaders, about the quality of the workplace, about their faculty's appetite for institutional change. Yet, survey response rates drop year after year, undermining college leaders' faith that their data are worth the time and expense of gathering them. This is the story of these missing data. Who among the faculty are not responding, in what numbers, and why? How does the absence of certain faculty voices hinder our capacity to globalize, to diversify, to innovate? Participants will leave more critical of broad claims—whether by administrators, faculty, legislators, or the press— about "the Faculty" on campuses and in the public discourse, and more appreciative of many faculties' diverse circumstances.

KIERNAN MATHEWS, *Director and Principal Investigator, The Collaborative on Academic Careers in Higher Education (COACHE) at the Harvard Graduate School of Education, Harvard University*

From Evolution To Revolution: Rethinking The Foundational Principles Of College Success Models

In recent years, report after report have questioned the efficacy of the millions of dollars and hundreds of recent initiatives designed to improve college student persistence and graduation. Statistics from NCES and ACT.org, for example, indicate that college persistence and graduation rates have not changed appreciably over the last 30 years. These disappointing statistics remain despite the sustained efforts of countless stakeholders at the cost of untold millions of dollars. But why? The presenter will argue that there's a fundamental flaw in the mental models held by nearly everyone shaping higher education in the United States today—faculty members, student affairs staffs, institutional administrators, public policy-makers, philanthropic organizations, professional associations, and the relatively insular and isolated cadre of researchers who study the topic—including the presenter. Therefore, in this presentation, he calls for a revolution in our thinking about college student success.

BRADLEY COX, *Assistant Professor of Higher Education, Florida State University*

Sweat the Small Stuff

It sometimes seems as if the big problems in higher education require big solutions. Federal and state mandates call for sweeping reform. Campuses design expensive new programs to attract more, better, or different students and launch strategic initiatives to retain them. In doing this, we might be obscuring simpler, more effective solutions. Relying on principles from behavioral economics, this presentation uses results from program and departmental assessment to demonstrate that the changes that have the most impact are often small, and that by focusing our efforts on small but meaningful change, campuses can make meaningful improvements that serve the larger picture.

LAURA PALUCKI BLAKE, *Director of Institutional Research and Effectiveness, Harvey Mudd College*

Triggers and Learning: Preparing Students for Difficult Lessons

"Trigger warnings," the hazard-ahead signs by which faculty signal to students that traumatic subjects await, were much in the news these past months, often presented disparagingly. Still, the question remains: How do faculty prepare students for difficult or uncomfortable learning? The presenter will offer three examples of how original art helped address this challenge. Two examples (from physics and biology classes) focus on how using original art helped students understand unfamiliar concepts or engage new learning dispositions. The third, from the presenter's own classes, examines how he prepares students to engage traumatic and painful histories. By going beyond simple warnings and, instead, spending significant time in the museum, he helps students situate themselves for the challenges ahead. The broad lesson is that faculty should always think of ways to prepare students for difficult learning, whether this involves the laws of physics or grappling with issues that can call up a traumatic past.

STEVEN VOLK, *Professor of History; Director, Center for Teaching Innovation and Excellence, Oberlin College*

Picture This! General Education in a Competency-Based Environment

Competency-based education (CBE) is fast emerging as an alternate to the credit-hour structure. CBE programs disrupt the traditional focus on seat time and credit hours in favor of direct assessment of students' knowledge and mastery of skills. Such programs hold promise to expand access and opportunity for traditionally underserved groups. While stakeholders generally understand the appropriateness of competency-based delivery for such subject-based matter as business or information technology, they have been more confused— even skeptical—about how general education and liberal learning can take place in competency-based environments. This session illustrates firsthand competency-based general education delivered in a mobile app. The speaker will present real-time demonstrations of the general education curriculum in a competency-based BBA program, showing on-screen student and faculty perspectives.

JEREMY KORR, *Dean of Arts and Sciences, Brandman University*

5:15–5:45 p.m. (continued)

Promoting Equity and Success In STEM:
Addressing the Second Year

Level 4–Salon E

Presenters will describe a long term project designed to prepare undergraduates to be scientific leaders who are able to address complex problems demanding diverse approaches, and to develop the ability to collaborate with others with a diversity of backgrounds, knowledge, and skills. The project focused on intermediate-level students, addressing challenges and focusing on first generation and domestic students of color, who have lower completion rates. The study included surveys of perceptions and attitudes and qualitative measures to characterize the role of the strategies in identifying the value and success for the activities and interventions that have been implemented and strategies for improvement. Results from the survey, focus groups, and interviews will be discussed along with generalized lessons for other institutions.

JIM SWARTZ, *Dack Professor of Chemistry,* LESLIE GREGG-JOLLY, *Professor of Biology, and* JOYCE STERN, *Dean for Student Success and Academic Advising—all of Grinnell College;* ELLEN IVERSON, *Evaluation Director, Science Education Resource Center, Carleton College*

Maryland's Journey of Academic Innovation

Level 4–Salons OP

To address the economic downturn and ensure there are well-prepared workers to fill new jobs and help Maryland thrive in an increasingly competitive economy, more Marylanders need to graduate with credentials and degrees from the state's higher education institutions. As part of Maryland's overall strategy to increase learning outcomes and contain costs without lowering quality, innovative academic activities like course redesign are being used to reinvent the so-called gateway bottleneck courses that many students need to take, but which as many as half of enrolled students were failing. This discussion session will describe Maryland's jouney over the last five years. Presenters will detail this work from the student perspective as well as a behind-the-scenes journey into the political underpinnings of bringing the state higher education office, the independent institutions, community colleges, and the University System of Maryland together to work toward higher college attainment.

ERIN KNEPLER, *Researcher and P-20 Program Director, and* NANCY SHAPIRO, *Associate Vice Chancellor for Academic Affairs—both of the University System of Maryland*

4:30–5:45 p.m.

CONCURRENT SESSIONS

SPONSOR SESSION

Student Outcomes and College ROI:
Embedding Career Acceleration in a Liberal Arts Curriculum

Level 4–Mint

Colleges and universities face tremendous pressure from parents and students, alumni, employers, and government policymakers to focus on preparing students for employment and proving ROI for tuition, loans, and grants. Meanwhile, employers demand greater assurance of competence in skills new hires possess rather than merely seeking students with a top college degree. Learn how innovative colleges are embedding and scaling modern, effective career preparation and acceleration into a traditional liberal arts curriculum through structured workplace readiness programs, new internship and outplacement opportunities, experiential learning, and more.

LEE BAKER, *Dean of Academic Affairs of Trinity College of Arts and Sciences, Duke University*

MODERATOR: RYA CONRAD-BRADSHAW, *Executive Director, Higher Education, The Fullbridge Program*

This session is sponsored by The Fullbridge Program

Global Challenges and the College Curriculum:
Preparing Students to Take Responsibility for the Future

Level 4–Salon M

Many colleges, universities, and community colleges are making global learning and engagement a top priority, and, increasingly, students are working intensively on such global/local challenges as health, literacy, sustainability, energy, human rights, and social justice. Yet, for all the progress made in involving students with global communities and issues, students themselves report in a 2015 Hart Research study that they are learning less in college about global cultures and communities than they want and need. Moreover, the 2015 Hart Research survey of employers shows that employers overwhelmingly give students failing grades on their global knowledge and intercultural skills. In this session, presenters and participants will talk together about ways to deepen and expand students' global learning in college. This session will also explore the implications and potential of AAC&U's Centennial Year "LEAP Challenge" for students' global learning and involvement in college.

MODERATOR: DAVID PARIS, *Vice President for Integrative Liberal Learning and the Global Commons, AAC&U*

KAVITA RAMDAS, *Representative for India, Nepal and Sri Lanka, The Ford Foundation;* DAWN WHITEHEAD, *Director of Curriculum Internationalization, IUPUI (until December 2014), Senior Director for Global Learning and Curricular Change, AAC&U*

4:30–5:45 p.m. (continued)

The Updated NSSE:
Fresh Opportunities to Engage Faculty in Assessment Results to Improve Educational Quality

Level 2–Salon 12

The updated National Survey of Student Engagement (NSSE) provides greater specificity on measures that matter for improving student learning. Yet, too often results reside at the institution-level, demonstrating grand measures of educational quality, and only occasionally getting to faculty to influence teaching and learning practice. The promise of assessment depends on growing and deepening faculty involvement and use of results. This session explores the question: "What do NSSE results mean for faculty?" Panelists and participants will address the topic and discuss ways to leverage student engagement results to inform instruction and efforts to enhance high-impact practices, guide faculty development initiatives, and connect to the scholarship of teaching and learning and projects to improve educational quality.

JILLIAN KINZIE, *Associate Director, Center for Postsecondary Research, and* ALEXANDER McCORMICK, *Associate Professor and NSSE Director— both of Indiana University Bloomington;* PAT HUTCHINGS, *Senior Scholar, National Institute for Learning Outcomes Assessment;* ANNE DUEWEKE, *Director of Faculty Grants and Institutional Research, Kalamazoo College*

Centennial Reflections:
How AAC&U's Own History Informs its Future

Level 4–Salon D

Recognizing that AAC&U's centennial must also explore its lively past, the four panelists have each been commissioned to write articles for Liberal Education (to be published throughout 2014-15) on significant aspects of the organization's history. To encourage audience engagement, the panel features a moderated discussion with the authors on their topics, which include: key issues in AAC&U history, such as its involvement with AAUP in the 1940 Statement on Academic Freedom and Tenure; AAC&U's recognition that it must engage faculty in exploring and supporting liberal education; its contributions to the century-long conversation about liberal arts curriculum; and its philanthropic partnership with the Ford Foundation on issues of diversity. The variety of topics will allow the audience to learn about AAC&U as an actor in the higher education association network, a significant leader in liberal education, and a partner with faculty, philanthropists, and other educators.

LINDA EISENMANN, *Provost, Wheaton College;* NORMAN JONES, *Professor of History and Director of General Education and Curricular Integration, Utah State University;* JERRY GAFF, *Senior Scholar, AAC&U*

MODERATOR: L. LEE KNEFELKAMP, *Senior Scholar, AAC&U*

Competency-Based Education and the "Iron Triangle":
Demonstrating How Protecting Quality, Expanding Access and Containing Costs Can Effectively Address the Equity Imperative

Level 4–Capitol/Congress

Postsecondary attainment is a cornerstone of this country's promise that education is a path to a better future. That promise is in peril, however, and it remains to be seen whether or not colleges and universities will be able to address the "iron triangle" of simultaneously containing costs, enhancing quality, and expanding access to serve many more students of all backgrounds. This session will explore the role of competency-based education (CBE) in today's higher education landscape. Can models that tie progression toward degrees to what students know and are able to do hold significant promise for meeting the nation's equity imperative? How do different approaches to CBE meet the needs of different types of learners? And what are the policy and regulatory barriers to building and scaling CBE models aimed at expanding access, making efficient use of resources, and protecting quality? The session will also offer institutional models and approaches regarding program design, assessment strategies, pedagogy, and faculty work.

LAURIE DODGE, *Vice Chancellor of Institutional Assessment and Planning; Vice Provost, Brandman University;* ALISON KADLEC, *Senior Vice President, Director of Higher Education and Workforce Programs, Public Agenda;* AMY LAITINEN, *Deputy Director, Higher Education, New America Foundation;* CHARLA LONG, *Dean, College of Professional Studies, Lipscomb University*

SEMINAR

Is There a Place for Social Justice in Higher Education?

Level 4–Salon I

We live in a time of vast racial and economic disparities within and across nations, challenges to basic democratic foundations, threats to the sustainability and very survival of the planet, global conflicts putting large populations at risk, and a K-12 public education system that is failing a large percentage of urban youth. In this context, what is the role of social justice education in a liberal arts education and what should it look like? Participants will discuss the rationale, opportunities, challenges, and practical examples of social justice education for higher education and the liberal arts, including existing practices within the curriculum, the classroom, research, student life, community outreach, and administration. The seminar will also consider and discuss potential challenges raised regarding the corporatization of higher education, partisanship, ideology, and indoctrination.

DAVID SCHOEM, *Director, Michigan Community Scholars Program, University of Michigan;* RASHNE JEHANGIR, *Associate Professor of Postsecondary Teaching and Learning, University of Minnesota;* NANCY THOMAS, *Director, Initiatives for the Study of Higher Education and Public Life, Tufts University, Tisch College-CIRCLE*

Creating Cohesive Paths to Civic Engagement:
Sharing the Curricular and Cocurricular Offerings on 26 Campuses

Level 4–Salons FGH

Project Pericles and its member institutions are engaged in a three-year, multi-phase project—Creating Cohesive Paths to Civic Engagement—to inventory, map, strengthen, and develop more cohesive and integrated programs of civic engagement and social responsibility. The project, supported by the Eugene M. Lang Foundation and The Teagle Foundation, creates clear pathways for students to integrate civic engagement and social responsibility (CESR) into their courses of study, including the development of formal minors, introductory and capstone seminars, programs of study in all majors (including humanities and STEM), and topic specific pathways. Panelists will discuss findings of a survey of CESR courses and co-curricular opportunities on twenty-six campuses and will share best practices, challenges and solutions, strategies, and tactics. The audience will discuss curricular innovations on their own campuses.

JAN LISS, *Executive Director, Project Pericles;* **JAY BARTH,** *M.E. and Ima Graves Peace Distinguished Professor of Politics; Director of Civic Engagement Projects, Hendrix College;* **TERRY BENSEL,** *Associate Provost and Director of the Allegheny Gateway, Allegheny College;* **ADRIENNE FALCON,** *Director of Academic Civic Engagement, Carleton College;* **LAURA WENK,** *Dean of Curriculum and Assessment and Dean of Faculty/School of Cognitive Science, Hampshire College*

This session is presented by Project Pericles

Scaffolded Project-Based Learning:
First Year–Last Year

Level 3–Chinatown

Project-based learning—high-impact educational strategy involving application of knowledge to real-world problems, often involving community engagement—is well known for providing substantial gains in learning, student self-efficacy, and motivation to remain engaged with the educational process. Integrating project work into curricula and courses, however, is never easy. Worcester Polytechnic Institute, with more than 40 years experience of project-based learning, has shown that significant project work outside of traditional courses can change students' expectations for learning and the value of learning inside every course in the curriculum. The presenters will share their experience in developing, implementing, and troubleshooting student projects both within and outside of courses.

ARTHUR HEINRICHER, *Dean of Undergraduate Studies,* **KRISTIN WOBBE,** *Associate Dean of Undergraduate Studies,* **RICHARD VAZ,** *Dean, Interdisciplinary and Global Studies, and* **GEOFFREY PFEIFER,** *Assistant Teaching Professor, Philosophy—all of Worcester Polytechnic Institute*

Women Leading from the Middle:
The Work of Female Associate Deans Implementing Global University Initiatives

Level 4–Salons JK

More frequently, women in academe are assuming top and middle leadership roles. What do we know about the roles of those in the middle? In this presentation, women in associate dean roles across a comprehensive university will share how "leading in the middle "supports university-wide transformative initiatives and the challenges and opportunities inherent in such a role.

MAGGIE M. KYGER, *Associate Dean, College of Education,* **JESSICA ADOLINO,** *Associate Dean, College of Arts and Letters, and* **KIM FOREMAN,** *Associate Dean, College of Business—all of James Madison University;* **PEGGY SHAEFFER,** *Special Assistant to the Dean, Darden College of Education, Old Dominion University*

THE CENTENNIAL CELEBRATION!

7:00–10:00 p.m.

Smithsonian American Art Museum and National Portrait Gallery

800 G Street, NW

Please remember to bring your ticket for the Centennial Celebration, which you will need to enter the building.

SHUTTLE SERVICE

Shuttles to the Smithsonian American Art Museum and National Portrait Gallery will begin leaving at 6:45 pm from the Marriott Marquis L Street entrance, which is through the Marquis lobby (i.e., opposite the main entrance on Massachusetts Avenue). The shuttles will run from 6:45 pm through 10:30 pm. Return shuttles will drop guests off at the Marriott at Metro Center, the Renaissance, and the Marriott Marquis Hotels.

The Celebration is walking distance from the hotel, and shuttles will be available.

photographer Ken Rahaim

7:00–8:30 a.m.

NETWORKING BREAKFAST FOR WOMEN FACULTY AND ADMINISTRATORS

The Road to Change:
Reflections on Transformation Leadership

Level 4–Salons MNOP

Mildred García

MILDRED GARCÍA, *president of California State University, Fullerton, previously served as president of CSU, Dominguez Hills, where she was the first Latina president in the CSU system. García also served as president of Berkeley College in New York and New Jersey and taught at Arizona State University, Montclair State University, and CUNY's Hostos and LaGuardia community colleges. President García was named to Hispanic Business magazine's 100 Most Influential Hispanics list for 2007; her research and publications focus on the impact of equity in higher education policy and practice.*

ACAD MEMBERS' BREAKFAST

Level 4–Monument Room

8:45–10:00 a.m.

CONCURRENT SESSIONS

COMMUNITY COLLEGE LEADERSHIP SUMMIT
Guided Learning Pathways:
Defining Expectations for Community College Student Success

Level 1–University of DC/Catholic University

The subject of guided and coherent pathways to advance student success at the community college level has received significant attention in both research and practice. These initiatives, shown to positively influence college completion, are often focused on providing students with the structure and supports necessary to navigate institutional requirements for a seamless path to graduation or transfer. Most research and campus initiatives employing the guided pathways concept, however, are not structured to measure student learning as a critical component. Given the mounting evidence that initiatives must include both completion and student learning within the definition of student success in order to assure desired student outcomes in terms of workforce, civic engagement, and individual social mobility, this panel will address how to integrate the structural notion of guided pathways with the necessary supports and accountability for student achievement of learning.

MARIA HARPER MARINICK, *Executive Vice Chancellor and Provost, Maricopa Community Colleges;* **MARIA HESSE,** *Vice Provost for Academic Partnerships, Arizona State University;* **DAVIS JENKINS,** *Senior Research Associate, Community College Research Center;* **JOAQUIN MARTINEZ,** *Associate Provost, Miami Dade College*

MODERATOR: GRETCHEN SCHMIDT, *Program Director for Postsecondary State Policy, Jobs for the Future*

The Community College Leadership Summit is supported by The Kresge Foundation

Welcome to STEMCentral!—Session I

Level 3–Shaw

Project Kaleidoscope has historically used its networks of STEM faculty to promote modernized changes to traditional modes of undergraduate STEM teaching. Likewise, the National Science Foundation (NSF)-funded STEM Talent Enhancement Program (STEP) Central Project, initiated in 2010, has served to sustain a viable community of practitioners comprised of NSF STEP grantees. In order to extend our reach, however, far more intense, empirically-based, and theory-driven interventions are warranted. PKAL and the STEP community have now partnered to create STEMCentral, a robust online platform ideally suited for launching and coordinating large-scale initiatives, in real time, needed to transcend typical institutional and disciplinary barriers.

Annual Meeting participants will be introduced to the STEMCentral (formerly STEPCentral) website, which supports the activities of STEM faculty through on-line working groups, databases of resources, newsletters, email notifications, and webinars. An easily scalable tool, STEMCentral will support an expanded community of PKAL faculty, NSF STEP grantees, and others to share ideas and build upon prior successes in STEM education reform.

KELLY MACK, *Vice President, Office of Undergraduate Science Education and Executive Director, Project Kaleidoscope, AAC&U;* **DANIEL UDOVIC,** *Professor Emeritus, University of Oregon and AAC&U Senior Scholar;* **TANIA SIEMENS,** *STEM Central Project Manager, AAC&U Research Coordinator*

This session is presented by Project Kaleidoscope

5TH ANNUAL ERNEST L. BOYER AWARD

Creating the Connected Institution:
Towards Realizing Benjamin Franklin's and Ernest Boyer's Revolutionary Vision for American Higher Education

Level 1–Georgetown University

This session will open with a tribute to Bobby Fong and the awarding of a posthumous Boyer Award, which will be accepted by Suzanne Fong.

REMARKS: **JAMES GENTILE,** *Dean for Natural and Applied Sciences, Hope College*

The New American Colleges & Universities has established a national award to honor the legacy of Ernest L. Boyer by recognizing an individual whose achievements in higher education exemplify Boyer's quest for connecting theory to practice and thought to action, in and out of the classroom. As stated by Boyer: "We emphasize this commitment to community not out of a sentimental attachment to tradition, but because our democratic way of life and perhaps our survival as a people rest on whether we can move beyond self-interest and begin to understand better the realities of our dependence on each other." Ira Harkavy will deliver this address as recipient of the 2015 Boyer Award.

IRA HARKAVY, *Associate Vice President and Director of the Barbara and Edward Netter Center for Community Partnerships, University of Pennsylvania.*

This session is presented by the New American Colleges & Universities (NAC&U)

Degrees, Credentials, Competencies, Transcripts:
Documenting What Students Know and Can Do With Their Learning

Level 4–Capitol/Congress

We are in the midst of a long-term and consequential shift in higher education from an enterprise fully focused on credits as the sole measure of student progress and success to one focused on twenty-first century competencies and ways to demonstrate students' achievement of college level proficiencies. This session will explore the implications of this shift—for meeting new goals for college completion rates and for meeting rising demands for new and more proficiencies to ensure that students can compete in a global knowledge economy. Presenters will address such issues as the potential for the Degree Qualifications Profile to help institutions transition to a focus on proficiency and new curricular and assessment frameworks, the future state of the "credit hour" in policy and practice, new approaches to documenting students' achievement, and emerging new ways to meet the needs of a changing population of students seeking college degrees.

AMY LAITINEN, *The New America Foundation;* DEWAYNE MATTHEWS, *Vice President, Policy and Strategy, Lumina Foundation;* ELENA SILVA, *Senior Associate for Public Policy Engagement, Carnegie Foundation for the Advancement of Teaching*

MODERATOR: DEBRA HUMPHREYS, *Vice President for Policy and Public Engagement, AAC&U*

High-Impact Practices and Student Flourishing:
The Evidence We Have and the Evidence We Need

Level 1–Chinatown

Evidence from three national research projects will be presented to show how students' campus engagement in high-impact learning experiences, particularly those connected with civic engagement, affects students' development and wellbeing. In this session, we will examine findings from a decade of campus projects funded by the national Bringing Theory to Practice project. Additionally, the leaders of two national research studies, the "Personal and Social Responsibility Inventory" at Iowa State University and "The College and Beyond Project" at the University of Notre Dame, will discuss evidence from their on-going research and its implications for understanding the intersection of students' civic engagement and levels of flourishing and wellbeing.

ASHLEY FINLEY, *National Evaluator, Bringing Theory to Practice; Senior Director of Assessment, AAC&U;* ROBERT REASON, *Professor, School of Education, Iowa State University;* JAY BRANDENBERGER, *Associate Director for Research and Assessment, Center for Social Concerns, and Associate Professor, Department of Psychology, University of Notre Dame*

This session is presented by the Bringing Theory to Practice Project

In Search of Larger Purpose:
Liberal Learning and Career Success

Level 4–Salon L

At its best, liberal learning explores questions of meaning and purpose even as it develops practical skills that, when applied effectively, lead to career success. A changing economy—especially one beset by revolutionary technology and marked by the instantaneous transfer of information, capital, products, and methods of production—requires employers and employees alike to envision goals with a larger purpose in mind. Technical education flounders when it fails to train students to think critically, imaginatively, and purposefully. By contrast, a liberal education can positively affect business growth, social entrepreneurship, and national strength. In this session, panelists will discuss the relationships between college education, lifelong liberal learning, and career success.

TODD BREYFOGLE, *Director of Seminars/Executive Education, The Aspen Institute;* DAVID LANGSTAFF, *President, Argotyche, Inc. , former president and founder of Veridian Corporation and former CEO of TASC;* JOHN L. S. SIMPKINS, *Deputy General Counsel, The White House Office of Management and Budget;* LYNN PASQUERELLA, *President, Mount Holyoke College*

This session is presented by The Aspen Institute—Wye Academic Programs

Exploring the Power of Networks to Transform in Undergraduate STEM Education and the Women of Color Who Lead the Effort

Level 1–Gallaudet University

This session will present findings from AAC&U's Preparing Critical Faculty for the Future (PCFF) program, which is funded by the National Science Foundation's Historically Black Colleges and Universities (HBCU-UP) office. PCFF used a cohort model to create a network of seventy-two STEM women of color faculty who developed strategies and actions designed to transform STEM education at their thirty-six HBCU campuses. Each year, one cohort of twenty to twenty-six PCFF participants engaged in a symposium as part of an AAC&U conference and then led the work of their campus teams at a summer institute. These activities assisted participants in creating program action plans and building their academic leadership skills. The session will highlight program findings and feature women who networked successfully within their campus communities and across the cohorts to infuse effective teaching practices into their STEM programs while also evolving their professional acumen.

ALMA CLAYTON-PEDERSEN, *AAC&U Senior Scholar and Director, Preparing Critical Faculty for the Future*

OLGA BOLDEN-TILLER, *Associate Professor of Agricultural and Environmental Sciences, Tuskegee University;* ROSALIND GREGORY-BASS, *Assistant Professor of Environmental Sciences and Studies and Director, Health Careers Program, Spelman College;* TAMARA ROGERS, *Associate Professor of Computer Science, Tennessee State University*

This session is presented by Preparing Critical Faculty for the Future

8:45–10:00 a.m. (continued)

Exemplary Practices in Engaged Scholarship:
The Thomas Ehrlich Civically Engaged Faculty Award

Level 1–George Washington University

Campus Compact's 2014 Thomas Ehrlich Civically Engaged Faculty Award winner and finalists examine best practices in advancing civic learning, community-based research, reciprocal community partnerships, and the institutionalization of engagement. Panelists will reflect on their own experiences and the lessons they provide for campuses and communities seeking to deepen student civic learning and community impact.

LEDA COOKS, *Professor of Communications, the University of Massachusetts Amherst;* **STEVEN A. MOORE,** *Professor of Architecture and Planning, The University of Texas at Austin;* **JOHN K. SCHORR,** *Senior Professor of Sociology and Co-Director, Stetson Institute for Social Research, Stetson University;* **MICHELLE TOOLEY,** *Professor of Religion, Berea College*

MODERATOR: **ANDREW J. SELIGSOHN,** *President, Campus Compact*

This session is presented by Campus Compact

SEMINAR
Are High-Impact Practices Relevant for 21st-Century Non-traditional Students?

Level 4–Salon I

AAC&U gives significant attention to high-impact practices. Such strategies as first-year seminars and internships are clearly relevant and demonstrably effective for traditional students on physical campuses. However, how relevant are such practices for populations such as the growing number of adult learners studying online and transferring among multiple institutions? Does the firefighter student, deployed active military student, or adult learner returning to college after fifteen years truly want or need a first-year experience, internship, or undergraduate research opportunity? This provocative seminar session will engage participants in evaluation of whether a new or modified set of practices are warranted for the emerging model of non-traditional undergraduate student. Discussion will focus on what existing, modified, or new practices most effectively achieve desired outcomes of supporting greater student success.

JEREMY KORR, *Dean of Arts and Sciences, Brandman University*

NEH Funding Opportunities

Level 1–Howard University

The National Endowment for the Humanities is a leading funder of humanities projects in a variety of formats, from research fellowships to transformative curriculum development grants and innovative digital projects that bring new tools and methods to bear on age-old questions. The Endowment has been steadfast in its support for liberal education and helping develop globally aware citizens since its founding in 1965. This session will provide insight into ways that NEH funding can help both two- and four-year institutions improve research, teaching, and facilities in the humanities through such programs as research fellowships, curriculum and course development grants, challenges grants, digital humanities grants, and others.

JULIA NGUYEN, *Senior Program Officer, National Endowment for the Humanities*

Using the CCAS Standards of Practice to Support Improvement Initiatives

Level 4–Salons JK

As an organization of university deans, the Council of Colleges of Arts and Sciences (CCAS) believes that the actions that higher education must take to fulfill the promise of a liberal and liberating education can only take root if improvement is undergirded by solid academic infrastructure. *The Standards of Practice: A Self-Assessment Guide for Colleges of Arts & Sciences* (CCAS, 2013) was developed "in order to help deans evaluate whether their colleges or schools maintain policies and procedures that align with the best practices and standards in higher education." This panel will open with a description of the purpose of the Standards, followed by deans discussing how they have used the Standards to guide internal reorganization and make structural improvements. Audience members will be provided with an excerpt from the Standards to engage in a self-assessment of their institutional policies against these adopted best practices.

ANNE-MARIE McCARTAN, *Executive Director, CCAS, College of William and Mary;* **TIMOTHY JOHNSTON,** *Dean, College of Arts and Sciences, University of North Carolina at Greensboro;* **PATRICIA MOSTO,** *Dean, College of Liberal Arts, Education, and Sciences, Rider University;* **LORI VERMEULEN,** *Dean, College of Arts and Sciences, West Chester University of Pennsylvania*

This session is presented by the Council of Colleges of Arts and Sciences

ADVANCING Faculty Diversity:
The Role of Peer Networks
Level 4–Mint

Micro-aggressions. Presumed Incompetence. Isolation. These words describe the experiences of many faculty of color at predominantly White research universities, especially when they are the "only" person of color in a department or college. However, peer networks aimed at creating resonance and enhancing agency can go a long way in supporting the retention and advancement of Faculty of Color. This session presents results from the Advancing Faculty Diversity Program at the University of Maryland, a peer support network that aims to form safe spaces for the recognition of micro-aggressions, encourage resonance and peer affirmation among Faculty of Color, and provide role models and career strategies. Implications for equity and the support of Faculty of Color are drawn for faculty and administrators charged with creating more inclusive, diverse, and equitable campuses.

KERRYANN O'MEARA, *Associate Professor of Higher Education, Carol Espy-Wilson, Professor of Engineering,* **STEPHEN THOMAS,** *Professor of Public Health, and* **KUMEA SHORTER-GOODEN,** *Chief Diversity Officer and Associate Vice President—all of the University of Maryland*

10:30–11:45 a.m.

CONCURRENT SESSIONS

COMMUNITY COLLEGE LEADERSHIP SUMMIT

Improving Faculty Development Through Intentional Collaboration

Level 1–University of DC/Catholic University

At many institutions, faculty development is handled by an individual, small office, or committee. How can leaders gain the benefits of shared wisdom and operational knowledge of the professional development field? Three geographically distant teaching and learning center directors will share how we created a generative community of practice. Starting at an AAC&U Roadmap Project meeting, we discovered our shared commitment and struggles to further high-impact practices and the ideals of a liberal education. Using Wegner's (1998) four inter-related components of a community of practice and Felton's (2013) transformative conversations, this panel of faculty directors formed a strong alliance, which has been the basis for sharing knowledge and tools based on AAC&U LEAP research that have enriched our professional development programs and deepened our commitment to furthering academic excellence. This session will create an opportunity for participants to meet colleagues with shared interests in professional development and begin their own communities.

MARY CARNEY, *Director of Center for Teaching, Learning, and Leadership, University of North Georgia;* **DALLAS DOLAN,** *Director, Center for Excellence in Teaching and Learning, The Community College of Baltimore County;* **DONNA SEAGLE**, *Director, Teaching and Learning Academy, Chattanooga State Community College;* **JENNY SCHANKER,** *Director of Research and Institutional Practice at Michigan Center for Student Success*

MODERATOR: CINDY LENHART, *Vice President for Community College Relations, Achieving the Dream*

The Community College Leadership Summit is supported by The Kresge Foundation

Welcome to STEMCentral!—Session II

Level 3–Shaw

Participants will engage in real time, hands-on experiences with STEM-Central to gain access to its resources, discussions, and networking opportunities. Breakout groups will identify key strategies and leadership roles for expanding STEMCentral, and participants will have the opportunity to actively shape the evolution of STEMCentral and contribute to its development. We welcome your participation.

KELLY MACK, *Vice President, Office of Undergraduate Science Education and Executive Director, Project Kaleidoscope;* **DANIEL UDOVIC,** *Professor Emeritus, University of Oregon and AAC&U Senior Scholar;* **TANIA SIEMENS**, *STEM Central Project Manager, AAC&U Research Coordinator—all of AAC&U*

This session is presented by Project Kaleidoscope

SPONSOR SESSION

Assessing for Learning:
Focusing an Interdisciplinary General Education Revision on Student Outcomes

Level 4–Mint

Doane College will present details on their process for creating a general education revision that ended a cafeteria style program in order to meld mission learning outcomes with best practices in teaching and learning. The college derived the new Doane Core Curriculum essential learning outcomes from key mission statement terms and a review of LEAP initiatives, recognizing that knowledge and skills need to be scaffolded across the curriculum in order to be achieved. Approved by the faculty in 2013 and implemented in 2014, Doane is in the process of developing a series of three liberal arts seminars with reflective writing built into each—a first year seminar focused on intellectual skills, a sophomore seminar on critical issues of democracy, and an advanced problem-solving seminar where interdisciplinary teams of students tackle real problems and provide service. Doane is using LiveText to manage the skill-based rubrics and reflective writing that will assess learning across both its traditional and non-traditional campuses. Presenters will explore the opportunities and obstacles for developing, implementing, and sustaining curriculum designs that use high- impact practices to build learning across four years and the means to build assessment into the revision from the beginning. Participants will share prompts and rubrics for assessing key outcomes, as well as discuss the tools available to aid with assessment and program improvement.

KATE MARLEY, *Associate Vice President for Academic Affairs and Professor of Biology, and* **JOHN M. BURNEY,** *Vice President for Academic Affairs— both of Doane College;* **IDA ASNER,** *Director, Consulting Services, LiveText*

This session is sponsored by LiveText

SEMINAR

High Touch Faculty Development for a High Tech World

Level 1–Gallaudet University

As colleges and universities continue to seek ways to globalize the curricula while meeting the evolving needs of new learners, and as faculty struggle to bridge the expanding divide between high tech and high touch, how do we prepare faculty to adapt long-standing traditions in instruction to respond to the needs, skill sets, and learning styles of the individual students in our classrooms? At Columbia College Chicago's Center for Innovation in Teaching Excellence, we've found that the best way to teach the form is by doing the form: encouraging faculty to stop leading the class and start following the learning. This hands-on, minds-on workshop will provide engaging, practical, learner-centered approaches for faculty and faculty developers to adapt instructional and curricular design to meet the diverse needs and talents of any student.

LOTT HILL, *Executive Director, Center for Innovation in Teaching Excellence,* **SOO LA KIM,** *Director, Center for Innovation in Teaching Excellence, and* **MEGAN STIELSTRA,** *Associate Director, Center for Innovation in Teaching Excellence—all of Columbia College Chicago*

10:30–11:45 a.m. (continued)

How It Can Be Done:
Making Well-Being a Core Element of Institutional Purpose

Level 3–Chinatown

This session will present two alternative models. The Engelhard Project is a curriculum infusion model at Georgetown University that has a ten year history of directly affecting learning outcomes and student well-being by connecting faculty and student affairs professionals. George Mason University has an institutional architecture model that is now designed to affect the entire campus culture, organization, and activities as part of becoming a "well-being university." Presenters will discuss the strategies effective in making well-being a core element of institutional purpose. Consideration will be given to the benefits, challenges, and contextual dependency of alternative strategies.

NANCE LUCAS, *Executive Director, Center for the Advancement of Well-Being,* **PAUL ROGERS,** *Associate Chair, Department of English,* **BETH CABRERA,** *Senior Scholar, Center for the Advancement of Well-Being, and* **PAM PATTERSON,** *Associate Vice President, University Life—all of George Mason University;* **JOAN RILEY,** *Associate Professor, School of Nursing and Health Studies, and Senior Scholar, Center for New Designs in Learning and Scholarship,* **HEIDI ELMENDORF,** *Associate Professor of Biology and Director of Undergraduate Studies in Biology, and* **TODD OLSON,** *Vice President for Student Affairs—all of Georgetown University*

MODERATOR: DONALD W. HARWARD, *Director, Bringing Theory to Practice; President Emeritus, Bates College*

This session is presented by the Bringing Theory to Practice Project

University Innovation Alliance:
Lessons from Collaboration to Scale

Level 4–Capitol/Congress

The University Innovation Alliance (UIA) is a consortium of eleven large public research universities—led by university presidents and chancellors—committed to making high-quality college degrees accessible to a diverse body of students. Because UIA member institutions serve large numbers of first generation, low-income students—the group lagging farthest behind in earning college degrees—they are at the forefront of America's race to regain its educational edge and increase economic opportunity and mobility. The Alliance's primary objective is to increase the rate at which students from low-income and underrepresented backgrounds graduate from college. To advance toward that goal, UIA member universities will act as an innovation cluster, developing and testing new initiatives, sharing data, and scaling best practices across the Alliance progress. UIA leaders will share lessons learned to date, their assessment of what's needed to close the achievement gap, and why collaboration is the right path forward.

BRIDGET BURNS, *Executive Director, University Innovation Alliance;* **EDWARD RAY,** *President, Oregon State University;* **MARK BECKER,** *President, Georgia State University*

Supporting Student Learning through Holistic Faculty Evaluation

Level 4–Monument Room

Can faculty evaluation more effectively support student learning? With the support of The Teagle Foundation, the New American Colleges & Universities is answering this question. The NAC&U consortium has developed a new approach to faculty evaluation that blends teaching, scholarship, and service into a holistic evaluation process. The expanding expectations for student/faculty interaction and innovation, new opportunities for digital scholarship and online publishing, and increased engagement of faculty and students in the community suggest a new look at traditional faculty evaluation criteria. With new approaches to experiential learning and the use of high-impact teaching practices, faculty evaluation methods must evolve and students must be encouraged to take responsibility for their own learning. Holistic departments where faculty members work collaboratively to meet individual, departmental, and institutional goals, will be better aligned to meet the demands for change in higher education.

NANCY HENSEL, *President, The New American Colleges and Universities;* **DAVID SALOMON,** *Associate Professor of English, Director of the Kathleen Donnelly Center for Undergraduate Research, The Sage Colleges;* **JON T. KILPINEN,** *Dean of the College of Arts and Sciences, Valparaiso University*

This session is presented by the New American Colleges and Universities

Cooperation in a Pluralistic World:
A Study of College Students' Engagement with Religious Diversity

Level 4–Archives

As campuses diversify, people of different religious and non-religious worldviews are interacting with greater frequency than ever before. While these interactions can inspire collaboration and cohesion, they can also be a source of conflict and violence. This interactive session will provide strategies for implementing and measuring interfaith engagement and learning, and approaches to building momentum around innovative interfaith research and practice. Presenters will share findings based on data collected from 8,463 students attending 38 US colleges and universities during the 2011-12, 2012-13, and 2013-14 academic years. They will also introduce a major national research initiative to further this area study along with opportunities for campus leaders to get involved immediately. The session is intended to further the dialogue among higher education researchers and practitioners resulting in concrete action steps to advance college students' interfaith engagement and learning.

MATTHEW MAYHEW, *Associate Professor of Higher Education, and* **TIFFANI RIGGERS-PIEHL,** *Post Doctoral Research Associate—both of New York University;* **ALYSSA BRYANT ROCKENBACH,** *Associate Professor of Higher Education, North Carolina State University;* **BEN CORREIA,** *Campus Assessment Manager, Interfaith Youth Core;* **KRISTEN GLASS PEREZ,** *Chaplain and Director of Vocational Exploration, Augustana College*

Strategies for Effecting Gender Equity and Institutional Change:
Lessons from ADVANCE Institutions

Level 1–George Washington University

Leading organizational change in higher education to create more inclusive environments and to support a more diverse faculty requires strategic choices about appropriate levers for change that are effective in complex organizations. The purposes of this session are to highlight key findings supported by the National Science Foundation, on organizational change strategies to create institutional environments conducive to the success of women scholars, particularly in STEM fields; to introduce a new, practical, research-based resource called the StratEGIC Toolkit, which highlights and analyzes frequently used interventions often utilized in universities with NSF ADVANCE Institutional Transformation grants and that have contributed to the recruitment, retention, and success of a diverse faculty; and to enable institutional change leaders to discuss strategic options as they compile portfolios of organizational change interventions that are responsive to their unique institutional contexts.

ANN AUSTIN, *Program Director, National Science Foundation;* **SANDRA LAURSEN,** *Co-Director and Research Associate, Ethnography and Evaluation Research, University of Colorado Boulder*

A Four-Year Approach to General Education— Is It Too Much or Is It Ever Enough?

Level 1–Howard University

The panel will present a comprehensive approach to general education that covers all four years. The program begins with an early start component for those who need it and continues with designated student success teams for the first year. Students participate in three themed courses over three semesters to meet most of their general education student learning outcomes. An innovative Center for the Junior Year integrates a large population of transfer students with the native students for continued success. Students complete both the Junior Seminar course and Senior Capstone in their major as part of the general education plan. In addition, courses throughout the curriculum make use of cross-cutting strategies: writing across the curriculum, citizenship and public policy, and ethical considerations.

ELAINE MAIMON, *President, Governors State University,* **DEBORAH BORDELON,** *Provost, Vice President of Academic Affairs,* **REINHOLD HILL,** *Dean, College of Arts and Sciences,* **AURELIO VALENTE,** *Dean of Students,* **ANN VENDRELY,** *Associate Provost and Associate Vice President of Academic Affairs, and* **COLLEEN SEXTON,** *Associate Provost and Associate Vice President for Academic Affairs—all of Governors State University*

Making the Case for Liberal Education:
What is Philanthropy's Continuing Role?

Level 1–Georgetown University

The moderator, who worked in philanthropy and is now engaged in other leadership positions will speak with recently appointed foundation presidents and long-term foundation leaders. They will discuss with each other and the audience the ways in which philanthropy historically worked to promote liberal education and what foundations can now do to strengthen liberal education in the future. The session will also provide insights into how foundations make decisions regarding who and what to fund.

MODERATOR: **EUGENE TOBIN,** *Senior Program Officer for Higher Education and Scholarship in the Humanities, The Andrew W. Mellon Foundation*

NANCY J. CABLE, *President, The Arthur Vining Davis Foundations;* **JUDITH SHAPIRO,** *President, The Teagle Foundation;* **HOLIDAY H. McKIERNAN,** *Chief of Staff & General Counsel, Lumina Foundation*

Degree Qualifications Profile and Tuning USA:
Partners in Advancing Student Learning

Level –Salon L

Fulfilling the promise of a liberal and liberating education requires a disciplined approach to establishing learning outcomes sufficient to the task and aligning programmatic learning experiences to insure that students acquire these proficiencies. Two initiatives that serve this purpose are the Degree Qualifications Profile and Tuning USA. This session draws on both the National Institute for Learning Outcome Assessment's (NILOA) work documenting institutional use of the DQP across approximately 400 colleges and universities, and the experiences of the Institute for Evidence-Based Change with Tuning USA. The paths of these two initiatives are crossing in meaningful ways, and institutions are exploring ways to integrate the work to enhance student learning. Such combinations hold promise for fostering meaningful conversations to implement activities that will insure that students acquire the proficiencies that constitute a liberal arts education.

NATASHA JANKOWSKI, *Associate Director, National Institute for Learning Outcomes Assessment, University of Illinois Urbana-Champaign;* **GEORGE KUH,** *Director, and* **PAT HUTCHINGS,** *Senior Scholar—both of the National Institute for Learning Outcomes Assessment;* **DAVID MARSHALL,** *Associate Director, Tuning USA*

ACAD SESSION:

A Web Resource to Promote Sabbatical Visitation Opportunities across Institutions

Level 4–Salons JK

Institutions often struggle to hire part-time faculty members to teach one or two courses to cover curricular gaps. At the same time, faculty members often look for fresh environments to carry out their sabbatical projects. We present a web resource that facilitates matches between institutions that want to cover curricular gaps, and faculty members who are looking for sabbatical hosts.

LARRY STIMPERT, *Vice President of Academic Affairs, and* **CARRIE KLAUS,** *Dean of the Faculty—both of DePauw University;* **SANDRA WONG,** *Dean of the Faculty/Dean of the College, Colorado College;* **TERRI L. BONEBRIGHT,** *Executive Vice President of Academic Affairs and Provost, Hendrix College*

11:45 a.m.–1:15 p.m.

ACAD KEYNOTE LUNCHEON

A Global Perspective:
Training the Next Generation of International Leaders

Level 4–Salon M

EVAN RYAN, *Assistant Secretary of State for Educational and Cultural Affairs, oversees a wide range of academic, cultural, private sector, professional, youth, and sports exchange programs to increase mutual understanding between the people of the United States and the people of other countries and promote peaceful relations.*

Evan Ryan

The ACAD Keynote Luncheon is sponsored by Dean and Provost

1:30–2:30 p.m.

CONCURRENT SESSIONS

Cultivating Inter-Institutional Collaborations to Advance Research Excellence through Diversity

Level 1–Georgetown University

The Leadership Alliance is an innovative partnership among leading research and teaching colleges and universities and private industry. The partnership has been effective in recruiting and mentoring talented students from underrepresented backgrounds throughout the academic pathway through its flagship programs, the Summer Research Early Identification Program and Leadership Alliance National Symposium. To sustain and stimulate innovation of these successful programs, the Alliance has focused efforts on promoting and establishing collaborative relationships across teaching and research institutions. These efforts have resulted in inter-institutional collaborations that have expanded and strengthened students' participation in high-impact educational practices. This panel presentation will feature a successful inter-institutional collaboration among faculty in chemistry at Morehouse College and the University of Chicago. The presentation will explore and provide evidence for best practices in the development and implementation of collaborations that promote diversity efforts by providing mutually beneficial opportunities for students and faculty from diverse partnering institutions.

MEDEVA GHEE, *Executive Director of The Leadership Alliance, Brown University;* **JOHN HALL,** *Professor and Chair, Chemistry Department, Morehouse College;* **OLASENI SODE,** *Postdoctoral Scholar, The University of Chicago*

Success After College:
What Students and Employers Say is Required

Level 4–Salon L

This session will feature findings from two new national surveys exploring what is required for college graduates to succeed in today's competitive global economy. It will explore what students and employers think about the most important outcomes of college and exactly how well we are preparing graduates for workplace success. Findings will cover such issues as: what employers value in new college graduate employees; what outcomes and educational experiences are most important for future success in a global economy; and how students judge their own readiness and the ways we are and are not helping them to successfully make the transition from college to career, regardless of their chosen field.

ABIGAIL DAVENPORT, *Senior Vice President, Hart Research Associates;* **DEBRA HUMPHREYS,** *Vice President for Policy and Public Engagement, AAC&U*

chalk&wire

SPONSOR SESSION

The Development and Implementation of Chalk & Wire's 'Core ValidityTM' Toolkit

Level 4–Mint

Chalk & Wire presents research on the development and implementation of the 'Core ValidityTM' Toolkit, including the design of Direct Measure rubrics for the most common Professional Standard Sets (i.e., InTASC, CAEP, CACREP, LEAP, AACSB, ABET, etc.). The Direct Measures rubrics are currently under validation for reliable measure of skills, knowledge, and dispositions in the General Education curriculum and several specialized disciplines. The results of case studies, involving implementation of the Direct Measures tool at partnering schools, highlight the complexities of gaining faculty buy-in and broadening the scope of understanding of standards-based assessment.

THELMA SEYFERTH, *Director of Research and Systems Analysis, Chalk & Wire;* **RACHEL BAILEY JONES**, *Assistant Professor, Nazareth College;* **LISA M. HARRIS,** *Outcomes Assessment Coordinator, Monmouth University*

This session is sponsored by Chalk & Wire

Culturally Responsive, Inclusive Pedagogies for the Future:
Challenging Dystopic Visions

Level 1–Gallaudet University

Classroom conversations about difficult issues of power, privilege, identity and cultural difference can easily devolve into chaos, hurt feelings and even reprimand. They can also be among the most learning intensive and memorable experiences for faculty and students. Led by a dynamic group of diverse, wise women who are members of Campus Women Lead, this workshop provides a forum for exchanging skills, building competence, and learning from one another. The goal will be to achieve excellence in teaching with and through difficult dialogues in traditional and on-line classrooms.

GERTRUDE FRASER, *Associate Professor of Anthropology, Special Advisor to the Provost, University of Virginia;* **PATRICIA LOWRIE,** *Senior Consultant to the Provost and Direector Emeritus, Women's Resource Center, Michigan State University*

SEMINAR

"Translating" the Meaning and Purpose of Liberal Education for International Undergraduate Students

Level 4–Salon I

As more international students seek to complete their undergraduate education in the US, educators must be mindful that the meaning and value of liberal education may be, for some, a foreign concept that is difficult to appreciate. Seminar participants will reflect upon the extent to which international undergraduate students are willing and able to engage in active liberal learning. How might their resistance be similar to or different from the types of resistance commonly displayed by US students? If the meaning and value of liberal education seems counter intuitive, difficult to appreciate, and non-productive to portions of our international population, what are we doing to remedy the situation? Are US-based institutions expecting international students to participate in or assimilate liberal education without teaching them the meaning and value thereof? How might we better prepare these students for entry into the US undergraduate system?

DEIRDRE HEISTAD, *Liberal Arts Core Director/Associate Professor of Languages and Literatures, and* **JEFFREY FUNDERBURK,** *Professor of Music—both of the University of Northern Iowa*

The Future of the ePortfolio Research Agenda:
Pressure Points and Opportunities

Level 1–George Washington University

The 2014 AAC&U ePortfolio Forum examined the driving question: "What is the evidence supporting the theoretical connections between ePortfolio and student outcomes?" This question implicated multiple potential answers and, not surprisingly, proved to be a bit contentious. Those in attendance broadly represented proponents of e-portfolios as a pedagogical, if not a philosophical approach to education, and many had compelling personal stories to share heralding the positive impact of e-portfolios on student learning in their local contexts. How, then, can we move beyond small-scale studies to those with the power of generalizability without de-valuing local evidence that helps foster and sustain ePortfolio efforts on individual campuses? This discussion session is designed to engage participants in answering this question regarding the e-portfolio research agenda, while honoring the local contexts and cultures in which e-portfolio work is necessarily situated.

KATHRYNE McCONNELL, *Assistant Director, Assessment and Evaluation, Virginia Tech;* **C. EDWARD WATSON,** *Director, Center for Teaching and Learning, University of Georgia;* **GAIL RING,** *Director, ePortfolio Program, Clemson University*

For Institutions, By Institutions:
Creating a Framework for Post-Collegiate Outcomes Reporting

Level 1–University of DC/Catholic University

In recent years there has been increasing focus on accountability and transparency by state and federal policy-makers, as well as the general public. Attention has recently been turned to the outcomes of students once they leave their colleges and universities, to determine how well the education and training served the students who attended. This session will present an overview of the work of the Post-Collegiate Outcomes (PCO) initiative designed to include broad perspectives on post-collegiate outcomes, and will explore the rationale for different types of measures for different audiences. Charged with developing a framework and proposed policy agenda, the initiative has been working to create answers for institutions, by institutions including: Who will be included in the measure and for whom is this an appropriate measure? What data is collected, analyzed and displayed? Where are the data coming from? When is the appropriate time to measure this outcome? And why is this data important?

KENT PHILLIPPE, *Associate Vice President, Research and Student Success, American Association of Community Colleges;* **TERI HINDS,** *Associate Director, Voluntary System of Accountability, Association of Public and Land-grant Universities*

New Research on the Transfer of Writing Knowledge and Practice and Its Implications for High-Impact Writing-Intensive Courses Across the University

Level 3–Chinatown

George Kuh (2008) identifies Writing-Intensive Courses as providing a high-impact educational practice—one that facilitates both student engagement and retention. AAC&U describes Writing-Intensive Courses as "emphasiz[ing] writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines." Given this context, how can universities best prepare students to write "for different audiences in different disciplines"? More specifically, how can general education courses equip students with knowledge and strategies for writing in their majors and beyond? Drawing on a multi-year, multi-institutional research seminar, presenters share five essential principles undergirding writing transfer for higher education and findings from two multi-institutional research projects. Presenters will synthesize themes in the research and facilitate discussion about its implications for high-impact writing-intensive courses across the university before concluding with a reflective activity on take-aways for implementation and further research.

JESSIE MOORE, *Associate Director of the Center for Engaged Learning, Elon University;* **KATHLEEN YANCEY,** *Kellogg W. Hunt Professor of English and Distinguished Research Professor, Florida State University;* **LIANE ROBERTSON,** *Assistant Professor, William Paterson University;* **KARA TACZAK,** *Lecturer in the University Writing Program, University of Denver;* **CAROL HAYES,** *Deputy Director, University Writing Center, George Washington University*

1:30–2:30 p.m. (continued)

Developing Greater Impact with High-Impact Practices:
Internships and Civic Engagement

Level 1–Howard University

This session will address how internships and civic engagement can and should be integrated into a liberal education to make them truly high-impact practices—and strengthen the relevance of a 21st-century liberal education. Presenters will share evidence from the National Survey of Student Engagement that demonstrates how internships further a student's education and future learning, and will outline best practices for integrating civic engagement into a student's academic career to produce the strongest outcomes for students, colleges, and communities. The panel will also discuss how one program integrates reflection, critical thinking, and academic coursework into the internship experience itself and how student experiences demonstrate the impact of such an approach. Participants will be invited to share their approaches to increasing rigor, integration, and reflection to ensure that more students experience greater impact from high-impact practices.

GREGORY WEIGHT, *President, Washington Internship Institute;* ARIANE HOY, *Vice President for Program and Resource Development, Bonner Foundation;* JILLIAN KINZIE, *Associate Director, Center for Postsecondary Research, Indiana University Bloomington*

Connecting LEAP Learning Outcomes to the Planning of Learning Spaces

Level 3–Shaw

The Essential Learning Outcomes defined by AACU's LEAP initiative include that students acquire the ability to assume personal and social responsibility, and integrate and apply disciplinary and cross-disciplinary learning in new contexts. Realizing such outcomes requires attention to questions about how learning happens and about the experiences and spaces that enable robust learning through which those learning goals are met. This will be an iterative discussion session, structured around case studies from the Learning Spaces Collaboratory Guide, with significant time for sharing ideas and experiences. Table groups will develop—and post for critique—a graphic depiction of "a learning space for first-year students that socializes them into the learning community on a campus." The session is designed so that each participant leaves with an "audacious question," one that sparks conversations about how spaces matter to learning for their home community.

JEANNE NARUM, *Principal, Learning Spaces Collaboratory*

ACAD SESSION:

Building Bridges:
Shared Vision for Student Success

Level 4–Salons JK

This session will allow participants to learn about and discuss specific strategies that Deans and other administrators can use to build shared vision and shared goals across multiple academic divisions. Presenters will share experiences and examples where modeling collaborative process has directly impacted curricular development, shared pedagogy across divisions and faculty engaging together with students at the center. Interactive activities will allow participants to apply concepts to their own institutions.

KRISTEN M. FRAGNOLI, *Provost and Vice President of Academic and Student Affairs, Finger Lakes Community College;* KATE SMITH, *Dean of Academic Foundations Monroe Community College*

2:45–4:00 p.m.

CONCURRENT SESSIONS

Aspiring Adults Adrift:
Tentative Transitions of College Graduates

Level 4–Salon M

Richard Arum and Josipa Roksa—authors of *Academically Adrift: Limited Learning on College Campuses*—will discuss their new book, *Aspiring Adults Adrift: Tentative Transitions of College Graduates*, which follows the same cohort of undergraduates through the rest of their college careers and out into the working world. Built on interviews and detailed surveys of almost a thousand recent college graduates from a diverse range of colleges and universities, *Aspiring Adults Adrift* reveals a generation facing a difficult transition to adulthood. Recent graduates report trouble finding decent jobs and developing stable romantic relationships, as well as assuming civic and financial responsibility—yet they remain surprisingly hopeful and upbeat about their prospects. Analyzing these findings in light of students' performance on standardized tests of general collegiate skills, selectivity of institutions attended, and choice of major, Arum and Roksa not only map out the current state of a generation too often adrift, but enable us to examine the relationship between college experiences and tentative transitions to adulthood. *Aspiring Adults Adrift* compels us once again to re-examine the aims, approaches, and achievements of higher education.

RICHARD ARUM, *Professor of Sociology and Education, New York University; and* JOSIPA ROKSA, *Associate Professor of Sociology and Education and Associate Director of the Center for Advanced Study of Teaching and Learning in Higher Education, University of Virginia—authors of* Aspiring Adults Adrift: Tentative Transitions of College Graduates *(University of Chicago Press, 2014)*

"Professor X" or Ex-Professor?
A New Vision for Teaching and Learning in Higher Education

University of DC/Catholic University

How can colleges and universities embrace and incorporate, rather than be ravaged by, digital learning technologies (such as adaptive learning, "stealth" and real-time assessments, and data analytics) in order to enhance undergraduate and graduate education? This presentation reports on developments at MIT, and specifically how MOOCs and other aspects of the MITx digital-learning platform are being woven into the fabric of residential education. These developments presage two fundamental revisions—one conceptual and one pedagogical—to how we think about teaching and learning in higher education and the coming role of digital learning technologies in reshaping the role of faculty in the classroom. We talk about this as the "flipped university" where faculty compose and curate the essential components of a modularized curriculum and the digital-learning platforms by which students learn. We provide examples from pilot projects at MIT and envision implications for faculty and institutions.

DAN BUTIN, *Dean, School of Education and Social Policy, Merrimack College;* SANJOY MAHAJAN, *Visiting Associate Professor, Department of Electrical Engineering and Computer Science, MIT*

The High Impact of ePortfolio Practice

Level 1–Georgetown University

Is e-portfolio a high-impact practice? Do e-portfolio practices engage students in high-impact behaviors? What does it mean to implement e-portfolio "well"? What is the impact of high-quality e-portfolio practice on student learning and success? Kuh (2008) suggests that, when implemented well, practices such as first-year seminars, undergraduate research, and capstone courses engage students in high-impact behaviors that lead to meaningful learning. Across specific practices, key behaviors associated with high-impact practices include interacting with faculty and peers about substantive matters, responding to more frequent feedback, reflecting and integrating learning, and public demonstration of competence. New evidence from the FIPSE-funded Connect to Learning project (C2L) suggests that sophisticated e-portfolio practice generates highly comparable student behaviors. And that such practice has a documented impact on student learning and success. This session draws on C2L findings to argue that e-portfolio should now be considered a high-impact practice.

BRET EYNON, *Associate Dean for Academic Affairs, LaGuardia Community College–City University of New York;* LAURA M. GAMBINO, *Acting Associate Dean for Assessment and Technology, Stella and Charles Guttman Community College*

Inclusive Excellence as the Cornerstone of a Liberal Education:
Creating a Framework for Race-Conscious and Equity-Minded Practice at Your Institution

Level 1–George Washington University

Institutions of higher education need to establish policies, practices, and pedagogies that support increasingly diverse student bodies. Yet, navigating conversations and building buy-in among faculty, staff, and administrators to initiate culturally conscious changes in and out of the classroom can be difficult, especially when bringing race and ethnicity to the forefront provokes a wide range of responses. Session leaders will share strategies to build buy-in for change stimulated by action-research and focused on better serving students with diverse lived experiences. These strategies address involving campus peers that could be unfamiliar, indifferent, fatigued, or resistant. Session leaders will also engage participants in hands-on activities that help facilitate anti-deficit and institutionally focused conversations (institutionally focused meaning an emphasis on what institutions can do rather than what students should do). The session will conclude with a facilitated discussion to help participants adapt these strategies and activities to fit their own campus contexts.

LUNDEN MACDONALD, *Chair and Associate Professor of Spanish, Modern Languages Department,* RAMON DEL CASTILLO, *Chair and Professor of Chicano Studies, and* VICKI GOLICH, *Provost and Vice President of Academic and Student Affairs—all of Metropolitan State University of Denver;* DEBBIE HANSON, *Consultant and Project Manager, Center for Urban Education, Rossier School of Education, University of Southern California*

Defining Promise:
Optional Standardized Testing Policies in American College and University Admissions

Level 1–Gallaudet University

About 850 institutions have made standardized testing optional for admissions. This three-year national study of 123,000 students at 33 public and private institutions is the first published research that evaluates optional testing policies across institutional types, asking "Are college admissions decisions reliable for students who are admitted without SAT or ACT scores? Does standardized testing produce valuable predictive results, or does it artificially truncate the pools of applicants who would succeed if they could be encouraged to apply?" Based on this study, it is far more the latter. The cumulative GPAs and graduation rates of submitters and non-submitters of testing show only tiny differences: .05 in cumulative GPAs (2.83 for non-submitters versus 2.88 for submitters) and .6% in graduation rates. Yet non-submitters are more likely to be first-generation, women, all categories of minority students, and Pell recipients. Optional testing can improve both access and success at public and private institutions.

WILLIAM HISS, *Retired Dean of Admissions and Financial Aid, Bates College;* VALERIE FRANKS, *Consultant*

2:45–4:00 p.m. (continued)

Networked Approaches to Pedagogical Reform in Undergraduate STEM Education

Level 3–Shaw

What models of institutional collaboration can help move the needle of pedagogical reform in STEM departments? In this session, representatives from three initiatives and from a less formal "network of these networks" will discuss with the audience their distinctive modes of collaboration in designing interventions, gathering data, and coming to conclusions about aspects of academic culture that can accelerate the adoption of enhanced teaching methods by STEM faculty.

LINDA SLAKEY, *Senior Fellow, AAC&U;* **HOWARD GOBSTEIN,** *Executive Vice President, Association of Public and Land-grant Universities;* **MARY HUBER,** *Senior Scholar Emerita, Carnegie Foundation for the Advancement of Teaching;* **EMILY MILLER,** *Project Director, AAU Undergraduate STEM Education Initiative, Association of American Universities*

STIRring Up Learning:
Scientific Thinking and Integrative Reasoning Through Case Studies

Level 1–Chinatown

AACU's Scientific Thinking & Integrative Reasoning Skills (STIRS) Project focuses on the development of educational resources, curricular designs, and assessment strategies that make evidence-based reasoning a more explicit outcome of liberal education. Thirteen STIRS Scholars have developed peer-reviewed teaching case studies, including detailed facilitator resources. These cases will reinforce the STIRS framework by engaging learners in examining complex, multi-dimensional problems relevant to a wide variety of general education courses; applying study design and statistical reasoning principles, or other relevant frameworks, to the evaluation of evidence; and communicating effectively about issues raised by the case. Participants will group according to interest area and examine two case summaries, focusing on how these cases might be used in a variety of settings, the learning goals the cases address, and how these learning goals relate to the goals of STIRS.

STIRS SCHOLARS AND PRESENTERS: **ANGELA BAUER,** *Professor and Chair of Biology, High Point University;* **LOREN B. BYRNE,** *Associate Professor of Biology and Environmental Science and Coordinator, Sustainability Studies Program, Roger Williams University;* **LYNN BURLEY,** *Associate Professor of Linguistics, University of Central Arkansas;* **TAMI S. CARMICHAEL,** *Director, Humanities and Integrated Studies, University of North Dakota;* **SAL MEYERS,** *Professor of Psychology, Simpson College;* **VANDANA SINGH,** *Assistant Professor of Physics; Framingham State University;* **KAREN SINGER-FREEMAN,** *Associate Professor of Psychology, Purchase College, SUNY;* **JENNIFER STANFORD,** *Assistant Professor of Biology, Drexel University;* **KATIE B. WILSON,** *Instructor of Social Sciences, Stella and Charles Guttman Community College, CUNY;* **ADELE J. WOLFSON,** *Professor of Chemistry, and* **JUSTIN ARMSTRONG,** *Visiting Lecturer in the Writing Program—both of Wellesley College;* **RYAN ZERR,** *Professor and Associate Chair of Mathematics, University of North Dakota*

MODERATOR: **KATHERINE HUNTING,** *STIRS Senior Fellow*

Presented by AAC&U's project, Scientific Thinking and Integrative Reasoning Skills (STIRS)

Supporting Transfer and Swirling Students through Intersystem Collaboration

Level 4–Salon L

In discussions of equity and inclusive excellence, students who transfer or swirl between two- and four-year institutions are often invisible. They face extra challenges, having to navigate multiple systems with limited guidance, and are likely to take units that do not count toward their ultimate goals, slowing progress and lowering completion rates. There is also evidence that "new majority" students are disproportionately affected by these issues of transfer and swirl. This session will describe innovative ways that two- and four-year institutions are working together across campuses and systems to align the curriculum, create clearer pathways to the baccalaureate, improve support services, and offer joint professional development programs that can smooth transitions and improve student success. Panelists will discuss how to promote, sustain, scale, and assess intersystem strategies to support transfer and swirling students, and will address the broader program and policy issues that shape our capacity to respond to the needs of these students.

DEBRA DAVID, *Project Director, Give Students a Compass, California State University System Office;* **MICHELLE PILATI,** *Project Director, Linked Learning Pathways to the Baccalaureate, Rio Hondo College;* **KEN O'DONNELL,** *Senior Director, Student Engagement and Academic Initiatives and Partnerships, California State University Chancellor's Office;* **TIA McNAIR,** *Senior Director, Student Success, AAC&U*

Pedagogy and the Big Questions:
Dealing with Religious Commitments, Strongly Held Values, and Belief Systems in the Classroom

Level 1–Howard University

Engagement with "big questions"—including those that may touch deeply held religious beliefs, political views, identity, or values—is an essential part of a liberal education. Yet many faculty members and student affairs professionals are unsure about how best to broach these questions, fearing they can be as divisive as they are compelling and enlightening. This session will look for strategies for addressing strongly held values in the classroom and in cocurricular activities, and participants will be asked to share their own case examples and strategies for integrating these conversations on their campuses. Discussion will focus on how to engage with students who object to curricula for religious reasons, or whether to reveal one's own values in the classroom, with the goal of fostering safe spaces on our campuses for understanding and diversity. The panelists are developing a conference on these issues and seek participants' involvement and input following several years of discussions at AAC&U's "Big Questions" breakfasts.

NORMAN ADLER, *University Professor and Special Assistant to the Provost, Yeshiva University;* **NORMAN JONES,** *Professor of History, Director of General Education,* **BONNIE GLASS-COFFIN,** *Professor of Cultural and Applied Anthropology, and* **RAVI GUPTA,** *Charles Redd Chair of Religious Studies—all of Utah State University;* **DAVID PARIS,** *Vice President for Integrative Liberal Learning and the Global Commons, AAC&U*

Assistant/Associate Deans—Agents of Liberal Education

Level 4–Salons JK

Associate Deans promote liberal education by managing initiatives from proposal to implementation to assessment. In this work, they often experience challenges that draw on different skills than their previous positions required. This interactive session will explore case studies on working with faculty, data, structures, and career planning. This is a networking and development opportunity for new and veteran Assistant/Associate Deans.

JAMES M. SLOAT, *Assistant Provost, Colby College;* **SHERYL CULOTTA,** *Associate Provost, Wesleyan University;* **JENNIFER SCANLON,** *Associate Dean for Faculty, Bowdoin College;* **KIRK READ**, *Associate Dean, Bates College*

4:15–5:30 p.m.

The Future of Liberal Education in the New Learning Ecosystem

Level 4–Salon M

Digital technologies have changed higher education in many ways, including through online and blended learning platforms to deliver courses and degrees, technology-enhanced pedagogies, and experiments in digital badging and stackable credentialing. Yet despite this activity, the impact of technology on higher education has somehow been less than the sum of its parts. It has been unevenly deployed, and too often thought of merely as a tool or solution, rather than integrated into a wider vision of education. This runs the risk of creating a divide between two kinds of digitally-enhanced education: one focused on access and scale and another focused on quality and high-impact learning. This panel seeks to move our thinking about higher education in the new digital environment beyond these simple binaries that pit integrative liberal education against a more granular, pragmatic education. Instead, we want to chart a third path, an approach to liberal education that is not merely advanced by digital tools but reshaped by the new learning ecosystem to enable student empowerment, fluidity between formal and informal learning, and collaborative curriculum design.

RANDY BASS, *Vice Provost for Education, Georgetown University;* **JOSÉ ANTONIO BOWEN,** *President, Goucher College;* **GARDNER CAMPBELL,** *Vice Provost for Learning Innovation and Student Success, Virginia Commonwealth University;* **J. ELIZABETH CLARK,** *Professor of English, LaGuardia Community College*

Promoting High-Impact Practices and Assessment Efforts in an Era of Part-Time Faculty Growth: Practical Solutions to Challenges

Level 1–George Washington University

Improving and assessing student learning outcomes are major priorities for campus leaders, accreditors, and policymakers. Problems may arise, however, when non-tenure-track faculty members are constrained in their use of high-impact practices associated with better learning outcomes and lack opportunities to contribute to assessment efforts and subsequent improvements. Involving non-tenure-track faculty—capitalizing on their dedication and knowledge—can promote efforts to attain student learning outcomes goals. Participants will explore new resources created by AAC&U and the Delphi Project, including LEAP for Instructors and a new Delphi Project–NILOA report on assessment to learn practical strategies for involving non-tenure track faculty in these efforts.

DANIEL MAXEY, *Dean's Fellow in Urban Education Policy;* **ADRIANNA KEZAR,** *Professor, Rossier School of Education and Co-Director, Pullias Center for Higher Education—both of the University of Southern California;* **SUSAN ALBERTINE,** *Vice President, Office of Diversity, Equity, and Student Success, and* **REBECCA DOLINSKY,** *Program Manager and Research Analyst—both of AAC&U*

This session is presented by The Delphi Project on the Changing Faculty and Student Success

Scaling-Up and Scaffolding Undergraduate Research Within Higher-Education Systems and Consortia

University of DC/Catholic University

A body of evidence exists indicating that undergraduate research, scholarship, and creative activity (URSCA) is a primary high-impact practice that demonstrably increases student success across the disciplines, especially for students from groups underrepresented in higher education. Consequently, URSCA has become essential to many institutions' work to "embrace and advance the equity imperative," and thus may be a focus area for system and consortial investments. The Council on Undergraduate Research has just completed a four-year project working with six systems and consortia to improve the quality of undergraduate education at each of the constituent campuses and within the larger systems/consortia by focusing on institutionalizing URSCA within each system and consortium. Lessons learned provide insights into both the successes and challenges associated with scaling-up and scaffolding URSCA within the system/consortium construct, and clearly demonstrate that "theory of change" (ToC) models for systems/consortia exhibit distinct differences to ToC models for individual institutions.

ELIZABETH AMBOS, *Executive Officer, Council on Undergraduate Research;* **JEFFREY OSBORN**, *Dean of the School of Science, The College of New Jersey;* **ROGER ROWLETT,** *Gordon and Dorothy Kline Professor of Chemistry, Colgate University;* **AMELIA AHERN-RINDELL,** *Associate Professor in Biology, University of Portland;* **JULIO RIVERA,** *Professor of Management and Marketing, Geography and Earth Science, Carthage College*

This session is presented by the Council for Undergraduate Research

4:15–5:30 p.m. (continued)

Reforming STEM Education:
Examining Change by Discipline, 2004-2012

Level 1–Georgetown University

Reforming undergraduate science, technology, engineering, and mathematics (STEM) education has been a priority over the last several decades. Much of the effort has focused on improving undergraduate teaching and learning and demonstrating the effectiveness of certain educational practices. This session reports on a current study using time series data from the National Survey of Student Engagement between 2004 and 2012 for a diverse cohort of institutions to assess trends in the use of effective educational practices in particular STEM fields; investigate whether trends are more common or stronger in fields that have been more active in reform efforts; and investigate whether field-specific trends at institutions that have been active in Project Kaleidoscope (PKAL) differ from trends at other institutions. Following the presentation of findings, the audience will engage in a discussion of the findings with special attention to differences by field and by PKAL activity.

ALEXANDER McCORMICK, *Associate Professor and NSSE Director,* **THOMAS NELSON LAIRD,** *Associate Professor of Educational Leadership and Policy Studies, and* **JILLIAN KINZIE**, *Associate Director, Center for Postsecondary Research—all of Indiana University Bloomington;* **CHRISTINA SCHUTE,** *Program Coordinator, and* **KELLY MACK**, *Executive Director—both of Project Kaleidoscope/AAC&U*

This session is presented by Project Kaleidoscope

"A Professor Who Cared":
Nurturing and Rewarding Strategic Relationships Between Faculty and Students

Level 1–Howard University

This panel will discuss the strategic role of faculty-student relationships outside the classroom—supervisory, coaching, mentoring, counseling—that we know from recent studies to be decisive in student learning. Providing testimony and case-studies from distinctive liberal arts environments, panelists will consider key issues in the development of appropriate professional development and accountability structures that promote maximum student growth and faculty satisfaction. We will share stories about important and transferable lessons from institutions that explicitly prioritize and valorize one-on-one relationships in the achievement of key learning outcomes.

JAMES HALL, *Executive Director, Consortium for Innovative Environments in Learning;* **ISOBEL ROCHE,** *Dean of the College, Bennington College;* **NANCY MURRAY,** *Academic Dean, Evergreen College*

This session is presented by the Consortium for Innovative Environments in Learning

Two Approaches to Assessing Civically Engaged Student Learning

Level 1–Gallaudet University

Civically engaged learning is an acknowledged high-impact practice, yet it can be difficult to know what our students are actually getting out of their engagement experiences, particularly when these happen beyond the boundaries of a class-based learning experience. In this session, presenters from the University of Richmond and Rhodes College will present findings emerging from distinct assessment initiatives that both aim to unpack the impact of sustained curricular and co-curricular engagement on cohorts of students who participate in the Bonner Scholars Program, a national, four-year service-based program, particularly in the area of understanding power, privilege, difference, and reciprocity. Additionally, presenters will contrast their unique approaches to assessment and reflect on the process of generating and using this data as a liberal learning approach to assessment.

SYLVIA GALE, *Associate Director, Bonner Center for Civic Engagement, and* **BRYAN FIGURA,** *Director, Bonner Scholars Program—both of the University of Richmond;* **SHANNON HOFFMAN,** *Community Service Coordinator, Rhodes College;* **ELIZABETH THOMAS,** *Director of Urban Studies and Associate Professor of Psychology, and* **MARSHA WALTON,** *Professor of Psychology—both of Rhodes College*

Getting to 60%:
An Innovation Strategy for Dramatically Increasing Student Success and Persistence

Levvel 4–Salon L

Proficiency-based education has the potential to significantly increase college readiness leading to student success and persistence, ultimately resulting in students who are better prepared for the fast-changing world around us. Participants will learn about important changes in K-12 and a higher education model designed for today's students. The University of Maine at Presque Isle's innovative approach to the development of its own proficiency-based education system, as well as its engagement with high schools on improving learning outcome alignment, is an innovation designed to increase student success while growing UMPI's enrollment. Participants will also learn about a successful initiative by the New England Secondary School Consortium to secure the endorsement of proficiency-based approaches to learning, instruction, graduation, and high school transcripts by fifty-five universities and colleges in five states and will explore the possibility of expanding this endorsement process nationally.

LINDA SCHOTT, *President, University of Maine at Presque Isle;* **CORY CURL,** *Senior Fellow, Assessment and Accountability State Policy and Implementation Support, Achieve;* **J. DUKE ALBANESE,** *Senior Policy Advisor, Great Schools Partnership;* **DAVID RUFF,** *Executive Director, Great Schools Partnership;* **JENNIFER WOLFE,** *Program Advisor, The Learning Accelerator*

SEMINAR

Spirituality and Liberal Education:
Possibilities and Provocations to Become More Inclusive

Level 4–Salon I

This seminar provides the opportunity for participants to discuss more inclusive ways to think about students' inner lives by framing the topic as "Pathways to Purpose" rather than "spirituality." The term spirituality leaves out the growing population of secular students who do not identify with that concept as well as religious students who may not relate to the word "spiritual." The session leader will provide a model and some opening remarks about this topic. Participants will be invited to discuss this concept, challenge it, add to it, and consider what it means to be truly inclusive of all student perspectives.

KATHLEEN GOODMAN, *Assistant Professor, Student Affairs in Higher Education, Miami University*

ACAD SESSION:

The Teaching Dean:
Joys and Challenges of Directly Engaging in Students' Education

Level 4–Salons JK

For many deans, the years spent in the classroom are the most rewarding of their academic career. Once they step onto the administrative stage, that same sense of reward can be difficult to attain. After all, teaching is a calling for many academics and the same cannot be said for all levels of higher education administration. Thus, many deans continue to teach as a way to hold on to this aspect of their professional lives and identities. This panel offers four different perspectives on how to balance the reward of teaching with the task of administrating.

IVAN FULLER, *Associate Dean of the School of Fine and Performing Arts, and* **JONATHAN MILLEN,** *Associate Dean of the College of Liberal Arts, Education and Sciences—both of Rider University;* **ROBERT GREGERSON,** *Dean of Arts and Sciences, Florida Gulf Coast University;* **MICHELLE LORIS**, *Associate Dean, College of Arts and Sciences, Sacred Heart University*

5:30–7:00 p.m.

HOSTED RECEPTIONS

RECEPTION
Community College Leadership Summit Hosted by The Kresge Foundation

Mezzanine Level–Silver Linden

RECEPTION
Diverse: Issues in Higher Education and Project Kaleidoscope

Mezzanine Level–Cherry Blossom

RECEPTION
Council of Colleges of Arts and Sciences

Mezzanine Level–Hospitality Suite 3

RECEPTION
Reacting to the Past Consortium

Mezzanine Level–Hospitality Suite 2

RECEPTION
Council on Undergraduate Research

Mezzanine Level–Scarlet Oak

RECEPTION
The Phi Beta Kappa Society (PBK) and ACAD

Mezzanine Level–Dogwood

RECEPTION
Association of Catholic Colleges and Universities

Mezzanine Level–Hospitality Suite 6

RECEPTION
Washington Internship Institute

Mezzanine Level–Hospitality Suite 5

RECEPTION
For Alumni of the Harvard Institutes for Higher Education

Mezzanine Level–Hospitality Suite 1

RECEPTION
Higher Education Resource Services (HERS)

Mezzanine Level–Tulip

RECEPTION
The Teagle Foundation

Mezzanine Level–Magnolia

Several of the Saturday morning sessions are presentations within the Digital Learning and E-Portfolio Forum. See Forum Program on Page 46. All registrants are welcome to attend any session offered on Saturday morning.

8:00–8:45 a.m.

Developing Liberal Learners in a Digital Age

Level 4–Salon M

We know much about student learning development and digital resources around voice/identity and connection to learning. We also have increasing evidence on what works to meet the needs of student learners in this digital age. This session—which serves as the Opening Plenary for the Forum on Digital Learning and E-Portfolios—will explore the importance of students' agency in their own learning in collaboration with faculty and curriculum that advances educational success for all students. All registrants are welcome.

CANDACE THILLE, *Founding Director of the Open Learning Initiative at Carnegie Mellon University and Senior Research Fellow for Online Learning, Stanford University*

Candace Thille

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

Level 4–Salons OP

Inside Higher Ed (IHE) Editor Scott Jaschik will present and lead a discussion of findings from a survey of Chief Academic Officers (CAOs) sponsored by IHE and scheduled for release in January 2015. Debra Humphreys will set the context of the discussion with insights from AAC&U's earlier studies and comments on CAO attitudes related to AAC&U's current and forthcoming LEAP projects. Findings will include CAO attitudes on such topics as: accountability and assessment; potentials and pitfalls of new models of competency-based education; implications of current debates about sexual harassment charges against faculty members; changing business models and their impact on faculty roles and rewards; and provosts' views on issues of civility and campus life.

DEBRA HUMPHREYS, *Vice President for Policy and Public Engagement, AAC&U;* **SCOTT JASCHIK,** *Editor,* Inside Higher Ed

9:00–9:45 a.m.

SEMINAR
A Speedy Fix for the Humanities

Level 4–Salon N

The release of the "Heart of the Matter" report by the American Academy of Arts and Sciences symbolizes the troubles facing the humanities on and off campus. This seminar focuses exclusively on ways that academics can improve student and public understanding of the humanities in American public life. Participants will be asked to contribute concrete ideas and suggestions in this brief brainstorming seminar.

MATTHEW MOEN, *Dean, College of Arts and Sciences and Lohre Distinguished Professor, University of South Dakota*

Lost In Translation?
From National Aspirations to Campus Practices

Level 4–Salons OP

Thoughtful, impactful, and mutually beneficial community-based learning has become the hallmark of a well-rounded liberal arts education. As members of supportive national consortia (e.g. AAC&U, Project Pericles, Campus Compact, and Imagining America), administrators of civic engagement programs are encouraged to make aspirational national goals a reality by exchanging ideas cross-institutionally to deepen campus practices and assess their impact. All of this comes at a time when liberal arts colleges are facing multiple challenges that threaten to undercut the very systems needed to support consistent and sustained community engagement. Using examples from their campuses, presenters will examine the relationship between the national conversation and campus practices that have successfully deepened institutional commitment to civic engagement. This panel presentation intends to confront future challenges to strong civic engagement programs in a proactive, integrative and creative manner by refocusing the conversation around collaborative dialog as consortia develop aspirational directives.

CASS FREEDLAND, *France-Merrick Director, Community-Based Learning, Goucher College;* **AMY KORITZ,** *Director of Center for Civic Engagement and Professor of English, Drew University;* **TOM ARCARO,** *Professor of Sociology, Director of Project Pericles, Elon University*

9:00–9:45 a.m.

Please join us for a series of informal roundtable discussions. Participants are welcome to focus on one topic or rotate among many. A continental breakfast and coffee service will be provided.

A SERIES OF BREAKFAST ROUNDTABLE DISCUSSIONS

Level 4–Salons IJK

Sustaining Change:
Lessons from 20 Years of Community-Engaged Educational Reform at Portland State University

The year 2014 marks the 20-year anniversary of University Studies, Portland State University's general education program. Participants will learn about the successes, challenges, and lessons learned through PSU's 20 years of "sustaining change" from multiple perspectives. The evolution of this reform project is a study in how institutions may sustain profound programmatic change fueled by the shared vision of administrators, faculty, students, and community partners; informed by rigorous and evolving assessment practices; and adapted to the needs of a diverse student body facing the particular challenges of these times.

VICKI REITENAUER, *Instructor, Women, Gender, and Sexuality Studies, Yves Labissiere, Director, University Studies,* **SEANNA KERRIGAN,** *Capstone Program Director,* **ROWANNA CARPENTER,** *Director of Assessment and Upper Division Clusters, and* **ANNIE KNEPLER,** *University Studies Writing Coordinator—all of Portland State University*

The pHunger Games and Think Like a Scientist:
How One College Used Direct Assessment of Student Learning to Strengthen Faculty Governance of the Curriculum

Assessment is often perceived as an external demand rather than an opportunity for faculty to leverage information about student learning in governing the curriculum. Smith College approached external demands for student learning assessment by linking assessment efforts to the departmental review process, a moment naturally focused on reflection and curricular review. Faculty from two departments will describe their direct assessment efforts and ensuing curricular change: the pHunger Games" in Chemistry and "Thinking like a Scientist" in Psychology. Roundtable attendees will participate in a discussion about strategies to engage faculty in meaningful assessment.

CATE ROWEN, *Executive Director of Institutional Research,* **PATRICIA DI-BARTOLO,** *Professor of Psychology, and* **ELIZABETH JAMIESON,** *Associate Professor of Chemistry—all of Smith College*

Higher Education's "Dirty Little Secret" and Doing Something About It

The "Dirty Little Secret": we hire new faculty into entry-level instructional positions who have relatively little or no prior teaching experience, basing the hiring decisions largely upon prior research/scholarly activity. Participants will learn about an innovative, mandatory, course-based approach to supporting the teaching lives of new faculty and how it was developed. The curriculum was constructed with input from faculty across campus, while avoiding disciplinarity, to focus on the essence of being an effective teacher. All new faculty members with minimal teaching experience are contractually required to participate in the New Faculty Academy that meets weekly for the entire fall semester. Faculty participants explore pedagogical topics through discussion, problem-solving, modeling and reflection. Data on impact on teaching beliefs collected from two faculty cohorts will be shared along with how this model can be implemented at other institutions.

RONALD TOLL, *Provost and Vice President for Academic Affairs, and* **LINDA SERRO,** *Professor of Curriculum and Instruction and Director, Lucas Center for Faculty Development—both of Florida Gulf Coast University*

Battling Giants:
Turning Disadvantages into Advantages by Moving from a Course-Based to a Competency-Based General Education Curriculum

Malcolm Gladwell, in "David and Goliath: Underdogs, Misfits and The Art of Battling Giants," proposes that disadvantages are sometimes really advantages. For our institutions, the giant was general education reform, and the disadvantage was an inflexible curriculum that was a barrier to transfer students. However, there was considerable effort directed toward recruiting underserved students. The disadvantage turned into an advantage when the faculty realized that to facilitate the completion of four-year degrees for these students, they had to be bold. They transitioned to a liberal arts inquiry general education model. Participants will discuss their own challenges and reframe their thinking on general education reform to identify the disadvantages that can be advantages. Like the Biblical David, they will look for "stones" they can use to bring about change.

DIANA COMUZZIE, *Dean of Sciences and Mathematics, Schreiner University;* **SAWA KUROTANI,** *Director of Curriculum, The University of Redlands*

Education that Empowers:
A Model for Global Learning and Flourishing

Leaders in higher education understand that high-impact global learning requires more than international exposure—these experiences must create authentic opportunities for knowledge-sharing and collaboration on critical global issues, while keeping student leadership and applied learning at the center. With 25 years of experience in nearly 20 countries, Peacework is a global NGO that has collaborated with over 70 colleges and universities to pioneer high-impact global learning experiences that harness faculty innovation, student leadership, and community partnership—across disciplines, sectors, and cultures—to develop solutions to our greatest global challenges. This roundtable will bring together two of Peacework's many partnering institutions that are expanding learning opportunities and accelerating community-led development. Participants will be able to explore new possibilities for leveraging quality liberal education to meet the call for global flourishing for students and for society in communities around the world.

STEPHEN DARR, *Executive Director, and* **JESSICA RICE,** *Director of Academic Programs—all of Peacework;* **KATHRYN ELMORE,** *Teaching Associate, Roanoke College;* **LINCOLN GIBBS,** *Associate Chair of the Department of Health and Sport Sciences, Salisbury College*

Local/Regional/Global:
Building Regional Transactions to Pilot Global Transformation

Inter-institutional global collaborations serve as the pathway for building global learning and global citizenship capacity among our students. Smaller institutions have been cautious about participating in such competitive, global "partnership races." While many of these schools embrace a foundation in the liberal arts and were often founded with global missions, their size and resources can limit the global preparation they offer their students, limit their capacity for re-expanding institutional identity from the local through the global, and competition for students constrains their openness to collaborations. Participants will learn about the work of a regional collaboration of over 50 independent colleges and universities in Ohio to leverage resources, build community across campuses, extend program offerings, and posit of model of inter-institutional collaboration rare in today's competitive environment. Collaborating in this regional consortium expands the partnership capacity of all of our institutions, deepens our regional identity, and creates potential for global leadership.

VICTORA McGILLIN, *Professor of Psychology, Otterbein University;* **NICK SANTILLI,** *Vice President for Academic and Student Affairs, Notre Dame College;* **ROBERT HAAK,** *Vice President and Dean of the College, Hiram College*

9:00–9:45 a.m. (Roundtable discussions continued)

Collaborative Methods for Increasing Minority Students' Access and Success Through High-Impact Global Learning

At Florida International University (FIU), inclusive excellence and global learning are fundamentally interrelated. FIU's Office of Student Access and Success coordinates a mutually-reinforcing network of nationally-recognized programs pursuing a common goal: preparing every FIU undergraduate for work and citizenship in our diverse and interconnected world. Participants will learn about replicable methods for increasing minority students' degree attainment and rates of participation in high-impact global learning practices. Presenters will share student learning and program assessment results supporting the use of collaborative models for leadership, data-based decision making, and curricular reform. They will also share methods for overcoming ongoing challenges faced in the development and implementation of globally-oriented college access and student success initiatives.

STEPHANIE DOSCHER, *Associate Director of Global Learning Initiatives,* **JAFFUS HARDRICK,** *Vice Provost for Student Access and Success,—both of Florida International University*

When Experiential Education Flourishes:
A Longitudinal Study of Student Outcomes

Investments in experiential education were initially introduced in higher education as key assets for student retention and persistence. A new longitudinal study by Elon University finds that beyond retention and persistence, experiential education drives key student and learning outcomes and ultimately is significantly more likely to lead to students who are employed or admitted to graduate school at the time of graduation. The data also finds important windows during a student's four year collegiate experience in which experiential education is significantly more likely to create outcomes that drive academic challenge, active and collaborative learning and later employment. With twenty years of experiential education as part of a general education requirement, Elon can serve as an institutional and structural model to support student learning through experiential education.

CONSTANCE BOOK, *Associate Provost for Academic Affairs,* **JEFFREY COKER,** *Director of the Core Curriculum,* **EVAN HEISER,** *Assistant to the Vice-President for Student Life, and* **STEVEN HOUSE,** *Provost—all of Elon University*

Nimble Advising in a 21st-Century Space

In "silo"ed universities with increasing pressure to equip students with twenty-first-century skills, how do advising offices keep up? From integrating an expectation of, and pathways to, high-impact practices, to reimagining the possibilities of traditional spaces for the "new majority" students, join us in a conversation about how to position your advising unit for the challenges of the future. We will walk you through a wide checklist including strategies for inviting in and connecting with campus partners, ideas for collaboration with departmental and faculty partners, and tips on making your office a safe space for all.

LOUIE BOTTARO, *Head Advisor of the College of Liberal Arts, and* **TRISTEN SHAY,** *Assistant Head Advisor of the College of Liberal Arts—both of Oregon State University*

Building Global Connections and Community:
Shifting the Frame of Reference

As institutions of higher education strive to prepare twenty-first-century learners for an increasingly complex, global society, comprehensive efforts to internationalize the curriculum continue to present challenges for many of our campuses. While study abroad programs are common, building collaborative intellectual and experientially cross-cultural, interdisciplinary, and immersive opportunities with partner institutions that prompt participants to examine their own cultural frameworks is far less common. This roundtable discussion focuses on a program at Virginia Tech that has changed up the frame of reference for graduate and undergraduate students alike. Learn about ways to develop (or redesign) global learning initiatives on your own campus and gather (as well as share) strategies for creating transnational collaborative partnerships that can shift the frame of reference for all participants.

SHELLI FOWLER, *Senior Director of Networked Pedagogies in Technology-enhanced Learning and Online Strategies and Associate Professor of English,* **KAREN DEPAUW,** *Vice President for Graduate Education and Dean of the Graduate School, and* **JAKE GROHS,** *Doctoral candidate, Educational Psychology and Associate Director of Engaged Learning and Scholarship—all of Virginia Tech*

Balancing Breadth and Depth in Academic Program Review

How can we do academic program assessment that is both broad enough to be meaningful and yet focused enough to be manageable? At Otterbein University, we have developed a multi-year system using e-portfolio that meets both needs. Each year, programs assess and document a limited number of their SLOs and address a "question of the year" (e.g., retention, advising) in their portfolios. Over seven years, the annual portfolios build to a long-term review portfolio covering all SLOs and questions of the year. Because programs are on a staggered schedule, we can focus in depth on a subset of programs each year while still reviewing all programs annually. This structure and the use of e-portfolios to manage the review process have made a system that is collaborative, informative, and sustainable.

WENDY SHERMAN HECKLER, *Associate Vice President for Academic Affairs and Dean of University Programs,* **KATHRYN PLANK,** *Director, Center for Teaching and Learning, and* **MIGUEL MARTINEZ-SAENZ,** *Provost and Vice President for Academic Affairs—all of Otterbein University*

Social Media:
A Three-Step Framework for Effective Classroom Use

"Welcome to class, please take out your smart phones." What?! Yes, you can use smart phones and social media to teach, enhance the liberal education and higher education learning environment, and engage students. Social media and mobile technology are leading the digital revolution and are critical to strengthening higher education's capacity to foster global learning and collaboration. The facilitator will share a three-step framework for leveraging social media and mobile technology, which are promising digital innovations in higher education. Participants will uncover how social media and mobile technology can increase collaboration and communication in the classroom, and administrators and department chairs will identify best practices to implement these tools across the curriculum to enhance learning and support assessment and assurance of learning.

SCOTT WEILAND, *Chair, Department of Mass Communications, King's College*

9:00-9:45 p.m.

CONCURRENT SESSIONS FOR THE DIGITAL LEARNING AND E-PORTFOLIO FORUM

The following sessions are open to all Annual Meeting registrants and are offered as part of the Forum on Digital Learning and E-Portfolios. The complete program for the Forum—including full descriptions for the following 9:00-9:45 AM sessions—begins on Page 46.

5 taskstream

SPONSOR SESSION

Engaging Faculty across the Institution in General Education Portfolio Assessment

Level 1–Gallaudet University

DANETTE IFERT JOHNSON, *Vice Provost for Academic Programs, Ithaca College*

This session is sponsored by Taskstream

Communicating the Power and Promise of E-Portfolios

Level 1–University of DC

CHRISTOPHER SHEEHAN, *Instructional Technologist / Designer, Arizona State University;* **STEVEN D. COHEN,** *Assistant Professor of Communication, University of Baltimore;* **HELEN CHEN,** *Director of ePortfolio Initiatives and Research Scientist, Stanford University;* **G. ALEX AMBROSE,** *Digital Learning Research Scientist and ePorfolio Assessment Director, Notre Dame*

A Qualitative Look at E-Portfolio Reflection

Level 1–George Washington University

SUSAN SCOTT, *Assistant Director of Institutional Effectiveness,* **CYNTHIA LANDIS,** *Graduate Research Assistant, and* **SUSAN KAHN,** *Director of Institutional Effectiveness—all of IUPUI*

Centering on Student Learning

Level 1–Georgetown University

LINDA SIEFERT, *Director of General Education Assessment,* **LEA BULLARD,** *Assistant Director of General Education Assessment, and* **CARA CILANO,** *Professor of English—all of University of North Carolina Wilmington*

E-Portfolios at the Crossroads

Level 1–Howard University

ROBERT SQUILLACE, *Associate Dean for Academic Affairs, Liberal Studies, and* **NICK LIKOS,** *Chief Information Officer, for The Gallatin School of Individualized Study—both of New York University*

Using E-Portfolios to Assess Applied and Collaborative Learning in an Intensive Summer Program for Community College Students

Level 1–Catholic University

KAREN SINGER-FREEMAN, *Associate Professor of Psychology, and* **LINDA BASTONE,** *Chair, School of Natural and Social Sciences—both of Purchase College, State University of New York*

10:00-11:00 a.m.

CLOSING PLENARY

Innovation, Creativity, and the Equity Imperative

Level 4–Salons LM

CHAIR: **EDWARD J. RAY,** *President, Oregon State University*

Higher education too often seems to be holding two conversations, separate and unequal. The first focuses on expansive learning to help us shape a better future, the second is all about training for the jobs of today, with little attention to the economy of tomorrow. Yet economic prosperity, democratic vitality, and global progress all depend on preparing students to find solutions to the world's urgent challenges and problems—economic, ethical, political, intercultural, and environmental.

Freeman A. Hrabowski, III

The Closing Plenary will focus our attention on the work AAC&U intends to emphasize throughout this Centennial year—The Equity Imperative—recognizing that we need to face and reverse the deepening divides both in our society and even in educational access to opportunity. Through this lens, the plenary will explore both "what works" and how to advance what works in order to better prepare today's diverse students for a world of global interconnection—in the economy, society, and their own lives.

FREEMAN A. HRABOWSKI, III, *has served as President of The University of Maryland, Baltimore County since 1992 and has made UMBC a widely praised exemplar for dramatically increasing underserved students' achievement and long-term success In 2011, Freeman Hrabowski received both the* TIAA-CREF Theodore M. Hesburgh Award *for Leadership Excellence and the* Carnegie Corporation of New York's Academic Leadership Award, *recognized by many as the nation's highest awards among higher education leaders.*

12:00–3:00 p.m.

POST-CONFERENCE WORKSHOPS

Please note that all workshops will be in the Renaissance Washington Hotel—999 9th Street, NW—which is two blocks from the Marriott Marquis. A boxed lunch will be provided for all workshop registrants.

Walking Directions to the Renaissance Hotel:

Exit the front entrance of the Marriott Marquis, turn left, and walk to 9th Street (at corner). Cross 9th Street, turn right, cross Massachusetts Avenue, and walk one block to K Street. The Renaissance is across the street at the corner of K and 9th Streets.

The AAC&U and ACAD Workshops will be on the Meeting Room Level. The box lunches will be available on the Meeting Level and outside Meeting Room 8.

Teaching for the 21st Century

Meeting Rooms 8/9

America's global future depends in no small part on whether colleges and universities produce graduates who can use their knowledge and skills, who can synthesize and evaluate, and who can problem solve and create. When many of us began our careers, little was known about how to help students develop these abilities. There is robust empirical evidence today, however, indicating that learning environments can be structured in ways that promote deep learning; cognitive and personal development that supports the application of knowledge and skills to new situations can be fostered through new forms of pedagogy. This is true for all students, not just those that are high achievers already. To accomplish such a transformation of college learning requires that those responsible for delivering undergraduate education must themselves become learners.This workshop will provide an up-to-date review of approaches known to foster deep learning and demonstrate, through the design of the presentation itself, how such approaches can be embedded in teaching. Workshop participants will acquire new knowledge, use that new knowledge in a specific context, and receive feedback on their performance. Whether teaching faculty, education specialists, or administrators, participants will leave with a clear vision not only of how to prepare students for the future, but of how they as individuals can promote change within their institutions.

AMY B. MULNIX, *Director of the Faculty Center, Franklin and Marshall College;* ELEANOR V.H. VANDEGRIFT, *Associate Director, Science Literacy Program, University of Oregon;* S. RAJ CHAUDHURY, *Associate Director, Biggio Center for the Enhancement of Teaching and Learning, Auburn University;* JENNIFER R. YATES, *Director, Neuroscience Program, Ohio Wesleyan University*

Designing Integrative Project-Based Learning Experiences

Meeting Rooms 10/11

Project-based learning is a high-impact strategy that promotes student engagement and learning through authentic problem-solving experiences. It is inherently interdisciplinary and integrative, and can be effective from the first year through the senior level, both in general education and in the major. In a recent study, more than 2,500 graduates of Worcester Polytechnic Institute (spanning 38 years) attributed significant long-term personal benefits and professional success to their project work as undergraduates.Alumni who had completed projects in partnership with off-campus organizations reported particularly strong gains, especially in leadership, self-efficacy, communication, and problem-solving abilities. This workshop will lead participants through a four-step process to design powerful project-based learning experiences that integrate previous knowledge through focus on real-world problems situated in specific contexts. First, we will identify the skills and abilities we want our students to gain through integrative, project-based learning—what do we want them to be able to do? Second, we will consider evidence—how will we know if we've succeeded? Third, we will envision learning experiences designed to develop those skills and abilities and produce the evidence—what assignments and activities and feedback will move students in the desired directions? Finally, we will discuss barriers and levers—what institutional or resource challenges must be overcome? What types of support mechanisms and partnerships can facilitate positive changes in the curriculum?

ART HEINRICHER, *Dean of Undergraduate Studies,* RICK VAZ, *Dean of Interdisciplinary and Global Studies, and* KRIS WOBBE, *Associate Dean of Undergraduate Studies—all of Worcester Polytechnic Institute*

ACAD WORKSHOP

Contemporary Stressors, Shared Governance, and the Academic Dean

Meeting Room 16

Colleges and universities face an intensifying regulatory environment, growing public skepticism about value and accountability, and the challenges of escalating institutional costs. Under such circumstances, deans face the stresses of moving quickly from deliberation to action while aligning interests to effect change. Participants will examine how shared governance both impacts and is affected by such stressors, while considering ways to maintain inclusivity and respond effectively. This workshop is intended to focus on two aspects of shared governance: the non-formal, cultural dimensions that express how stakeholders expect governance to work, and the "who, what, and how" of implementing decisions. Because deans and provosts often find themselves in the position of explaining shared governance, we will begin by discussing effective ways to explain shared governance, both in principle and in practice. Participants will develop two types of plans. The first is a master plan for campus discussion around a crucial issue. This plan will include methods for acknowledging institutional culture and other tacit expectations that inform decisions and action. The second type of plan is for implementing a project to respond to a stressor (i.e., one that necessitates change in policy, budget, or operation) through the system of shared governance.

FRANK BOYD, *Associate Provost, Illinois Wesleyan University;* **EMILY CHAMLEE-WRIGHT,** *Provost and Dean of the College, Washington College;* **THOMAS MEYER,** *Dean, Academic Affairs, Broward College; and* **CARL MOSES,** *Former Provost, Susquehanna University*

ACAD WORKSHOP

Succeeding in the Search Process

Meeting Room 15

This half-day workshop is intended for anyone at any stage of the process of searching for a dean's position—from those who are just beginning to consider it seriously to those who have been candidates. The workshop begins with the preliminary but important questions of whether you are a good fit for a dean's position, whether you have the necessary experience to be competitive, and how you would recognize positions for which you would be a good fit. It then moves to working with search consultants and dealing with those on your home campus who may come to know of your application or may serve as references. You will then be offered guidance for preparing strong application materials and doing well in the interview phase of the search. The workshop will conclude with a discussion of handling relationships with the institution you have applied to and finally negotiating and sealing the deal. Participants will be expected to prepare a confidential self-assessment in advance of the workshop which will also be useful in the application process.

ROBERT HOLYER, *Senior Consultant, AGB Search; and* **ANDREA WARREN HAMOS,** *Vice President for Consulting Operations and Senior Consultant, Academic Search, Inc.*

RENAISSANCE WASHINGTON HOTEL FLOOR PLAN

MEETING ROOM LEVEL
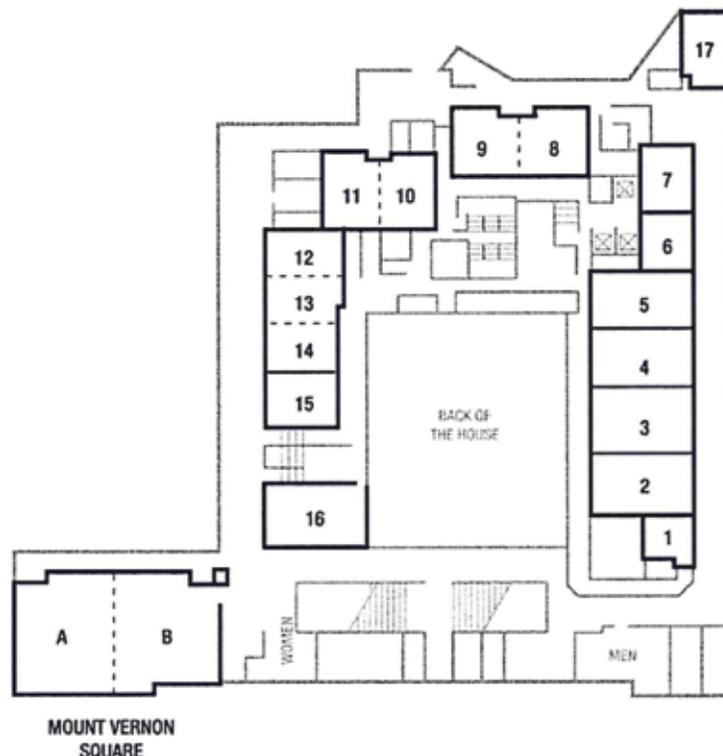
Global Digital Positioning System:
E-Portfolios in a Digital Age

SATURDAY, JANUARY 24, 8:00 A.M.-5:15 P.M.

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

8:00–8:45 a.m.

OPENING PLENARY

Developing Liberal Learners in a Digital Age

Level 4–Salons LM

We know much about student learning development and digital resources around voice/identity and connection to learning. We also have increasing evidence on what works to meet the needs of student learners in this digital age. The opening plenary will explore the importance of students' agency in their own learning in collaboration with faculty and curriculum that advances educational success for all students.

Candace Thille

CANDACE THILLE, *Senior Research Fellow for Online Learning, Stanford University, and Founding Director of the Open Learning Initiative at Carnegie Mellon University*

9:00–9:45 a.m.

taskstream

SPONSOR SESSION:
Engaging Faculty across the Institution in General Education Portfolio Assessment

Level 1–Gallaudet

Using e-portfolios to assess general education is growing but remains challenging because of unique characteristics of general education itself, including diffused responsibility for learning in general education courses and some faculty who have a stake in student learning within general education but who may not be teaching general education courses themselves. This session focuses on strategies for engaging faculty across the institution in the entire process of assessing general education e-portfolios, from rubric construction through evaluating individual student artifacts, drawing conclusions from evaluations, designing action plans, and evaluating second generation student artifacts to determine how program and assessment changes have (or have not) enhanced student learning.

DANETTE IFERT JOHNSON, *Vice Provost for Academic Programs, Ithaca College*

This session is sponsored by Taskstream

Communicating the Power and Promise of E-Portfolios

Level 1–University of DC

This panel discussion will begin with a review of the multiple uses of an e-portfolio in an academic setting—Do university decision makers have a complete understanding of e-portfolios and their capabilities? How do we frame the multiple sides of an e-portfolio to add value in higher education? How is the strategic view of e-portfolios being shaped at our universities? The discussion will then transition to using an e-portfolio to promote our personal brand—Who is our audience? What university expectations or guidance can be offered?—and will conclude with an exploration of an e-portfolio can add value to the employment process.

CHRISTOPHER SHEEHAN, *Instructional Technologist / Designer, Arizona State University;* **STEVEN D. COHEN,** *Assistant Professor of Communication, University of Baltimore;* **HELEN CHEN,** *Director of ePortfolo Initiatives and Research Scientist, Stanford University;* **G. ALEX AMBROSE,** *Digital Learning Research Scientist & ePorfolio Assessment Director, Notre Dame University*

A Qualitative Look at E-Portfolio Reflection

Level 1–George Washington University

As part of Cohort VI of the I/NCEPR, IUPUI recently conducted qualitative research on the practice of reflection across its e-portfolio projects, based in part on faculty interviews among varied disciplines, purposes, and levels of study. Detailed coding and recursive analysis of 27 interviews and supporting artifacts provided insight into understandings of reflection, perceptions of success, and processes faculty and advisers use to improve their practice and foster student reflection. Come join a discussion about implications for practice at your own institution.

SUSAN SCOTT, *Assistant Director of Institutional Effectiveness,* **CYNTHIA LANDIS,** *Graduate Research Assistant, and* **SUSAN KAHN,** *Director of Institutional Effectiveness—all of Indiana University-Purdue University Indianapolis*

Centering on Student Learning

Level 1–Georgetown

This interactive session will confront the perception that assessment at the institutional level is separate from or even anathema to effective student learning. The session will feature two segments. In the first segment, participants will walk through the method UNCW used to select an e-portfolio tool, a process that took into account faculty's and students' perspectives and reflected the institution's culture. This segment will include discussion of possible translations of this process to other institutions. In the second segment participants will have the opportunity to review and reflect with us on the results of the pilot. Activities will include evaluation of a variety of pedagogies used across all colleges and schools, and assessment of student work from those pilots using the AAC&U VALUE Rubrics, both demonstrated through our pilot e-portfolio platform.

LINDA SIEFERT, *Director of General Education Assessment,* **LEA BULLARD,** *Assistant Director of General Education Assessment, and* **CARA CILANO,** *Professor of English—all of University of North Carolina Wilmington*

E-Portfolios at the Crossroads

Level 1–Howard

The premise of this panel is that a portfolio system can be an invaluable aid in balancing the need for faculty to guide students through a learning path while letting them develop their directions independently, which is the essence of truly self-directed education. The panel will describe how to build "crossroads moments" into a portfolio program—moments of decision when reflection on the past is crucial for students to determine their future. Naturally, obtaining buy-in from faculty and students who are used to thinking of education in terms of discrete courses is a challenge. The panel will describe strategies for back-engineering the demand for portfolio use, i.e., starting at the end of the journey (e.g., a senior capstone requirement) to establish the proper crossroads points and materials that should lead up to that moment.

ROBERT SQUILLACE, *Associate Dean for Academic Affairs, Liberal Studies, and* **NICK LIKOS,** *Chief Information Officer, for The Gallatin School of Individualized Study—both of New York University*

Using E-Portfolios to Assess Applied and Collaborative Learning in an Intensive Summer Program for Community College Students

Level 1–Catholic University

We evaluate the extent to which naïve faculty can assess applied and collaborative student learning through review of e-portfolios. The proficiencies of 53 students were evaluated by 13 faculty. Each student was evaluated by three faculty (one faculty sponsor and two naïve evaluators). We calculated interrater reliabilities, the percentage of measured proficiencies adequately documented in e-portfolios, and the percentage of students meeting or exceeding each proficiency. We found that: a) naïve raters reported adequate documentation for all proficiencies in the majority of e-portfolios; b) individual e-portfolios varied in the extent to which they provided complete documentation of proficiencies; c) when naïve evaluators disagreed with sponsors, naïve evaluators generally gave students lower ratings than sponsors; and d) naïve evaluators varied in the extent to which they agreed on proficiency ratings. We conclude that with enhanced evaluator training e-portfolios can be used to accurately document applied and cooperative learning in high impact experiences.

KAREN SINGER-FREEMAN, *Associate Professor of Psychology, and* **LINDA BASTONE,** *Chair, School of Natural and Social Sciences—both of Purchase College, State University of New York*

chalk&wire

Using Chalk & Wire's 'Core ValidityTM' Reporting Tools—Gen Ed Outcomes In the Classroom and Cross-Campus

Level 1–Gallaudet

Chalk & Wire presents a demonstration of the capabilities of the 'Core ValidityTM' reporting tools, including the Direct Measure rubrics for accurate and reliable measurement Gen Ed Outcomes. Examples of real-time reporting feature progress-over-time, regression, correlation, significance testing and the ability to drill up to Institutional and/or program Outcomes for system administrators, cross campus for IR research, and down to granular reporting of outcomes by student for faculty.

THELMA SEYFERTH, *Director of Research and Systems Analysis, Chalk & Wire Learning Assessment, Inc.;* **LORI KANITZ,** *Assistant Professor, College of Arts and Cultural Studies, Oral Roberts University*

This session is sponsored by Chalk & Wire

Using Portfolios as a Pathfinder through the Forest

Level 1–Georgetown

This presentation will share proven implementation strategies for portfolios at the program, college, and university level to help with these four targets: making students aware of what they are supposed to learn, capturing learning over time, establishing a sense of community, and sharing models for new students as they begin their course of study. The presenters will offer both technical and pedagogical strategies for reaching these targets as implemented by multiple institutions.

GAIL LUERA, *Associate Professor of Science Education, and* **TIFFANY MARRA,** *Adjunct Faculty, College of Education, Health and Human Services—both of University of Michigan-Dearborn*

Selecting an E-Portfolio Platform:
Balancing Stakeholder Needs, Purposes, and Cultures

Level 1–University of DC

Choosing the right software can boost the chances that your e-portfolio initiative will succeed. Our goal in this session is to help participants sort through conflicting advice about how and when to select an e-portfolio platform. We will step through IUPUI's recently completed selection process (co-chaired by one of the presenters), share our own detailed requirements list, and invite discussion about ways you might customize a similar list for your institution. Come learn—from those who learned the hard way—how to select the right platform at the right time for you!

SUSAN KAHN, *Director, ePortfolio Initiative, and Director, and* **SUSAN SCOTT,** *ePortfolio Coordinator and Assistant Director—both of the Office of Institutional Effectiveness, IUPUI*

Campus-wide Adoption of E-Portfolios:
First Steps

Level 1–Howard

The early stages of adoption of e-portfolios at a large public comprehensive university are described. The use of e-portfolios in a student success course, a first year experience program, and as a tool for assessment of an entire major is showcased from student, faculty, and administrator perspectives. The role of the e-portfolio as a digital learning frame and compass for a self-directed learner is examined. The value of an e-portfolio to demonstrate achievement of general education learning outcomes, and self-directed and life-long learning is discussed. How an e-portfolio can become a record of a student's "life" is explored from both a faculty member's and a student's perspective. How students identify and trace changes in their goals as well the ways in which their writing, critical thinking, and ability to present information change over the course of a semester is explained.

DENNIS NEF, *Associate Vice President and Dean of Undergraduate Studies,* SUSAN NEF, *Part time Faculty/Librarian,* VERNON CREVISTON, *Lecturer, History and First Year Experience, and* MICHELLE DEN BESTE, *Professor and Chair, Department of History—all of the California State University, Fresno*

Effective E-Portfolios:
Engagement, Best Practices and Continual Improvement

Level 1–Catholic University

This presentation explores one institution's e-portfolio journey and the growing ripple of engagement with students, faculty and staff across campus. This review of e-portfolio use goes beyond implementation, and includes learned best practices, demonstrations of continual improvement, as well as strategies for implementation within the classroom—all the while striving towards the ultimate goal of making the e-portfolio experience one of high-value and high-impact. Throughout the presentation, attendees will see and hear examples of use across multiple programs and disciplines such as Business, Nursing, Family & Consumer Sciences, Communication, and also Tenure and Promotion. Discussion will include the value to students in preparation for graduation, and also the value to faculty for efficiency and assessment purposes.

STEPHANIE LEHMAN, *Assessment Analyst, Point Loma Nazarene University*

Designing E-Portfolios to Enhance Liberal Learning:
Overcoming Technological and Institutional Challenges

Level 1–George Washington University

This session discusses the development and implementation of e-portfolios as a tool for liberal learning. It focuses upon how to align an e-portfolio system with an institution's mission, the ways in which they facilitate student learning, and the manner in which they deepen students' engagement with research and experiential learning. In addition, it will describe some of the technological and institutional challenges that we have faced in implementing e-portfolios and explain how we have met those challenges by increasing student and faculty buy-in.

HENRY KREUZMAN, *Dean for Curriculum and Academic Engagement,* ALISON SCHMIDT, *Professor of Education,* MATTHEW BRODA, *Associate Professor of Education, and* ISAAC PARKER, *Student (Class 2015) Computer Science Major—all of The College of Wooster*

12:00-12:15 PM

HOSTED LUNCHEON DISCUSSIONS

Level 1–University of DC/Catholic University

The luncheon will open with a series of discussions—hosted by our sponsors—on "what's on the horizon" in e-portfolio and digital learning. We thank our sponsors for leading these discussions and invite participants to select one of the following discussions. Please get a boxed lunch and join one of the following discussions:

Integrating E-Portfolios with your LMS
Hosted by Taskstream

Assessment For Learning:
e-Portfolio and Learning Communities Foster Student's Academic Identities
Hosted by LiveText

Core ValidityTM—What's Up Next?'
Hosted by Chalk & Wire

The Intersection of Badging and ePortfolios
Hosted by Digication

How to Optimize Student Success
Hosted by Pathbrite

Using E-Portfolios to Personalize the Curriculum
Hosted by PebblePad

Discussing Best Practices for ePortfolios Across Programs and Contexts
Hosted by Seelio

12:15-1:30 PM

LUNCHEON PLENARY

Life Isn't a Textbook

Textbooks are a holdover from a knowledge-scarce world, where content was collected into neat reliable packages. In the knowledge-rich world of the future, content is accessed everywhere and the bogus and the relevant live side by side. The point of a liberal education is to learn to tell the difference and be able to integrate knowledge into more complex patterns of thought. The e-portfolio needs to be a demonstration

José Antonio Bowen

that the student can thrive in a messy evolving world of discovery and both discern important content and integrate them creatively and usefully. The major is dead. Long live critical thinking and analysis.

JOSÉ ANTONIO BOWEN, *President, Goucher College, and author of* Teaching Naked: How Moving Technology out of your College Classroom Will Improve Student Learning

CONCURRENT SESSIONS

LiveText

Moving Learning Forward:
E-Portfolios for Student and Institutional Growth

Level 1–Gallaudet

This session will focus on e-portfolio's versatile ability to more deeply engage students and institutions alike in active reflection for purposes of furthering learning, growth, and improvement. Participants will gain insight into how the process of reflecting on varied learning experiences through the development of an outcomes-based e-Portfolio fosters a student's academic identity and positive self-image. They will learn how e-portfolio-based outcomes assessment also encourages systemic, institutional thinking about student learning—connecting across courses and majors, and linking to co-curricular learning. Similar to the student's process of reflection, program, college and institutional administrators can use students' e-portfolios as an opportunity to reflect on the evidence of learning gathered and use those data analytics to discover better ways to support students in achieving learning outcomes. For both students and the institution, the e-portfolio enables a process of self-assessment that involves the identification of strengths and limitations and the delineation of the steps necessary to improve those limitations. The e-portfolio provides powerful insight into actual learning and makes it easier to use assessment results to guide meaningful change in curriculum and pedagogy.

ROBERT BUDNIK, *Cofounder, LiveText;* **STEPHANIE LEHMAN,** *Assessment Analyst, Point Loma Nazarene University*

This session is sponsored by LiveText

Forging Critical Connections:
Putting Mentoring at the Heart of a Large-Scale E-Portfolio Rollout

Level 1–George Washington University

Mentoring and integrative learning served as the heart of a year-long e-portfolio pilot project with 200 undergraduate students and 15 faculty and staff members at Texas Christian University (TCU) in 2013-2014. A concern at the center of TCU's ePortfolio program has been how best to support students in the process of reflecting upon and telling the stories of their learning experiences. Now TCU is scaling toward an ambitious, institution-wide ePortfolio program that will serve all undergraduates in four years. While mentoring proved to be a successful anchor for the smaller pilot project, how will mentoring survive as the program is rapidly scaled across many disciplines? The presenters share the results, lessons, and challenges of putting mentoring at the center of a large-scale rollout, and make the case—based on data and experience—that mentoring is a critical element in successful e-portfolio initiatives.

DANIEL TERRY, *Director of ePortfolio,* **JACQUELINE LAMBIASE,** *Director of Strategic Communication,* **BOB SCHIEFFER** *College of Communication,* **BARBARA HERMAN,** *Associate Vice Chancellor for Student Affairs,* **DAVID WHILLOCK,** *Dean of Bob Schieffer College of Communication—all of Texas Christian University*

Realize Your Goal:
E-Portfolios to Track Students' Path To Program Goal Fulfillment

Level 1–Catholic University

This session provides practical tips on integrating diverse interests into institutionally-mandated e-portfolio programs. Developers of the American University Honors Program ePortfolio initiative will share the challenges and successes of balancing individualized instructor, specialized program, and broad university goals within a single project. Participants will discover how to best utilize the affordances of flexible digital tools to accomplish multiple tasks.

LUCAS REGNER, *Coordinator of Faculty Technology Initiatives,* **LAURA MARCH,** *Online Learning Trainer & Curriculum Designer,* **MICHAEL MANSON,** *Director of Honors Program, and* **MICHAEL YOUNGBORG,** *Honors Counselor—all of American University*

E-Portfolio Effectiveness:
A Tool for Accessing and Utilizing the Evidence

Level 1–Georgetown

As e-portfolio becomes more ubiquitous in higher education, practitioner access to empirical research becomes imperative. This session seeks to engage educators in exploring a web-based tool (i.e., open-access website) we developed to support practitioners and researchers in investigating e-portfolios. After discovering a lack of empirical evidence on e-portfolio published in peer-reviewed venues (see Bryant & Chittum, 2013), we decided make the fruits of our labor accessible to a wider audience. Participants in the session will have the opportunity to learn about and discuss the current state of e-portfolio research, explore the website, discuss the usefulness of the tool, and make suggestions to improve the website based on their needs. Our overall objective is to support educators in identifying and utilizing scholarly works when incorporating e-portfolio, thus focusing on the science of teaching and learning as they encourage their students to construct learning pathways with the support of e-portfolio.

JESSICA CHITTUM, *Graduate Student, and* **JACQUELYN MCCARTHY WOODYARD,** *Graduate Student—both of Virginia Tech; and* **LAUREN BRYANT,** *Research Scholar, North Carolina State University*

A New Research Model for Defining the Distinctive Features of E-Portfolios:
The Inter/National Coalition for Electronic Portfolio Research Design Process

Level 1–University of DC

Involving faculty members, administrators, and staff members in e-portfolio learning can be deepened with a method of research consonant with e-portfolio practice itself. The Inter/National Coalition for Electronic Portfolio Research invites you to engage in a research heuristic that probes the meaning of a proposition about materiality in relation to e-portfolios. Over 75 campus teams in the Coalition have collectively generated and examined four propositions that are now being researched to determine their core status in e-portfolio learning. This session models an inquiry process that your campus might adapt or adopt to test propositions. The audience will participate in an exercise to probe a proposition about materiality. You are invited to be part of an active session considering theory and practice as elements of a research process.

DARREN CAMBRIDGE, *Director of Policy Research and Development, National Council of Teachers of English;* **KATHLEEN YANCEY,** *Professor of English, Florida State University; and* **BARBARA CAMBRIDGE,** *Professor of English Emerita, Indiana University Purdue University Indianapolis*

E-Portfolio Learning:
Establishing Shared Pathways with Community Colleges

Level 1–Howard

Universities routinely employ ePortfolios to increase student collegiate learning and satisfaction; yet few efforts have focused on establishing a set of shared institutional expectations for college readiness. Northern Illinois University is in the midst of designing such a longitudinal approach regarding the role of ePortfolios in the transfer and articulation process between K-12, community colleges, and universities in the northern Illinois area. This approach focuses upon the alignment of the Common Core Standards and general education to serve as a "pathway" for college readiness that can catalyze student preparation for productive careers as well as institutional restructuring of advisement, assessment, and professional development that better supports the whole student.

MICHAEL KOLB, *Associate Vice Provost,* **MICHAEL DAY,** *Professor of English, and* **CHRIS PARKER,** *Associate Vice Provost of Student Outcomes Assessment—all of Northern Illinois University;* **ROBERT MCCORD,** *Instructor of English, McHenry County College*

2:45–3:30 p.m.

CONCURRENT SESSIONS

DIGI[cation]

SPONSOR SESSION:

Drinking from a Fire Hose:
Deploying a University-Wide E-Portfolio Infrastructure

Level 1–Gallaudet

The University of Alaska Anchorage (UAA) is the largest post-secondary institution in Alaska with almost 27,000 students), 1,300 faculty, and 1,300 staff. In summer of 2013, based on recommendations of the UAA faculty senate, the University's provost established an e-portfolio office within the "Academic Innovations and eLearning" unit. In one year this program had hired a program director; established a cross-functional university-wide advisory committee; completed a request for information (RFI); established an initial project budget along with a potential long-term budget strategy; and completed a very successful proposal (RFP). The rollout of UAA's e-portfolio infrastructure is scheduled for Fall 2015 with piloting efforts occurring in spring and summer of 2015. The session will review the process to date, including the RFP specifications, proposal scoring rubrics, innovative use of e-portfolio research, and potential expansion of this effort to education and workforce communities outside of UAA.

DAVE DANNENBERG, *Director and Assistant Professor of Instructional Technology, The University of Alaska Anchorage*

MODERATOR: **JEFFREY YAN***, Co-founder & CEO of Digication*

This session is sponsored by Digication

How E-Portfolios Can Make The "Path" to Teaching and Learning Easier

Level 1–Howard

At first glance, e-portfolios can seem like "one more thing." Instructors may be hesitant to include them in a course because of the concern that this technology will add extra work and complexities for both the instructor and the student—something else to learn, support, and mold into the course requirements. Yet, experiences at UNC Asheville show how the addition of e-portfolios can actually decrease the workload for both the instructor and the student while adding value to the teaching and learning experiences. E-portfolios were added to two separate undergraduate courses, one an internship experience at the senior level and the other a project-based course at the freshman level. As a result, there was a decrease in the housekeeping work the instructor previously needed to do to accurately track the semester-long projects while also decreasing the organizational and reflection work that was previously difficult and frustrating for the students. In addition, assessment work was streamlined for everyone. This session will demonstrate these benefits in addition to suggesting ways to address some of the challenges that may appear.

MARYLYNN MANNS, *Professor of Management, University of North Carolina at Asheville*

Developing Effective E-Portfolios to Promote Student Engagement throughout the Study Abroad Experience

Level 1–Georgetown

Many recent presentations at AAC&U have focused on the use and value of technology in academic advising in higher education. Contributing to the ongoing discussion, this presentation will highlight best practices and procedures for developing and making effective use of one of the newest of these technologies: e-portfolios. As a case study, the presenters will discuss the creation and use of e-portfolios in study abroad advising sessions at the University of Notre Dame. The presenters will review e-portfolio templates produced by students; survey feedback from students and advisers who have worked with the system; and modifications to the e-portfolio to enhance student engagement throughout the study abroad experience. This session will be relevant to those interested in e-portfolios, technology in advising, study abroad, advising as pedagogy, and advising assessment.

NICHOLAS RUSSO, *Assistant Dean,* **JOSEPH STANFIEL***, Assistant Dean, and* **COLLIN MEISSNER,** *Assistant Dean—all of the University of Notre Dame*

Getting to Yes:
Turning Skeptical Faculty Into E-Portfolio Champions

Level 1–Catholic University

Faculty understanding of the potential of student e-portfolios to transform learning is an important lever for cultivating pedagogical and institutional change. This session will describe a professional development opportunity to familiarize faculty members with the purpose of e-portfolios and how to implement them. Faculty members are asked to complete pre- and post-workshop deliverables including designing and implementing a signature assignment accompanied by student reflection, creating or adapting a rubric to assess this assignment, mapping their course to program and institutional student learning outcomes, analyzing results, sharing their work with their departments, and reflecting on their experience. The presenters will share components and outcomes of the faculty development initiative.

QUINN KOLLER, *Director, Academic Assessment & Program Review, and* **MAUREEN ANDRADE,** *Associate Vice-President of Academic Affairs—both of Utah Valley University*

E-Portfolios:
An Extended Critique Space as a High-Impact Practice

Level 1–George Washington University

The classic Studio Art critique session offers students the opportunity to participate with peers and mentors in observation of, discussion of, and reflection on a physical piece of art in a shared space. This safe shared space takes time to develop, with students learning through participation in the process. Manhattanville College has been using e-portfolios as a space for students to practice analyzing and writing about the creative work of their peers using the vocabulary and themes explored during classroom discussions and lectures. These explorations encourage students to develop their analytic and critical thinking skills, provide a low-stakes forum for writing development, and provide structure to extend the discussion from in-person class time into the next meeting. The presenters will share examples of student e-portfolios and ask participants to use a rubric to evaluate students' growth during a semester.

JIM FRANK, *Professor Communications and Media, and* **CHRISTINE DEHNE,** *Associate Professor Communications and Media—both of Manhattanville College*

2:45–4:30 p.m.

EXTENDED SESSION

Catalyst for Learning:
E-Portfolio Professional Development Strategies for Success

Level 1–University of DC

What types of professional development do successful e-portfolio campuses offer? What strategies are most effective? How does e-portfolio-related professional development support improvements in pedagogy, outcomes assessment and institutional culture? Professional development is pivotal element of successful e-portfolio initiatives. E-portfolio is not a "plug-and-play" tool. Integrating reflective pedagogies with e-portfolio technology can be challenging. Effective professional development strategies engage faculty, staff and peer mentors in a sustained process of exploring, testing and reflecting on e-portfolio pedagogy and practice. Spotlighting the relationship of learning, teaching and assessment, professional development empowers e-portfolio as a transformative practice that enhances student, faculty, and institutional learning. This session provides an opportunity to explore proven professional development strategies used by five successful e-portfolio projects. Based on groundbreaking work from the FIPSE-funded Connect to Learning project, participants will engage with campus leaders from LaGuardia and Guttman Community Colleges, Indiana University-Purdue University Indianapolis, Manhattanville College, and Northeastern University.

BRET EYNON, *Associate Dean for Academic Affairs, LaGuardia Community College–City University of New York;* **LAURA GAMBINO,** *Professor, Faculty Scholar for Teaching, Learning, and Assessment, Stella and Charles Guttman Community College;* **SUSAN KAHN,** *Director, Director, IUPUI ePortfolio Initiative, IUPUI;* **GAIL MATTHEWS-DENATALE,** *Senior Fellow, Graduate Programs in Education, Northeastern University; and* **ALISON CARSON,** *Professor of Psychology, Manhattanville College*

3:45–4:30 p.m.

CONCURRENT SESSIONS

PebblePad

SPONSOR SESSION:
Truly, Madly, Deeply Learning Centred:
A Closer Look at PebblePad

Level 1–Gallaudet

Shane Sutherland, Founder of PebblePad, will explain why PebblePad is better described as a Personal Learning and Assessment System, rather than the more limiting term 'e-portfolio' system. Whilst this session is predominantly about our philosophy of learning, these ideas are best evidenced through demonstrating how the system is used by our worldwide community. If you like ideas, please come along—and please bring your most challenging questions!

SHANE SUTHERLAND, *PebblePad Founder;* **GAIL RING,** *Director ePortfolio Program, Clemson University*

This session is sponsored by PebblePad

From Chaos to Connections:
How Life-Health Sciences Interns Create Meaning with Portfolios

Level 1–Catholic University

Explore the ways the Life-Health Sciences Internship (LHSI) Program at Indiana University-Purdue University Indianapolis is using electronic portfolios to give structure to experiential learning—something that can often be unstructured and chaotic for undergraduates. Alongside the internship work and program activities, interns use the electronic Personal Development Plan to explore career pathways and connections back to the classroom. We know high-impact practices such as internships can be a transformative experience and use of an e-portfolio can make these transformations and gains more visible to the students. Learn how LHSI utilizes intern ambassadors and guided discussions with the interns to help them reflect on the internship, make meaning, and begin to form a professional identity using the e-portfolio structure.

BRANDI GILBERT, *Director of Life-Health Sciences Internship Program, and* **JOHN FIERST,** *Student Services Assistant of Life-Health Sciences Internship Program—both of Indiana University-Purdue University Indianapolis*

Developing a Pathway for an Institution-wide E-Portfolio Program

Level 1–George Washington University

Are you looking to form a collaborative group to explore using e-portfolios to support student reflection and success and program assessment across the curriculum and co-curriculum? Are you learning about various e-portfolio solutions but not sure how to evaluate or implement them? Learn about how an interdisciplinary group of faculty and staff at one institution came together as a university-wide committee to define and evaluate the need for e-portfolios, assess various solutions, and ultimately implement a solution as an institution-wide pilot. This session will use a combination of presentation, demonstration, and discussion; include reflections on the process the committee followed to reconcile their diverse interests and perspectives; and provide tools and examples to facilitate participants' learning about this approach and how it might inform efforts at their own institutions.

MELISSA FEUER, *Executive Director of Student Engagement, College of Professional Studies,* **MARGARET PLACK,** *Professor of Physical Therapy and Health Care Sciences,* **LAURIE POSEY,** *Director of Instructional Design and Assistant Professor, School of Nursing;* **ANNE SCAMMON,** *Managing Director of Curricular and Strategic Initiatives, Center for Career Services,* **ROBERT SNYDER,** *Executive Director of Planning and Outreach, Division of Student Affairs;* **ANDREW WISS,** *Director of Online Learning, Milken Institute School of Public Health—all of George Washington University*

CLOSING PLENARY:

Equity in the Digital Learning/E-Portfolio World of Higher Education:
Where We Are and Where We Are Going

Level 1–University of DC/Catholic University

The three collaborating organizations for the Forum will provide summary comments and brief looks at the year ahead for ePortfolio and digital community work and challenges. Participants will be invited to share their own priorities and needs as community practitioners.

TRENT BATSON, *Executive Director, Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL);* **C. EDWARD WATSON,** *Director, Center for Teaching and Learning, University of Georgia and Co-Executive Editor, International Journal of ePortfolio; and* **TERREL RHODES,** *Vice President, Office of Quality, Curriculum, and Assessment, AAC&U*

2016 Annual Meeting on

The Equity Imperative

Washington, DC
January 20-23, 2016

Liberal Education & America's Promise

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

EXCELLENCE FOR EVERYONE AS A NATION GOES TO COLLEGE

AAC&U's Centennial Year Forums and Dialogue

AAC&U will devote the entire year of 2015 to an exploration of what we call "the equity imperative"—the need to provide an empowering liberal education to the rapidly growing "new majority" of college students who have, traditionally, been underserved in higher education.

Across our Centennial year, we invite you and your colleagues to join us in renewing our commitment to both campus action and public advocacy in order to make excellent liberal education truly inclusive.

Through projects, a series of Centennial events, and new online and print resources, we will work with our members to broaden employer, trustee, policy, and public support for liberal education as America's best investment in both quality and expanded opportunity. And, we will explore ways to advance The LEAP Challenge—the next phase of AAC&U's work on Liberal Education and America's Promise (LEAP).

We hope to see you again at one or more of these special Centennial events:

Centennial Symposia on Liberal Education, Global Flourishing, and the Equity Imperative:

- Los Angeles, California | April 2015
- Chicago, Illinois | June 2015
- New York, New York | September 2015

LEAP Challenge Forums at AAC&U's Network for Academic Renewal Conferences:

- **General Education and Assessment**
  Kansas City, Missouri | February 20, 2015
- **Diversity, Learning, and Student Success**
  San Diego, California | March 27, 2015

- **Global Learning in College**
  Fort Lauderdale, Florida | October 9, 2015
- **Transforming STEM Education**
  Seattle, Washington | November 13, 2015

2016 Annual Meeting on The Equity Imperative:

- Washington, DC | January 20–23, 2016

NEW AAC&U CENTENNIAL REPORTS AND RESOURCES

America's Unmet Promise: The Imperative for Equity in Higher Education

By Keith Witham, Lindsey E. "Malcom-Piqueux, Alicia C. Dowd, and Estela Mara Bensimon

General Education Maps and Markers: Designing Meaningful Pathways to Student Achievement

The VALUE Breakthrough: Getting the Assessment of Student Learning in College Right

By Daniel F. Sullivan

AAC&U Centennial Video

AAC&U's new Centennial Video features the power of an engaged, public-spirited liberal education to transform students' lives and address the "big questions." Featuring the voices of educators, business leaders, and students at AAC&U member institutions, the video shines a spotlight on 21st-century liberal education practices and institutions at their best. Produced by Paul Stern at Vox TV , the video will premiere at the Opening Plenary on January 22. After its premier, the AAC&U Centennial video will be available online at **www.aacu.org/centennial**.

AAC&U Offices and Staff Members

Office of the President

Carol Geary Schneider, President
Alexis Graves, Development Associate
Kara Hawkesworth, Centennial Associate
Suzanne Hyers, Senior Director, Annual Meeting
Lisa Russell O'Shea, Senior Director of Development
Halim Rizk, Program Associate and Assistant to the President
Bethany Zecher Sutton, Chief of Staff and Coordinating Director for the LEAP Initiative
Alma Clayton-Pedersen, Senior Scholar
Tamar March, Senior Fellow
Caryn McTighe Musil, Senior Scholar and Director of Civic Learning and Democracy Initiatives
Gregory Prince, Senior Fellow
Linda Slakey, Senior Fellow
Joan Straumanis, Senior Fellow
Daniel Sullivan, Senior Advisor to the President and Advancement Fellow
Kathy Wolfe, Senior Fellow
Elisabeth Zinser, Senior Fellow

Office of Undergraduate Science Education (PKAL/STEM)

Kelly Mack, Vice President for Undergraduate STEM Education and Executive Director of Project Kaleidoscope
Sean Penny, Program Associate and Assistant to the Vice President
Christina Shute, Program Coordinator, Project Kaleidoscope
Tania Siemens, Research Coordinator
Melissa Soto, Director of Undergraduate STEM Education
Nancy Cantor, Senior Fellow
Susan Elrod, Senior Fellow
Patrice McDermott, Senior Fellow
Jeanne Narum, Senior Fellow and Director Emerita
Daniel Udovic, Senior Fellow

Office of Quality, Curriculum, and Assessment

Terrel Rhodes, Vice President for Quality, Curriculum, and Assessment
Rebecca Dolinsky, Program Manager and Research Analyst
Ashley Finley, Senior Director of Assessment and Research
Mankaa Ngwa-Suh, Program Associate and Assistant to the Vice President
Randy Bass, Senior Fellow
Gary Brown, Senior Fellow
Andrea Leskes, Senior Fellow
Orlando Taylor, Senior Scholar

Office of Diversity, Equity, and Student Success

Susan Albertine, Vice President for Diversity, Equity, and Student Success
Siah Annand, Program Manager, Network for Academic Renewal
Christina Duhig, Program Assistant
Karen Kalla, Director of the Network for Academic Renewal
Tia Brown McNair, Senior Director for Student Success
Pearl Bartelt, Senior Fellow
Gwendolyn Dungy, Senior Fellow
Patricia Lowrie, Senior Fellow
Jean Mach, Senior Fellow
Judith A. Ramaley, Senior Fellow
Eugene Rice, Senior Scholar
Mary-Ann Winkelmes, Senior Fellow

Office of Integrative Liberal Learning and the Global Commons

David Paris, Vice President for Integrative Liberal Learning and the Global Commons
Elizabeth Dickens, Program Associate and Assistant to the Vice President
Dawn Whitehead, Senior Director, Global learning and Curricular Change
Dylan Joyce, Program Associate, Bringing Theory to Practice
Jennifer O'Brien, Project Manager and Coordinator of Strategic Planning and Development, Bringing Theory to Practice
Larry Braskamp, Senior Fellow
Gail Evans, Senior Fellow
Ann Ferren, Senior Fellow
Jerry Gaff, Senior Scholar
Donald Harward, Senior Fellow and Director, Bringing Theory to Practice
Katherine Hunting, Senior Fellow
Lee Knefelkamp, Senior Scholar
Elizabeth Minnich, Senior Scholar

## Office of Communications, Policy, and Public Engagement

Debra Humphreys, Vice President for Policy and Public Engagement
Kathryn Peltier Campbell, Editor, *Diversity & Democracy* and Coordinating Editor for *Gender Equity in Education*
Shelley Johnson Carey, Director of Publications and Editorial Services; Editor, *Peer Review*
Davina Fournier, IT/Web Specialist
Suzanne Hyers, Director, Annual Meeting and Marketing
Carrie Johnson, Associate Director, Marketing and Media Relations
Barbara McCuen Jones, Senior Web Editor and Manager of Web Communications
Wilson Peden, Senior Writer and Digital Content Editor
Michele Stinson, Print and Graphic Design Production Manager
David Tritelli, Senior Academic Editor and Editor, Liberal Education
Michael Thomas, Senior Fellow

## Office of Finance and Administration

Michelle Hannahs, Vice President, Finance and Administration
Rudy Bazemore, Facilities Assistant and Mail Clerk
Alex Belknap, Database Services Associate
Davina Fournier, IT/Web Specialist
Renee Gamache, Membership Coordinator
Chiffon Haggins, Associate Director, Finance
Saidi Harerimana, Accounting Assistant
Justin Jones, Information Technology Intern
Zuzana Kelyman, Director, Database Services
Cindy Koebke, Database Services Coordinator
Janet McLaughlin, Director, Human Resources and Administrative Services
Patrice McMath, Receptionist and Office Services Assistant
Melvina Norried-Thomas, Human Resource and Administrative Services Coordinator
Brooke Payne, Accountant
Dennis Renner, Director for Membership
Daniel Singh, Director of Information Systems

Marriott Marquis
901 Massachusetts Ave., NW
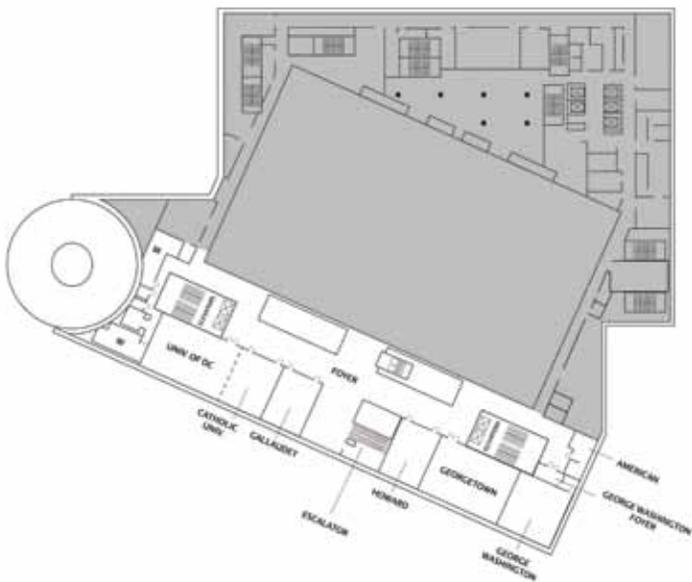## Washington, DC 20001

MEZZANINE LEVEL
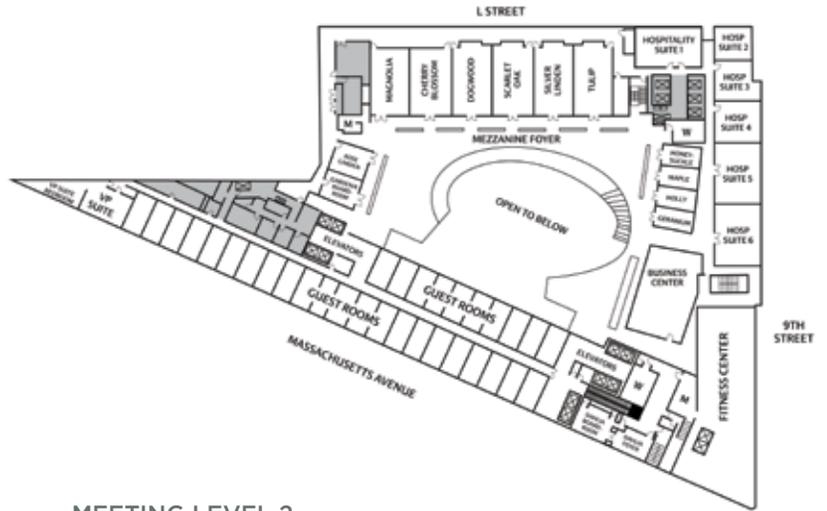
MEETING LEVEL 1
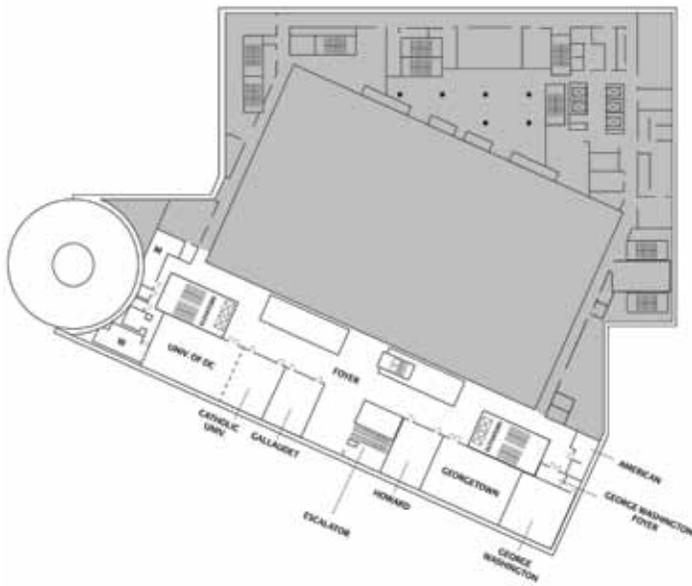
MEETING LEVEL 2

MEETING LEVEL 3

MEETING LEVEL 4