Building the 21st Century University

TOOLS and ELEMENTS

Academic Affairs Summer Meeting
July 26–28, 2012 • San Francisco, California

aascu
American Association of State Colleges and Universities

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July 26–28, 2012 • San Francisco, California

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GENERAL INFORMATION

Hotel Check-In/Check-Out
Check-in time is 4 p.m. • Check-out time is noon

Registration

Thursday, July 26	Noon – 5:30 p.m.
Friday, July 27	7 a.m. – 5 p.m.
Saturday, July 28	7 a.m. – 4 p.m.

Tweet While You Meet!
The hashtag for this meeting is **#AAS12**. If you don't have a Twitter account, create one now at *twitter.com.*

Internet
Internet access provided in the meeting space. To access, use these credentials:
• **Network Name:** AASCU 2012 • **User Name:** aascu2012 • **Password:** 1234z

Message Board
There is a message board located in AASCU's meeting registration area. Feel free to post notes to meeting attendees on this board. This board also has dinner sign-up sheets for the evening of Friday, July 27.

Special Meals
All meal functions at this conference are buffet style and the food on these buffets should accommodate most needs. However, if the buffets do not accommodate your needs we will have special-ordered a meal for you. If you did not indicate a special diet on your registration, please discuss your needs when you register and we can try to accommodate them.

Spouse/Guest Meal Cancellation Refunds
Since final meal counts must be given to the hotel 72 hours before the event, you must notify AASCU staff of a spouse or guest meal cancellation at least three (3) days before the meal is to take place in order to receive a refund. Cash refunds will not be issued on site. All refund checks will be mailed from the AASCU office after the meeting.

Evaluation Forms
A meeting evaluation form will be emailed to you on Saturday, July 28. You can also access the evaluation on the meeting's mobile application.

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Program Sponsors

***The New York Times* Knowledge Network**
The New York Times Knowledge Network provides e-learning, newspapers and full support and commitment to AASCU institutions. For more information, visit **nytimesknownow.com**.
Contact: Lynn Hall • 972.292.3851 • halll@nytimes.com

The **American Academic Leadership Institute** (AALI), through a variety of venues and initiatives, provides leadership identification and development programs across all higher education sectors and institutions: public and private, two-year and four-year. AALI creates and implements programs and assistance for academic leaders in various administrative positions enabling them to be successful in their roles and to advance the institutions they serve. AALI consults with academic leaders and boards of trustees concerning traditional and emerging issues facing higher education and its governance. Headquartered in Washington, D.C., AALI and its predecessor organizations have participated in the advancement of higher education for more than 30 years. For more information, visit **americanali.org**.
Contact: Ann Die Hasselmo • 202.263.7488 • Ann.Hasselmo@AmericanALI.org

Mobile Application Sponsor

Ellucian, the new company formed by the combination of Datatel and SunGard Higher Education, delivers a broad portfolio of technology solutions, developed in collaboration with a global education community, and provides strategic guidance to help education institutions of all kinds navigate change and drive efficiencies. Visit us at **ellucian.com.**
Contact: Bill Graves • 919.933.2543 • bill.graves@ellucian.com

Opening Reception Sponsor

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Contact: Julie Bregen • 800.788.0822 ext. 5398 • jbregen@rosettastone.com

THURSDAY, JULY 26

Noon – 5:30 p.m. ☛ Mezzanine
Registration

8 a.m. – 2 p.m. ☛ Offsite *(by invitation)*
Red Balloon Steering Committee Meeting at Cisco Office in San Jose
Please meet in the lobby for bus departure at 7:45 a.m.

1 p.m. – 3 p.m. ☛ Telegraph Hill B
Pre-Conference Workshop: Workshop for New Provosts
(free of charge for registered attendees, RSVP required)
A workshop for provosts who have been in their role for less than a year.
Facilitators: **Jaimie Hebert**, Provost and Vice President for Academic Affairs, Sam Houston State University (Texas); **Barbara Lyman**, Provost and Senior Vice President for Academic Affairs, Shippensburg University of Pennsylvania; and **Susan Sciame-Giesecke**, Executive Vice Chancellor of Academic Affairs, Indiana University Kokomo

4 p.m. – 5:30 p.m. ☛ Grand Ballroom
Opening Plenary: Changing Demographics Changes Higher Education
Rapidly changing demographics in the US are impacting higher education and who we serve on our campuses are more diverse than ever before. Census data indicates that by 2015 Hispanics will be in the majority but as a group, they continue to be underserved with some of the lowest graduation rates. This session deals with Latino students and their hopes, dreams, challenges and the promising practices that will allow more institutions to become Hispanic Serving Institutions.
Welcome: **George L. Mehaffy**, Vice President for Academic Leadership and Change
Presenter: **Mildred García**, President, California State University, Fullerton

5:30 p.m. – 7 p.m. ☛ North Beach, Union Square and Mezzanine
Opening Reception
Sponsored by Rosetta Stone Education

7 p.m. – 9 p.m. ☛ Grand Ballroom
AALI Session: What Do Presidents Look for in Cabinet Officers?
All AALI program participants—including Executive Leadership Academy (ELA) and Becoming a Provost Academy (BAPA) participants—are invited to this session.
Presenter: **Jolene Koester**, President Emerita, California State University, Northridge and Consultant, Penson Associates

FRIDAY, JULY 27

7 a.m. – 5 p.m. ☛ Mezzanine
Registration

7 a.m. – 8:15 a.m. ☛ Mezzanine and Union Square
Networking Breakfast

7 a.m. – 8:15 a.m. ☛ Telegraph Hill A
Breakfast Meeting: Women Provosts
Facilitator: **Jolene Koester**, President Emerita, California State University, Northridge and Consultant, Penson Associates

7 a.m. – 8:15 a.m. ☛ Telegraph Hill B
Breakfast Meeting: AALI Program Participants
Facilitator: **Ann Die Hasselmo**, President, AALI

7 a.m. – 8:15 a.m. ☛ Nob Hill
Breakfast Meeting: Next Generation Learning Challenges Steering Committee
Facilitators: **Thomas B. Cavanagh**, Assistant Vice President and Director, Center for Distributed Learning and **John Hammang**, Director of Special Projects, AASCU

8:30 a.m. – 9:30 a.m. ☛ Grand Ballroom
Plenary: The Data Intensive University
Analysis of the data trails generated within the education system can be used to improve teaching, learning and organizational decision making. Healthcare and business sectors report substantial benefits in productivity gains, reduced costs and increased capacity to achieve critical strategic plans through the use of data analytics. This presentation introduces a model of data intensive university and an architecture for open learning analytics.
Introducer: **John Hammang**, Director of Special Projects, AASCU
Presenter: **George Siemens**, Associate Director of the Technology Enhanced Knowledge Research Institute, Athabasca University

FRIDAY, JULY 27

10 a.m. – 10:30 a.m.

Featured Sessions on Data and Learning Analytics

Note: These sessions repeat at 10:45 a.m. and 11:30 a.m.

10 a.m. – 10:30 a.m. ☛ North Beach AB

Sherpa: Increasing Student Success with a Recommendation Engine

Sherpa is an academic recommendation engine that combines human expertise and predictive analytics to provide students with the right information at the right time, enabling them to make better academic decisions. Sherpa uses time and event-based 'triggers' to deliver multimodal (email, SMS, voice, text-to-speech or Facebook announcements), personalized communications, such as: helping students find acceptable alternatives when their preferred courses are full; targeting at-risk students for academic interventions; tailoring information about campus events to individual interests; and pushing important tasks into students' personal to-do lists. At this session, hear the compelling nature of personalized online services and view a demonstration of the Sherpa system.

Presenter: **Robert Bramucci**, Vice Chancellor of Technology and Learning Services, South Orange County Community College District (Calif.)

10 a.m. – 10:30 a.m. ☛ Telegraph Hill A

Degree Compass: Sharing What We Know Has Worked

Degree Compass, a course recommendation system that uses predictive analytics to match students with their best course choices for upcoming semesters, was launched at Austin Peay State University a year ago. The speaker presents details of how the system functions, and how this novel initiative has affected student success at APSU.

Presenter: **Tristan Denley**, Provost and Vice President for Academic Affairs, Austin Peay State University (Tenn.)

10 a.m. – 10:30 a.m. ☛ Telegraph Hill B

Rio PACE: Identifying and Intervening with Students at Risk of Failure

This session describes how Rio Salado College is harvesting student behavior information from its Learning Management System and using it to predict student success or non-success in a particular course. The presenter shares how such information can be successfully used to intervene with students.

Presenter: **Shannon Corona**, Physical Science Faculty Chair, Rio Salado College (Ariz.)

FRIDAY, JULY 27

10 a.m. – 10:30 a.m.
Featured Sessions on Data and Learning Analytics *continued*

10 a.m. – 10:30 a.m. ☛ Union Square
Course Signals: Identifying Students at Risk of Underperforming
Ellucian partnered with client Purdue University to bring to market and further develop Course Signals, an application that provides students and their instructors with timely information about the likelihood of each student's success in a particular course. Course Signals is product agnostic, and harvests and analyzes information from most student information systems and most learning management systems. The presenter explains Course Signals' general intervention strategy and shares examples of how harvested information is being used.
Presenter: **William Graves**, Senior Vice President for Academic Strategy, Ellucian

10 a.m. – 10:30 a.m. ☛ Russian Hill
Big Data and Predictive Analytics
The presenter shares the highly successful results to date of the PAR (Predicting Analytics Reporting) Framework proof of concept project that is working to identify variables that influence student retention and progression and to determine the impact of various demographic data on factors influencing loss and momentum. The data being used is from more than 600,000 student records at six considerably different institutions.
Presenter: **Ellen Wagner**, Executive Director, WICHE Cooperative for Educational Technologies

10:45 a.m. – 11:15 a.m.
Round Two: Featured Sessions on Data and Learning Analytics
See 10 a.m. sessions.

11:30 a.m. – Noon
Round Three: Featured Sessions on Data and Learning Analytics
See 10 a.m. sessions.

Noon – 2 p.m.
Lunch on Your Own

FRIDAY, JULY 27

12:15 p.m. – 1:45 p.m.
Invitational Sponsor Lunches

12:15 p.m. – 1:45 p.m. ☛ Grand Ballroom *(by invitation, RSVP required)*
Working Lunch for AALI ELA and BAPA Program Participants: The Ideal Provost
Presenter: **Jolene Koester**, President Emerita, California State University, Northridge and Consultant, Penson Associates

12:15 p.m. – 1:45 p.m. ☛ Union Square *(by invitation, RSVP required)*
Rosetta Stone Lunch: Four Ways to Incorporate Technology into Your Campus
While many educators acknowledge the benefits technology can bring to the classroom, many struggle to identify the appropriate implementation model for incorporating technology into their campus. Join Rosetta Stone to discover four common methods for incorporating technology into your campus and language program, including the pros and cons of each method. For nearly 20 years we've helped colleges and universities implement innovative language-learning programs at their institution—let us put our experience to use for you.
Facilitator: **Jack Marmorstein**, Principal Researcher, Rosetta Stone

12:15 p.m. – 1:45 p.m. ☛ North Beach AB *(by invitation, RSVP required)*
Ellucian Lunch: The National Educational Attainment Challenge in a Red Balloon Context
Numerous education policy reports have called for reform efforts designed to scale up national "educational attainment"—the proportion of adults holding an accredited postsecondary credential. Scaling up attainment, affordability and accountability, however, is a complex Red Balloon-like challenge in which thinking nationally while acting locally is necessary, but not sufficient, for national success. A discussion of these complexities are framed and facilitated by Bill Graves, author of "Is Education Past its 2050 Prologue?"
Facilitator: **William Graves**, Senior Vice President for Academic Strategy, Ellucian

FRIDAY, JULY 27

2 p.m. – 3:15 p.m.
Concurrent Sessions

2 p.m. – 3:15 p.m. ☛ North Beach A
Academic Restructuring at UNC Greensboro
In 2011, UNC Greensboro established a new School of Health and Human Sciences, restructuring and dismantling two previous schools: Health and Human Performance (HHP) and Human Environmental Sciences (HES). This presentation describes the process of restructuring; the issues and how they were addressed; and the lessons learned that may have applicability at other institutions.
Presenter: **David H. Perrin**, Provost and Executive Vice Chancellor, The University of North Carolina at Greensboro

2 p.m. – 3:15 p.m. ☛ North Beach B *(by invitation)*
AASCU's Degree Qualifications Profile Advisory Committee
This meeting is for representatives of the three systems that are working on the Lumina Grant to test the usefulness of the DQP.
Facilitator: **John Hammang**, Director of Special Projects, AASCU

2 p.m. – 3:15 p.m. ☛ Telegraph Hill A
Shared Instruction: The Good, the Bad, the Ugly
During the past two years, three Kansas institutions have collaborated to provide instruction in courses that historically had undersubscribed enrollments at each campus. Each institution offered a course to students at all three campuses. This presentation describes the challenges, failures and successes of this delivery method.
Presenters: **Lawrence Gould**, Provost and Chief Academic Officer and **Paul Faber**, Dean of Arts and Sciences, Fort Hays State University (Kan.); **Tes Mehring**, Provost and Vice President for Academic Affairs, Emporia State University (Kan.); and **Lynette Olson**, Provost and Vice President of Academic Affairs, Pittsburg State University (Kan.)

FRIDAY, JULY 27

2 p.m. – 3:15 p.m.
Concurrent Sessions *continued*

2 p.m. – 3:15 p.m. ☛ Telegraph Hill B
Building a More Internationalized and Entrepreneurial Campus through Partnerships with For-Profit Pathway Providers
As funding becomes a more acute challenge for colleges and universities, campus leaders are looking for more entrepreneurial approaches to generate revenue while also achieving a more global footprint. Partnering with for-profit pathway providers can help campuses grow their international and even domestic enrollments, become more internationalized, and realize a significant revenue source with little to no up-front investment. Hear about how a university has grown international enrollments and benefited financially from partnering with a for-profit pathway provider.
Presenters: **Dean R. Kahler**, Executive Director of Navitas and **Barbara Burch**, Provost and Vice President (Emeritus), Western Kentucky University

2 p.m. – 3:15 p.m. ☛ Union Square
New Models for Language Learning
As part of the Red Balloon Project, new ways to increase access, student success and greater learning outcomes are being explored. One area that offers great possibilities is language learning, crucial for both a global economy and a rapidly changing American population. Rosetta Stone has two models of language learning that could be of interest to AASCU institutions. The first is an augmented model, where Rosetta Stone is used in lieu of the textbook, in classes taught by the institution's faculty members. This model takes advantage of concepts like flipped classes to offer more opportunities for faculty to converse with students, relegating more mechanistic parts of the course to programmed learning. The second model is a stand-alone course for institutions wishing to teach languages not already taught, and to reach new populations of students. The second model uses a robust combination of programmed and live instruction. Rosetta Stone wants to work with campuses interested in testing either of the two models.
Moderator: **Jolanda Westerhof**, Director of Teacher Education, AASCU
Presenters: **Kapil Jain**, Senior Director, Strategy and Business Development and **Jack Marmorstein**, Principal Researcher, Rosetta Stone

FRIDAY, JULY 27

2 p.m. – 3:15 p.m. ☛ Nob Hill

The College Completion Game: May the Odds Be Ever in Your Favor

The Complete College America movement now has over 30 states boldly attacking the challenge of increasing college completion. After a brief overview of the recent best practices in college completion literature, presenters share their experiences and insights gained from the creation of a comprehensive completion plan. Institutional mission, data elements, P-12 partnerships to improve readiness, at-risk populations, transforming remediation, and improving instruction are addressed. This interactive session provides participants with a template they can use to formulate their own completion plans. Critical components of the leadership literature are utilized to demonstrate how academic leaders can make the case for change in support of completion, as well as create a receptive environment in which the seeds for change can take root.

Presenters: **Sandra Stone**, Vice President for Academic Affairs and **Christy Price**, Director for the Center for Academic Excellence, Dalton State College (Ga.)

2 p.m. – 3:15 p.m. ☛ Russian Hill

Are You Ready to Flex? Institutional Readiness for HyFlex Course Design

HyFlex course design represents a combination of hybrid (i.e., a combination of online and face-to-face content delivery) and flexible enrollment. As institutions consider HyFlex, there are a number of critical issues to evaluate. Several of these issues are addressed in this session, including: faculty readiness and training; student readiness and training; and technical infrastructure requirements.

Presenters: **William A. Covino**, Provost and Vice President for Academic Affairs and **Rudolph J. Sanchez**, Director, Academic Technology & Innovation, Associate Professor of Management, Craig School of Business, California State University, Fresno

FRIDAY, JULY 27

3:30 p.m. – 4:45 p.m.
Concurrent Sessions

3:30 p.m. – 4:45 p.m. ☛ North Beach A
Campus Internationalization: From Planning to Performance
This session examines the role of a campus-wide international plan in the sustainability of internationalization. Hear about the mechanics of plan creation, implementation and the synergies created by a centralized internationalization effort. Highlighted is the importance of curricular change and its impact on the overall internationalization strategy. Session participants are encouraged to participate with their own insights and challenges in the area of internationalization.
Presenters: **Patricia Donat**, Vice President of Academic Affairs and **Dlynn Armstrong-Williams**, Department Head, Political Science and International Affairs, North Georgia College and State University

3:30 p.m. – 4:45 p.m. ☛ North Beach B
Course Redesign: Three Solutions and Results
Southeast Missouri State University started a university-wide project to promote course redesign two years ago; 22 courses are currently undergoing course redesign. This presentation describes three redesigned course models: a modified emporium; a replacement (blended or hybrid) model in large vs. small sections; and a replacement model offering a "buffet" of options for multiple instructors. Data from the initial implementation of the courses is shared.
Presenters: **Margaret Waterman**, Professor of Biology and **Allen Gathman**, Associate Dean for Online Learning, Southeast Missouri State University

FRIDAY, JULY 27

3:30 p.m. – 4:45 p.m.
Concurrent Sessions *continued*

3:30 p.m. – 4:45 p.m. ☛ Telegraph Hill A

From Big Ideas to a Comprehensive Partnership: Transforming Education in K-12, Teacher Education and Higher Education in Alabama

Higher education and K-12 representatives will share the experiences of Jacksonville State University (JSU) and Piedmont School System as they developed a comprehensive partnership in new approaches to internships and practicums in teacher education; new perspectives on teaching and learning in the university and K-12 classroom; and new designs for research. For JSU, this partnership is a key component of the university's Red Balloon Project, to create a learning-centered campus. For Piedmont School System, this partnership is an important part of its effort to transform education through instructional technology and innovative methods of instruction. In this session the panel reports on its first year's implementation, including lessons learned and future plans.

Facilitator: **Jolanda Westerhof**, Director of Teacher Education, AASCU

Presenters: **Rebecca O. Turner**, Provost and Vice President for Academic and Student Affairs; **Alicia Simmons**, Director, Institutional Research and Assessment; **John Hammett**, Dean, College of Education and Professional Studies; **Lisa Williams**, Associate Dean, College of Arts and Sciences; **Nina King**, Associate Professor of Education; **Ronda Ray**, Director of Clinical Experiences, College of Education and Professional Studies, Jacksonville State University (Ala.); and **Matt Akin**, Superintendent, Piedmont Schools (Ala.)

3:30 p.m. – 4:45 p.m. ☛ Telegraph Hill B

Developing and Implementing a Statewide College Completion Academy

In March 2012, Utah hosted the first annual Complete College Utah Academy. Working with Complete College America, cross-disciplinary teams from Utah postsecondary institutions participated in institution-specific action planning to develop strategies to improve completion at each campus. All team planning, before, during and after the Academy, was grounded in campus-level data and sought to impact student completion by preparing them to more efficiently and effectively move forward through remedial education. In this session participants learn how Utah implemented the Academy, and will recognize the resulting outcomes that have energized campuses and garnered interest from several high-level state leaders.

Presenters: **Donna Dillingham-Evans**, Academic Vice President, Dixie State College (Utah); **Elizabeth J. Hitch**, Associate Commissioner for Academic Affairs and **Andrew Stone**, Special Assistant to the Commissioner, Utah System of Higher Education

FRIDAY, JULY 27

3:30 p.m. – 4:45 p.m.
Concurrent Sessions *continued*

3:30 p.m. – 4:45 p.m. ☛ Nob Hill
Undergraduate Student Success: Using Data to Drive Decision Making
This session describes how local data are used to improve university programming and student success. The potential success of freshmen entering the institution is predicted using an institutionally derived formula, and academic advisors use these data to guide students to the appropriate course selections to improve their chances of success in their first year. An additional analysis of students who leave the institution each year is used to implement programming designed to decrease the number of students who leave with no degree.
Presenters: **Earl J. Seaver**, Deputy Provost and **Anne Birberick**, Vice Provost, Northern Illinois University

3:30 p.m. – 4:45 p.m. ☛ Russian Hill *(by Invitation)*
BAPA Leadership Simulation
An invitation-only session only for BAPA candidates and invited provost facilitators. Required for all 2012-2013 BAPA participants.
Facilitators: **Ann Die Hasselmo**, President, AALI and **William A. Sederburg**, Commissioner, Utah System of Higher Education

5:30 p.m. – 8:30 p.m. ☛ Union Square *(registered BAPA attendees only)*
Becoming a Provost Academy (BAPA) Dinner
Sponsored by AALI

SATURDAY, JULY 28

6:30 a.m. – 9 a.m.
Breakfast on Your Own

7:30 a.m. – 4 p.m. ☛ Mezzanine
Registration

7:30 a.m. – 8:45 a.m. ☛ Telegraph Hill B
Breakfast Meeting: Provosts of Color
Facilitator: **Ivan Banks**, Provost and Vice President for Academic Affairs, Cheyney University of Pennsylvania

9 a.m. – 9:30 a.m. ☛ Grand Ballroom
Mini-Plenary: Transforming Our Campuses—Framing the Conversation
The Red Balloon Project, which began in Summer 2010, anticipated an era of transformation as funding declined, expectations increased, and technology altered programs and practices. Since then, the pace of change has accelerated. Now, two years later, what are the challenges that are emerging that may become either disruptions or opportunities? In this brief overview, George describes some of the most prominent of these challenges as a prelude to the small group discussions that will take place in the break-out sessions that follow.
Facilitator: **George L. Mehaffy**, Vice President for Academic Leadership and Change, AASCU

9:30 a.m. – 10:30 a.m.
Break-Out Discussion Sessions
See group assignments sheet.

SATURDAY, JULY 28

10:45 a.m. – Noon
Concurrent Sessions

10:45 a.m. – Noon ☛ North Beach A
Analysis and Planning for Efficient Use of Classroom Space
Many institutions are challenged to make efficient use of existing, finite academic space. Pittsburg State University contracted with outside consultants to undertake a space utilization study focused primarily on classrooms and instructional labs, but also including faculty offices, academic administrative areas and common spaces in academic buildings. This session includes: an overview of the process; identification of institutional data and other considerations that factored into the analysis; major findings and recommendations from the study; and next steps in the campus process.
Presenters: **William A. Ivy**, Associate Vice President, Enrollment Management and Student Success and **Lynette Olson**, Provost and Vice President of Academic Affairs, Pittsburg State University (Kan.)

10:45 a.m. – Noon ☛ North Beach B
TeachingWorks: Professionalizing Teacher Training
Note: This session uses Skype to bring Deborah in electronically.
"Great teachers aren't born. They're taught." But what is the core work of teaching, and what is required to learn it and to do it? TeachingWorks is developing answers to these questions. As its website states, "Other professions and skilled trades have identified central components of work in their fields and organized professional education to train novices in that work, but the teaching profession has not." Making teachers' training as professionally effective as that of these other fields is a top priority at TeachingWorks. Launched in January 2012, the program's core agenda and foundation of its research, training and materials development projects is the identification of "high-leverage" practices for novice teachers.
Facilitator: **Jolanda Westerhof**, Director of Teacher Education, AASCU
Presenter: **Deborah Loewenberg Ball**, Founder and Director of TeachingWorks and Dean of the University of Michigan School of Education

SATURDAY, JULY 28

10:45 a.m. – Noon
Concurrent Sessions *continued*

10:45 a.m. – Noon ☛ Telegraph Hill A
Two Approaches to Assessing Program Viability Using "Academic Scorecards"
Two public institutions from a state system have prioritized academic programs on a variety of measures. The similarities and differences in the approaches, as well as the successes and lessons learned, are discussed.
Presenters: **Ronald Nowaczyk**, Provost and Academic Vice President, Clarion University (Pa.) and **Linda Lamwers**, Provost and Vice President for Academic Affairs, West Chester University (Pa.)

10:45 a.m. – Noon ☛ Telegraph Hill B
Rethinking Global Education: A Constant Invitation to Innovation
Curricula is the bedrock of any global education initiative and the most important single step to internationalization, institutional organization and goals. In a conversation with Peter Stearns, provost at GMU, learn how the innovative creation of GMU's Global Affairs Program used interdisciplinary general education curricula to build both faculty and student interest and capacity in global education.
Facilitators: **Peter R. Stearns**, Provost, George Mason University (Va.) and **Joan Elias Gore**, Senior Consultant, Foundation for International Education (FIE)

10:45 a.m. – Noon ☛ Nob Hill
Best Practices for Increasing Opportunities, Access and Success for Underrepresented Student Populations on AASCU Campuses
Join us for a discussion about how to develop and publish an AASCU white paper on fostering success for underrepresented students. The paper explores how to use the new approaches and new models that are often referenced in the Red Balloon Project. The goal is to create a guide for campuses interested in transformational strategies that will create greater levels of student learning and student success.
Presenters: **Ivan Banks**, Provost, Cheyney University of Pennsylvania; **Ivelaw Griffith**, Provost and Senior Vice President, City University of New York, York College and **Vilas Prabhu**, Provost and Vice President for Academic Affairs, Millersville University of Pennsylvania

SATURDAY, JULY 28

10:45 a.m. – Noon
Concurrent Sessions *continued*

10:45 a.m. – Noon ☛ Russian Hill
Degree Qualifications Profile Meeting (by invitation)
This session focuses on the Degrees of Qualification Profile work funded by the Lumina Foundation in grants to WASC, AAC&U, HLC and AASCU. Representatives from all involved AASCU institutions have been invited to attend and share information about their approaches.
Facilitator: **John Hammang**, Director of Special Projects, AASCU

10:45 a.m. – Noon ☛ Union Square
TICE—Part Deux: Lessons Learned From a System-Wide Course Development Project
In 2011, the Utah System of Higher Education launched a technology-intensive concurrent enrollment (TICE) course development project designed to expand the iron triangle of quality, access and cost for high school students in the state. The first six TICE courses are now scheduled to pilot in Fall 2012, and the Utah legislature has provided a second year of funding to increase the number of available courses. The single greatest factor in the success of these courses turns out to be getting broad buy-in and participation from faculty and public school teachers at the earliest stages of course development. Recent changes in the way that courses and developers are chosen reflect lessons learned in the first year of TICE course development.
Presenter: **Chuck Wight**, Associate Vice President for Academic Affairs, University of Utah

SATURDAY, JULY 28

12:15 p.m. – 1:45 p.m.

Featured Sessions with Lunch

Note: Please take a box lunch from the Mezzanine and take it to your respective room.

12:15 p.m. – 1:45 p.m. ☛ Grand Ballroom

Continuous Improvement in Teaching and Learning: The Carnegie Mellon Open Learning Initiative

Using intelligent tutoring systems, virtual laboratories, simulations and frequent opportunities for assessment and feedback, The Open Learning Initiative (OLI) is creating and evaluating a collection of web-based open learning environments that foster and accelerate learning. The environments also serve as a laboratory for fundamental research on learning. Hear how Carnegie Mellon makes use of expertise from cognitive and learning sciences to produce high-quality learning environments; how the environments are collaboratively built by teams of faculty from multiple colleges; and how studies of student use inform both the next iteration of the environment and the underlying learning theory. The presenter shows examples from OLI courses, discusses results from several learning effectiveness studies, and offers opportunities for your involvement in the project.

Presenter: **Candace Thille**, Director of the OLI, Carnegie Mellon University

12:15 p.m. – 1:45 p.m.

Featured Sessions with Lunch

12:15 p.m. – 1:45 p.m. ☛ North Beach AB

Disruptive Innovations in Higher Education and the Commission on Building the University of the 21st Century

University of North Texas at Dallas' Commission on Building the University of the 21st Century project has recently received national attention in the *Chronicle for Higher Education* and other venues regarding "disruptive innovations" and the need for "institutional transformation" in higher education. In this project, a new innovative university model has been developed in conjunction with consulting firm Bain & Co. This model addresses many of the pressures facing higher education for accountability, efficiency, measurement of student learning, calls for lower tuition and reduced state funding. It has spurred debate on innovation vs. tradition, academic culture vs. business practice, and other issues. In this session, the nature and status of the 21st Century Commission project is disclosed, followed by a discussion of the need for innovation/change so higher education can meet its challenges and fulfill its future critical role in our society.

Presenter: **John M. Beehler**, Provost and Vice President for Academic Excellence and Student Success, University of North Texas at Dallas

SATURDAY, JULY 28

12:15 p.m. – 1:45 p.m.
Featured Sessions with Lunch *continued*

12:15 p.m. – 1:45 p.m. ☛ Telegraph Hill AB
Innovation Center: Promoting Faculty Development and Technology Transfer
Fundamental to the economic recovery, higher education is expected to play a vital role in regional business and workforce development. A major challenge to fulfilling this expectation involves coordinating these economic development initiatives with faculty/curriculum development, student learning and the development of grant and sponsored programs funding. The venture development center at University of Massachusetts Boston is focused on realizing this coordinated approach.

Moderator: **Richard Dunfee**, Executive Director, Grants Resource Center, AASCU

Presenter: **William Brah**, Assistant Vice Provost for Research and Executive Director, Venture Development Center, University of Massachusetts Boston

Panelists: **Kathryn Cruz-Uribe**, Provost and Vice President for Academic Affairs, California State University Monterey Bay and **Raymond Alden**, Executive Vice President and Provost, Northern Illinois University

12:15 p.m. – 1:45 p.m. ☛ Union Square
An Introduction to the Degree Qualifications Profile: How it is Designed to Work and an Overview of Lumina's Testing of the DQP
This session is an opportunity to learn about Lumina's Degree Qualifications Profile (DQP), inspired by the European Bologna process. The session explores what is included in the DQP and how it is designed to be used. The presentation includes reports from a number of Lumina DQP grantees on the work they are doing to test its usefulness.

Moderator: **John Hammang**, Director of Special Projects, AASCU

Presenters: **Jillian Kinzie**, Case Study Manager and **Pat Hutchings**, Senior Scholar, National Institute for Learning Outcomes and Assessment (NILOA); **Terrel Rhodes**, Vice President for Quality, Curriculum & Assessment, Association of American Colleges and Universities (AAC&U); and **Ralph Wolf**, President and Executive Director, Western Association of Schools and Colleges (WASC)

SATURDAY, JULY 28

12:15 p.m. – 1:45 p.m.
Featured Sessions with Lunch *continued*

12:15 p.m. – 1:45 p.m. ☛ Russian Hill
BAPA Program: The Year Ahead
Former BAPA and ELA participants provide advice and counsel to the class of 2012–2013 for making the best possible use of the year-long individualized BAPA program.
Presenter: **Ann Die Hasselmo**, President, AALI

2 p.m. – 3:15 p.m.
Concurrent Sessions

2 p.m. – 3:15 p.m. ☛ Telegraph Hill A
Leveraging Innovation and Interdisciplinary Collaboration for Successful Community Engagement
This session describes the lessons being learned from McNeese State University's successful approach to community engagement. McNeese teaches innovation engineering with an interdisciplinary team of instructors. The courses that make up the innovation minor teach students to create, communicate and commercialize meaningful ideas. Each course requires interactive activities with community businesses or leaders. The strength of this initiative is derived from the collaborative blended learning that results due to the unique point of view each faculty member from four distinct disciplines brings to the classroom.
Presenters: **Jeanne Daboval**, Provost and Vice President for Academic and Student Affairs and **Janet Woolman**, Executive Director, Research Services and SEED Center, McNeese State University (La.)

2 p.m. – 3:15 p.m.
Concurrent Sessions *continued*

2 p.m. – 3:15 p.m. ☛ Telegraph Hill B

Developing a Four-Year Model of Student Engagement: Collaboration between Academic and Student Affairs

In order to more fully engage students in their undergraduate college experience, Ramapo College proposed a four-year developmental model of student engagement which includes student learning goals and outcomes for academic, social, personal and campus/civic engagement. Key Points of Engagement (KPEs) are designed to address one or more of the desired outcomes and are assessed to determine their effectiveness. Social media is used to market the initiative and communicate with students. A co-curricular transcript that records a student's progress across the four years is under development. Long term assessment of the model will use results from NSSE, retention data and student satisfaction surveys to determine the validity and effectiveness of the overall modal. This presentation describes the development of the Student Engagement Model with special emphasis on the academic and student affairs collaboration. Examples of KPEs, marketing strategies and formative assessments will be presented.

Presenters: **Beth Barnett**, Provost and Vice President for Academic Affairs; **Eric Daffron**, Vice Provost; **Chris Romano**, Associate Vice President for Enrollment Management; and **Pat Chang**, Associate Vice President for Student Affairs, Ramapo College of New Jersey

2 p.m. – 3:15 p.m. ☛ Nob Hill

Applying Advanced Data Analytics to Retention and Student Success

A shift in emphasis from student access to student success is causing public universities to think more strategically about how they admit, place and subsequently support students through to graduation. At Western Kentucky University, we have developed a series of data-analytic approaches to (1) inform outcomes-based admissions and placement; (2) identify at-risk students as early as the first semester; (3) track students' progress towards on-time graduation and (4) highlight patterns and bottlenecks in students' course-taking behavior. Many of these solutions are available to the university community in real time, allowing both rapid intervention and increased accountability at the level of departments and programs.

Presenters: **Tuesdi Helbig**, Director of Institutional Research and **Doug McElroy**, Associate Vice President for Academic Affairs, Western Kentucky University

SATURDAY, JULY 28

2 p.m. – 3:15 p.m.
Concurrent Sessions *continued*

2 p.m. – 3:15 p.m. ☛ Russian Hill
Math and Politics: The Origins of a Successful Math Emporium Redesign
Hear about the development of the successful math emporium, "Math Technology Learning Center (TLC)," at the University of Missouri-St. Louis. This course redesign was initiated by an associate dean of the College of Arts and Sciences, assisted by NCAT and first resisted and then embraced by the Department of Mathematics and Computer Science to teach college algebra and other math courses. This presentation focuses on the internal politics and persuasion that led from resistance to the eventual enthusiastic adoption of the Math TLC as their own by the math faculty.
Presenter: **Glen H. Cope**, Provost and Vice Chancellor for Academic Affairs, University of Missouri-St. Louis

2 p.m. – 3:15 p.m. ☛ Union Square
Student Learning Outcomes: Making the Case for Learning and Accountability in Higher Education
One of the main objectives of course redesign is improving student learning and assessment. Student Learning Outcomes (SLOs) gives a direct measure of this. Mapping SLOs to the curriculum leads to development of programmatic outcomes, all of which can assess the impact of changes to courses and the curriculum and which can serve to meet requests for accountability in higher education through regional accreditation and the federal government. In this session, presenters describe the process of developing an SLO initiative to write, assess and report SLOs to confirm the effectiveness of course redesign and meet regional accreditation and federal compliance requirements.
Presenters: **David Starrett**, Dean, Academic Information Services and **Diana Bruns**, Interim Dean, College of Health and Human Services and Chairperson of Criminal Justice and Sociology, Southeast Missouri State University

SATURDAY, JULY 28

3:30 p.m. – 4:45 p.m.
Concurrent Sessions

3:30 p.m. – 4:45 p.m. ☛ Grand Ballroom
Global Challenges National Blended Learning Course
Global Challenges: Promise and Peril in the 21st Century is a first-of-its-kind course made possible by the collaborative efforts of the American Association of State Colleges and Universities' (AASCU) American Democracy Project and the AASCU Global Engagement Scholars, comprised of teaching faculty from 11 AASCU institutions (California State University, Fresno; Fort Hays State University; Fort Lewis College; Georgia College and State University; Kennesaw State University; Northern Arizona University; Richard Stockton College of New Jersey; San Jose State University; Southeast Missouri State University; University of Minnesota Duluth; and Western Kentucky University). This Red Balloon Project uses the Center for Strategic and International Studies' (CSIS) Seven Revolutions content as a curricular framework for educating globally competent citizens. The course design relies on the most recent research on blended learning models, combining the best of online and face-to-face educational approaches. Offered in the Epsilen eLearning environment, the course allows for shared course content, social and professional networking, course administration, data analytics, and access to *The New York Times'* digital content repository. Piloted in Spring 2012, this groundbreaking national blended learning model course will be a template for further national blended learning model courses on other topics and is available to all AASCU institutions for Fall 2012 at a cost of $50 per student (in lieu of a textbook). In this session, the national global challenge project coordinator, the national manager of ADP, one of the Global Engagement Scholars, and a representative of Sourcebooks discuss this collaborative effort.
Presenters: **Shala Mills**, Chair and Professor of Political Science and National Coordinator, Global Challenges Course, Fort Hays State University (Kan.); **Martin S. Shapiro**, Professor of Psychology and Global Challenges Scholar, California State University, Fresno; **Jen Domagal-Goldman**, National Manager, American Democracy Project, AASCU; and **Peter Lynch**, Editorial Manager, Sourcebooks

SATURDAY, JULY 28

3:30 p.m. – 4:45 p.m.
Concurrent Sessions *continued*

3:30 p.m. – 4:45 p.m. ☛ Telegraph Hill A

The Continuous Improvement Report: Linking Assessment and Funding

At Fayetteville State University we have implemented a process for increasing funding to departments that demonstrate improvement on eight key metrics that are essential to the university's strategic priorities. Four metrics are quantitative and four are qualitative: (1) Program Learning Outcomes Assessment; (2) Student Evaluations of Learning; (3) Persistence of Majors; (4) Advisement Survey Results; (5) Ratio of SCHs to FTE faculty positions; (6) Community Engagement; (7) Scholarly/Creative Accomplishments; and (8) Operational Planning and Assessment Reporting Effectiveness. In this presentation, presenters define the metrics and explain how they measure improvement and link improvement to funding. Speakers also summarize the initial impact of the procedure on assessment within academic affairs.

Presenters: **Jon Young**, Provost and Vice Chancellor for Academic Affairs and **Marion Gillis-Olion**, Associate Vice Chancellor for Academic Affairs, Fayetteville State University (N.C.)

3:30 p.m. – 4:45 p.m. ☛ Telegraph B

Designing a 21st Century Teacher Education Program in and for the 21st Century: A Study in Transformational Change

In May 2010, the University of Wisconsin-Parkside made the bold decision to close its teacher education program in order to completely rebuild a new program. This session presents the process of designing and implementing a professional educator development program for the 21st century through a partnership between the university, area school districts, and community and business leaders. The new program will launch in Fall 2013.

Presenters: **Terry Brown**, Provost and Vice Chancellor for Academic Affairs and **Pat Hoffman**, Executive Director, Office of Teacher Preparation and Professional Development, University of Wisconsin-Parkside

SATURDAY, JULY 28

3:30 p.m. – 4:45 p.m.
Concurrent Sessions *continued*

3:30 p.m. – 4:45 p.m. ☛ Nob Hill
The I's Have It: Information, Innovation, Implementation & Impact
Sometimes, as provost, I feel like the challenged souls on TV's *Extreme Hoarders.* Each day we receive information and materials in every imaginable form, on every relevant topic, from cryptic notes, to annual reports, to messages blasting through the universe. We even are expected to do mind melds. What is important in all of this? Much of our work involves absorbing, analyzing and using all this information to facilitate changing practices and behaviors that hopefully will lead to culture change—whether currently referred to as innovation or transformation or other such descriptors.
This session presents how intentional decisions to change administrative structures and processes have been implemented. Through the application of Educational Lean principles, we continue to create capacity at WSU for broad-based reflective practices and self-management. And I am here to tell you that we have even used this compelling tool in our accreditation work with academic departments.
Presenter: **Nancy Olga Jannik**, Interim Provost and Vice President of Academic Affairs, Winona State University (Minn.)

3:30 p.m. – 4:45 p.m. ☛ Russian Hill
Community Building in a Freshman Learning Community Program: A Strategy to Enhance Student Learning
The Indiana University Kokomo Freshman Learning Community Program has a unique design that includes a year-long, interdisciplinary, team-taught experience. This presentation shares the model, results and lessons learned. This model has allowed Indiana University Kokomo to build a tool that develops community both within and outside the classroom on a commuter campus. Students report that the community significantly impacts their learning.
Presenters: **Susan Sciame-Giesecke**, Executive Vice Chancellor of Academic Affairs and **Kathy Parkison**, Associate Vice Chancellor of Academic Affairs, Indiana University Kokomo

5 p.m. - 6 p.m. ☛ Mezzanine, North Beach and Union Square
Closing Wine and Cheese Reception

SUNDAY, JULY 29

8:30 a.m. – 3 p.m. ☛ Union Square

Becoming a Provost Academy (BAPA)

Note: Breakfast on your own; lunch included in the program.

Required for the BAPA Class of 2012-13. This all-day session covers the elements for the year-long program and includes presentations from experienced provosts and former ELA and BAPA participants.

SPEAKERS

Raymond Alden is currently the executive vice president and provost (EVP/P) at Northern Illinois University. Previously, he served as EVP/P and dean of sciences at the University of Nevada Las Vegas. He also served as director of an environmental program at Old Dominion University. He was a tenured professor of biology at each of these institutions. Alden has a B.A./B.S. in biology from Stetson University, a Ph.D. in zoology from the University of Florida and was a postdoctoral fellow at the University of North Carolina, Chapel Hill. He has been inducted into four academic honor societies, has received several commendations for excellence, has served in leadership roles for national higher education organizations, has been an editor for three professional publications, and has served as scientific advisor to numerous state and federal agencies, including service as an expert witness for a U.S. Congressional subcommittee. He has served as P.I. on over $26M of grants/contracts, has authored over 200 reports and publications, and has made over 100 presentations at professional meetings, including a number focusing on critical issues in higher education.

John M. Beehler is the founding provost and vice president for academic excellence and student success at the University of North Texas at Dallas, with oversight over all aspects of both academic and student affairs. His academic career includes serving in a wide range of leadership positions over the past 18 years: chair/president of faculty senate, department chair, associate dean, dean, associate provost and provost. Beehler earned his B.S. from Penn State University with Highest Distinction in the Accounting Honors Program. He earned his M.B.A. in finance and taxation and his Ph.D. in accounting and taxation with a minor in law from Indiana University. He is a certified public accountant and a qualified mediator. Beehler is a graduate of the Harvard Institutes of Higher Education Management Development Program and the American Academic Leadership Institute's Executive Leadership Academy.

William J. Brah is the Assistant Vice Provost for Research and Executive Director, Venture Development Center at the University of Massachusetts Boston. Brah has over 25 years experience in science, policy and business, building and running award-winning venture funds, technology incubators, and university-industry partnerships that help innovators succeed. He is the Founder and Executive Director, Venture Development Center, Boston's leading incubator for technology and life science companies. As Assistant Vice Provost for Research, he introduced a research cluster investment strategy to the university which was instrumental in record-setting university research

and development expenditures. As Assistant to Vice President for Economic Development at the University of Massachusetts President's Office, Brah was a member of economic development team that has grown the University of Massachusetts into a top ranked commercialization behemoth, earning $74 million in license income. Brah began his career at the National Oceanic and Atmospheric Administration where he launched coastal zone management programs on the west coast. He earned a combined master's degree in business administration and oceanography from the Mays School of Business at Texas A&M University.

Robert Bramucci is the vice chancellor of technology and learning services for South Orange County Community College District. A cognitive psychologist, Bramucci spent 15 years in the classroom, has led hundreds of workshops on instructional software and faculty development, and serves as an international keynote speaker. He serves on the state Educational Technology Advisory Committee to the Board of Governors of the California Community Colleges and has been honored with the system's highest award for technology leadership. His team's work has been featured in the *Chronicle of Higher Education* and *USA Today*, and they were just honored with their second Innovators award from *Campus Technology* magazine.

Shannon Corona is the faculty chair of physical science and sustainability at Rio Salado College. Rio is an online community college serving over 40,000 students. Corona has been with Rio Salado for seven years. She holds a B.S. in biology, an M.A. in professional leadership, an M.A. in chemistry teaching and Ph.D. in professional studies. During her time at Rio Salado College, she has worked collaboratively on data mining and predictive analytics. She has presented on the topic in several formats and forums. She enjoys her work with data mining and her efforts to increase student retention and success.

Kathryn Cruz-Uribe has been provost and vice president for academic affairs at California State University, Monterey Bay since 2007. As such, she is responsible for leading the academic programs of the university, including four colleges and the university library. She also oversees the grants and contracts office, information technology operations, institutional research, and enrollment services, including admissions and financial Aid. During her tenure at CSU Monterey Bay, Cruz-Uribe has been a key player in the development of the 2008–2018 university strategic plan, and the corresponding five-year academic plan. During her tenure, the university has seen significant enrollment

growth and improvement in student retention. Cruz-Uribe has overseen the implementation of eight new academic programs, as well as a significant revision of the university's general education program, and the successful re-affirmation of the university's accreditation by the Western Association of Schools and Colleges (WASC).

Richard Dunfee became executive director of the AASCU Grants Resource Center in June 2006. He previously served as president of the Colleges of Mid-America, vice president for administration at CUNY/York College, assistant vice president for research at St. Cloud State University (Minn.), and led research development activities at Johns Hopkins University. He has written numerous successful grant proposals and is the author of articles and books on funding and consortia in education. He holds a B.A. and M.A. from Marshall University (W. Va.) and a Ph.D. from Ohio State University.

Tristan Denley, throughout his career, has taken a hands-on approach in a variety of initiatives affecting student success. He is currently involved in implementing a wide variety of initiatives surrounding college completion, stretching from education redesign across the disciplines and institutional transformation, to the role of predictive analytics and data mining in higher education. His most recent work has created a course recommendation system at APSU that successfully pairs current students with the courses that best fit their talents and program of study for upcoming semesters. This system, which combines hundreds of thousands of past students' grades with each particular student's transcript to make individualized recommendations for current students, was an award winner at this year's IMS Global Learning Impact Awards.

Mildred García serves on President Obama's Commission on Educational Excellence for Hispanics, was selected by U.S. Secretary of Education Arne Duncan to the U.S. Committee on Measures of Student Success (where she is charged with developing recommendations to improve student success at two-year degree-granting institutions), and serves as a member of the Board of Visitors for Air University at the request of the secretary of defense. She also serves on the boards of directors for the American Association of Hispanics in Higher Education and the Association of American Colleges and Universities. She serves on the advisory board of *Higher Education Abstracts;* the editorial advisory board of *Peer Review,* Association of American Colleges and Universities; the advisory board for *Hispanic Outlook in Higher Education;* the national advisory panel of the National Institute for Learning Outcomes

Assessment; and is a founding board member of the National Council for Community and Education Partnerships.

William H. Graves provides guidance for Ellucian's ongoing support to clients' core academic missions. He believes postsecondary educational attainment to be a "common good" essential to humanity's future, yet unsustainable without using IT as a game changer. His numerous publications and presentations accordingly foresee an academic enterprise more open, scalable, broadly affordable, and attainment oriented than today's. Before his work at Ellucian, Graves served the University of North Carolina at Chapel Hill for over 30 years as professor of mathematics, dean, interim provost, senior IT officer and founder of the Institute for Academic Technology, a joint effort with IBM. During those years he served on boards for CAUSE, EDUCAUSE and the Coalition for Networked Information, and helped launch both Internet2 and the EDUCAUSE Learning Initiative. Today, Graves serves on governing or advisory organizations for Antioch University, the School of Information and Library Science at UNC Chapel Hill, the U.S. Department of Education's Fund for the Improvement of Postsecondary Education, the National Center for Academic Transformation, the IMS Global Learning Consortium, AASCU's Red Balloon Project and the International Association of University Presidents.

Pat Hutchings, part-time senior scholar with the National Institute for Learning Outcomes Assessment (NILOA), was vice president and a senior staff member at the Carnegie Foundation for the Advancement of Teaching from 1998-2009, working closely with a wide range of programs and research initiatives, including the Carnegie Academy for the Scholarship of Teaching and Learning. She has written widely on the investigation and documentation of teaching and learning, the peer collaboration and review of teaching, and the scholarship of teaching and learning, and student outcomes assessment. Recent publications include *The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact,* 2011 (with Mary Taylor Huber and Anthony Ciccone) and, also co-authored with Huber, *The Advancement of Learning: Building the Teaching Commons,* 2005. She is also a scholar in residence at Gonzaga University in Spokane, Washington, where she now lives.

SPEAKERS

Jillian Kinzie, associate research scientist with the National Institute for Learning Outcomes Assessment at Indiana University's Center for Postsecondary Research, manages national surveys, conducts case studies of assessment practice, and is studying student learning outcomes assessment initiatives. In her role as associate director of the NSSE Institute for Effective Education Practice, she leads project activities on effective use of student engagement data to enhance educational quality and is co-principal investigator of "Learning to Improve: A Study of Evidence-Based Improvement in Higher Education." She is co-author of *Student Success in College: Creating Conditions that Matter* (Jossey-Bass, 2005/2010). She serves on the editorial board of the *Journal of College Student Development* and as an advisory board member of the National Resource Center for the First Year Experience and Students in Transition.

Terry Rhodes is vice president for the office of quality, curriculum and assessment at the Association of American Colleges and Universities (AAC&U), where he focuses on the quality of undergraduate education, general education, e-portfolios and assessment of student learning. At AAC&U he led the faculty driven project, Valid Assessment of Learning in Undergraduate Education (VALUE). VALUE faculty teams developed rubrics for the full range of Essential Learning Outcomes to assess authentic student work to demonstrate quality student learning. Currently, he leads the Quality Collaboratives initiative, working in nine states with 20 two- and four-year partner campuses testing the usefulness of the Degree Qualifications Profile (DQP) as a transfer framework focused on student learning mastery rather than seat time or credit accumulation. Rhodes has published extensively on both undergraduate education reform issues and in his academic field of public policy and administration. His books and articles cover such issues as integrative learning, e-portfolios, high school-college connections, and public policies. Rhodes received his B.A. from Indiana University at Bloomington and his M.A. and Ph.D. in political science from the University of North Carolina at Chapel Hill.

George Siemens is an educator and researcher on learning, technology, networks, analytics and openness in education. He is the author of *Knowing Knowledge,* an exploration of how the context and characteristics of knowledge have changed and what it means to organizations today and the *Handbook of Emerging Technologies for Learning. Knowing Knowledge* has been translated into Mandarin, Spanish, Italian, Persian and Hungarian. Siemens is the Associate Director of the Technology Enhanced Knowledge Research Institute

at Athabasca University. He has delivered keynote addresses in more than 30 countries on the influence of technology and media on education, organizations and society. His work has been profiled in provincial, national and international newspapers (including the *New York Times*), radio, and television. His research has received numerous national and international awards, including an honorary doctorate from Universidad de San Martín de Porres for his pioneering work in learning, technology, and networks. Siemens is a founding member of the Society for Learning Analytics Research *(www.solaresearch.org/)*. In 2008, he pioneered massive open online courses (sometimes referred to as MOOCs) that have included almost 20,000 participants.

Candace Thille is the director of the Open Learning Initiative (OLI) at Carnegie Mellon University, a position she has held since the program's inception in 2002. Thille's focus is in applying the results from research in the science of learning to the design and evaluation of open web-based learning environments. She serves as a redesign scholar for the NCAT; as a fellow of International Society for Design and Development in Education; on the technical advisory committee for the AAU STEM initiative; and on the global executive advisory board for HP's Catalyst Initiative. She has also served on the working group at the U.S. Department of Education to co-author the National Education Technology Plan and on a working group of the President's Council of Advisors on Science and Technology (PCAST) to write the *Engage to Excel* report for the Obama administration on improving STEM in higher education.

Ellen Wagner is Partner and Senior Analyst with Sage Road Solutions, LLC, a management services company specializing in accelerating the adoption of learning technology innovations. She serves on retainer as the Executive Director of the WICHE Cooperative for Educational Technology (*wcet.wiche.edu*). Wagner is the former senior director of worldwide eLearning, Adobe Systems, Inc. and was senior director of worldwide education solutions for Macromedia, Inc. Prior to working in software solutions marketing and product development, Ellen was Chief Learning Officer and Director of Education for Viviance new education, a Swiss-based elearning company with offices in 10 North American and European countries. She was Chief Learning Officer and VP of Consulting Services for Informania, Inc. Before joining the private sector, Wagner was a tenured associate professor and Chair of the Educational Technology program at the University of Northern Colorado, where she held a number of administrative posts in Academic Affairs. Her Ph.D. in learning psychology comes from the University of Colorado-Boulder. Her M.S. and B.A. degrees were earned at the University of Wisconsin-Madison.

SPEAKERS

Ralph A. Wolff, has been at the Senior College Commission of the Western Association of Schools and Colleges (WASC) for 30 years, and was appointed President in 1996. In that capacity, he has led WASC to the forefront of accreditation as an agent of public accountability and innovation. He received over $2 million in grants to transform the accreditation process to an outcomes and learning based model, which has been in place since 2001. For this work, he received the Virginia B. Smith Award for Innovative Leadership. He has written and spoken internationally on the redefinition of quality in higher education, and the role of accreditation as an agent of change and institutional transformation. At the national level, he has been appointed to represent regional accreditation in negotiated rule making sessions held by the Department of Education in 2006, 2008 and 2010. He is currently leading another round of accreditation redesign at WASC that will focus on retention and graduation, defining degree outcomes more clearly, and opening the accrediting process to far greater transparency. At the same time, he is creating an internal structure to explore new educational models, the Do It Yourself Learner, and other emerging practices that are likely to change both higher education and accreditation.

FUTURE DATES

2013

Academic Affairs Winter Meeting
Marriott Grand Hotel
Point Clear, Alabama
February 7–9

American Democracy Project and
The Democracy Commitment National Meeting
Marriott City Center
Denver, Colorado
June 6–8

Academic Affairs Summer Meeting
Baltimore Marriott Waterfront
Baltimore, Maryland
July 25–27

2014

Academic Affairs Winter Meeting
Coronado Island Marriott Resort
San Diego, California
February 6–8

American Democracy Project and
The Democracy Commitment National Meeting
Marriott Louisville Downtown
Louisville, Kentucky
June 5–7

Delivering America's Promise

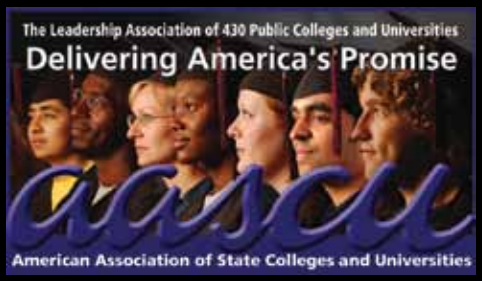
AASCU's membership of more than 400 public colleges and universities is found throughout the United States and in Guam, Puerto Rico and the Virgin Islands. We range in size from 1,000 students to 44,000. We are found in the inner city, in suburbs, towns and cities, and in remote rural America. We include campuses with extensive offerings in law, medicine and doctoral education—as well as campuses offering associate degrees to complement baccalaureate studies. We are both residential and commuter, and with on-line degrees as well. Yet common to virtually every member institution are three qualities that define its work and characterize our common commitments.

- We are institutions of access and opportunity. We believe that the American promise should be real for all Americans, and that belief shapes our commitment to access, affordability and educational opportunity, and in the process strengthens American democracy for all citizens.

- We are student-centered institutions. We place the student at the heart of our enterprise, enhancing the learning environment and student achievement not only through teaching and advising, but through our research and public service activities.

- We are "stewards of place." We engage faculty, staff and students with the communities and regions we serve—helping to advance public education, economic development and the quality of life for all with whom we live and who support our work. We affirm that America's promise extends not only to those who come to the campus but to all our neighbors.

We believe that through this stewardship and through our commitments to access and opportunity and to our students, public colleges and universities effectively and accountably deliver America's promise. In so doing we honor and fulfill the public trust.



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