

Winter 2014 Draft Schedule

Thursday, February 6, 2014

Coronado Ballroom Foyer

7:30 a.m. – 7 p.m.

Registration

Refreshments throughout the day sponsored by Rosetta Stone Education

Salon B

8:30 a.m. – 3:15 p.m.

BAPA Program

Sponsored by AALI

Breakfast on Own

8:30 a.m. – 9 a.m.

Welcome Remarks

Presenter: **Tom Kepple**, President, American Academic Leadership Institute

9 a.m. – 10 a.m.

The Joy of Being a Provost

Presenter: **George L. Mehaffy**, Vice President, Academic Leadership and Change, AACU

10 a.m. – 10:15 a.m.

Break

10:15 – 12:15 p.m.

Enrollment and Athletics

Presenter: **Tomás D. Morales**, President, California State University, San Bernardino

12:15 p.m. – 1:15 p.m.

Lunch with Regional Groups

1:15 p.m. – 2:15 p.m.

Engagement

Presenter: **Byron White**, Vice President for University Engagement, Cleveland State University

2:15 p.m. – 2:30 p.m.

Break

2:30 p.m. – 3:15 p.m.

What Every Advancement Professional Wishes Their Provost and President Knew About Fund Raising

Presenter: **Bill Nelsen**, University Minister for Advancement and Church Relations, Midland University (Neb.), and former President, Augustana College (SD), and Vice President for Advancement, Tennessee State University (Neb.)

Salon A

9 a.m. – 1 p.m.

Pre-conference Meeting and Lunch: Inside Track (*by invitation*)

Tidelands

9 a.m. – 3 p.m.

Pre-conference Workshop: Understanding and Serving Military Student Populations *(rsvp required)*

Morning Preconference Session

- 9 a.m. Welcome
- 9:05 am Understanding the Military Student Population
Presenter: **Kathy Snead**, AASCU Vice President
- 9:30 am Transport to North Island, Security Check-point
- 9:45 am Educator's Tour of HSM 41, Naval Base Coronado
David Hannasch, HSM-41 Education Specialist
Zachary Miller, Public Affairs Officer
- 11:30 a.m. Return transport and Lunch on your own
- 12:30 p.m. Morning Program ends

Afternoon Preconference Session

- 1 p.m. Demystifying Military Training and Occupational Specialty Evaluations
Michele Spires, ACE Director of Military Programs
- 2:15 p.m. Faculty Panel on ACE Review Teams
Chris Johnson and **Larry Wear**
- 2:45 p.m. SDSU Academic Affairs and Troops to Engineers presentation
Joan Putnam and **Patricia Reily**
- 3:30 p.m. Afternoon Program ends

Coronado 2/3

1 p.m. – 3 p.m.

Pre-conference Meeting: Global Challenges Provosts Meeting *(by invitation)*

A meeting to update current Global Challenges campuses on new developments related to the current project.

Facilitators: **George L. Mehaffy**, Vice President, Academic Leadership and Change and **Jennifer M. Domagal-Goldman**, National Manager, American Democracy Project, AASCU

Shala Mills, Chair and Professor of Political Science/National Coordinator of Global Challenges Project, Fort Hays State University (Kan.)

Coronado 4/5

1 p.m. – 3 p.m.

Pre-conference: Workshop for New Provosts

A workshop for those who have been a provost for fewer than three years.

Presenters: **Vicki Golich**, Provost and Vice President for Academic & Student Affairs, Metropolitan State University of Denver (Colo.)

Jaimie L. Hebert, Provost and Vice President for Academic Affairs, Sam Houston State University (Texas)

Christopher L. Markwood, Provost and Vice President for Academic Affairs, Texas A&M University-Corpus Christi.

Coronado 1

2 p.m. – 3:30 p.m.

Rosetta Stone Education Hospitality Suite

Visit the hospitality to hear about Rosetta Stone Education's newest higher education offerings. Take a quick survey for your chance to win one of six gift cards. Delicious treats available!

Salon C/D

3:30 p.m. – 5:30 p.m.

Opening Plenary: Using Improvement Science to Tackle Practical Problems in Education

For the past five years, the Carnegie Foundation for the Advancement of Teaching has been pioneering a fundamentally new vision for the research and development enterprise in education. Carnegie seeks to join together the discipline of improvement science with the capabilities of networks specifically designed to foster innovation and social learning. This approach is embodied in what Carnegie refers to as Networked Improvement Communities (NIC). These NICs are scientific learning communities distinguished by four essential characteristics:

- focused on a well specified common aim;
- guided by a deep understanding of the problem and the system that produces it;
- disciplined by the rigor of improvement research;
- networked together to accelerate the development and testing of possible improvements, their more rapid diffusion, and effective integration into the highly varied contexts that is education in America.

While there remains much more to be learned about networked improvement communities in education, evidence is beginning to accumulate regarding their benefits for development, implementation, and improvement. Carnegie's experience to date with NICs has not only demonstrated this to be true, it has also provided evidence of significant impact on longstanding and seemingly intractable problems.

Presenter: **Tony Bryk**, President, Carnegie Foundation for the Advancement of Teaching

Note: Following the opening plenary session, AASCU staff members in the Academic Leadership and Change Division will provide a very brief set of descriptions of work currently underway in the ALC Division to serve AASCU members. The session is intended to identify opportunities for conference attendees and their institutions to participate in the full range of programs offered through the programs in the ALC Division.

Coronado Ballroom Foyer

5:30 p.m. – 7 p.m.

Opening Reception

Sponsored by ETS

BAPA attendees to gather at BAPA reserved tables

Friday, February 7, 2014

Coronado Ballroom Foyer

7 a.m. – 4:30 p.m.

Registration

Coronado 1

7 a.m. – 8:30 a.m.

Rosetta Stone Education Hospitality Suite

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Salon C/D

7 a.m. – 8:30 a.m.

Networking Breakfast

Note: A few tables have been reserved for those who would like to take part in a discussion with about provost to president transitions.

Facilitator: **David Lavallee**, University Professor & Provost Emeritus, University of New York

Salon A

7 a.m. – 8:30 a.m.

Breakfast Meeting for Women Provosts

Facilitator: **Kristin Esterberg**, Provost and Academic Vice President, Salem State University (Mass.)

Salon C/D

8:45 a.m. – 10 a.m.

Plenary Session: New Pathways to Student Success

Beyond the rhetoric, now is the time for bold action by bold leaders! This session explores concrete actions that chief academic officers and other campus leaders must take to increase student success and institutional effectiveness. The presenter calls for a stronger alignment between the vision that leaders espouse and the actions they are willing to take. Presenter: **Charlie Nelms**, Senior Scholar, AASCU and Center Scholar, Indiana University Center on Postsecondary Research

10:15 a.m. – 11 a.m.

Concurrent Sessions

Coronado 2/3

Concurrent Session: Finding Success and Savings through Hybrid Course Delivery

University of Texas at Tyler initiated a program called Patriots Applying Technology for Success and Savings (PATSS) that employs the hybrid format and project-based learning to increase student learning, engagement, satisfaction, and retention; facilitate shortened time to degree; support core curriculum objectives of critical thinking, teamwork, and personal responsibility; maximize facility utilization; and reduce capital costs of building, maintaining, and operating new instructional space. UT at Tyler is finding learning gains and is studying engagement and savings as the program evolves. Ten degrees are being redesigned into fully hybrid programs. Costs will be \$8 million over five years, while revenue from increased enrollment and savings is expected to be more than \$4 million a year once the program is fully implemented. Presenters: **Alisa White**, Provost & Senior Vice President for Academic Affairs and **Scott Marzilli**, Assistant Vice President for Academic Innovation and Student Success, University of Texas at Tyler

Coronado 4/5

Concurrent Session: "Complete in Four"—Changing the Campus Culture at Indiana University Kokomo

This session focuses on a series of retention efforts undertaken at the 100% commuter campus of a four year regional institution, Indiana University (IU Kokomo). These efforts have led to an increase in retention and a change in the campus culture to "complete in four." Many of IU Kokomo's students have complicated lives and are often place-bound within the region it serves. These students are often first generation students and/or low income students and are at heightened risk of dropping out. Therefore, IU Kokomo's efforts have helped an at-risk population move towards graduation.

Presenters: **Kathy Parkison**, Interim Vice Chancellor for Academic Affairs and **Michael Tulley**, Assistant Vice Chancellor for Academic Affairs, Indiana University Kokomo

Coronado 7

Concurrent Session: Disruptive Analytics—Using Data to Challenge Myth and Legend and Catalyze Institutional Change

In the last few years, data analytics has received significant attention as a mechanism to improve campus operations and student learning and success. In this session, presenters describe one campus' approach to using data analytics to challenge long-held beliefs about students and their academic performance on campus and the mechanisms that support, (or it turns out, don't support) student learning and success. This session covers the organizational approach to data analytics and how it is positioned within and outside the institution to influence institutional policy and engage campus groups.

Presenters: **Lisa Foss**, Associate Provost, Strategy, Planning and Effectiveness and **Miguel Martinez-Saenz**, Dean, University College, St. Cloud State University (Minn.)

Salon A

Concurrent Session: The U Project and Families First Program—New Pathways to Community Engagement

This presentation details two replicable programs underway at Fitchburg State University, both of which meet a central tenet of our mission by serving the larger community. The U Project dedicates resources to strengthen a non-profit community organization through a partnership with the university wherein faculty, staff and students share their skills and knowledge resulting in a true service learning experience. The community organization measures the effectiveness

of practice and identifies emerging social trends that invite research and experimentation. The Families First Program provides parents of first-generation students the opportunity to access to higher education by offering a course free of charge to each parent.

Presenters: **Robin Bowen**, Executive Vice President and Provost and **John Chetro-Szivos**, Executive Director of Community Development and Civic Engagement, Fitchburg State University (Mass.)

Salon B

Concurrent Session: Empowering Leaders: Professional Development for Department Chairs During Systemic Challenges and Transformational Change

On any campus, professional development is a necessary resource when transforming the learning environment. Professional development for faculty is generally the first priority identified, developed and implemented on a college campus. Such was the case at Jacksonville State University (Ala.), where systemic challenges forced transformational change that required professional development initially for faculty. Not far behind, however, was a plan to provide professional development for department chairs, both seasoned and new, in order to support them in their roles as administrators in a rapidly changing environment and to equip them with the tools needed to lead. Presenters share their year-long professional development experience with department chairs and discuss plans to sustain the focused meetings into the future. A departmental chair discusses how the professional development led to the implementation of a curriculum review and modifications to academic programs and a change in his approach to leadership.

Presenters: **Rebecca O. Turner**, Provost and Vice President of Academic and Student Affairs; **Alicia Simmons**, Executive Director, Planning & Research and Institute for Research & Collaboration; and **Bill Scroggins**, Head, Department of Finance, Economics and Accounting, Jacksonville State University (Ala.)

Alice Taylor-Colbert, Campus Dean, University of South Carolina Union

Black Swan

Concurrent Session: Transforming Faculty and Student Narratives for Success in the First Year—Northern Arizona University's First Year Learning Initiative

Northern Arizona University's First Year Learning Initiative (FYLI) challenges conventional wisdom about motivating faculty to implement best practices across the first year. FYLI also challenges conventional wisdom about promoting success by asking more, not less, from students. Over 55 courses completed FYLI course redesign, with 96% of the first year cohort (+4,500) participating in at least one FYLI course. FYLI courses increase student success, embody best practices in design/delivery, increase the use of institutional early warning alerts and early semester student assessment, and increase the extent and quality of course coordination. This session explores how faculty are powerfully engaged in this initiative, how choices in design and delivery affect student success, and how FYLI can help you change the narrative at your institution.

Presenters: **Blase Scarnati**, Director, First and Second Year Learning; Co-Director, First Year Learning Initiative and **Michelle Miller**, Professor of Psychology and Co-Director, First Year Learning Initiative Northern Arizona University

Tidelands

10:15 a.m. – 11 a.m.

Concurrent Session: Leading with Learning—An Assessment-based Integrative Learning Model

The determination of quality in higher education has shifted from a focus on teaching to an examination of learning. Stakeholders are exerting pressure on institutions to address this new paradigm of evidence-based student learning in three significant ways: demonstrate greater explicitness regarding connections among learning goals, create more opportunities for students to pursue these goals and present evidence of success that students are indeed achieving these objectives. The Richard Stockton College of New Jersey has committed to providing instructional, co-curricular and personal development opportunities for students to acquire ten Essential Learning Outcomes (ELOs) that are critical to 21st century success. The presenters describe the procedural, conceptual and practical paths to setting up the ELO model and emphasize the central role that assessment has played in all the developmental phases.

Presenters: **Harvey Kesselman**, Provost & Executive Vice President, **Susan Davenport**, Vice Provost for E-learning and **Sonia Gonsalves**, Professor of Psychology and Director of Academic Assessment, The Richard Stockton College of New Jersey

Coronado Ballroom Foyer

11 a.m. – 11:30 a.m.

Refreshment Break

Refreshments sponsored by Rosetta Stone Education

Coronado 1

11 a.m. – 11:30 a.m.

Rosetta Stone Education Hospitality Suite

Visit the hospitality to hear about Rosetta Stone Education's newest higher education offerings. Take a quick survey for your chance to win one of six gift cards.

11:30 a.m. – 12:15 p.m.

Concurrent Sessions

Coronado 2/3

Concurrent Session: Leveraging Social Media for Recruitment and Retention Outreach

Today's students are smart, creative, tech-savvy and accustomed to having information at their fingertips. In 2013, Facebook alone reached more than one billion active users, the majority of which reside in the coveted 18-24 demographic. It is estimated that 84% of today's students own a smart phone. Why then are so few institutions using real-time social and mobile communication tools for student recruitment and retention outreach? Establishing strong relationships during the recruitment cycle encourages students to enroll. Maintaining them encourages students to graduate. You can create a cost-effective, real-time, student-centered outreach program using dedicated staff members and social media tools. Learn how Enrollment Management offices can leverage the use of social communication technology to forge crucial relationships with students that carry measurable results

Presenters: **Barbara Burch**, Provost Emeritus and **Corie Martin**, Manager of Creative Web Services, Western Kentucky University

Coronado 4/5

Concurrent Session: Academic Master Planning in an Age of Disruption

Georgia is moving to performance-based funding for universities and colleges beginning in 2015. This "new normal" necessarily creates a sense of urgency requiring a shift of focus and resources to retention, progression and timely graduation. Inherent in this shift is the need for a disruptive academic master plan that is developed, implemented and assessed by deans, department chairs, and faculty. Presenters share a blueprint for a disruptive academic master planning process that is based on an adaptation of the work of Linda Ackerman Anderson and Dean Anderson (2010). This process was implemented at Middle Georgia College, a 5-campus college with close to 8,000 students and 300 faculty. Challenges, outcomes and next steps are discussed.

Presenters: **Martha L. Venn**, Vice President for Academic Affairs, Middle Georgia State College
Karla Hull, Professor, Curriculum, Leadership, & Technology, Valdosta State University (Ga.)

Coronado 7

Concurrent Session: Institutional Consolidation—Opportunities and Challenges

This session provides a first-person account of opportunities and challenges during the consolidation of North Georgia College & State University, a Level V institution of 6500 students, and Gainesville State College, a Level II institution of 8700 students. Practical tips and lessons learned for academic leaders who may be leading institutional consolidations or similar significant institutional changes.

Presenter: **Patricia Donat**, Provost and Senior Vice President for Academic Affairs, University of North Georgia

Salon A

Concurrent Session: Nurturing Leadership

With extensive hiring and retirement it is likely that within two years 25% of the faculty at Cal Poly Pomona will have served fewer than four years. While this may contribute to academic vibrancy, it may also create a leadership vacuum, at the department chair level and beyond. We are undertaking multiple steps to strengthen Cal Poly's leadership pipeline. The university Faculty Center for Professional Development offers a seminar series on departmental leadership

and there are mentoring programs and workshops for new chairs. Chair evaluation processes have been strengthened to foster growth. Supported by external funding, a faculty learning community to promote department leadership will be established. The presenters support participation of promising department chairs and faculty in junior leadership roles in external leadership development programs such as HERS.

Presenters: **Marten denBoer**, Provost and Vice President for Academic Affairs and **Shanthi Srinivas**, Associate Vice President, California State Polytechnic University, Pomona

Salon B

Concurrent Session: Chasing the Sun—Innovative Use of an International Partnership in Globalization of an Honors Program

The presenters share an overview of the journey taken by Jacksonville State University (JSU) to provide faculty and students with a more global perspective, with highlights from the globalization of its Honors Program. The development of international partnerships has been integral to advancing JSU's strategic decision to internationalize and has allowed JSU to develop cost-effective international exchanges. In addition to sharing strategies from JSU's approach to globalization and best practices for building international partnerships, the presenters also provide practical information about developing and leading cultural exchange visits between students and faculty from JSU and one of JSU's Chinese partner universities, Taizhou University in Linhai City, PRC.

Presenters: **Gena Christopher**, Instructor of English and QEP Chair and **Lisa Williams**, Associate Dean, College of Arts and Sciences, Jacksonville State University (Ala.)

Black Swan

Concurrent Session: Students First—Re-organizing Academic Affairs to Ensure Work-ready Graduates

For any organization to function effectively and efficiently, systems and processes must be aligned and fine-tuned to ensure robust, nimble and dynamic functionality. A major objective undertaken within academic affairs at the University of Tennessee at Chattanooga has been an evaluation and analysis of its organizational structure. The purpose of this process was to determine how academic affairs could become more functionally vibrant, thus capable of ensuring that "Students First" is a fact and is integrated into every facet of our academic affairs functions. The outcome resulted in major changes that are having transformational effects on alignment of processes and procedures and on assessment and measurable learning outcomes.

Presenter: **Jerald Ainsworth**, Provost and Senior Vice Chancellor for Academic Affairs, University of Tennessee at Chattanooga

Tidelands

Concurrent Session: Creating the Master Academic Plan to Change the University Culture

If student learning is at the center of higher education, then master academic planning should be at the center of all college/university planning. Bemidji State University faculty purposely created a Master Academic Plan during the 2012 fall semester, prior to the creation of a new university strategic plan, engaging the entire campus community to set the beliefs, values, vision and goals for academic programming. The process, lessons learned and recommendations are shared.

Presenters: **Martin Tadlock**, Provost and Vice President for Academic Affairs and **Jeanine Gangeness**, Dean, School of Nursing, Bemidji State University (Minn.)

12:15 p.m. – 1:45 p.m.

Lunch on Your Own

Coronado 1

12:15 p.m. – 1:45 p.m.

Rosetta Stone Education Hospitality Suite Lunch (*open to the first 15 people who arrive*)

Visit the hospitality to hear about Rosetta Stone Education's newest higher education offerings. Take a quick survey for your chance to win one of six gift cards.

Salon A

12:15 p.m. – 1:45 p.m.

Lunch for Provosts of Color

Facilitator: **Charlie Nelms**, Senior Scholar, AASCU and Center Scholar, Indiana University Center on Postsecondary Research

Tidelands

12:15 p.m. – 1:45 p.m.

BAPA Lunch Session Panel: Experiential Plan

Note: For current BAPA participants only

Presenters: **Sandra Haynes**, Dean of the School of Professional Studies, Metropolitan State College of Denver
Gayle Hutchinson, Provost and Vice President for Academic Affairs, California State University – Channel Islands
Dave Starrett, Dean, Academic Information Services, Southeast Missouri State University

Boardroom

12:15 p.m. – 1:45 p.m.

Lunch with Pam Tate (by invitation)

Salon B

12:15 p.m. – 1:45

New York Times Lunch (by invitation)

Coronado 2/3

12:15 p.m. – 1:45 p.m.

InsideTrack Lunch (by invitation)

2 p.m. – 3 p.m.

Featured Sessions

Salon A

Featured Session: We Got Data, Now What? A Model to Turn Data into Actionable Knowledge

(This session is repeated at 3:30 p.m.)

Significant, potentially wasteful investments are being made to build databases to assess institutional performance and encourage greater accountability. In contrast, investments in professional development to promote practitioners' efficacious use of data have been negligible. In 2012, the Pennsylvania State System of Higher Education adopted the Equity Scorecard to promote professional accountability in the 14 campuses. System and campus leaders discuss ways in which the Equity Scorecard approach successfully involved teams of faculty and staff in data review, setting specific goals, assessing practices, policies, and structures and making recommendations.

Presenters: **Estela Mara Bensimon**, Professor and Co-Director, Center for Urban Education, Rossier School of Education, University of Southern California

Kathleen Howley, Sr. Associate Vice Chancellor Academic & Student Affairs, The PA State System of Higher Education

Ira K. Blake, Provost and Senior Vice President for Academic Affairs, Bloomsburg University of Pennsylvania

Linda L. Lamwers, Provost and Vice President for Academic Affairs, West Chester University of Pennsylvania

Salon B

Featured Session: Prioritizing Academic Programs

(This session is repeated at 3:30 p.m.)

As colleges and universities confront fiscal realities, reallocation of existing resources is essential. Reallocation requires academically sound prioritization. This session focuses on how and why to prioritize, and helps you assess your readiness.

Presenter: **Robert C. Dickeson**, President Emeritus, University of Northern Colorado

Coronado 2/3

Featured Session: From Reporting to Insight to Action: How Data are Changing Perspectives on Postsecondary Student Success

(This session is repeated at 3:30 p.m.)

This session explores changing data sensibilities at U.S. post-secondary institutions with particular attention paid to how predictive analytics are changing expectations for institutional accountability and student success. Results from the Predictive Analytics Reporting Framework show that predictive modeling can identify students at risk and that linking behavioral predictions of risk with interventions to mitigate those risks at the point of need is a powerful strategy for increasing rates of student retention, academic progress and completion.

Presenter: **Ellen Wagner**, Chief strategy officer, PAR Framework

Coronado 4/5

Featured Session: What's in your Digital Backpack—Badging Strategies in Higher Education

What are open digital badges and what are their potential applications for higher education? This session explores how badging can play a role in adequately preparing students to enter the workforce, increase transparency and establish trusted communication between employers, job-seekers and education providers. Learn about badging, as well as hear from two academic leaders who will share their experiences around successfully applying a badging strategy at their institutions.

Presenters: **Pearson**

Coronado 7

Featured Session: Preparing for the Presidential Search—Immediate Considerations as well as the Long View

The presidential search process is unmasked and discussed in this session. Whether one is currently planning on seeking a presidency or wonders whether it might be considered in the future, the presentation and discussion covers both. Preparing the background experiences, cover letter, and CV for a presidential search is part of the session's focus – as well as the personal side of entering a search.

Presenter: **Ann Die Hasselmo**, Senior Consultant, Academic Search; President Emerita, American Academic Leadership Institute; and President Emerita, Hendrix College

Tidelands

Featured Session: Credit for What They Know—Increasing Adult Student Degree Completion Rates

(This session is repeated at 3:30 p.m.)

Given the strong national focus on making college more affordable and promoting degree completion, the time is right for enhancing student access to Prior Learning Assessment (PLA). PLA is the process by which an individual's learning from life and work experience is evaluated for the purpose of granting college credit. This session discusses the link between PLA and improved rates of adult degree completion, and explains how one state system, the Pennsylvania State System of Higher Education, moved forward to implement PLA throughout the state colleges through CAEL's national on-line service for PLA, LearningCounts.

Presenters: **Pamela Tate**, President and CEO, Council for Adult and Experiential Learning (CAEL)

John Cavanaugh, President and CEO, Consortium of Universities of the Washington Metropolitan Area

Black Swan

Featured Session: Growing Online Programs—Recommendations from the AASCU-LearningHouse CAO Survey

In the summer of 2013, AASCU Chief Academic Officers were surveyed regarding the organization and delivery of online programs. The report www.learninghouse.com/aascu2013-report included eleven recommendations for improving and growing online programs. Each of these recommendations is explained in this session. Participating chief academic officers describe how they handle these issues on their campuses.

Presenters: **David Clinefelter**, Chief Academic Officer, The Learning House

Deborah Bordelon, Provost and Vice President for Academic Affairs, Governors State University (Ill.)

Steve Doblin, Provost and Vice President for Academic Affairs, Lamar University (Texas)

Lynette Olson, Provost and Vice President for Academic Affairs, Pittsburg State University (Kan.)

Coronado Ballroom Foyer

3 p.m. – 3:30 p.m.

Refreshment Break

Refreshments sponsored by Rosetta Stone Education

Coronado 1

3 p.m. – 3:30 p.m.

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3:30 p.m. – 4:30 p.m.

Featured Sessions

Coronado 2/3

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Presenter: **Ellen Wagner**, Chief strategy officer, PAR Framework

Coronado 4/5

Featured Session: AASCU's Massively Collaboratively Designed Courses—An Innovative Model for the 21st Century

The paradigm of the 21st century is collaboration. Yet course design is still primarily an individual faculty responsibility. How can we create a new model that addresses rising costs and higher expectations, using emerging technologies? This presentation describes a project to create Massively Collaboratively Designed Courses. In two projects, teacher scholars from multiple AASCU campuses have taken the lead in developing innovative, cross-disciplinary course materials that include a blended learning course, as well as a host of supporting materials and activities: eBook, teaching tool kit, student guide, web collaborative resources, and workshops. They use out-of-classroom interactive technologies to create additional in-class space for collaborative learning. The materials are collectively developed, improved, redesigned, and re-invented on an on-going, cooperative basis by the interdisciplinary team of scholars as well other educators who use the curriculum. The fully adaptable materials are made available to campuses at a minimal cost per student. The result? High quality, well-vetted, multi-disciplinary course materials that save faculty time while preserving faculty input and expertise, facilitate flipped or blended classrooms, make appropriate use of emerging technologies, and save money for students.

Presenters: **Shala Mills**, Chair and Professor of Political Science/National Coordinator of Global Challenges Project and **Chris Crawford**, Interim Provost, Fort Hays State University (Kan.)

Coronado 7

Featured Session: The Marketplace of Collegiate Cooperation

The online movement has inspired new collaborative relationships between HEIs. More institutions are using inter-institutional online degree collaborations as entrée points for more substantial collaborative agreements. Such agreements have helped generate latticing agreements that enhance course portability for students, dual enrollment agreements, all the while optimizing online course seat capacity.

Presenters:

Charles Bicak, Senior Vice Chancellor for Academic and Student Affairs, University of Nebraska Kearney

Barbara Burch, Provost Emeritus, Western Kentucky University

Kim Griffo, CEO/Founder, UIU Link

Jay Morgan, Provost and Vice President for Academic Affairs, Murray State University (Ky.)

Salon A

Featured Session: We Got Data, Now What? A Model to Turn Data into Actionable Knowledge

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Tidelands

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Presenters: **Pamela Tate**, President and CEO, Council for Adult and Experiential Learning (CAEL)

John Cavanaugh, President and CEO, Consortium of Universities of the Washington Metropolitan Area

Black Swan

Featured Session: Making a Difference with At-Risk Students—the Example of Georgia State University

Through the innovative use of data and predictive analytics, Georgia State University has boosted graduation rates by 22 percent in the last 10 years, even while its population of Pell and underrepresented students has more than doubled. Using financial aid interventions, intrusive advising, structured pathways, peer tutoring and other large-scale initiatives, Georgia State has eliminated all significant achievement gaps among its students. Pell, African American, and Hispanic students now graduate at higher rates than the overall student body, and the university confers more bachelor's degrees to African Americans than any other U.S. university. This session explores some of the methods of and challenges to succeeding with at-risk student populations.

Presenter: **Timothy M. Renick**, Vice Provost and Chief Enrollment Officer, Georgia State University

Coronado 1

4 p.m. – 5:30 p.m.

Rosetta Stone Education Hospitality Suite

Visit the hospitality to hear about Rosetta Stone Education's newest higher education offerings. Take a quick survey for your chance to win one of six gift cards. Come by and grab a beer or a glass of wine before you head out to dinner!

5:30 p.m.

Networking Dinners

Saturday, February 8, 2014

7 a.m. – 4:30 p.m.

Coronado Ballroom Foyer

Registration

Refreshments throughout the day sponsored by Rosette Stone Education

7:30 a.m. – 9 a.m.

Tidelands

BAPA Breakfast Presentation: What Every Provost Needs to Know About the Law

For current BAPA attendees. Breakfast is served in the Tidelands room. Breakfast starts at 7:30 and the presentation begins at 8 a.m.

Presenter: **Christine Helwick**, Hirschfeld, Kraemer, LLP

Coronado 1

7:30 a.m. – 8:55 a.m.

Rosetta Stone Education Hospitality Suite

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Working Breakfast sessions

7:30 a.m. – 8:55 a.m.

Coronado 2/3

Breakfast Session: Revising the Core Curriculum—an Inclusive and Collaborative Approach to Developing a New Outcomes-Based General Education Curriculum

Salem State University is completing the first comprehensive revision of its general education curriculum since 1975. While the directive for developing the new general education curriculum was initiated by the university's academic leadership, the committee tasked with this work developed a process that would engage many stakeholders, anticipate and respond to campus concerns, and consider the revision in light of a range of other campus initiatives and external demands. The session will be of particular interest to universities with collective bargaining models of shared-governance and those looking for strategies to ensure a transparent, inclusive and collaborative process that includes the voices of multiple stakeholders from the time revision is identified as necessary until a new model has been presented to the community.

Presenters: **Kristin Esterberg**, Provost and Academic Vice President; **Elizabeth Duclos-Orsello**, Associate Professor; **Emerson (Tad) Baker**, Professor; and **Neal DeChillo**, Associate Provost and Dean, College of Health and Human Services, Salem State University (Mass.)

Coronado 4/5

Breakfast Session: Excellence in Community Engagement & Community-Engaged Scholarship

This session focuses on how The University of North Carolina at Greensboro (UNCG) has designed a series of initiatives and projects to advance its identity and image as a community-engaged university. A diverse array of strategies used to advance UNCG's identity and reputation are shared, including revisions to promotion and tenure policies, the use of consultants and external speakers on campus and the development of institutional- and system-level metrics. The development of an innovative website and online database system that provides essential data to inform and assist with strategic directions, fundraising, research development, curricular and academic program foci, and the recruitment and retention of diverse faculty, staff and students is also presented.

Presenters: **David Perrin**, Provost and Executive Vice Chancellor and **Terri L. Shelton**, Vice Chancellor for Research and Economic Development and Carol Jenkins Mattocks Distinguished Professor, The University of North Carolina at Greensboro

Coronado 7

Breakfast Session: Transforming Leadership Development through Training, Mentoring and Experiential Learning

As part of a National Science Foundation grant, the University of Texas – Pan American (UTPA) has developed the ADVANCE Leadership Institute, a comprehensive and integrated leadership development program to prepare the next generation of academic leaders at UTPA and beyond. The Institute curriculum includes a series of workshops on strategic topics such as the role of the leader, decision making, problem solving, negotiation, conflict management and strategic planning. The Institute incorporates mentoring by pairing each participant with an experienced leader or administrator. The semester-long Institute experience is complemented by a subsequent year-long administrative fellowship in a key University office. Graduates of the first cohort, in 2013, reported that the Institute changed their narratives about administration and inspired them to take leadership roles.

Presenters: **Marie Mora**, Vice Provost Fellow for Faculty Affairs and **Ala Qubbaj**, Vice Provost for Faculty Affairs, University of Texas-Pan American

Salon A

Breakfast Session: Academic Leadership Challenge—Fitting the Square Peg (Teacher Education) into the Round Hole (University)

Colleges and universities need to do a better job recruiting and training good teachers. This demand, while not new, is widespread, immediate and challenging. Strengthening the position of universities in teacher preparation will depend on responses to this need. Success will depend principally on (1) programs focused on clinical experiences, research-based professional practices, and partnerships with P-12 schools and (2) changes in some organizational and administrative structures and processes of institutions that restrict the capacity for teacher education to function efficiently or effectively. Teacher education must function as a professional school with flexibility to realize its unique identity within the context of the university. This session presents ways for academic leaders to achieve university-based teacher preparation that meets needs of schools and students, while also enhancing the status of the university.

Presenters: **Barbara Burch**, Provost Emeritus and **Pamela Petty**, Director, WKU Center for Literacy and Professor of Literacy, School of Teacher Education and **Kandy C. Smith**, Instructor, School of Teacher Education, Western Kentucky University

Salon B

Breakfast Session: Planning Maps and Revenue Rivers—Reinventing Strategic Planning and Fiscal Management to Thrive amid a Changing Landscape

Responding to fiscal challenges and the need for innovation precipitated by the changing context around higher education requires a rethinking of traditional approaches to strategic planning and fiscal management. The purpose of this presentation is to describe one university's work to change both its strategic planning process and fiscal management philosophy, and to connect the two in order to drive fiscal sustainability and invest in academic priorities.

Presenters: **Kay Norton**, President; **Robbyn Wacker**, Provost and Senior Vice President; and **Michelle Quinn**, Senior Vice President for Administration University of Northern Colorado

Black Swan

Breakfast Session: The Public Perception of AASCU Institutions: Results of a national online survey

This presentation presents the results of a national research project AASCU commissioned in 2013 focused on the general public's perception of AASCU members (public comprehensive colleges and universities). Areas covered include quality, choice, and value. Other topics covered include state support, public higher education as a funding priority, and tuition.

Presenter: Susan Chilcott, Vice President for Communications, AASCU

Boardroom

Breakfast with Pam Tate and DQP folks (by invitation)

Salon C/D

9 a.m. – 9:15 a.m.

Plenary: Intro to Teaching Demos

Facilitator: **George L. Mehaffy**, Vice President, Academic Leadership and Change, AASCU

Salon C/D

9:30 a.m. – 10:45 a.m.

BAPA Presentation: Accreditation

For current BAPA attendees

Presenters: **Claudine Keenan**, Dean of Education, Richard Stockton College of New Jersey

Harvey Kesselman, Provost and Executive Vice President, Richard Stockton College of New Jersey

BAPA Note: After the BAPA session, BAPA Attendees are encouraged to attend the teaching demos occurring at 11 a.m. and 11:45 a.m.

Teaching Demo Repeated sessions

9:30 a.m. – 10 a.m.

10:15 a.m. – 10:45 a.m.

11 a.m. – 11:30 a.m.

11:45 a.m. – 12:15 p.m.

Coronado 2/3

Teaching Demo: Teaching Class Piano for Non-Music Majors Online vs. Face to Face

Anderson has successfully taught beginning class piano in a fully online setting (Blackboard 9.1) and shares how it was done, comparing the online experience with the face to face version of the same class. This is one of the first such piano classes offered online in the United States. Through creation of daily performance videos in the online class, students were able to observe each other's playing as well as the instructor's demonstrations, and students finished the class with a tangible record of their progress. Students also were required to use MIDI background accompaniments in order to learn basic rhythm. The use of MIDI disks and video cameras proved to be such an invaluable part of the learning process that they will be incorporated into the face to face classes in the future.

Presenter: **Shane Anderson**, Associate Professor of Music, Texas A&M University at Corpus Christi

Coronado 4/5

Teaching Demo: Are there Zombies in the Bible, and Other Lessons Students Can Teach Us

In a time of innovation and 21st century initiatives, Gena Christopher uses social media and 21st century technologies to energize the study of American Literature in sophomore level general education courses. Giving students the freedom to ask their own questions and to choose their own texts has led to a more critical and active study of American authors and their works. After 20 years of teaching American literature from the teacher-centered perspective, Christopher has found that these learner-centered approaches have improved student participation and increased student learning.

Presenter: **Gena Christopher**, Instructor of English, Jacksonville State University (Ala.)

Coronado 7

Teaching Demo: Achieving Rigor and Equity Simultaneously in a Mathematics Class Utilizing Smartpens and a Device

Eley is interested in teaching mathematics using technology and equity in mathematics education. His efforts in creating novel teaching methods and curricular components are informed by his research interests. His collaboration with STEM and education professionals has addressed fundamental scientific questions about how students learn using technology and how students gain equitable access to educational opportunities. He uses innovative methods to reach his students so that students are able to learn at their own pace. Utilizing SmartPens and personal devices (i.e. iPad, computer), Eley is able to engage many students at various levels of conceptual understanding at one time. He believes that teaching with technology fosters equity in the classroom and enhances student learning through play. He is part of a team that is revitalizing Mathematics Education and research at Fayetteville State University and its local educational institutions.

Presenter: **Peter Eley**, Assistant Professor of Education, Fayetteville State University (N.C.)

Salon A

Teaching Demo: Using the iPad to Illustrate New Perspectives in Chemistry

Jacoby uses the iPad in the classroom to teach and show new perspectives on biochemistry. With traditional classroom technology, faculty often show chemical reactions and 3D structures, but are limited in how they showcase perspectives.

Jacoby uses apps on the iPad to provide varied perspectives on structures. An app called “Molecules” is his preferred app and used to manipulate, rotate, zoom and adjust 3-dimensional molecules in real-time. Specific binding sites and other important characteristics of the enzymes are able to be highlighted. Almost any PDB structure can be downloaded and displayed in 3D, even mutants and suicide inhibitors. An app called “ChemDraw” enables molecule drawing on demand during class. An iPad can be used to quickly draw the structure, including unstable bonds and show how the reaction proceeds. An app called “ChemistFree” allows a professor to show actual “wet chemistry” reactions without being in the lab. All of these apps augment Jacoby’s lectures to help students understand, remember and apply chemical knowledge. Apps such as iWork, iMovie and Garageband are used create multimedia podcasts that students can review on their own outside of class.

Presenter: **Adam Jacoby**, Assistant Professor of Chemistry, Southeast Missouri State University

Salon B

Teaching Demo: Flipping Physics at James Madison University

Over the course of several years, James Madison University physics has been gradually reforming its introductory physics sequence. The most dramatic change has been “flipping the classroom,” which has been made possible through the creation of approximately 150 short (5-10 minute) videos. For homework, students are assigned 3-5 videos to watch. These assignments are combined with in-class activities that provide the students with focused guidance on concepts and skills that students traditionally have left our classes not having mastered. By combining advances in technology with research-validated pedagogies we have reimagined the role of both instructor and student in these gateway courses.

Presenter: **Scott Paulson**, Associate Professor of Physics and Astronomy, James Madison University (Va.)

Tidelands

Teaching Demo: Experiencing Culture and Growing Cultural Competence: Teaching Culture with Technology

Culture is a nebulous, highly experiential, and uniquely individualized concept that resists textbook definitions and in-class explanations. Yet an understanding of culture and the development of cultural competence are foundational for the college graduate entering the global market and living in our extremely diverse 21st-century world.

Teaching culture is, however, a profoundly challenging enterprise. The individual character of each student’s relationship to culture is complicated by his or her unique method of learning; additionally, a true understanding of culture must be managed and mediated by the student as a member of a learning community, thereby moving past “awareness” and replicating the real experience of lived culture.

In order to address this pedagogical challenge, the speaker has devised a paradigmatic approach to teaching cultural understanding and competence by using a very simple and accessible Web 2.0 technology: Wiki. The curricular design of the class is based on using Wiki to facilitate the following:

- individual contribution to a shared experience of culture
 - collaboration and community building that replicates the structure of culture
 - the incorporation of best-practice Universal Design methodologies in all aspects of the course
 - differentiated capstone course projects that capitalize on students’ individual skills and interests
- the actual experience of culture

This innovative methodology would not be possible without technology—a tool as basic as the Wiki is foundational to the success of this approach. It is applicable in any discipline and allows students to grow their cultural competence skills in an academic setting with the end goal of being able to apply what they learn in real-life settings.

Presenter: **Lunden MacDonald**, Associate Professor of Spanish, Metropolitan State University of Denver

Black Swan

Teaching Demo: Application of Puzzles Principles in Innovative Teaching

For any program of study, especially Engineering, the main goal of a capstone course is to enable students to prove with confidence that they are capable of applying knowledge gained throughout their tenure as students. The application of knowledge to “real life” involves more than applying engineering concepts by solving classroom problems. Industry

stakeholders and graduate schools expect that well-trained graduating engineers are capable and creative problem solvers, and additionally have several characteristics: 1) Graduates recognize the technical issues as related to their field and be able to work under the pressure and constraints of limited time and funds; 2) should be team players; and 3) should be able to clearly present issues, ideas, and findings both orally and in writing. In California State Polytechnic University's Industrial and Manufacturing Engineering program, a capstone course was designed to help students meet the above mentioned goals using Abedini's Puzzles Principles. Puzzles in the form of cases that simulate real life projects are presented to the students in a competitive, rigorous atmosphere—only one team “wins” the best grade for each case, which is similar to real situations in that only one engineering firm gets any given contract. In short, the course was designed to resemble a "stormy ocean"! Without the chance of drowning for real, students who think they can swim get a great deal of feedback for self-learning and self-improvement. The feedback instrument designed for this course indicates that students themselves see the benefit of the course immediately, as they report that this course was one of their most beneficial university experiences. In some cases recruiters have been questioning graduates if they have passed the course as a condition of employment.

Presenter: **Kamran Abedini**, Professor of Industrial & Manufacturing Engineering, California State Polytechnic University

Coronado 1

12:30 p.m. – 2 p.m.

Rosetta Stone Education Hospitality Suite

Visit the hospitality to hear about Rosetta Stone Education's newest higher education offerings. Take a quick survey for your chance to win one of six gift cards.

12:30 p.m. – 2 p.m.

Lunch and Featured Sessions

Note: These sessions occurs over lunch. Attendees will take their lunch to one of the Featured Sessions occurring at that time.

Tidelands

12:30 p.m. – 2 p.m.

BAPA Lunch Presentation: What Search Committees are Looking for and How Do You Show You've Got It?

For current BAPA attendees

Presenter: **Jacqueline Woods**, Senior Consultant, Academic Search, Inc.

Coronado 2/3

Lunch and Featured Session: Newspapers and Higher Ed—Lessons from a Dying Industry

As higher education is confronted by dramatic shifts in technology, revenue models and public opinion, it can learn from a mature industry that faced the same challenges and failed to adapt. Journalist-turned-university administrator Byron White shares insights on why higher education is not immune from the newspaper industry's fate – and how it can be avoided.

Presenter: **Byron White**, Vice President for University Engagement, Cleveland State University

Coronado 4/5

Lunch and Featured Session: Judging Sponsored Programs/Research Effectiveness

Demands for institutional accountability to justify public funding for education are increasingly coming from state legislatures, governors, and federal officials. The calls for performance funding and the development of metrics will have a profound influence on the field of research and sponsored programs administration. Institutional development and individual careers will be dependent on our capacity to prove the value of investments in research and education. The prosperity of the post-secondary sector will depend on how we respond to these accountability issues. This session focuses on the management of the demands for accountability from the states and the Washington government agency/association perspectives.

Presenters: **Mark Nook**, Senior Vice President for Academic and Student Affairs, University of Wisconsin System Administration

Richard Dunfee, Executive Director, Grants Resource Center, AASCU

Coronado 7

Lunch and Featured Session: Innovating Education—Little Bets, Big Results

The majority of innovation comes from making little bets that often lead to failure—from which learning comes—and then incremental steps to big new ideas. The University of Washington Bothell embraces this approach to innovation in education. This session details a few of UWB's "little bets," what we've learned, and how these investments drive our work toward big challenges.

Presenters: **Susan Jeffords**, Vice Chancellor for Academic Affairs; **Gray Kochhar-Lindgren**, Associate Vice Chancellor, Undergraduate Learning; and **Paul N. Markham**, Director of Strategic Community Partnerships, University of Washington Bothell

Salon A

Lunch and Featured Session: The Degree Qualifications Profile as Instrument of Change—Expected and Unexpected Results

As part of an AASCU grant funded by Lumina, three state systems--SUNY, Texas A&M, and the University System of Georgia--have been exploring the practical and transformative implications of the Degree Qualifications Profile (DQP). With a focus on challenges such as the strengthening of learning outcomes in majors, the creation of seamless transfer between 2- and 4-year institutions within specific disciplines, and understanding the nature of student learning and transformation in bridge programs, the projects have examined the DQP's strengths and weaknesses in varied contexts over a two-year period. Now, as the grant draws to a conclusion, representatives from the three systems will assess the power of the DQP as an instrument of change and share insights learned, expectations confirmed and refuted, and avenues for future exploration.

Presenters: **Timothy M. Renick**, Vice Provost and Chief Enrollment Officer, Georgia State University

Irma Harper, Assistant Vice Chancellor, Texas A&M System

Deborah L. Moeckel, Assistant Provost for Community College Education, State University of New York

Salon B

Lunch and Featured Session: Divided We Fail—A Report on National Forums Concerning Problems Facing Higher Education

During 2012-13, the National Issues Forums Institute conducted forums across the nation on major challenges facing higher education. William V. Muse, President of NIFI, reports on the results of those forums.

Presenter: **William V. Muse**, President, National Issues Forums Institute (NIFI)

Salon C/D

Lunch and Featured Session: The Common Core State Standards—Update and Action Agenda for AASCU Institutions

85% of US students attend school in a state that has adopted the CCSS. Yet graduation requirements in many of these states fail to align with Common Core. As these states transition from adoption to implementation, many are grappling with how best to assess student learning and how much this new assessment is going to cost. Serious adjustments will need to be made regarding what teachers will be expected to teach and how states will assess what students learn. For higher education the ripple effect, of course, is a major one for admission standards, first year and intro courses, remedial education, teacher education and the discipline courses in teacher education, and in fact may ultimately shape expectations of entering freshmen about how everyone in college teaches. Unfortunately, postsecondary institutions remain largely on the periphery of CC implementation, even as states begin to link high school exit exams to college readiness standards. This session will include an update on the CCSS and ways in which higher education participants in a national project are engaging with and supporting the implementation of CCSS in their states.

Presenter: **Jolanda M. Westerhof**, AASCU Director Teacher Education and Coordinator of AASCU/SHEEO/CCSSO College Readiness Partnership

Featured Sessions

2:15 p.m. – 3:30 p.m.

Coronado 2/3

Featured Session: The Updated NSSE—Using Student Engagement Results to Assess and Improve Educational Quality

The National Survey of Student Engagement (NSSE) results provide institutions helpful diagnostics about strengths and shortcomings in the undergraduate student experience. This session offers an overview of the updated NSSE (launched in 2013), which includes new content on quantitative reasoning, effective teaching, and collaborative learning, and modules on technology, advising and writing, and then engage participants in discussion about how results can be used for assessment, to guide faculty development, and inform institutional improvement plans.

Presenter: **Alexander C. McCormick**, Director, National Survey of Student Engagement and Associate Professor of Educational Leadership and Policy Studies, Indiana University Bloomington

Coronado 4/5

Featured Session: Finding and Helping the Student at Risk—Using Analytics and Signals to Increase Student Success

Bichsel (2012) defines analytics as "the use of data, statistical analysis, and explanatory and predictive models to gain insights and act on complex issues" (p. 6). Many institutions around the country, and indeed, the world, have begun exploring the use of analytics as a means of increasing student success. This session provides an overview of analytics, discusses how Purdue University leveraged analytics to develop Signals, and details assessment and implications for practice at other institutions.

Presenter: **Matthew D. Pistilli**, Research Scientist for Teaching and Learning Technologies, Purdue University (Ind.)

Coronado 7

Featured Session: AASCU's International Initiatives—A Focus on Asia

International Education opportunities continue to increase throughout Asia. This session highlights innovative activities and programs in Macao and Singapore.

More than 5000 students per year, in Macau, are prospective international students. Overseas study is a must be and affordable option for the majority of undergraduate and graduate students. MUST is a private university with globally acknowledged strengths in science, engineering and business. It is managed by the MUST Foundation and the first college established after the handover of Macau to the People's Republic of China MUST's outreach activities are increasing and focusing on building exchange opportunities with AASCU institutions.

Presenter: **Chen Xi**, Vice Rector, Macau University of Science and Technology (MUST)

Nanyang Technological University (NTU) is the fastest rising Asian University in the world's top 50. NTU has a new model for graduate education (GME). This potential partnership with AASCU members, aims to reduce the reliance on state and/or national government funding while responding to the challenges of an increasingly globalizing business world. The GME hopes to deploy customized curriculum and diversify funding to include private sector business and potential job creation in the Asian region for graduates to this innovative graduate program.

Presenter: **Nilanjan Sen**, Associate Dean, Nanyang Executive Director, Nanyang Technological University (NTU), Singapore

Salon A

Featured Session: The Workforce and Economic/Community Development Imperative

Funding in support of the economic recovery and job skills development is a Federal and State priority. This emphasis has implications for the way institutions construct external partnerships, develop proposals, and create a campus infrastructure to support sponsored programs/research. The importance of institutional planning and actions required to promote economic and workforce development initiatives are reviewed.

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

Robert English, Interim Dean, College of Technology, Indiana State University

Vicki Golich, Provost and Vice President for Academic & Student Affairs, Metropolitan State University of Denver (Colo.)

Devinder Malhotra, Provost and Academic Vice President, St. Cloud State University (Minn.)

Salon B

Featured Session: Institutional Consolidation—Lessons Learned & System Perspective Moving Forward

The University System of Georgia is committed to pursuing operational and administrative efficiencies and being a model steward of research, teaching, and service resources. Institutional consolidation has been joined with other initiatives such as facilities utilization, reduced administrative costs, closer monitoring of degree program productivity, and shared service functions to ensure greater resource management and to preserve quality in tight budget periods. Lessons learned in institutional consolidation in Georgia are discussed along with challenges and opportunities facing systems in all fifty states.

Presenter: **Houston Davis**, Executive Vice Chancellor & Chief Academic Officer, Board of Regents of the University System of Georgia

Coronado 1

3 p.m. – 3:45 p.m.

Rosetta Stone Education Hospitality Suite

Visit the hospitality to hear about Rosetta Stone Education's newest higher education offerings. Take a quick survey for your chance to win one of six gift cards. Warm soft pretzels available!

Concurrent Sessions

3:45 p.m. – 4:30 p.m.

Coronado 2/3

Concurrent Session: Comprehensive Enrollment Management Fosters Student Success

Enrollment management requires the integration of many actions. Done effectively, it promotes the successful progress of students to graduation. Academic Affairs at Cal Poly Pomona, in collaboration with other units on campus, has developed a set of programs and processes that include the work of admissions, scheduling, registration and instruction. Admissions recruit students in order to align admits to available instructional capacity. Scheduling allocates seats according to student demand for major and support courses. Registration is structured to enable students to meet both academic and financial constraints. Instruction advances pedagogy that ensures student learning and minimizes repeats. Presenters share their experiences, successes and plans for the future.

Presenters: **Marten denBoer**, Provost and Vice President for Academic Studies and **Claudia Pinter-Lucke**, Associate Provost, California State Polytechnic University, Pomona

Coronado 4/5

Concurrent Session: Stuck in the Middle with You—Moving Forward under Transitional Leadership

Serving as an academic leader is never easy, and those who agree to serve in transitional roles find themselves faced with challenges of moving forward with initiatives in uncertain times. These challenges include dealing with past problems, stabilizing the current environment, navigating campus politics and personalities and gaining buy-in for new projects. This session explores those challenges from the perspectives of two academic administrators who agreed to lead during an unexpected leadership change, and how they work with other administrators, faculty, staff and students to navigate the challenges. Even during times of transition, initiatives to improve student learning and engagement can still progress.

Presenters: **Pamela Fly**, Acting Vice President, Academic Affairs and **Thomas Jackson**, Assistant Vice President, Academic Affairs, Northeastern State University (Okla.)

Coronado 7

Concurrent Session: How to Build Successful Nonprofit Leadership Studies Programs

Dramatic shifts in the support and delivery of critical community programs and services across the country and the globe have been taking place since the early 1980s. From government devolution to increased public scrutiny and from economic pressure to globalization, the nonprofit/nongovernmental sector has steadily emerged as the primary source of commitment and capacity to effectively respond. Higher education is an essential part of the social capital focused on insuring that the sector's response meets the ever-changing challenges of advancing civil society. This session explores the current reality in nonprofit leadership studies and offers a strategy for building a comprehensive academic system.

Presenters: **Jay Morgan**, Provost and Vice President for Academic Affairs and **Robert Long**, Professor, Former Vice President of the Kellogg Foundation, Murray State University (Ky.)

Salon A

Concurrent Session: iPad, You Pad, We All Pad

California State University, Northridge has deployed an iPad and eTextbook project with 1,500 students, 70 faculty and 7 departments. Presenters in this session discuss the theory of change behind the roll-out and illustrate tablet uses in teaching and learning. They also share implications for scaling and financing, and lessons learned through assessment of the initiative.

Presenters: **Harry Hellenbrand**, Provost; **Hilary Baker**, Vice President for Information Technology/CIO; **Deone Zell**, Business Faculty and Senior Director, Academic Technology; and **Mary-Pat Stein**, Biology Faculty and Academic Technology Fellow, California State University, Northridge

Salon B

Concurrent Session: Aligning Student Success with Quarter-to-Semester Conversion

Semester Conversion offers an exceptional opportunity to redefine the educational experience at Cal State L.A. and to strengthen our institutional commitment continually to align our curriculum, pedagogy, and services with our educational values and goals. Faculty have a rare chance to develop a curriculum that reflects the distinctive mission of the university, evolving disciplinary concerns, emerging best practices for teaching and learning—all which at the same time address important student success needs. This opportunity allows for a comprehensive reexamination of what has worked—and what hasn't—in order to better prepare our graduates for entry into professional and civic life. This session presents efforts underway to facilitate and incentivize this important work.

Presenters: **Ashish Vaidya**, Provost and Vice President for Academic Affairs and **Philip LaPol**, Associate Vice President, California State University Los Angeles

Tidelands

Concurrent Session: Housemates or Family? Using New Metaphors to Rethink the Library, Student Success, Writing Center Collaboration

Pittsburg State University is responding to changing campus dynamics by rethinking relationships between academic and support units. Nationally, a common reorganization creates new relationships among university libraries, student success programs and writing centers. Shared space does not necessarily produce the kind of synergistic symbiosis that generates new academic ecosystems. While the benign neglect of courteous housemates can go a long way toward easing tensions inherent in space reallocations, simply being nice to each other is not a strong enough response to justify the significant investments made in new library-learning-lifestyle spaces. If synergy is to happen, it must come from a mutually interdependent way of life and shared vision for the future. This presentation illustrates possibilities and obstacles when three units commit to becoming family instead of merely housemates.

Presenters: **Lynette Olson**, Provost and Vice President for Academic Affairs; **Randy Roberts**, Interim Dean, Library Services; **Janet Zepernick**, Director, Writing Center; and **Heather Eckstein**, Director, Student Success Programs, Pittsburg State University (Kan.)

Coronado Ballroom Foyer

4:30 p.m. – 6 p.m.

Happy Hour

Coronado 1

4:30 p.m. – 6 p.m.

Rosetta Stone Education Hospitality Suite

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