LEADING CHANGE: THE WHAT AND THE HOW

2019 AASCU ACADEMIC AFFAIRS WINTER MEETING

FEBRUARY 7-9, 2019
AMELIA ISLAND, FL

PROGRAM
Wednesday, February 6

3:00pm – 5:00pm
Registration
Ossabaw Foyer

Thursday, February 7

8:00am – 5:00pm
Registration
Magnolia Foyer

8:00am – 4:00pm
JSU Meeting
Talbot

7:30 a.m.–9:00 a.m.
Breakfast - Rural/Frontier Set  Pre-Conference Working Groups
Magnolia AB Foyer

8:30 a.m.–2:00 p.m.
Pre-Conference Meeting: Frontier Set
Magnolia A
The Frontier Set Pre-Conference is by invitation only. Frontier Set institutions will come prepared for a day designed to help you and your team take your Frontier Set dashboards to the next level. We will begin the day with spotlights from our Solution Network Intermediaries on the most current learnings in Digital Learning, Pathways, Advising and Developmental Education. From there we will move through a day filled with team time, focused discussions, and individualized feedback for your team about how to optimize your plans and overcome challenges.
Presenter: Victoria Matthew, Senior Officer, Venture Well

9:00 a.m.–2:00 p.m.
Pre-Conference Meeting: Rural Institutions
Magnolia B
“We invite our rural-serving institution colleagues to learn and share unique opportunities and challenges facing your respective institutions. Special guests from Appalachian State University will be sharing their institution’s promising practices and addressing the broad implications of being a rural institution and serving rural students. In addition, we will be engaging in additional meaningful conversations about the following topics:
• Enrollment trends
• Faculty recruitment
• Economic development
• State/Federal policy issues impacting rural institutions
• Defining Rural-Serving Institutions
• Regional stewardship
• Diversity and equity
• Promising practices
• How AASCU can continue to support rural institutions and students

9:00 a.m.–12:00 p.m.
Pre-Conference Meeting: International Education - Building Sustainable Partnerships and Successful Programs in the Americas/Caribbean
Magnolia C
This interactive workshop will allow participants to learn about and discuss innovative models for increasing student mobility, faculty professional development and strengthening academic partnerships between AASCU members and higher institutions in the Americas.
Presenters: José Santiago, Global Division-Latin America ETS
Dairo Enrique Moreno, President, Civitas Global Educational Services
Eliane Segati Rios Registro, ABRUEM: Brazil Association of 45 Federal and State Universities

12:30 p.m.–2:30 p.m.
Pre-Conference Meeting: New Provost
Amelia 1

3:00 p.m.–3:15 p.m.
Welcome and Opening
Magnolia D-G
Presenter: Mildred García, President, AASCU

3:15 p.m.–4:15 p.m.
Opening Plenary: The Future of Work + The Future of Us
Magnolia D-G
As the changing nature of work continues to grow more dynamic and more global, higher education is uniquely poised to respond in new and integrated ways to best support our students in their academic and career success. As educators, we've spent a significant amount of time in the past few years looking at future of work trends and talking about ways to prepare our students to be agile and adaptable individuals ready to make sense of the world around them. The time for systemic change has never been greater. We must view our ecosystem as a bit wider than before and come together to solve for these complex challenges we face just as we encourage our students to tackle the world's biggest issues with a multidisciplinary focus. Through active and intentional change, we can begin to create structures that reach every student and remove barriers to access and opportunity. This opening plenary will provide insight on the evolution of career education, new models to better influence student success, and frameworks for leading change.
Presenters: Christine Cruzvergara, Vice President, Higher Education & Student Success, Handshake

4:15 p.m.–4:30 p.m.
Staff Introductions
Magnolia D-G
Presenter: George Mehaffy, Vice President for Academic Leadership and Change, AASCU
4:30 p.m.—4:45 p.m.
Break
Magnolia Foyer

4:45 p.m.—5:30 p.m.
This Old House
Magnolia D-G
Presenter: George Mehaffy, Vice President for Academic Leadership and Change, AASCU

5:30 p.m.—6:30 p.m.
Opening Reception
Magnolia Foyer

6:30 p.m.—8:00 p.m.
Dinner: Center for Student Success’s Validation Year (Invitation Only)
Talbot
Introduce the Center for Student Success validation year concept, goals and timeline to Frontier Set Site Team Coordinators
Presenter: Paul Markham, Founding Partner, Sova

Friday, February 8

7:30am – 8:20am
Breakfast
Magnolia Foyer

8:00am – 5:00pm
Registration
Magnolia Foyer

7:30am – 8:20am
Breakfast (Provosts of Color)
Magnolia C

8:20am – 9:30am
Plenary Session: The Pathways Journey Continues
Magnolia D-G
Presenter: Tristan Denley, Executive Vice Chancellor for Academic Affairs and Chief Academic Officer, University System of Georgia
9:00am – 5:00pm
GRC Private Consultations
Sapelo A

9:00am – 5:00pm
The Registry: Private Consultations
Sapelo B

9:40am – 10:30am
Concurrent Session I: The Future of Work + The Future of Us: Continuing our Conversation
Magnolia C
As a follow-up to the opening plenary, the goal of this session is to have an informal dialogue on unique career education approaches colleges/universities are implementing to respond to the changing nature of work. In addition to your questions, the presenter welcomes and encourages participants to share their campus’ promising practices related to career education and their impact to student success.
Presenter: Christine Cruzvergara, Vice President, Higher Education & Student Success, Handshake

9:40am – 10:30am
Concurrent Session I: Inside Track - Collaboration is Key: How Student and Academic Affairs Have Partnered to Improve Student Outcomes at Cal Poly Pomona
Magnolia B
At Cal Poly Pomona, the College of Letters, Arts and Social Sciences has partnered with Student Affairs to enhance the first-year experience and drive student outcomes and close equity gaps by implementing proactive coaching support. While it is now widely accepted that enhanced student support can improve student outcomes, it is often unclear where that support should sit and how Academic Affairs and Student Affairs should work together. This session will highlight how the teams at Cal Poly have increased dialogue and collaboration to create an integrated and highly coherent approach to supporting students in the first year. Session attendees will gain insights regarding executive decision-making and organizational change management to improved internal collaboration and the effective use of outside partners.
Presenters:
Sylvia Alva, Provost, Cal Poly Pomona
Kai Drekmeier, President, Inside Track
9:40am – 10:30am
Concurrent Session I: Leading Change Through the Power of Democratic Engagement: The American Democracy Project on the Regional Campuses of Indiana University
Magnolia A
This panel discussion will focus on how the AASCU American Democracy Project (ADP) functions on and among the Regional Campuses of Indiana University (IU). The IU regional campuses are located throughout the state (Richmond (IU East), Kokomo (IU Kokomo), Gary (IU Northwest), South Bend (IU South Bend), and New Albany (IU Southeast)). Each serves a culturally and geographically unique region, yet all share a common educational and service mission. This panel will feature brief presentations from the ADP coordinator on each campus, wherein they will share descriptions of student involvement, budgetary and political challenges, and aspirations for their own campus and IU as a system. Topics will include ADP’s links to student success, ADP and the Carnegie Engagement classification, and working with campus and central university administration. Ample opportunity will be available for discussion.
Panelist:
William McKinney, Senior Advisor for Regional Campus, Indiana University
Eric Bain-Selbo, Dean of the School of Humanities and Social Sciences, Indiana University Kokomo
Elizabeth Bennion, Professor, Indiana University South Bend
Scott Lee, Assistant Professor of Political Science, Indiana University East
Margot Morgan, Assistant Professor of Political Science, Indiana University Southeast
Ellen Szarletta, Director of the Center for Urban and Regional Excellence and Professor in the School of Public and Environmental Affairs, Indiana University Northwest

9:40am – 10:30am
Concurrent Session I: Theory and Practice: Connecting researchers and practitioners for regional comprehensive universities
Ossabaw
In recent years, there has been a growing interest from the higher education research community toward public regional colleges and universities. From measures of efficiency to advocacy strategies, scholars have explored a range of issues and challenges directly affecting this vital, yet increasingly threatened segment of American higher education. This concurrent session will examine the history of research on public regional colleges and universities, along with a discussion on key issues that researchers need to examine in the years ahead.
Presenter: Thomas L. Harnisch, Director of State Relations and Policy Analysis, AASCU

9:40am – 10:30am
Concurrent Session I: Design Your Life: An Innovative Career-Readiness Program
Amelia 2&3
The purpose of the Design Your Life (DYL) course is to help students transition from college to their first career. Many students hold dysfunctional beliefs that influence their career decisions and how they approach their preparation for those careers. This course exposes those dysfunctional beliefs and provides students with a framework and set of skills that can be used throughout their lifetime. Two years of assessment data indicate that, compared to a control group, the course decreased students’ career anxiety and dysfunctional beliefs. Additionally, increases in career self-efficacy, agency, confidence, and resilience were found. Attendees will learn about the DYL course, evidence of the course’s effectiveness, and how the DYL faculty training program was implemented at our diverse, public institution.
Presenter: Heather Butler, Associate Professor, California State University, Dominguez Hills
9:40am – 10:30am
Concurrent Session I: Applied Scholarship: A strategy for Increasing Faculty Research
Amelia 1
At regional comprehensive universities, heavy teaching loads (usually four/four) are a barrier for faculty research and scholarship. Faculty struggle to find the time to do basic research that forms the foundation of extramural grants and broader research agendas. This structural obstacle interrupts faculty professional development as scholarly productivity declines after starting careers in teaching institutions. This paper will describe how at Fitchburg State University the institution coupled its community engagement strategy with faculty scholarly interest to create the "Community Research & Consulting Group." This faculty group engages in projects that solve real problems and answers practical questions that meet the needs of community agencies, non-profits, businesses and local government. The model accelerates faculty scholarship and facilitates professional development as well as tenure and promotion processes.
Presenters: Alberto Cardelle, Provost, Fitchburg State University
Davis Weiss, Coordinator, Crocker Center for Community Engagement, Fitchburg State University

9:40am – 10:30am
Concurrent Session I: Shared Governance in Turbulent Times
Talbot
Turbulence in higher education can lead to internal pressures and organizational climate issues. External pressures from legislators at the state and national level, major fluctuation in enrollment and the related budgetary implications, prioritizing academic programs, and launching new programs outside of traditional university processes are just a few examples where climate issues arise among constituency groups. This session explores the use of shared governance to foster collaboration. The presenters will discuss practices implemented at Central Michigan University to strengthen shared governance and trust among constituency groups following an Academic Senate vote of no confidence on their previous president and provost in the winter of 2011. Ongoing systematic efforts repaired the climate and led to improved collaboration through turbulent times.
Presenters:
Joseph Garrison, Director, Financial Planning and Budgets, Central Michigan University
Concha Allen, Interim Director of Community Engagement, Central Michigan University
Sarah Marshall, Professor, Central Michigan University

10:40am – 11:30am
Concurrent Session II: The Short Life of a Provost
Magnolia B
Having been a provost and hired provosts for more than a decade, there appears to be little formal training or advance preparation for provosts. Much of the learning is on the job. Every day issues to be discussed during this session include: Meeting the expectations of the President: When to lead and when to follow?, Being the liaison between the President and the Faculty: Are we there yet?, Getting results from Deans and other Direct Reports: Chaos is Necessary, Stability is Crucial., Praise Publicly; Criticize Privately: How to turn down the background noise., There is a Great Distance Between Said and Done: Executing your Strategic Plan. The statistics are clear. The duration of a provost is often less than that of a president or chancellor. Issues such as finance, enrollment, shared governance, assessment, effectiveness and quality, among others, are complex. There are no shortcuts to becoming a good provost.
Presenters: Keith Miller, Associate, AASCU-Penson Center for Professional Development, President Emeritus, Lock Haven University of Pennsylvania
10:40am – 11:30am
Concurrent Session II: Solving Challenges for Teacher Education: A Team Effort with Academic Affairs
Ossabaw
Enrollments in university-based teacher education programs nationally have declined more than 31% in the last decade, while the number of students in K-12 schools steadily increases each year. As the need for teachers continues to increase, colleges of education struggle to attract students to meet the needs of this high-impact field. This downward enrollment trend may have particularly severe implications for AASCU institutions. In addition, environmental factors related to teacher retention, educator preparation program accountability, and attractiveness of teaching as a profession likewise impact the viability of colleges of education. This presentation will offer greater understanding of the specific challenges facing teacher education programs and provide practical ways in which Academic Affairs leaders and deans of education can work together to mitigate these challenges.

Presenters:
Stacey Edmonson, Dean, College of Education, Sam Houston State University
John Davis, Dean, College of Education, California State University-Dominguez Hills
Marcie Wycoff-Horn, Dean, College of Education, University of Wisconsin-LaCrosse
Sharman Adams, Dean, College of Education, Black Hills State University

10:40am – 11:30am
Concurrent Session II: Consultation/Conversion: Strategies for Leading Technological Change
Magnolia C
Although generational tags such as Digital Natives, Net Generation, and Generation Y may imply that younger faculty or students drive technological change on campus (Prensky, Tapscott, Jorgensen), senior leadership at our regional comprehensive university has taken responsibility for adopting and implementing new systems for essential institutional processes such as faculty evaluation and assessment of the university’s general education outcomes. As administrators responsible for assessment, accreditation, and faculty oversight, implementing these changes has required the panelists to navigate among complex state procurement processes, campus policies, the requirements of shared governance, a faculty union, and the IT department, and the vendors’ implementation teams. The session will present a campus case study that offers strategies for success and a few cautionary tales.

Presenters:
Colleen Sexton, Associate Provost/ Assoc VP Academic Affairs, Governors State University
Rosemary Johnsen, Associate Provost/ Assoc VP Academic Affairs, Governors State University
Elizabeth Cada, Provost and VP Academic Affairs, Governors State University

10:40am – 11:30am
Concurrent Session II: Student Success Track: Measuring What Matters: Quantifying Returns on Digital Learning
Magnolia A
Despite the promise that digital learning can expand access, improve outcomes, and decrease costs, institutional data on the impact of digital programs is limited. With support from the Bill & Melinda Gates Foundation, Arizona State University and the Boston Consulting Group conducted a study of six institutions with the goal of understanding and quantifying the impact of digital learning on institutional priorities (e.g., enrollment growth, student outcomes, and financial returns). In this session, Karen Vignare and Stacey Vander Heiden Güney will discuss insights from the study and best practices from across a diverse cross-section of institutions and programs. Outcomes: Evaluate and compare the results of different digital learning programs at the student, faculty, and institutional level * Determine what types of digital programs might be the best fit for their own institutions * Review the digital learning strategies at your institution and recommend adjustments or updates.

Presenters:
Chuck Hayward, Assistant Director, Every Learner Everywhere, WICHE Cooperative for Educational Technologies (WCET)
Karen Vignare, Executive Director, Personalized Learning Consortium, Association of Public & Land-Grant Universities
10:40am – 11:30am
Concurrent Session II: Leading the Way for Gen Z: Helping First-Year Students to Explore Careers and the Future of Work
Amelia 2 & 3

California State Polytechnic University Pomona (Cal Poly Pomona) has recently focused the campus conversation around the “Future of Work” to create transformational opportunities for students to successfully navigate an evolving workforce. Providing students with an opportunity to explore and become career ready during their first year of college is critical. This presentation will provide participants with an example of a successful program, “The Pineapple Club,” that helps improve student retention and success. As a minority serving institution, Cal Poly Pomona is committed to supporting low income, first generation to college, historically underserved students who may need additional tools for navigating career competencies. This immersive experience helps Gen Z students leave their first year of college with a strong foundation for the changing world of work.

Presenters:
Ann Lara, Career Services Coordinator, California State Polytechnic University, Pomona
Sylvia Alva, Provost and Vice President for Academic Affairs, California State Polytechnic University, Pomona
Lea Dopson, Dean and James A. Collins Distinguished Chair, California State Polytechnic University, Pomona

10:40am – 11:30am
Concurrent Session II: Beyond the Boardwalk: Leading Change as an Anchor Institution in Atlantic City
Talbot

In April 2016, New Jersey designated Stockton University as an Anchor Institution. The following year, Stockton received AASCU’s inaugural Innovation and Excellence Award for Civic Learning and Community Engagement. Such work charts the evolution of an institution that has grown from a liberal arts college of 1,000 students on 1,800 acres in a Pinelands Reserve, to a regional comprehensive university with an enrollment of nearly 10,000 and a growing urban presence. This session explores some of the university’s key initiatives for community support and redevelopment—in the K-12 system, in coordination with local partners, and within the campus curriculum—and demonstrates how Stockton is using the threads of its past to help lead change in the future.

Presenters:
Michelle McDonald, Chief Officer for Academic Programming, Atlantic City, Stockton University
Lori Vermeulen, Provost and Vice President for Academic Affairs, Stockton University
Merydawilda Colon, Executive Director, Stockton Center for Community Engagement

10:40am – 11:30am
Concurrent Session II: EAB “Student Success, ROI and the Antifragility of Higher Education: How the Coming Enrollment Stresses Could Actually Make Us Better at Graduating Students
Talbot

Demographic declines in the 2020s will bring unprecedented competition for enrollment. In this environment, institutions must view retention not just as a moral imperative, but also as a necessary measure for preserving tuition revenue and maintaining a quality educational offering. Looking ahead, we anticipate that schools will prioritize student success practices that not only retain more students, but also generate a financial return. Investing in these practices will create a virtuous cycle that benefits school and student, resulting in stronger institutions and higher graduation rates. But how do you compare the ROI of different initiatives, and how does it change how your staff serves students?

Join this session for a robust discussion of the forces shaping the future, and what your institution can do to prepare.
11:40am – 12:30pm
Concurrent Session III: A Social Belonging Faculty Development Intervention
Magnolia B
As part of the RFY project, Fort Hays State University developed a faculty development tool to improve instructor awareness and understanding of social belonging concepts for the top ten enrolled courses taken by first-time full-time freshman. This intervention was launched in the Fall 2018 semester and results from the first cohort of completing faculty and lessons learned will be shared and discussed.

Presenters:
Tim Crowley, Associate Provost for Academic Affairs, Fort Hays State University
Andrew Feldstein, Assistant Provost for Teaching Innovation and Learning Technologies, Fort Hays State University
Jeff Briggs, Interim Provost, Fort Hays State University

11:40am – 12:30pm
Concurrent Session III: Student Success Initiatives: Achievements and Challenges at New Jersey City University
Magnolia C
New Jersey City University is a Hispanic serving institute, and student success is at the core of our mission. For the last three years, we have been planning and implementing the following: a new academic advising model, orientation to college seminar, supplemental instruction, and career initiatives. We also give special emphasis on digital learning, high impact practices, high-touch faculty-student engagement and a wide range of pedagogical training to address the needs of our students. We are utilizing predictive data-analytics to develop and implement targeted-interventions, including but not limited to early alert and mid-semester assessments. As an institution, we are assessing our efforts through data analytics to ensure a great student experience with timely graduation.

Presenters:
Sarah Vandermark, Assistant Provost for Student Success, New Jersey City University
Nurdan Aydin, Assistant Provost, New Jersey City University
Dan Julius, Provost, New Jersey City University

11:40am – 12:30pm
Concurrent Session III: Leading Change in Graduate Admissions
Talbot
In the current climate, graduate admissions are changing daily. Increased student expectations, rapidly evolving technology, and escalating competition in the market combine to form a volatile landscape. This presentation will provide an example of how an institution can leverage technology to provide real-time application status information, generate more completed applications, and increase targeted communications with prospective students. Specifically, we will share our experience implementing the Student External site utilizing Workday Designer for customization. In doing so, we were able to increase admissions by 17% for fall 2017 and 6% for spring 2018, while decreasing incomplete applications for those same semesters by 70% and 57%, respectively. We will conclude with tips for implementing this type of change from a department and college perspective.

Presenters:
Jennifer Bonds-Raacke, Dean, Graduate School & Office of Scholarship & Sponsored Projects, Fort Hays State University
John Raacke, Chair, Fort Hays State University
11:40am – 12:30pm
Concurrent Session III: Retain and Graduate More Students Faster (and Save Money in the Process)
Ossabaw
Learn how advanced analytics are transforming the course scheduling process from a routine enterprise to a strategic investment that has the power to efficiently allocate facilities, retain and graduate more students and save millions of dollars in the process. Utilizing benchmarked data from the Higher Education Scheduling Index (HESI) and advanced analytics on student demand, Stephen F. Austin State University was able to hire fifteen full-time during a budget shortfall, offer 52 new course sections, increase student credit hour production by 3,000 hours and teach 1,200 more students while generating more than $1.4 million in margin in a single year.
Presenters:
Marc Guidry, Associate Provost for Academic Affairs, Stephen F. Austin State University
John Barnshaw, Associate Vice President, Ad Astra

11:40am – 12:30pm
Concurrent Session III: Student Success Track: Measurement and Outcomes: Calculating Return on Investment for Developmental Education
Magnolia A
This presentation will focus on measurable goals for developmental education so that institutions have clear goals and defined measurable outcomes for developmental education. During this workshop/session we are prepared to have both a conversation related to nationally used student outcomes metrics used by Strong Start to Finish and others as articulated in Answering the Call: Institutions and States Lead the Way Toward Better Measures of Postsecondary Performance with a specific focus on Gateway Course Completion and Cost for Completing Gateway Courses. We will also rely on a forthcoming publication to be published by Strong Start to Finish in collaboration with the Boston Consulting Group focused on a Return on Investment framework.
Presenter:
Christopher Mullins, Director, Strong Start to Finish, Strong Start to Finish/Education Commission of the States

11:40am – 12:30pm
Concurrent Session III: AD ASTRA - Monitoring Degree Velocity and Early Momentum
Amelia 1
By focusing on the student velocity towards a degree and measuring how fast they are progressing towards graduation, you pivot to a proactive approach that gives you the opportunity to intervene. Many institutions have defined early velocity, Momentum Year, milestones and implemented policies to help guide and enforce the process. So, what’s next? Are you intervening early enough and with the right data? How are you tracking and measuring students? Are your students making stronger academic decisions and completing their gateway courses? Learn how Ad Astra’s solutions can help you measure, intervene, benchmark and refine schedules to improve degree velocity and provide helpful insights on design and bottle-necking that are barriers for students.
Presenter: Sarah Collins, Chief Strategy Officer, Ad Astra
Civic engagement is an institutional priority at James Madison University. Accordingly, the James Madison Center for Civic Engagement was created in 2017 to integrate civic learning opportunities in the curricular and co-curricular undergraduate experience. Because voting in elections is central to democratic participation and a front-door to deeper engagement in civic life, the Madison Center coordinates nonpartisan campus-wide student voter registration, education and engagement initiatives. Drawing on work in the 2018 midterm elections, this session will offer ideas for institutionalizing support for student voter education, registration and mobilization efforts with special attention to the role of building partnerships across academic and student affairs, and with community and national organizations. The Madison Center partners with AASCU’s American Democracy Project to support voter education and engagement initiatives on network campuses.

Presenters:
Abraham Goldberg, Executive Director, James Madison Center for Civic Engagement
Carah Ong Whaley, Associate Director, James Madison Center for Civic Engagement

Lunch-Invitation Only: EAB -What’s New from EAB Student Success?
Amelia 1

Attracting and retaining high-caliber faculty is as important as success factor for online programs as finding quality students. In summer 2018, AASCU partnered with Learning House, a Wiley brand, to conduct a survey of our chief academic officers (CAOs) regarding their practices in recruiting and developing online faculty. This research culminated in a new report, Online Learning at Public Universities: Recruiting, Orientating, and Supporting Online Faculty. In this presentation, Andrew J. Magda, manager of market research for Learning House, will highlight key findings regarding current hiring and development practices and provide recommendations to help us better cultivate dynamic online faculty who deliver a high-quality learning experience. Online Learning at Public Universities will serve as an initial benchmark for AASCU members when it comes to developing and implementing best practices related to online faculty.

Presenter: Andrew J. Magda, Manager of Market Research, Learning House
12:30 p.m.–1:45 p.m.
Featured Session: ADP -The American Democracy Project: 15 Years and Growing
Magnolia C
The American Democracy Project launched just over 15 years ago in response to what many perceived were challenging times for our democracy. Student civic engagement and voter participation was at an all-time low, credible media sources were being disrupted and the value of higher education was being questioned. AASCU institutions were keen to strengthen their role as “Stewards of Place” and a group of provosts, presidents and AASCU leaders, along with The New York Times, were convinced we could make a difference. More than 250 AASCU colleges and universities came together to deepen our awareness, knowledge, and create new ways of building civic engagement throughout our institutions.
Join this interactive brainstorming session as Felice Nudelman, the new executive director for the American Democracy Project; William McKinney, chair of the ADP steering committee; Abe Goldberg, executive director, James Madison University Center for Civic Engagement; and George Mehaffy, Vice President, AASCU share insights and updates on the work, discuss ideas for new programs and opportunities for collaboration, and most importantly, seek your input as we start planning for the next phase of action and growth.
Presenters:
Felice Nudelman, Executive Director, American Democracy Project, AASCU
William McKinney, Chair of the ADP Steering committee, Indiana University
Abraham Goldberg, Executive Director, James Madison University for Civic Engagement
George Mehaffy, Vice President Academic Leadership and Change, AASCU

12:30 p.m.–1:45 p.m.
Featured Session: When Politics Intrudes on Academic Policy: What Next in 2019?
Magnolia A
While federal and state governments have historically played significant policy roles pertaining to the financial and administrative functions of colleges and universities, they have generally resisted the temptation to legislate academic policy. Over the course of the recent past, however, they have been more assertive in demanding changes in institutional practice that have squarely resided within the purview of the faculty. Topics such as the definition of the credit hour, transfer of academic credit, tenure and shared governance, and accreditation are now subjects of legislative and regulatory intervention at both the federal and state levels. This session will include a review of AASCU’s Top 10 State Higher Education Policy Issues for 2019, as well as a brief overview of the Negotiated Rulemaking efforts underway and latest news from Capitol Hill.
Presenter: Thomas L. Harnisch, Director of State Relations and Policy Analysis, AASCU

2:00 p.m.–2:50 p.m.
Concurrent Session IV: Grit, Humility, Heart: Integrating Core Values with Leadership in Facing Change
Amelia 1
We present on our university’s very successful and unique campus-wide leadership initiative based on popular contemporary leadership models. The initiative is explicitly both a response to and engagement with rapid institutional change. Over 200 administrators, faculty, and staff have completed Phase One, which is based on John Maxwell’s “The 21 Irrefutable Laws of Leadership”. Phase 2 is largely rooted in Simon Sinek’s “Start with Why” as well as Gary Chapman and Paul White’s “The 5 Languages of Appreciation in the Workplace”. Using concepts from contemporary organizational theory, we present on the why, what and how—the origins, rollout, and results—of our project and its positive impact on climate and culture and provide advice on how you may start up a similar program.
Presenters:
Randy Cagle, Dean, College of Humanities and Social Sciences, Minnesota State University, Moorhead
Pam McGee, Interim Assistant Vice President for Academic Innovation and Engagement, Minnesota State University, Moorhead
Fifty-seven percent of CSUDH students fall into three high-risk categories that have been correlated with low college completion rates: eligible to receive Pell grants, in need of remediation, and are a member of an underserved minority group. These student characteristics are not barriers to college completion when appropriate student support programs are in place. The Learning Center supported over 10,000 tutoring visits and over 3,000 hours of SI student contact hours in 2017-18. Tutors and SI Leaders are the heart of any learning center and as such must be provided with the skills, knowledge, tools, and resources necessary for them to successfully help their peers. Leading partnerships with faculty and Student Affairs, the TLTC has established an intentional professional development curriculum for peer academic leaders and developed a mentor pathway for experienced leaders.

Presenters:
Maruth Figueroa, Director, California State University, Dominguez Hills
Maricruz Macz De La Torre, SI Coordinator, California State University, Dominguez Hills

Public institutions of higher education require instructional approaches that reflect and support an increasingly diverse student body. This session will describe the change processes and outcomes of a five-year multidisciplinary, collaborative faculty institute and a recent High Impact Practice (HIP) group. The institute and group aim to support and expand faculty efforts to address diversity and inclusion in and out of the classroom. Attendees will be provided with hand-outs describing how faculty engage in culturally responsive pedagogy and examine intersectionality, oppression and privilege. Organizational structures of the institute and group, including ways to engage faculty who may be reluctant to participate given their discipline area, or unsure of how to address diversity and inclusion given their identities and/or positions of privilege will be discussed.

Presenter: Deborah McMakin, Associate Professor, Framingham State University

In experiential learning the concrete experience stage is often applied quite literally; requiring faculty to find local employers and other community members to provide internships, mentoring, and shadowing opportunities for their students. Finding sufficient resources, particularly in rural areas can be challenging. The authentic learning framework has its roots in situated learning (Brown, Collins, Daguid 1989); the premise of which is that “meaningful learning will only take place if it is embedded in the social and physical context within which it will be used” (Herrington 2006). In this presentation we demonstrate that, by modeling the nine basic characteristics of an authentic learning process (Herrington 2006), many of the benefits of experiential learning can be had through course-based, authentic learning environments and tasks. An advantage of this approach for instructors is the ability to maintain a higher degree of control over the process and the ability to provide students with timely and relevant feedback. An advantage for students is the opportunity to collaborate with one another in a low stake, high impact project.

Presenter: Deborah McMakin, Associate Professor, Framingham State University
2:00 p.m.–2:50 p.m.
Concurrent Session IV: Covering your BASES: A Holistic Approach to Career Preparation
Ossabaw
The Business Arts and Sciences Education and Society (BASES) Program at Indiana University Southeast encourages students to complement their primary academic studies with credentials from high-demand fields. We use real-time labor market data to increase student awareness of such fields. When combined with our Certificate of Core Competencies (based on the LEAP model), FYS modules, and Career Pathways courses, we prepare students to be aware of the careers, skills, and options available to them.
Presenters:
Angela Salas, Associate Vice Chancellor for Academic Affairs, Indiana University Southeast
Uric Dufrene, Executive Vice Chancellor for Academic Affairs, Indiana University Southeast
Donna Dahlgren, Dean for Student Success, Indiana University Southeast

2:00 p.m.–2:50 p.m.
Concurrent Session IV: Is College Worth It? How to Better Prepare Our Universities for the Future
Magnolia B
Studies show that the majority of students believe that the main purpose for attending college is to get a good job. With challenges to higher education that include shifting enrollment and demographic trends, increasing cost, student debt, dubious public perception, and a changing job market, it is important for higher education to articulate its value proposition. This presentation will outline existing challenges with references to recent studies and surveys, while presenting the benefits that universities bring to individuals and to the public, including strategies to better prepare our students for careers in a dynamic workforce.
Presenter: James Lentini, Senior VP for Academic Affairs and Provost, Oakland University

2:00 p.m.–2:50 p.m.
Concurrent Session IV: Student Success Frontier Set Panel- Redesigned Advising featuring Frontier Set Institutions: CSI, NAU, NJCU, SHSU, UNCG, UTRGV
Magnolia A
This presentation will highlight highly effective redesigned advising practices of AASCU’s 6 Frontier Set institutions, a select group of diverse colleges and universities identified by the Bill & Melinda Gates Foundation and intermediary partners (like AASCU) as leaders in transformational change and committed to implementing policies and practices associated with significantly increasing student success. The Frontier Set community is accelerating progress by sharing the “how” surrounding implementation and transformation. They are supporting one another, sharing in-progress work, building sustainable relationships, reflecting openly, and capturing best practices to accelerate progress. To that end, the emphasis of this session will be on sharing practical and actionable knowledge focusing not only on the “what” but also the “how” of change specific to their efforts to develop change management, professional advising practices, and technology and outreach for students, and much more.
Presenter: Jillian Kinzie, NSSE Institute & NILOA Senior Scholar, Indiana University
3:00 p.m.—3:50 p.m.
Concurrent Session V: Consolidation and its Implications on Faculty Work Load, Promotion and Tenure
Amelia 1
The 2017 consolidation of Albany State University and Darton State College was the seventh consolidation in Georgia. The two schools with different Carnegie classifications and missions (HBCU and access) had very distinct teaching load policies and promotion and tenure requirements. DSC, a state college, focused on access, evaluated faculty more on their teaching ability. Whereas ASU, a state university, with graduate programs, evaluated faculty on their teaching, research and scholarship. Because faculty promotion expectations are grounded in institutional mission, the tenure and promotion guidelines were redefined by the Provost in conjunction with appropriate institutional committees to reflect the guidelines appropriate to the mission of the new ASU. The same was true of teaching load policies. Policy implications for consolidation and faculty evaluation will be discussed.
Presenters:
Rajeev Parikh, Interim Provost and Vice President for Academic Affairs, Albany State University
Rani George, Professor and Special Assistant to Provost, Albany State University

3:00 p.m.—3:50 p.m.
Concurrent Session V: What Good is a Strategic Plan without Implementation?
Amelia 2&3
Anecdotally, higher education institutions are heavy on strategic planning and light on intentional implementation of those plans. Effective strategic planning is essential given challenges of diminished state support, quickly emerging technologies, evolving workforce needs and increased competition. While many institutions are planning strategically, the very best strategic plan is ineffectual, at best, without an intentional plan for implementation that is focused on securing buy-in from all constituents. This presentation will explore various models for strategic plan implementation, while providing insight into the process employed at a public, comprehensive university where engaging faculty, staff, and administrators at all levels of the institution was of paramount importance.
Presenters:
Eric Skipper, Provost/Executive Vice Chancellor for Academic Affairs, University of South Carolina Beaufort
Brian Mallory, Director, Institutional Effectiveness & Research, University of South Carolina Beaufort

3:00 p.m.—3:50 p.m.
Concurrent Session V: No Filter: Mapping our Communications and Clearing a Path to Success
Magnolia C
If students don’t read emails, what do we do? For many institutions, the answer appears to be “send more.” To better understand our students’ email experience, we started with a wall, a plan, and hundreds of sticky notes. Through a Frontier Set-facilitated communications mapping process, we tracked down and tacked up all of the communications students received from time of application through the end of their first semester. We then invited students to tell us the truth about email. In this session, we present our plan, methods, findings, and recommendations resulting from a deep, honest dive into students’ inboxes. Photos, maps, and results from student focus groups will be shared, and session attendees will be encouraged to consider their own challenges with student communication.
Presenters:
Ann Theodori, Executive Director of Student Advising and Mentoring, Sam Houston State University
Stephanie Fors, Project Manager for Academic Affairs, Sam Houston State University
Megan St. Vigne, Director of Advising, SAM Center, Sam Houston State University
Susanna Shupp, Developmental Education Coordinator, Sam Houston State University
3:00 p.m.–3:50 p.m.  
Concurrent Session V: Blood from a Stone: Creating a Student Success Division  
Talbot  
An outgrowth of our collaboration with AASCU on the RFY initiative, the newly-created student success division at Fitchburg State, has led the implementation of several social-psychological interventions, guided pathways for undeclared students, academic coaching, peer mentoring, and a first-year experience seminar. This much change in three years not only required management, but also structural transformation and a significant budgetary commitment. Effecting an institution-wide cultural shift to better serve the students who gain admittance to the University remains our number one goal. This session will treat the work of the division and lay out the necessary accompanying structural changes and budgetary challenges the institution faced.  
Presenters:  
Sean Goodlett, Assistant to the Provost for Student Success, Fitchburg State University  
Alberto J.F. Caredelle, Provost and Vice President for Academic Affairs, Fitchburg State University

3:00 p.m.–3:50 p.m.  
Concurrent Session V: Faculty Co-Led, University-wide Redesign of Teaching Evaluation  
Ossabaw  
Universities have been increasingly ranked and funded based on research output, leading to the prioritization of scholarship over teaching, which is reflected in faculty evaluation. At Florida International University, we are aligning teaching evaluation with our longstanding commitment to student learning and success. Our University-wide Teaching Evaluation project introduces multiple sources of data and a vision of teaching excellence characterized by learning-centeredness, evidence-based practice, and cultural responsiveness. This session will describe the project, with an emphasis on partnering with faculty to generate annual teaching evaluation processes informed by context and discipline. We will outline how our systems approach to leading this change effort acknowledges the interactive and dynamic nature of the factors that influence faculty teaching at personal, departmental, and institutional levels.  
Presenters:  
Leanne Wells, Co-chair FIU Evaluation Teaching Project, Florida International University  
Meredith Newman, Vice Provost for Faculty and Global Affairs, Florida International University  
Marcy Kravec, Associate Chair Dept. of Biology, Florida International University

3:00 p.m.–3:50 p.m.  
Magnolia B  
The Academic and Student Affairs division of the Minnesota State system of colleges and universities recently adopted a vision and framework for systemic transformation, centered on equity and inclusion. Viewing itself as an interdependent network of vibrant institutions committed to working together to nurture, sustain, and enhance a civically engaged, socially mobile, and economically productive society, the system is focused on both practice and system change, as well as deep cultural transformation. During this session the presenter will share the Minnesota State system’s vision and framework for transformation and the process through which it was developed and engage session attendees in a discussion and a sharing of approaches and practices adopted within their own systems or on their own campuses.  
Presenter: Ron Anderson, Senior Vice Chancellor, Minnesota State System
3:00 p.m.–3:50 p.m.
Concurrent Session V: Student Success Frontier Set Panel - Developmental Education featuring Frontier Set Institutions: CSI, NAU, NJCU, SHSU, UNCG, UTRGV
Magnolia A
This presentation will highlight highly effective developmental education practices of AASCU’s 6 Frontier Set institutions, a select group of diverse colleges and universities identified by the Bill & Melinda Gates Foundation and intermediary partners (like AASCU) as leaders in transformational change and committed to implementing policies and practices associated with significantly increasing student success. The Frontier Set community is accelerating progress by sharing the “how” surrounding implementation and transformation. They are supporting one another, sharing in-progress work, building sustainable relationships, reflecting openly, and capturing best practices to accelerate progress. To that end, the emphasis of this session will be on sharing practical and actionable knowledge focusing not only on the “what” but also the “how” of change specific to their efforts to target at-risk students, implement co-requisite courses/supplemental programs, and respond to state mandates.
Presenter: Audra Jones, President & CEO; Adjunct Faculty Cuyahoga Community College, Krystal Klear Communications, LLC

3:50pm – 4:10pm
Refreshment Break
Magnolia Foyer

4:10 p.m.–5:00 p.m.
Concurrent Session VI: Doing Things Differently
Amelia 1
As part of a curriculum review endeavor, the business faculty explored ways to take the existing traditional academic program model to the next level toward excellence. This effort would seek to strike a balance between hard skills and soft skills toward a stronger, more relevant graduate output and a different type of faculty profile. This required a committee willing to look through different lenses with prescriptions for innovative and novel models transcending pedagogy to andragogy to heutagogy. It was imperative to embark on a road less traveled considering the alternative of not doing anything – in the midst of a number of inherent challenges. Factors such as diminishing budgets, ineffective attempts to attract qualified terminal degree holders, growing dependence on part-time faculty positions, insistence on moving to an island in a remote geographic location, and an outdated compensation scale. We will discuss how we confront emerging practices from a small island sustainability framework.
Presenter: Annette Santos, Dean, School of Business & Public Administration, University of Guam
Concurrent Session VI: Systematizing Part-time or Adjunct Faculty Support

Magnolia B

We describe an initiative to systematize part-time faculty support at a public, metropolitan institution. Historically, part-time faculty support had been largely decentralized yet the ability to support and develop part-time faculty has become increasingly difficult in an era of shrinking budgets. As a result, the experience of part-time faculty varies in terms of access to support and connection with the campus community. Expectations for part-time faculty support from institutional accreditors and questions from a new chancellor led to the launch of an initiative to inventory, assess, and systematize support for part-time faculty in terms of on-boarding and orientation, performance evaluation and feedback, professional development, and recognition. We describe the approach taken, enhancements to part-time faculty support structures, and improvements realized from better supporting part-time faculty.

Presenters:
Candice Batton, Assistant Vice Chancellor for Academic Affairs, University of Nebraska at Omaha
Deborah Smith-Howell, Associate Vice Chancellor for Academic Affairs and Dean of Graduate Studies, University of Nebraska at Omaha

Concurrent Session VI: A Diversified Strategy for Enrollment Growth

Magnolia C

This session will highlight a diversified enrollment growth strategy for mid-sized public institutions at a time when traditional growth or enrollment maintenance strategies are insufficient or outdated. The University of North Alabama pursues a strategy that depends less on traditional, Freshmen enrollment and more on online, adult learners at the baccalaureate and graduate levels, in addition to international students. This session will feature strategies for attracting these types of students in a cost-effective manner that can be replicated.

Presenter: Ross Alexander, Vice President for Academic Affairs and Provost, University of North Alabama

Concurrent Session VI: A Radical Vision for Student Success: Inspired Lessons from Re-Imagining the First Year

Talbot

Like many institutions across the country, the University of Wisconsin La Crosse (UWL) created an administrative position with student success in the title. The individual serving as the Director of Student Success at UWL also directed the Re-Imagining the First-Year initiative with the American Association of State Colleges and Universities (AASCU). This session will explore how national efforts aligned with RFY shaped both the position and the student success work being done on the UWL campus. The session will also examine the role of Director of Student Success and will draw lessons from the first six months of this newly created position.

Presenters:
Jo Arney, Director of Student Success, University of Wisconsin La Crosse
Timothy Dale, Associate Professor and Chair of Political Science and Public Administration, University of Wisconsin La Crosse
4:10 p.m.–5:00 p.m.
Concurrent Session VI: Building Community After a Breach of Trust
Ossabaw

In 2012, the Higher Learning Commission (HLC) placed Dickinson State University (DSU) in North Dakota “On Notice” for several violations, including reporting inaccurate enrollment data and granting degrees to transfer students without evaluating prior transcripts. At the same time, the university foundation invested too heavily in real-estate, declared bankruptcy, and was forced into receivership. As a result of these scandals, and an oil industry boom that created many new jobs for high school graduates, enrollment at DSU plummeted. An interim administration dealt with the immediate aftermath, and a new administrative team assumed leadership in 2015–2016. Since that time, we have regained full HLC accreditation and implemented a number of new initiatives in all areas of the institution. In the last two years, our enrollment has increased by over 5% and our first to second-year retention rate has increased 17%. This is our story.

Presenter: Carmen Wilson, Provost/Vice President for Academic & Student Affairs, Dickinson State University

4:10 p.m.–5:00 p.m.
Concurrent Session VI: Student Success Track: Driving Toward a Degree: The Evolution of Student Supports in Higher Education on Advising
Magnolia A

Review and react to the findings from the latest and largest nation-wide study of institutional adoption of student success practices, technology and approaches, Driving toward a Degree 2018. Launched initially in 2016 with funding from the Gates Foundation, Driving toward a Degree is a research and action collaboration between NASPA, NACADA, ATD and Tyton Partners that tracks the evolution of integrated student supports and academic advising.

Presenters:
Gates Bryant, Partner, Tyton Partners
Elise Newkirk-Kotfila, Director of Advising Initiatives, NASPA- Student Affairs Administrators in Higher Education

5:00 p.m.–7:00 p.m.
Special Program for Provost
Amelia 2&3
Special Program for Provost only

Saturday, February 10

8:00am – 3:00pm
Registration
Magnolia Foyer

7:30 a.m.–8:45 a.m.
Breakfast
Magnolia Foyer

7:30 a.m.–8:45 a.m.
Breakfast for Women Provosts
Magnolia C
9:00am – 12:00pm
GRC Private Consultations
Sapelo A

9:00 a.m.–9:50 a.m.
Concurrent Session VII: From the Classroom to a Career: Using the First Year Seminar to Instill Intentional Career Planning
Amelia 1
California State University, Dominguez Hills has a dynamic First Year Seminar program (FYS). Three tenets set the stage for the FYS at CSUDH: 1. supporting student success, 2. guiding students to develop both a present and future orientation, and 3. helping students acclimate to college and see themselves as scholars. At the forefront of this program are the faculty preceptors who continually develop engaging scholarly experiences to support the transition from high school to university with an intentional focus on career planning and utilizing NACE competencies as their guide. In this presentation, FYS faculty preceptors will share their strategies for tailoring their seminars to highlight their disciplinary foci while helping first-year students develop important scholarly skills to help them succeed throughout their college years and beyond.

Presenters:
Keisha Paxton, Professor of Psychology, California State University, Dominguez Hills
Corina Benavides Lopez, Assistant Professor of Chicana and Chicano Studies, California State University, Dominguez Hills
Heather Butler, Associate Professor of Psychology, California State University, Dominguez Hills
Joanna Perez, Assistant Professor of Sociology, California State University, Dominguez Hills

9:00 a.m.–9:50 a.m.
Concurrent Session VII: Visualizing Complex Changes - Creating Space for Crucial Conversations
Amelia 2&3
Rapidly changing environments are creating complex problems across the globe, which are particularly magnified in the Arctic. These worldwide challenges can best be addressed through diverse and interdisciplinary teams that promote co-production of knowledge and data-informed decision-making by identifying effective methods and spaces to engage with partners and stakeholders. The Vis Space is a new semi-immersive visualization system that provides space for teams to collaborate and develop solutions to complex problems, relying on diverse sets of skills and knowledge. It provides a venue to synthesize the talents of researchers, who gather data; modelers, who simulate complex systems; artists, who develop visualizations; communicators, who connect and bridge populations; and policymakers, who can use the visualizations to develop sustainable policies to emerging challenges in higher education.

Presenters:
Pips Veazey, Associate Project Director, University of Alaska Fairbanks
Nicole Cundiff, Program Director and Associate Professor of Business Administration, School of Management, University of Alaska Fairbanks
This roundtable discussion will reflect on the Reimagining the First-Year initiative recently completed by 44 AASCU institutions. Participants in the roundtable are contributors to a book being written to suggest that the success of college students now and into the future requires reimagining not only the first year, but institutional change itself. The discussion will contain practical suggestions for how this radical reimagining should happen, beginning with nurturing a culture of change. The roundtable will also consider the questions to ask during the change process, ways of navigating common challenges, and approaches to supporting critically important cross-unit collaborations. Lessons learned from RFY include recommendations for radical transformations that will support student success, including in the areas of curriculum and co-curriculum, budgeting and finance, data analytics, policies and procedures, and the hiring and professional development of faculty and staff.

Presenter: Timothy Dale, Associate Professor, University of Wisconsin - La Crosse

Rural serving AASCU institutions continue to face great challenges as western states trend toward red politics and show a continued decline of students due to demographic erosion. This presentation will discuss the unique and common challenges faced by four rural AASCU institutions in an effort to build a more substantial narrative about maintaining robust rural serving institutions.

Presenters:
Chris Crawford, Provost, Black Hills State University
Lynette Olson, Provost, Pittsburg State University
Charles Snare, Vice President of Academic Affairs, Chadron State College
Jeff Briggs, Interim Provost, Fort Hays State University

The need for institutions to break through silos has never been more apparent. The session will present a model for Academic Affairs and Student Affairs collaborations on an institution-wide student transition program focused on integration of campus support services and enrichment experiences into first-year students’ experiences. Through the combined efforts of both Academic Affairs and Student Affairs personnel, the new transition program promotes a growth mindset, exposes students to courses required in their major programs earlier in their college careers, and integrates career and education planning into the first year. Starting at new student orientation, the program seeks to inform students of academic and career choices, affirm those decisions, and help them discern clear educational pathways to achieve their goals.

Presenters: Eugene Van Sickle, Asst. Vice President for Strategic Student Success Initiatives, University of North Georgia
Chaudron Gille, Vice Provost for Academic Affairs, University of North Georgia
Over the past several years we have explored the practicality and efficacy of a variety of pedagogical techniques through faculty communities of practice known as PIGs (Pedagogical Innovation Groups). This process led to the identification of a variation of collaborative learning that had a transformational effect upon learning and student success. However, the technique had limited overall impact, as it was only employed by one or two instructors each semester. In this presentation we explore the use of targeted faculty development workshops to extend the technique to every instructor and every section of a foundational mathematics course. Preliminary data indicate the contingent faculty enjoyed this approach, felt included within the academic community and were able to successfully extend the technique to their classes.

Presenters:
Cynthia O’Dell, Associate Executive Vice Chancellor for Academic Affairs, Indiana University Northwest
Mark Hoyert, Dean, College of Arts and Sciences, Indiana University Northwest

This presentation will highlight highly effective digital learning practices of AASCU’s 6 Frontier Set institutions, a select group of diverse colleges and universities identified by the Bill & Melinda Gates Foundation and intermediary partners (like AASCU) as leaders in transformational change and committed to implementing policies and practices associated with significantly increasing student success. The Frontier Set community is accelerating progress by sharing the “how” surrounding implementation and transformation. They are supporting one another, sharing in-progress work, building sustainable relationships, reflecting openly, and capturing best practices to accelerate progress. To that end, the emphasis of this session will be on sharing practical and actionable knowledge focusing not only on the “what” but also the “how” of change specific to their efforts to develop online gateway courses, expand online courses, effective adaptive courseware, faculty development, implementing hybrid courses, and much more.

Presenter:
Audra Jones, President & CEO; Adjunct Faculty Cuyahoga Community College, Krystal Klear Communications, LLC

A discussion about the rights and wrongs in managing difficult faculty employment matters.

Presenter:
Jean Bannon
In January 2018, the Metropolitan State University of Denver created an innovative wrap-around support program call Roadways. Informed by our work with AASCU’s Re-Imagine the First-Year initiative and grounded in the most current research on student life-cycle transitions, we anchored Roadways with an expanded peer mentoring program. This session will describe the history and evolution of peer mentoring at MSU Denver, our models for success, our vision for a tailored mentoring curriculum, and our long-term goals for improving retention and graduation through this invaluable intervention. The presentation will also document the creation of faculty-staff-peer “student success teams” designed to support our students from admissions to alumni. Finally, we will discuss how almost $450,000 in one-time grant money is allowing us to scale the program to four times its 2017 size.

Presenters:
Lunden MacDonald, Executive Director, Roadways, Metropolitan State University of Denver
Lori Kester, Associate Vice President, Enrollment Management, Metropolitan State University of Denver
Camelia Naranjo, Assistant Director, Peer Mentoring, Metropolitan State University of Denver

As higher education continues to face new and continued challenges, so increases our need to provide professional development for school chairs. Within this session, presenters look at collaborative work done between two traditional identified ‘competing’ Midwestern institutions that banded together to offer a collective professional development workshop for all school chairs across both institutions. Transcending regional boundaries, presenters focused participants’ efforts on facing higher education challenges that require transformative change.

Presenters:
Sharman Adams, Dean, College of Education and Behavioral Sciences, Black Hills State University
Jim Powell, Dean of Curriculum and Accreditation and the School of Education, Human Performance, Counseling, Psychology, and Social Work, Chadron State College
Greg Farley, Dean, College of Business and Natural Sciences, Black Hills State University

Elizabeth Fehsenfeld, Senior Associate VP for Academic Affairs, Univ. of Texas Rio Grande Valley
Patricia Alvarez McHatton, Executive Vice President for Academic Affairs, Univ. of Texas Rio Grande Valley
As part of the RFY (over but the benefits from this) project we brought together a diverse team from across SA’s and AA’s. This presentation will explore how we have come to speak a common language concerning student success and where we have been able to combine our efforts for systemic change across the institution. We will explore where the commonalities exist and where the “differences” still exist and how we are working on those for the common outcome of student success— which is a moving target at times.

Presenters:
David Connelly, AVP, Academic Programs, Utah Valley University
Michelle Kearns, AVP- Student Success, Utah Valley University

Universities are tasked with meeting the educational demands of scholarly communities, state institutions, and industry. In 2014, our institution began constructing institutional outcomes that reflected the needs of all of these constituents, with specific attention to the contribution that we, a mid-sized, regional university, could best make to our students’ post-graduation success. These initial outcomes have grown into a university-wide assessment project with the purpose of engaging every academic unit in the process of continual improvement. We now have aligned outcomes at the institutional, program and course levels, and we have multiple semesters of program-level data. Our presentation will focus on industry’s role in our outcome development, our development and implementation processes—successes and challenges, and the future of outcomes work.

Presenters:
Jamie Hooyman, Provost, Northwest Missouri State University
Robin Gallaher, Provost Fellow of Assessment, Northwest Missouri State University
Michael McBride, Associate Director of Assessment and Accreditation, Northwest Missouri State University

A model on a grassroots volunteer-led internal leadership development program, using resource deficiency as the impetus will be presented. This positive casual amplification model presents how university systems could grow their own leaders, using the following steps: 1. Initial system-wide cohort-based training in leadership and management that builds a select base of employees with similar terminology and theoretical underpinnings; 2. Encouraging cohorts to start their own programs, leveraging the strengths of faculty and staff; 3. Snowballing efforts with each additional program opening up to non-cohort related employees, as well as seeking out volunteers for needs assessed topics and trainings; 4. Having volunteers use their networks to find sponsors for each program. Need for champions and additional considerations will be discussed.

Presenters:
Nicole Cundiff, Chair/Associate Professor Business Administration/Director Northern Leadership Center, University of Alaska Fairbanks
Pips Veazey, Associate Project Director, Alaska EPSCoR, University of Alaska Fairbanks
10:00 a.m.–10:50 a.m.
Concurrent Session VIII: Student Success Session: Make Your Data Work for You: Tips for Strategic Data Use
Magnolia A
This session will provide information and tips to help your campus teams to develop a strategic data plan that actively supports decision-making and planning regarding your institution’s student success initiatives. During this session, participants will be armed with an understanding of key conditions for creating a culture of evidence, ideas for developing probing and guiding questions that result in actionable data, and the nuts and bolts of developing an effective monitoring and data communication plan. Sample assessment and tool giveaways will be provided to workshop participants.
Presenter: Sue Clery, Partner, ASA Research

10:00 a.m.–10:50 a.m.
Special Program for Provosts - A Novel Way to Avoid Trouble: Do the Right Thing
Amelia 4
A discussion about the rights and wrongs in managing difficult faculty employment matters.
Presenter: Jean Bannon

10:50am – 11:10am
Refreshment Break
Magnolia Foyer

11:10 a.m.–12:00 p.m.
Concurrent Session IX: The Balance of Liberal Education and Career Readiness
Ossabaw
Increasingly, the focus of higher education is career readiness and economic development, which challenges the liberal education tradition. Liberal education historically nurtures the critical thinking abilities of the individual student with a sense of civic responsibility. Although the origins of a liberal education curriculum begin with the Greek and Roman philosophers, it has developed in the United States simultaneously with democracy and the quest for equality of opportunity. With the challenges to liberal education has come a renewed interest in defining the optimal balance of liberal education and practical education to achieve the American Promise in the twentieth-first century.
Presenter: Robert McKinney, Assistant Vice President for Academic Affairs, University of Louisiana at Lafayette

11:10 a.m.–12:00 p.m.
Concurrent Session IX: Implementation of Equity-Focused Initiatives to Promoting Academic Engagement and Belongingness
Magnolia C
California State University, Fullerton (CSUF) is a national, comprehensive university that is both a Hispanic and Asian American Native American Pacific Islander serving institution with approximately 40,000 students. CSUF’s own strategic planning and the California State University system-wide graduation initiative have motivated the implementation of new and enhanced student success efforts. Beyond removing bureaucratic impediments to graduation, promoting efforts to increase credit momentum, and generating targeted supports to improve retention, CSUF is in the early stages of designing equity-focused initiatives to promote academic engagement and belongingness among its diverse student population, many of whom are first-generation college students. In this session, the challenges and opportunities of leading related change efforts are discussed with faculty engagement highlighted.
Presenters: Kari Knutson Miller, Provost and Vice President for Academic Affairs, California State University, Fullerton
James L. Rodriguez, Professor of Child and Adolescent Studies, California State University, Fullerton
Alexandro José Gradilla, Associate Professor of Chicana/o Studies, California State University, Fullerton
Zac D. Johnson, Assistant Professor Human Communications Studies, California State University, Fullerton
The fact remains: students spend more time with their professors than any other college professional. Time in (or logged onto) class can be our only opportunity to make a difference, particularly for those students juggling many responsibilities. Our ability to deliver a powerful first year experience, implement HIPs with fidelity, guide students along a high-quality pathway, prepare students for careers, and generate stronger and more equitable academic outcomes, all largely depend on our faculty members’ ability to teach with the most impactful approaches that advance these and other goals. How mindful are student success initiatives of this basic reality? How well prepared and supported are faculty to be the primary agents of change? In this session, leaders from AASCU member institutions will discuss their strategies for instructional improvement and how they’re putting faculty and teaching at the heart of their success strategies.

Presenters:
Charles McAdams, Provost and Vice President for Academic Affairs, Delta State University
Penny MacCormack, Chief Academic Officer, Association of College and University Educators
Laurie Dickson, Vice Provost-Teaching, Learning Design, and Assessment, Northern Arizona University
Lori Feldman, Associate Vice Chancellor for Academic Affairs- Academic Impact, Purdue University Northwest
11:10 a.m.–12:00 p.m.
Concurrent Session IX: Civilitas - What Really Works? Using data to make real gains in student success
Amelia 1
Rising to the challenges of today's higher education environment and transforming the student experience requires more than applying someone else's best practices, adding personnel, or viewing student risk through the constructs of compliance reporting. Truly effective student success strategy elevates interactions with specific populations as well as individual students while simultaneously evaluating and improving policy, program, and practice. The institutions making the biggest gains in student success are using their own institutional data and analytics to scale highly personalized student support, rigorously measure the impact of their interventions, and embrace a continuous cycle of improvement. The use of institutional data in new ways to inform and shape processes is powering impressive improvements in outcomes.
Join Senior Strategic Consultants, Dr. Angela Baldasare and Dr. Rob Robinson as they share examples of how leading institutions are using rigorous analysis to eliminate achievement gaps, understand which interventions are most effective for which students, and increase overall graduation and retention rates.
Presenters:
Angela Baldasare, Senior Strategic Consultant, Civilitas
Rob Robinson, Senior Strategic Consultant, Civilitas

11:10 a.m.–12:00 p.m.
Concurrent Session IX: Next steps for RFY at SHSU
Amelia 2&3
Over the last three years, the Reimagining the First Year (RFY) program at SHSU allowed for the implementation of several lasting student success initiatives across our campus. It also provided a platform for institutionalizing a process for proposing, developing, and funding projects intended to increase student success. This session will describe this process, highlight some of the more effective proposals that were implemented over the last three years, and present our plans for the next iteration of RFY beyond the period of support. We will describe these significant changes to the institutional RFY process which will be implemented over the next few years, as well as predict the student success metrics we hope to increase.
Presenters:
Brian Loft, Faculty Administrative Fellow, Sam Houston State University
Mary Robbins, Vice Provost, Academic Affairs, Sam Houston State University
Heather Thielemann, Vice President, Enrollment Management, Sam Houston State University

11:10 a.m.–12:00 p.m.
Special Program for Provosts
Amelia 4

12:15 p.m.–1:30 p.m.
AALI Luncheon - (Invitation Only)
Magnolia 4
2:00 p.m.–4:00 p.m.
Closing Plenary—Lessons Learned from the Re-Imagining the First Year (RFY) Project

*Magnolia D-G*

*Keeping the Toolbox in the Shed Until We Know What Needs to Be Fixed: How Observations, Data, and the Right People at the Table Help Us Understand Root Problems and Identify the Right Solutions*

Presenters: Jo Arney, Director of Student Success, The University of Wisconsin La Crosse

4:00 p.m.–5:00 p.m.
Closing Reception

*Magnolia Foyer/Terrace*