Wednesday, July 19

2:00 PM - 4:00 PM  |  Harborside Foyer
Registration

Thursday, July 20

8:00 AM - 5:00 PM  |  Harborside Foyer
Registration

9:00 AM - 1:00 PM  |  Essex A
Pre-Conference Workshop for Women Provosts

9:00 AM - 2:00 PM  |  Harborside D
Pre-Conference Workshop for Re-Imagining the First Year of College

9:00 AM - 3:00 PM  |  Essex C
CORE Regional Universities Partnership Building Workshop (JSU CORE Participants Only)

1:00 PM - 3:00 PM  |  Falkland
Pre-Conference Workshop for New Provosts

Presenters:  Mark Canada, Vice Chancellor of Academic Affairs, Indiana University Kokomo
Georgia Hale, Provost and Vice Chancellor for Academic Affairs, University of Arkansas Fort Smith
Linda Vaden-Goed, Provost and Vice Chancellor for Academic Affairs, Framingham State University

2:30 PM - 3:00 PM  |  Harborside Foyer
Registration and Pre-Plenary Networking Reception

3:00 PM - 5:45 PM  |  Harborside Ballroom A/B/C
Opening Plenary: Best Practices for Aligning Student Success with Institutional Success

Heather Hiles's Opening Plenary presentation will discuss the Bill & Melinda Gates Foundation’s findings that by supporting the best of Digital Learning, Developmental Education, Advising, and Financial Security practices, we simultaneously help the most fragile students complete, and help institutions thrive.

Presenter:  Heather Hiles, Deputy Director of Solutions, Postsecondary Success, Bill & Melinda Gates Foundation
Friday, July 21

5:45 PM - 6:45 PM  |  Harborside Foyer

**Opening Reception**

7:00 PM - 8:30 PM  |  Laurel A/B/C

**Dinner for RFY Team Leaders**

Sponsored by Student Connections

Friday, July 21

7:30 AM - 4:00 PM  |  Harborside Foyer

**Registration**

7:30 AM - 8:30 AM  |  Harborside Foyer

**Breakfast**

7:30 AM - 8:30 AM  |  Essex A

**Breakfast for Provosts of Color**

Presenter:  **Dwyane Smith**, Provost, Harris-Stowe State University

7:30 AM - 8:30 AM  |  Essex B

**Breakfast for RFY Team Members whose Campuses are also Frontier Set Sites**

8:45 AM - 10:00 AM  |  Harborside Ballroom A/B/C

**Friday Plenary: Reflections on Change in Higher Education: The Case of Multiple Math Pathways**

Multiple math pathways are quickly becoming the new normal in American higher education and a central element of guided pathways approaches to improving timely completion rates. Uri Treisman will describe the current state of this work, together with early lessons learned and important cautionary tales for broader institutional and system modernization efforts. He will lead participants in a virtual tour of the pathway movement’s general theory of action and the ideas driving its strategy.

Presenter:  **Uri Treisman**, Founder and Executive Director, Charles A. Dana Center; Professor of Mathematics and Public Affairs, University of Texas at Austin
The Strategic Role of Summer in Enrollment Management

Clayton State University grew Summer 2016 enrollment by 12 percent and credit hour production increased by 14 percent after experiencing three consecutive years of summer enrollment decline. New strategies for data-informed decision making were implemented for course scheduling, registration, billing, financial aid distribution and course delivery. New communication and branding strategies were implemented across campus. Lastly, a new summer bridge program was implemented to support at-risk students and prepare them for continued enrollment in the fall. The implementation of these strategies was enhanced by a newly centralized advising structure and a more comprehensive approach to Enrollment Management.

Presenters:

Kevin Demmitt, Provost and Vice President for Academic Affairs, Clayton State University
Stephen Schultheis, Assistant Vice President for Enrollment Management, Clayton State University
Eric Tack, Director of the Center for Advising and Retention Clayton State University

HTTP: Humanities Translation and Transformation Project: Curricular Coherence in the Extra-mural Sense

There is little doubt among leaders in higher education in the US today that the future of the humanities disciplines would appear to be in some jeopardy. One doesn’t have to wait long before Inside Higher Ed reports another closing of a German, or Art History, or Philosophy program. Even the more stable majors such as English and History are showing signs of weakness in many places. The purpose of this presentation and discussion is fourfold: one, to demonstrate as best we can the reality of humanities’ weakening role in American higher education; two, to reiterate the negative consequences of that fact and the extent to which long-term student success is dependent on a thriving humanities; three, to present some best practices from around the country including the work of David Attis at the EAB as well as
institutions in the University System of Georgia, particularly Georgia College and State University, for turning that condition around; and four, to propose a national network organization for making this project an ongoing reality that will coordinate and support, where possible, struggling humanities programs.

Presenter:  Michele Crafton, Provost, University of West Georgia

10:30 AM - 11:20 AM   |   Laurel A/B

Identifying What Makes Us Unique: Designing the VanCoug Journey!

How do prospective students connect with us and develop a sense of belonging? Those were questions our campus has been grappling with. We are a small commuter campus, many of our students are the first in their family to attend college, and the majority of our students juggle very complicated lives with classes, work, and family responsibilities. How do we create a vibrant campus culture and help every student feel welcomed and supported? To address this issue, we created the VanCoug Journey, which helps students set curricular, co-curricular, and professional goals and weaves together a set of touchpoints aimed at creating opportunities for students to develop meaningful connections. This presentation will provide a description of the VanCoug Journey, describe how we introduce it to new students, and give more detailed information about the four core elements of the program.

Presenters:  June Canty, Associate Vice Chancellor for Academic Affairs, Washington State University Vancouver
  Aaron Whelchel, Instructor, Washington State University Vancouver
  Cindy Morical, Student Success Coordinator Washington State University Vancouver
  Michelle McIlvoy, Director of Student Development, Washington State University Vancouver

10:30 AM - 11:20 AM   |   Laurel C/D

Toward Curricular Coherence in the Majors

With support from The Teagle Foundation, faculty from 20 departments at San Francisco State University undertook an effort to revise curricula in majors from the arts, humanities, social sciences, and sciences to advance student learning and degree progress. Since its inception in 2014, this work has fostered a campus culture of intentional curriculum design, and participants have developed a tool book to assist other faculty in creating departmental and curricular change. This panel session will include faculty from the department of Apparel Design and Marketing, School of Public Affairs and Civic Engagement, and the School of Design. They will share practical lessons and engage the audience in the direct application of proven tools for revising curricula in majors.
Presenters: Jennifer Summit, Interim Provost and Vice President for Academic Affairs, San Francisco State University
Elizabeth Brown, Professor and Chair, School of Public Affairs and Civic Engagement, San Francisco State University
Connie Ulasewicz, Professor, Department of Apparel Design and Merchandising, San Francisco State University
Josh Singer, Professor, School of Design and Industry, San Francisco State University

10:30 AM - 11:20 AM | Essex A

**Improving Student Success for Your "Murky Middle"**

For years, four-year colleges and universities have been focused on first-year retention rates, yet more than half of all attrition happens in later years. Why do these students go overlooked, how big is the opportunity, and what can we do about it? Join this session to learn more about how EAB data scientists are working with AASCU member institutions to demystify their murky middles student populations and improve graduation rates.

Presenters: Vicki Golich, Provost and Vice President for Academic Affairs, Metropolitan State University of Denver
Ed Venit, Senior Director, EAB

10:30 AM - 11:20 AM | Essex B

**Balancing Carrots and Sticks to Sustain and Improve Assessment and Elevate your Impact**

The presenters from Stockton University will offer resources to keep assessment momentum going incrementally and on a schedule that is unrelated to accreditation events. They will outline ways to help both faculty and administrators to maintain a focus on securing good evidence for important outcomes—including the operationalization of intentional steps to plan for, support, and evaluate evidence-based work that holds all units responsible for communicating their processes and progress to the institutional community. The presenters will describe the procedures in place at Stockton University to support and sustain assessment and provide summaries of effective rewards and responsibilities that must be balanced to keep motivation high. ETS will provide an overview of the new HEIghten Outcomes Assessment suite used by Stockton University.

Presenters: Lauren Bauser, Senior Product Manager, Educational Testing Service
Sonia Gonsalves, Director of Academic Assessment and Professor of Psychology, Stockton University
Coherence in Courses and Equity in Outcomes: How One Institution is Intentionally Connecting its Course Redesign, Reaffirmation of Accreditation, and Equity Imperative Efforts

In an era of shrinking resources and increasing mandates, institutions must find ways to derive the greatest impact from investments of both faculty time and money. This session will detail how and why Oklahoma State University Institute of Technology, in partnership with the non-profit John N. Gardner Institute for Excellence in Undergraduate Education, elected to engage the institution’s faculty in the redesign of three historically high-risk gateway courses. The session will also describe how the institution has tied this effort to its Higher Learning Commission Quality Improvement process, and will provide national data that shows how connecting these initiatives is not only a method for “deriving the biggest bang for the buck” but also a means for advancing equity and inclusion.

Presenters: Scott Newman, Vice President of Academic Affairs & Chief Academic Officer, Oklahoma State University Institute of Technology
Andrew Koch, Chief Operating Officer, John N. Gardner Institute for Excellence in Undergraduate Education

Advancing Civic Learning and Democratic Engagement: An American Democracy Project Update and Think Tank

Join us for a session focused on how AASCU’s American Democracy Project (ADP) – which will be celebrating its 15th anniversary in 2018 – is more important now than ever before. Together we’ll explore ideas and share existing efforts that help state colleges and universities navigate the deeply divided democracy that we have and cultivate the thriving communities and democracy – through education and community engagement – of which we dream. Whether you’re familiar with ADP and your campus is an active participant, or you’re interested or new to the project, come to exchange ideas and learn more about current offerings from our digital polarization initiative to our nonpartisan political engagement work.

Presenters: Jen Domagal-Goldman, ADP National Manager, AASCU
Craig Berger, ADP Steering Committee Past Chair and Coordinator of Student Life for Campus and Civic Engagement, University of Maryland, Baltimore County
High-Impact Practices to Promote Student Learning and Success: Considerations for Effectiveness, Quality, and Equity

High-Impact practices (HIPs), such as learning communities, undergraduate research and service-learning, demonstrably enhance student engagement and success. Yet, while research shows participation in HIPs benefits all students, especially those from historically underrepresented groups, not all students participate. Even more, HIPs can vary in quality and may lack the curricular integration that facilitates a collective impact on student learning and success. This session will highlight what makes HIPs effective and focus on strategies, beginning in the first college year, for ensuring more students can take part. We will also discuss quality by considering the characteristics across the practices that—when employed—make the practices high impact.

Presenters: Jillian Kinzie, Associate Director, Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute, Indiana University School of Education

Advancing Outcomes Assessment on Your Campus by Using the Multi-State Collaborative as a Model

In 2014-15 Central Connecticut State University (CCSU) began participating in the AAC&U/SHEEO Multi-State Collaborative (MSC), an assessment initiative focused on students who have completed three-quarters of their undergraduate education. The model is simple: identify existing course assignments that align with one of three VALUE rubrics (written communication, quantitative literacy and/or critical thinking); submit a sample of these assignments for scoring by participating faculty from outside the institution who had been trained to score using the rubrics; and use the resulting scores from the assessment of authentic student work for benchmarking and institutional improvement purposes. In addition to participating in this collaborative project, CCSU has implemented a localized version of the MSC model as a way to advance its general education assessment practices.
Presenters: **Susan Pease**, Interim Provost & Vice President for Academic Affairs, Central Connecticut State University  
**Yvonne Kirby**, Director of Institutional Research and Assessment, Central Connecticut State University  
**James Mulrooney**, Professor and Associate Dean, School of Engineering, Science, and Technology Central Connecticut State University

11:30 AM - 12:20 PM  |  Kent B/C

**A Faculty Fellows Approach to Investigating and Disseminating Student Success Strategies**

With the multitude of research in the area of student success and the importance of faculty ownership for innovation to occur, Indiana University Kokomo needed an inclusive yet innovative approach to convey information about student success strategies to our faculty. We decided to create a Student Success Academy: Faculty Fellows program. This small group of faculty fellows were selected from those who teach the most common first-year courses. Over the next year, the fellows will investigate research-based student success strategies, implement chosen strategies in their courses, and share lessons learned with faculty across the campus. In this presentation, we will share what we have learned so far in the program and how this approach will benefit our students.

Presenters: **Julie Saam**, Assistant Vice Chancellor for Academic Affairs, Indiana University Kokomo  
**Mark Canada**, Executive Vice Chancellor for Academic Affairs, Indiana University Kokomo

11:30 AM - 12:20 PM  |  Laurel A/B

**Finding Meaning and Purpose by Matching Academic Offerings, Facility Construction, and Industry Needs**

MSU Denver has been preparing students to become part of Colorado’s urban workforce for over fifty years. The Aerospace Engineering Sciences Building is a true partnership with Colorado’s industry leaders in advanced manufacturing and aerospace. Not only did the University engage industry in the programming and design of the labs, but also in building the curriculum for its new Advanced Manufacturing Sciences Institute. This facility and the curriculum being taught through the institute will be a “game changer” for manufacturing in Colorado because it provides flexible maker-spaces that encourage iterative, changing interaction between students, faculty, and industry. Nurturing such places for collaboration fosters self-sustaining curriculum enrichment. In this session, we
present a case study of partnership between higher education, local civic leadership, and industry. This case demonstrates that such collaboration across the project lifespan, from visioning through construction, can result in better outcomes for students and universities as a whole.

Presenters:  
**Sandra Haynes**, Deputy Provost, Metropolitan State University of Denver  
**Vicki Golich**, Provost, Metropolitan State University of Denver  
**Erin Hillhouse**, Senior Associate Anderson, Mason, Dale Architects  
**David Pfeifer**, Principal, Anderson, Mason, Dale Architects

11:30 AM - 12:20 PM  |  Laurel C/D

**Facilitating Partnerships and Developing Opportunities in the Americas**

At a time when regional alliances and collaboration are becoming more significant, representatives from various organizations will discuss strategies for networking and forging academic partnerships with institutions of higher education in Latin America and the Caribbean. These mutually beneficial partnerships increase student mobility, as well as providing professional development and research opportunities for faculty.

Presenter:  
**Ariana De Vincenzi**, President Member, The Council of Rectors of Private Universities (CRUP), Argentina  
**Dario Marenco**, President, Civitas Global Education Services  
**Jorge Barón**, Vice President Member, The National Interuniversity Board (CIN), Argentina  
**José Santiago**, Client Relations Business Director, Global Education and Workforce, Educational Testing Service  
**Lee Tablewski**, Director, 100,000 Strong in the Americas Fund, Partners of the Americas

11:30 AM - 12:20 PM  |  Essex A

**How to Be Intentional with Your Data to Reimagine Student Success**

In this session, we’ll share how Fayetteville State University has combined predictive data and analytics with integrated planning and advising tools to increase student success. We’ll review analyses that have shown to identify which student characteristics, behaviors and/or courses have correlated with increased retention. Finally, we’ll discuss how we’ve used our data to think about both "what" is needed to help students succeed and "how" we might implement those interventions at scale.

Presenters:  
**Ellyn Artis**, Strategic Consulting Practice Manager, Hobsons  
**John Brooks**, Dean of University College, Fayetteville State University
Aligning Capacity and Resources with Degree Pathways to Improve Student Velocity

Designing a holistic student progress ecosystem requires not only the implementation of tools to help guide and advise students, but also requires an evaluation of institutional barriers that need to be removed. In this panel session, you will hear from several AASCU campuses on how they identified their need to address course access and resource alignment as part of an integrated strategy to improve student’s velocity to completion. Campus leaders at different phases of implementation will share the challenges and red flags that lead them to address the institutional course scheduling process, project objectives, the campus dialog associated with this change and outcomes achieved.

Presenters:  Christie Roberts, Assistant University Registrar, Texas A&M University-Corpus Christi  
Uric Dufrene, Executive Vice Chancellor for Academic Affairs, Indiana University Southeast  
Facilitator:  Brian Messer, Regional Vice President, Ad Astra

8 Proven Steps to Effectively Lead Change in Higher Education

This session will present a proven eight-step model for successfully leading change in higher education. It will address all eight steps with particular focus on how to build support for the change, how to identify and overcome obstacles to the change, and how to plan for short-term wins that build momentum for the successful implementation of the change. The session will incorporate examples of successful changes that used this eight-step process and unsuccessful changes that were simply dictated from above.

Presenter:  Lynn Gillette, Provost and Vice President for Academic Affairs, Nicholls State University

An Intentional Path Forward: Enhancing Curricular Coherence through an Academic Master Plan

In August 2015, Minnesota State University, Mankato launched a new, dynamic, and integrated Academic Master Plan “to define how we want to be known as a large and comprehensive university, with graduate and undergraduate programs, right now and in the future.” Since the launch of our Academic Master Plan, we are achieving success in cultivating curricular coherence across our six colleges and in deploying purposeful student success strategies. This work has been sustained by ongoing
enthusiasm and dedication of faculty, staff, and students across campus. The purpose of this presentation will be to tell the story of how we are advancing our three-year Academic Master Plan.

Presenters: **Marilyn Wells**, Provost & Senior Vice President for Academic Affairs, Minnesota State University, Mankato  
**Lynn Akey**, Assistant Vice President for Institutional Research, Planning, & Assessment, Minnesota State University, Mankato

11:30 AM - 12:20 PM   |   Harborside Ballroom D

**The Ethics and Wellness in Enrollment Management**

Enrollment Management necessarily spans the life cycle of a student, but the first year is particularly shaped by decisions within the admissions process. These decisions in turn, direct the responses campuses must make to ensure success. We have typically assumed that stable enrollments or slow, measured growth are the most positive of situations for student success. This session will look at AASCU trends for racial categories and a case study of one California RFY campus undergoing a necessary change in enrollment management practices in order to respond to several years of peaks and valleys in enrollment. Participants are asked to bring the challenges and successes of managing enrollment beyond admissions in support of student progression and completion.

Presenters: **Kris Roney**, Associate VP for Academic Programs and Dean of University College & Graduate Studies, California State University, Monterey Bay  
**Randy Swing**, Consultant, Association for Institutional Research

12:40 PM - 2:00 PM

**Lunch and Featured Sessions**

12:40 PM - 2:00 PM   |   Harborside D

**When Does Technology-Supported Instruction Move the Needle?**

Online and blended learning continue to trend upward in higher education institutions across the U.S. There is a large body of evidence showing that the effectiveness of emerging learning technologies depends heavily on how the technologies are implemented. Referencing years of research on technology in learning, SRI researchers will share some key insights into what makes digital learning interventions most likely to lead to positive impacts on student outcomes. In particular, they will explore trade-offs between approaches that scale easily and comprehensive technology interventions that are more likely to have an impact. In addition, they will reflect on the types of supports that institutions can provide to
increase the likelihood of success, including systematic approaches to the evaluation of digital learning.

Presenters:  **Rebecca Griffiths**, Senior Researcher, SRI Education  
**Barbara Means**, Director, Center for Technology in Learning, SRI Education

12:40 PM - 2:00 PM   |   Harborside E

**Educating for the Democracy We Want, Not the One We Have**

Academics across the political spectrum are asking, “what next?” following the rancorous 2016 presidential election season. How do we educate students for participation in the democracy we want rather than one we have? How do we create a campus climate conducive to student political learning, discourse, and participation in the context of extreme partisanship? How do we balance demands for unfettered free speech with a desire to create welcoming and equal learning environments for all students? This session will examine research conducted by the nonpartisan Institute for Democracy & Higher Education at Tufts University. Participants will consider the findings from a multi-campus study of campus climates for political learning and nonpartisan engagement in democracy, with a focus on curricular and pedagogical interventions. Participants will have an opportunity to share their own experiences and will leave with new tools, language, and perspectives on educating the next generation of civically engaged students.

Presenters:  **Nancy Thomas**, Director, Institute for Democracy & Higher Education, Tufts University  
**Jen Domagal-Goldman**, ADP National Manager, AASCU

12:40 PM - 2:00 PM   |   Kent B/C

**How Academic Leaders Can Expand Undergraduate Research...Even with Scarce Resources**

Many academic leaders successfully foster student engagement and success practices such as undergraduate research, and are striving to expand and leverage these practices to support diverse realizations of the “stewards of place” paradigm, as well as advantage student subpopulations (first generation, lower socioeconomic status, historically underrepresented) currently underserved with respect to undergraduate research access. Academic leaders face a central challenge: how can we best implement the optimal pathways that can expand undergraduate research opportunities cost-effectively to serve a much larger cross-section of students? How may Provosts and other academic leaders affordably scale, scaffold, and integrate undergraduate research with other academic priorities, and with scarce resources? A particular focus of this session will be to identify specific tactics to connect curricular and extra-curricular undergraduate research experiences to both faculty and student
incentive structures, taking into account the need to differentiate strategies to serve the needs of diverse faculty and student sub-populations.

Presenters:  **Elizabeth Ambos**, Executive Officer, Council on Undergraduate Research

12:40 PM - 2:00 PM   |   Laurel A/B

**Redesigning Teacher Education: Community Partnerships that Strengthen P-12 Impact**

Today’s teacher preparation programs face a daunting task: to recruit and prepare a generation of new, highly qualified, and diverse teachers who are willing to enter a rewarding, but nonetheless much maligned, profession. Given the importance of the charge, it is unsurprising that teacher preparation programs face intense scrutiny from policymakers, the media and others. This scrutiny—and the accompanying calls for transparency, accountability and reform—represent an additional challenge, especially in an era of declining state support for higher education.

Nonetheless, AASCU institutions have been making significant and substantive improvements in their teacher preparation programs. This session features two recent winners of the Christa McAuliffe Excellence in Teacher Education Award who have designed innovative and promising models for 21st century teacher education. Come learn how each institution shifted the focus of preparation from the academy to the community and used evidence of P-12 impact in its program redesign.

Presenters:  **Brian L. Gerber**, Interim Provost and Vice President for Academic Affairs, Former Interim Dean, College of Education and Human Services, Valdosta State University  
**John Jacobson**, Professor and Former Dean, Teachers College Ball State University

Facilitator:  **Jolanda Westerhof**, Associate Vice President of Academic Leadership and Change, Director of Teacher Education, AASCU

12:40 PM - 2:00 PM   |   Essex A

**Coherence Starts in the Classroom: The Critical Role of Faculty in Helping Students Find Meaning (By Invitation Only)**

"Why am I doing this assignment?" “What's the point of this course?” “Should I change my major?” “Is college for me?” When students ask—or worry about—these questions, who is there to respond? Our faculty. Curricular coherence is only as effective as professors’ ability to communicate it. Learn how Rutgers University – Newark, in collaboration with the Association of College and University Educators (ACUE), is training and credentialing faculty in the instructional approaches necessary to make college more coherent. In this session, you will experience a
module on transparent design, an approach pioneered by Dr. Mary-Ann Winkelmes from the University of Nevada, Las Vegas. The module offers faculty strategies to take that first step toward sharing curricular coherence with students by ensuring they understand how the skills and knowledge they acquire from an assignment are relevant to their lives both in and outside of college.

Presenters:  Penny MacCormack, Chief Academic Officer, ACUE  
Bonita Veysey, Professor and Vice Chancellor for Planning and Implementation, Rutgers University - Newark

12:40 PM - 2:00 PM   |   Essex B

International Student Recruitment Outlook in the US: New Research Findings Direct from International Educational Counselors (By Invitation Only)

Internationalization continues to be a priority for US universities and universities across the globe. Understanding the landscape and the impact of recent political and economic changes is key to enrolling the right students and ensuring their success. Join us for an interactive discussion featuring INTO University Partnerships’ latest research findings on international student recruitment. The world’s largest survey of more than 1300 international educational counselors reveals how students are feeling about studying in the US, how their outlooks have changed, what’s most important to students looking to study abroad and which strategies are the most successful for universities looking to attract more international students.

Join representatives from the University of Alabama at Birmingham and INTO University Partnerships to discuss one university’s experience with international student recruitment and to share best practices for success in today's challenging recruitment environment.

Presenters:  Sharon Fuller, Executive Vice President, Partner Development, INTO University Partnerships  
David Hofmann, Executive Director, INTO UAB, University of Alabama at Birmingham  
Amy Snow, Director of Academic Programs, INTO UAB, University of Alabama at Birmingham

12:40 PM - 2:00 PM   |   Essex C

Paving the Way for Student Success: Digital Delivery Provides Significant Cost Savings Boosting Access and Achievement (By Invitation Only)

Most educators agree that access to required course materials is a prerequisite for success and students who don’t have equitable access from the first day of class are at a disadvantage. Yet research shows that 25 percent of first year students and 33 percent of seniors report forgoing the purchase of required academic course materials due to cost. This can have serious consequences for students’ academic performance and institutions are looking to change. In this session learn how
institutional collaboration between academic and business offices creates a partnership for transitioning to digital delivery that positively impacts access, affordability, and achievement. Discussion will include experiences, research and analysis from Indiana University’s implementation of digital delivery of course materials.

Presenters:  **Ted Krischak**, Executive Director, Pearson  **Mark Goodner**, Lead Business Analyst, IU eTexts, Indiana University

2:30 PM - 3:20 PM

Concurrent Sessions 3

2:30 PM - 3:20 PM  |  Kent A

**Project for Relevant and Improved Mathematics Education (PRIME): Curriculum Alignment and Streamlining of the General Education Quantitative Requirement**

Faculty at three community colleges of the City University of New York (CUNY) are collaborating to align their quantitative curricula. The target courses for the alignment are remedial (or developmental) mathematics courses, as well as introductory college-level courses in mathematics and in natural and social sciences. The faculty are also obtaining and using rigorous evidence to streamline quantitative pathways, designing clear and efficient sequences for students to satisfy the general education quantitative requirement. Our goals include the development and implementation of corequisite remediation in mathematics. In this presentation, baseline data and implementation plans for this cross-institutional and cross-disciplinary collaborative project, as well as its background and context, will be described. The project is supported by the Teagle Foundation’s “Faculty Planning and Curricular Coherence” grant.

Presenters:  **Mari Watanabe-Rose**, Director of Undergraduate Education Initiatives and Research, The City University of New York (CUNY)  **Kate Wolfe**, Assistant Professor of Psychology, Hostos Community College, CUNY  **Yevgeniy Milman**, Assistant Professor of Mathematics Borough of Manhattan Community College, CUNY  **Karla Fuller**, Assistant Professor of Biology, Guttman Community College, CUNY

2:30 PM - 3:20 PM  |  Kent B/C

**Mirrors and Windows: Looking Inward, Looking Outward to Redesign and Create Programs**
Traditionally, Jacksonville State University has looked inward to redesign curriculum, looking deeply, with some success, at our students, curricula, assessments, and faculty expertise, resulting in revisions and improvements in many existing majors. With a new president and an academic reorganization, along with a strategic focus on community engagement and regional stewardship, JSU is now more purposefully looking outward, considering regional needs and consulting stakeholders, which has led to revising and designing degrees that better meet those needs. We are learning to move swiftly when serendipity brings unexpected opportunity for new programs. By revising and creating programs through multiple paths, JSU has found new patterns and approaches to curriculum design, along with many lessons learned, which this presentation will share.

Presenters:  
Rebecca Turner, Provost and Vice President for Academic Affairs, Jacksonville State University  
Joe Walsh, Vice Provost, Jacksonville State University  
Lisa Williams, Associate Vice Provost Jacksonville State University  
Christie Shelton, Dean, School of Health Professions and Wellness, Jacksonville State University  
Maureen Newton, Dean, School of Human Services and Social Services, Jacksonville State University

2:30 PM - 3:20 PM   |   Laurel A/B   

Leveraging Dialogue & Deliberation for Student, Community, & Institutional Success

Through a collection of case studies and survey research, the presenters will reveal how course-based and co-curricular activities that incorporate dialogic and deliberative curriculum can be leveraged for the success of our higher education institutions and constituents. Dialogue and deliberation are showcased as innovations in preparing our students to be competitive in the global market and for helping our institutions fulfill their role as stewards of place. Participants will have the first look at a new AASCU/ADP publication and be guided through a brief activity to help them strategize how or where they can incorporate dialogue and deliberation in the fabric of their campus and community.

Presenters:  
H. Anne Weiss, Associate Director of Assessment, Indiana University-Purdue University Indianapolis  
Barbara Brown, President, South Carolina Citizens Center for Public Life  
Elizabeth Overman, Associate Professor of Public Policy and Administration, University of Central Oklahoma  
Jen Domagal-Goldman, National Manager, American Democracy Project
Academic Oversight for Concurrent or Dual Enrollment using NACEP’s National Standards and Accreditation

AASCU's Task Force on College Readiness identified dual enrollment as one of four foundational programs that should be implemented at all member campuses. To fully realize the benefits of concurrent or dual enrollment, programs need tight integration with academic programs and effective academic oversight. The National Alliance of Concurrent Enrollment Partnerships (NACEP) has developed national standards and accreditation to ensure that college courses offered in high schools are as rigorous as courses offered on the sponsoring college campus. The standards provide a roadmap for institutions to engage campus faculty in the oversight of the content, quality, and effectiveness of courses taught by high school instructors. This session will highlight specific strategies used by University of Missouri - St. Louis in its 30-year-old program, which serves over 6,000 students annually.

Presenters:  
Adam Lowe, Executive Director, National Alliance of Concurrent Enrollment Partnerships  
Kathleen Burns, Assistant Dean, College of Arts and Sciences, University of Missouri-St. Louis

Incorporating Environmental Context Data into Admissions

Many colleges consider a range of contextual factors beyond student academic performance. Admissions professionals have asked for improved data and tools to ensure that they are effectively and fairly considering context in application review, understanding that a more systematic and data-centric approach to understanding and incorporating context can bring consistency and richer information to both admissions decisions and retention efforts. This session will lay the groundwork for reviewing contextual factors in admission and discuss research by Mike Bastedo indicating that college admission professionals are more likely to admit low-income students if they have detailed information on the students' high schools. The College Board will share results and lessons learned from an early pilot of the Environmental Context Dashboard. The context dashboard brings together contextual information across an applicant’s neighborhood, educational opportunities, and academic performance. Speakers will discuss how the data complimented the information contained in students' applications, the utility of context in making admissions decisions, and plans for making contextual information more widely available to colleges.

Presenters:  
Robert Barkley, Director of Admissions Emeritus / Special Assistant for Enrollment Management, Clemson University
Demonstrating Faculty Influence on Student Success

Are you capturing the key performance indicators of faculty involvement in student success? This presentation will include a discussion of strategic planning steps and practical implementation examples of a model to define and measure those KPIs from Radford University. Topics will include how to collect and report on pedagogical innovation in the classroom and student involvement in scholarship to identify the disciplines leading the charge in engaging students in their higher education journey. Also explored will be the role of technology in capturing this critical information.

Presenters: Charley Cosmato, Director, Center for Innovative Teaching and Learning, Radford University  
Andrew Wiech, Senior Engagement Consultant, Digital Measures

Increasing Student Success: Integrating the First-Year Experience with Reading, Writing, and Analysis Skills

Research shows that students involved in learning communities perform better both academically and socially. This panel presents Central State University’s initiatives to develop first-year learning communities that respond to the academic needs of underprepared students. These communities infuse co-curricular content with the development of reading, writing, and analysis skills. Students from each learning community co-register in courses, and reading, writing, and analysis are integrated into the curriculum through faculty co-teaching and direct transference of skills between courses within a block. As a result, the program bridges the gap between students’ learning within writing and mathematics courses, as well as between other courses in the general education curriculum and their major.

Presenters: Anne-Marie Walkowicz, Director of The Center for Teaching and Learning, Central State University  
Pedro Martinez, Provost and Vice President of Academic Affairs, Central State University  
Rebecca Ertel, Associate Vice President of Academic Planning and Assessment, Central State University
Scaling STEM Student Success

96% of chief academic officers surveyed said they are confident that they have prepared graduates to be successful in the workplace while only 11% of business leaders strongly agreed that graduates have necessary skills and competencies to succeed in the workplace (Gallup 2013, 2014). A recent Pew Research study found that nearly a third of business leaders and technology analysts express “no confidence” that education and job training in the United States will evolve rapidly enough to match the next decade’s labor market demands. Attend this session to learn more about effective strategies for meeting the education and training needs of the Science Technology Engineering and Mathematics (STEM) workforce and educating diverse talent needed for a vibrant economy. Strategies for increasing the quantity and quality of STEM graduates include public-private partnerships and mentoring.

Presenter: **Talmesha Richards**, Chief Academic and Diversity Officer, STEM Connector/Million Women Mentors

Student Success in Courses: A Focus on Student Learning Behaviors

As important as it is to focus on who our students are as we try to support their success, at times this focus can eclipse important conversations about what students actually do – their learning behaviors. In this session, participants will have a chance to start planning simple yet informative projects to examine student learning behaviors in one or more courses. The session will also invite a different take on curricular coherence, as participants brainstorm an intentional plan for students to develop an expanding repertoire of learning behaviors across different courses and contexts.

Presenters: **M.J. Bishop**, Director, William E. Kirwin Center for Academic Innovation, University System of Maryland
**Nancy O'Neill**, Associate Director, William E. Kirwan Center for Academic Innovation, University System of Maryland

Refreshment Break
Concurrent Sessions 4

3:30 PM - 4:20 PM  |  Kent A

Creating Initiative and Curricular Coherence at the University of West Georgia and Beyond: The Gateways to Completion (G2C) Nexus Project

Efforts to create curricular coherence hold much promise. However, to realize that promise, higher education institutions must both engage faculty in the creation of coherent degree maps while simultaneously supporting efforts to redesign the courses that create roadblocks for students. This must occur in a way that creates coherence with a myriad of other undergraduate education transformation initiatives, lest the promise of all of these well-intended efforts be dashed by initiative fatigue. This session will describe how the University of West Georgia, the non-profit John N. Gardner Institute for Excellence in Undergraduate Education, and nine other higher education institutions are working together in the Lumina Foundation-supported Gateways to Completion (G2C) Nexus project. Specifically, the session will showcase how the University of West Georgia is deliberately connecting a comprehensive course redesign initiative with its AAC&U LEAP efforts. It will also provide examples of how other G2C Nexus institutions are comparably creating cohesion between their course redesign efforts and their Degree Qualifications Profile (DQP), guided pathways, curricular mapping, and equity-minded pedagogy initiatives.

Presenters:  Micheal Crafton, Provost and Vice President for Academic Affairs, University of West Georgia  Andrew Koch, Chief Operating Officer, John N. Gardner Institute for Excellence in Undergraduate Education

3:30 PM - 4:20 PM  |  Kent B/C

In the Weeds: Improving Advising Collaboration and Career Services

Parents, state government officials, and society in general are questioning not only the value of a baccalaureate degree, but also the time to degree and the career readiness of our graduates. In response, institutions across the nation have employed a number of strategies to enhance academic advising and career preparation. Increased attention and planning have resulted in a variety of models to ensure timely and accurate academic advising of students. Career services offices are expected to ensure that students are “work world ready” when they complete the baccalaureate degree. In this presentation, we will review the University of Tennessee - Chattanooga's approach to a more holistic method for academic advising and career services. Our Advisors’ Council, as well as a campus-wide effort to develop and disseminate four-year career maps for each major, will be the focus of the presentation.
Preliminary Results of Systematic Academic Interventions at New Jersey City University

New Jersey City University (NJCU) recently implemented a series of systematic, data-driven academic interventions designed to improve student success. Some of these interventions, put into place with the support of the EAB SSC Campus platform, are focused on fine-tuning the frequency and timing of automatic notifications sent to students. Others, such as our syllabi addendum initiative, are focused on helping students interpret their mid-semester grades and engage in formative self-assessment. This presentation will share preliminary findings about the impact of these interventions on student success at NJCU.

Presenters: Karen Morgan, Assistant Provost, Interim, New Jersey City University
Nurdan Aydin, Assistant Provost, Interim, New Jersey City University

Today’s Military Students: Collegiate Gold

This panel will analyze the role and contributions of today’s military students (both active duty and veteran) to collegiate life. We will discuss techniques used by senior academic staff to better serve this distinctly important student population.

Presenter: John Ballard, Vice President for Military and Veterans Partnerships, AASCU

Creating Distinctiveness and Curricular Coherence Through Academic Planning

For the first time, the University of South Florida St. Petersburg went through a master academic planning process designed to review existing academic programs around a set of program indicators, propose a coherent five-year academic direction, and help create a distinctive identity for the university. We will share the process used, the starts and stops, the ups and downs, the effects of university culture on the planning process, and the results of our first-year efforts.

Presenters: Michelle Madden, Director of Institutional Effectiveness, University of South Florida St. Petersburg
**Internationalizing AASCU Institutions Through U.S. Department of State International Exchange Programs**

U.S. colleges and universities are becoming increasingly aware that providing an education that truly meets 21st century needs requires that that education includes global awareness, international understanding and cross-cultural skills and competencies. This is particularly true, given today’s global community and international marketplace. In essence, higher education institutions need to internationalize. The U.S. Department of State, through its Bureau of Educational and Cultural Affairs, provides an array of international exchange programs and activities that address these needs and support internationalization, including study abroad, faculty engagement, foreign student recruitment and services, ESL efforts, foreign language learning, and more. Come learn from the State Department’s David Levin about the exciting array of international programs and activities, including Fulbright and much more, and how AASCU institutions can participate.

Presenters: **David Levin**, Senior Program Manager, Bureau of Educational and Cultural Affairs, U.S. Department of State

**Creating a Student Belonging Intervention: Capturing the Student Experience**

During this session, presenters from the University of Wisconsin-La Crosse will share their experiences in creating a video version of a student belonging intervention. The session will detail the process of getting the campus on board, the development of student interview questions, the selection of students, and the creation of the video. Insights and lessons learned will be shared.

Presenters: **Timothy Dale**, Associate Professor of Political Science, Chair of the Department of Political Science and Public Administration, University of Wisconsin - La Crosse  
**Nathan Warnberg**, Assistant Professor of Mathematics and Statistics, University of Wisconsin - La Crosse
Saturday, July 22

7:30 AM - 4:30 PM | Harborside Foyer

Registration

7:30 AM - 8:30 AM | Harborside Foyer

Breakfast

7:30 AM - 12:00 PM | Harborside Ballroom E

Special Program for Provosts

7:30 AM - 8:30 AM | Harborside Ballroom E

Breakfast for Provosts

Breakfast will be served outside of Harborside Ballroom E.

8:45 AM - 9:35 AM | Harborside Ballroom E

Higher Education’s Role in Strengthening Democracy

What is the role of public higher education in the preparation of students to be informed, engaged citizens in our democracy? That question seemed critical in 2003 when AASCU created the American Democracy Project (ADP). Now, 14 years later, the concerns of an earlier time have been magnified by the increasingly bitter political polarization of today. ADP was created by a coalition of 18 AASCU provosts who designed a nonpartisan, civic learning and democratic engagement initiative that has grown to include more than 250 AASCU institutions.

This session will feature Tom Ehrlich and George Mehaffy, two leaders who helped create ADP and who have participated in many of the programs since its inception. In a conversation between provosts and these founders, we will explore ideas and strategies about how AASCU campuses can best meet the challenges of educating students to be knowledgeably engaged in public-policy issues and politics. Our democracy requires no less.

Presenters:  
**Thomas Erlich**, President Emeritus of Indiana University, former Senior Scholar at the Carnegie Foundation for the Advancement of Teaching, and now Adjunct Professor, Stanford University  
**George Mehaffy**, Vice President for Academic Leadership and Change, AASCU
Adapting by Design: Creating Faculty Roles and Defining Faculty Work to Ensure an Intentional Future

Although faculty members work hard to meet or exceeding shifting expectations for teaching excellence, research productivity, and service, the professoriate, as an institution, has no adapted to changes in the higher education enterprise in ways that optimize faculty members’ professional status, value, and contributions. Rather, changes in the American professoriate over the past several decades represent an “unraveling,” reflected in the shift from a more traditional model of a professionalized, mostly tenure-track faculty toward a mostly contingent academic workforce. The erosion of a strong and well-established academic profession, in the absence of new visions to replace the status quo, threatens to deteriorate educational quality at our institutions. Our ability to continue producing high-quality research and learning outcomes, as well to meet the increasingly complex expectations of our society, is at risk. At the national and institutional levels, deliberate dialogue, followed by collective, intentional action is necessary to ensure that higher education institutions can continue to meet these important goals. This session will draw upon Delphi Project research on the status of the professoriate and stakeholder groups’ views about emerging faculty models to provide the context for reform, and outline an intentional process that institutions can follow to undertake a redesign of the faculty.

Presenters: Dan Maxey, Former Co-Director, The Delphi Project on the Changing Faculty and Student Success

What do CAOs Think? Inside Higher Ed’s 2017 Survey of Provosts

Doug Lederman, co-editor of Inside Higher Ed, will lead a discussion with a panel of AASCU campus leaders on the results of the publication’s 2017 survey of chief academic officers. Topics include diversity on the faculty and in the curriculum, the status of the liberal arts, and views of assessment.

Presenters: Yi Li, Provost and Vice President of Academic Affairs, California State University, Northridge
Brent Carbajal, Provost and Vice President of Academic Affairs, Western Washington University
Georgia Hale, Provost & Vice Chancellor Academic Affairs, University of Arkansas Fort Smith
Doug Lederman, Editor and Co-Founder, Inside Higher Education
Concurrent Sessions 5

8:45 AM - 9:35 AM | Essex A

Do You "C" What I "C"?

Discussions about high DFW rates are taking place everywhere. Unfortunately, dichotomizing student success can be problematic. A student who makes a "C" may not have sufficiently mastered the course content to be successful in a subsequent course. Students who make too many Cs in core courses may find that they do not have the GPA to be admitted into their desired major, which means they may be progressing, but not towards their desired degree. This session will address ways to present and examine grade distributions and identify students who may be at-risk. The discussion will center on institutional responses, as well as early identification and interventions with students.

Presenters:  Wendy Kallina, Director of Academic Analytics, Kennesaw State University

8:45 AM - 9:35 AM | Essex B

Mind Matters Townhalls: Designing and Aligning Curriculum and Student Affairs Programming in Collaboration with Faculty and Students

In 2016-2017, Cal State LA organized a series of “Mind Matters” town hall meetings focused on college students' mental wellness. Working with a team of faculty and Student Life staff, we created a problem-solving assignment that linked these meetings to our required "Introduction to Higher Education" courses for first-year students. The assignment asks students to use a problem-solving framework at the town hall meetings to create action plans for "students helping students.” This town hall program supports a general education civic-learning requirement and provides a scalable, low-cost, and high-impact experience to 1,700 of Cal State LA’s 3,900 first-year students. This program required a significant amount of intentional design work and partnership between faculty developers, faculty instructors, and Student Life staff. Our presentation will focus on how faculty developers used an on-line training module from ACUE to design the problem-solving assignment. It will also discuss how faculty developers and Student Life administrators trained student and staff “table coaches” to facilitate the town hall meetings.

Presenters:  Michael Willard, Faculty Director of Service Learning, California State University, Los Angeles  
Nancy Wada-McKee, Vice President of Student Life, California State University, Los Angeles
A Collaborative Approach to Assessing Student Success Initiatives

Northern Arizona University conducts rigorous statistical analysis to better understand the impact of student and academic affairs programs on academic performance, progress, and retention. The results of aggregate analyses and individual program analyses are compiled in an annual report, which also includes missions, target populations, and student learning outcomes for each program. Using a common analytical methodology across programs and joint reporting of results provides both academic and students affairs leaders a broader context within which to assess the success of the suite of students success efforts on campus. This session will provide an overview of the report contents and highlight a range of uses of the data in promoting and understanding student success on our campus.

Presenters: Melissa Welker, Executive Director, Student Success Initiatives and Programs, Northern Arizona University
Erin Grisham, Associate Vice President, Student Affairs, Northern Arizona University

Facilitating Assessment Efforts Across Campus: From Just-in-Time Student Interventions to Consequential Use of Results by Faculty

In this presentation, we will discuss two efforts at Governors State University (GSU) to improve student success and institutional performance. The first is GSU's "just-in-time" assessment program, which targets new freshmen and includes early-alerts, midterm grade alerts, intrusive advising strategies, and workshops to promote student success and persistence. The second is GSU's comprehensive assessment process, which was designed to support faculty by embracing assessment beyond institutional compliance and emphasizing continuous improvement in teaching and learning. The presentation will focus on the ways in which these programs have impacted our students over the past three years, as well as how they can be implemented on other campuses.

Presenters: Aurélio Manuel Valente, Vice President of Student Affairs and Dean of Students, Governors State University
Ann Vendrely, Associate Vice President for Academic Affairs and Associate Provost, Governors State University
Amy Comparon, Director of Tutoring and Academic Support, Governors State University Maristela Zell, Professor, Governors State University
David Rhea, Associate Professor, Governors State University
Creating Curricular Coherence in the Core: A Student-Centered Approach

Curricular coherence in general education often founders on the institutional imperative to create ever more general education courses for a variety of well-intended reasons. The result is a bewildering variety of choices that make little sense to the first-year student. Rather than trying to create coherence from the curricular side, Fayetteville State University (FSU) creates it on the student side by asking them to reflect on the significance of general education courses they are taking. This is achieved via a year-long first-year seminar, which includes a forward-looking module on FSU’s core learning outcomes in the first semester, followed by a retrospective portfolio of first-year work in the second. Over the course of the seminar, students construct coherence using FSU’s core learning outcomes as an organizing principle.

Presenters:  John Brooks, Dean of University College, Fayetteville State University  Beth Hogan, Assistant Dean of University College, Fayetteville State University

Building and Sustaining Support for a Big Project

Launching a new initiative provides an opportunity for campus leaders to establish the impetus for change. When a project is shiny and new it has the ability to garner the attention and energy of campus constituents. Sustaining momentum, however, requires encouraging members of the campus community to keep working even when the results cannot be immediately realized. This session is for those that work on the front line of change efforts. This will be a facilitated discussion about how campus leaders can sustain momentum for a big project.

Presenter:  Judith Ramaley, President Emerita, Portland State University and Winona State University

Student and Academic Affairs Partnership: What the Student Affairs Side of the House Wishes You Knew

Student Affairs professionals understand that student success is everyone’s responsibility. Strategic partnership developed across the academy can improve the overall student experience and improve your students’ chances to be successful. This session will explore intentional ways that you can connect with and involve Student Affairs professionals in your work and discussions on student success.
Participants will be encouraged to share techniques they have used on their campuses to create strong partnerships.

Presenters:  **Patrick Bailey**, Director, Student Involvement and Development, Cal State Northridge

**Concurrent Sessions 6**

9:45 AM - 10:35 AM  |  Essex A

**From Cohorts to Meta-Major Pathways: Re-Imagining the First Year Experience to Attract New Students to the Health Professions**

Governors State University's curriculum for four-year students has a heavy emphasis on general education courses in the first and second years. This has created difficulties for potential science and health professions majors to get the science and math classes they need early on to prepare them for their desired academic goals. This session discusses how we redesigned one of our first-year cohorts to have a meta-major focus. We describe how we retained the best elements of the cohort experience while enhancing the curriculum to be meta-major oriented.

Presenter:  **David Rhea**, Associate Professor of Communication, Director of Honors and Undergraduate Research Programs, Governors State University

9:45 AM - 10:35 AM  |  Essex B

**Making Space for Meaning: The "Third Space" of Scholars Studio**

Universities often promote curriculum models that situate instructors as experts and break down course content into measurable objectives. While this kind of curriculum may be attractive because it enables straightforward learning assessment, students frequently struggle to find meaning in its fractured worldview. Arguably, this model—predicated on breakdown instead of integration—is not ideal for translating learning from course to course or into the workplace. We argue that重新thinking the curriculum is key to developing effective academic pathways. Acknowledging that curricular change presents political challenges, we propose developing a third space that dismantles traditional boundaries and promotes generative possibilities. Presenting Scholars Studio as a model, we show how bringing faculty together across disciplines to integrate thinking, contextualize content, and build community helps students make meaning of learning.

Presenters:  **Monica Turner**, Director of Engaged Learning and Student Support, Bowie State University
Lisa Nardi, Assistant Director of Scholars Studio, Bowie State University

9:45 AM - 10:35 AM   |   Essex C
Managing with Purpose

Focusing on finding efficiencies and faculty accountability, Southern Oregon University has refined and instituted many interrelated tools since AY2012-13, such as a course budget planner, faculty loading report, electronic data system to track faculty evaluations, and a modified version of the Delaware Cost Study. As a result of these and other management decisions, we have (1) reduced the number of low enrolled courses by 30 percent and increased average class size by 7 percent, (2) decreased faculty expenses attributed to non-teaching activities by 27 percent; and (3) held direct instructional expenditures flat, even though we experienced increases in cost-of-living, retirement, and health care costs, to increase our net return from -8 percent to +5 percent over three years. This session will focus on sharing the interrelated tools and meaningful curricular changes that ensued.

Presenter:   Karen Stone, Associate Vice President for Academic Resource Management, Southern Oregon University

9:45 AM - 10:35 AM   |   Kent A
Belonging Intervention for Faculty and Staff: Changing Hearts and Minds

At California State University, Northridge (CSUN), we have looked for ownership and buy-in to help faculty and staff understand that growth mindset and belonging are not only important for students, but also for the faculty and staff on campus who create opportunities for student growth and learning. We will share four interventions that have begun to change the hearts and minds of faculty and staff on CSUN's campus, and we are positive you can use them on your campus as well.

Presenters:   Cheryl Spector, Director, Academic First Year Experiences, Cal State Northridge
Patrick Bailey, Director, Student Involvement and Development, Cal State Northridge
Susanna Eng-Ziskin, Chair, Department of Research, Instruction, and Outreach, Oviatt Library Cal State Northridge
Helen Heinrich, Director, Data and Analytics (Academic Technology), Cal State Northridge
Co-remedial Writing: Possibilities and Perils

This session will discuss Cleveland State University’s experience implementing co-remedial writing instruction in 2010. We focus on the historical background for this curricular change, situating it within a number of student success initiatives undertaken in the last decade by CSU. We discuss specific characteristics of the course, including a description of the curriculum and the built-in support systems in each class. We provide relevant data on student success in the course and in the follow-up course, English 102. We argue that co-remedial versions of first-year writing courses are more effective than traditional developmental courses in preparing students for writing in college and in ensuring students successfully earn general education credit immediately in their first two semesters.

Presenters:  William Breeze, Director, First-Year Writing, Cleveland State University
             Peter Meiksins, Vice-Provost for Academic Programs, Cleveland State University

Student-Centric Course Scheduling

Course section management is one of Utah Valley University’s goals for the Re-Imagining the First Year initiative. The purpose of this goal is to ensure that a sufficient number of sections are available and are appropriately sequenced to enable timely degree completion. We also aim to improve fill rates and reduce over-scheduled, under-enrolled sections. The presenters will explain a three-pronged approach to course section management, including scheduling guidelines, a scheduling software platform, and data reports. They will share their process for faculty involvement and outline the necessary steps to implement effective student-centric scheduling.

Presenters:  Maureen Andrade, Associate Vice President, Utah Valley University
             Michelle Kearns, Associate Vice President, Student Success and Retention, Utah Valley University
             David Connelly, Chair, History & Political Science Utah Valley University
             Tiffany Evans, Director, Program Completion, Utah Valley University
             Tim Stanley, Interim Director of Institutional Research, Utah Valley University
             K. Wade Oliver, Director, University Advising, Utah Valley University
The UCF Experience: An Integrative Approach to Undergraduate Education

In this session, presenters will describe an emerging integrative approach to general education at the University of Central Florida, a large southeastern research university. Our challenge has been to offer a model that honors the academic and intellectual leadership roles of faculty offering general education courses while providing students with a coherent, relevant, and high quality experience. The model we have developed harnesses the combination of scale and excellence to help students forge connections among their curricular, co-curricular, civic, and career-preparation experiences, building from high-impact and innovative pedagogical approaches in general education to signature learning experiences in majors. Topics to be covered in this session include purposeful engagement of faculty members in the revision process, successful models for collaboration between curricular and co-curricular entities to promote student success, and building a meaningful assessment process for our emerging model for general education.

Presenters: Melody Bowdon, Associate Dean and Executive Director, University of Central Florida
Elizabeth Dooley, Vice Provost and Dean, University of Central Florida
Keisha Hoerrner, Associate Dean of the College of Undergraduate Studies; and Professor of Communication University of Central Florida
Anna Jones, Director, University of Central Florida

Tracking Student Progress: Early Alert Systems

Early alert systems are a part of a comprehensive approach to helping students make good progress toward their degrees. We will discuss several of the key questions that any campus should address when developing a monitoring system such as (a) defining the target population, (b) identifying the resources available to help students who have academic or personal difficulties, (c) developing a clear approach to intervention and (d) creating a way to gather information from monitoring systems and using that information to enhance student success.

Presenter: Judith Ramaley, President Emerita, Portland State University and Winona State University

Refreshment Break
An Evolutionary Perspective on Increasing Student Success, and the (Partial) Fallacy of First-Year Retention

With the halcyon days of growing enrollments and strong state support for higher education behind us, state colleges and universities have identified student retention as a--if not the--key variable in fulfilling their public mission while ensuring financial sufficiency. Much effort has concentrated on first-year students; however, it may be more advantageous to pay greater attention to the fate of students at later points in their careers. In this session, we apply the concept of Reproductive Value to explore dynamics of retention rates, graduation rates, and degree production from an evolutionary perspective. We ask the following questions: Is enhanced first-year retention predictive of subsequent increases in persistence and graduation rates? At what point in students’ careers should retention efforts be targeted to maximize the impact on graduation rates and/or revenue to institutions?

Presenters: **Doug McElroy**, Associate Vice President for Academic Affairs, Western Kentucky University  
**Kate McElroy**, Office of Academic Affairs, Western Kentucky University

EdReady: A Low Stakes Alternative to Placement Testing

Jacksonville State University has eliminated high stakes placement tests for mathematics. Instead, advances in personalized learning have paved the way for a system that both identifies deficiencies and provides a way to remove them. This system, EdReady, is an open source product that both assesses skills and provides online learning materials designed specifically for JSU’s courses. Students prepared through EdReady were significantly more likely to pass their subsequent math classes with grades of C or better. The results were especially pronounced for STEM majors. They were also significantly less likely to fail, to withdraw from class or to receive grades of incomplete. This presentation describes the process of changing the university culture of high stakes placement testing and offers evidence for a successful, low cost alternative.

Presenters: **Courtney Peppers-Owen**, Director of Learning Services, Jacksonville State University  
**Jan Case**, Professor of Mathematics, Jacksonville State University
David Thornton, Associate Professor, Computer Science Jacksonville State University

11:10 AM - 12:00 PM   |   Kent B/C

**Building an Infrastructure to Support Assessment as a Model for Enhancing Teaching and Learning**

Academic units typically display varied levels of knowledge about and commitment to assessment as a means of enhancing teaching and learning. Reactions to requests from administrators to engage in assessment are frequently met with resistance by faculty and department chairs who are already stretched thin and who often lack formal training in assessment. We describe our efforts to build a culture of assessment on campus and share results over a five-year period. Critical to our efforts have been the development of a strong infrastructure and a faculty-led process. Lessons learned are also discussed.

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

11:10 AM - 12:00 PM   |   Laurel A/B

**Deconstructing Faculty Beliefs About Students and Their Own Practices as a Strategy for Achieving Equity in Racial / Ethnic Course Success**

The University of Southern California’s Center for Urban Education (CUE) and the Community College of Aurora created a partnership to identify and address classroom racial inequities using the processes and tools of CUE’s Equity Scorecard. This session will provide several examples of how faculty at the Community College of Aurora discovered how their own beliefs (often implicit) about their students and their own practices contributed to inequities by analyzing disaggregated course outcome data and deconstructing classroom policies and practices through a race-conscious lens. Faculty then reconstructed their policies and practices from an equity-minded lens to positively impact their classroom and ultimately address racial inequities.

Presenters: Debbie Hanson, Senior Project Specialist, University of Southern California
James Gray, Department Chair, Mathematics, Community College of Aurora
Helping Students Make Meaning: ePortfolios and Reflective Writing

First-year students are often overwhelmed by the decisions required to navigate the college experience. As a result, they can lose sight of what is important to them. By completing an ePortfolio comprised of reflective writing that asks students to consider who they are, where they want to go, and how they will get there, students build the foundation for navigating the college experience with purpose and focus. Perhaps most important, through the creation of this ePortfolio, students develop a foundation upon which meaning around curricular and co-curricular experiences is built and integrated. This session will highlight the conceptual model of student cognitive and affective development guiding the ePortfolio as well as the course scaffolding and structure that supports successful use of ePortfolios.

Presenter: Catherine Buyarski, Associate Dean, University College, Indiana University-Purdue University Indianapolis

Networking Session for RFY Campus Teams

12:15 PM - 1:35 PM

Lunch and Featured Sessions

Advancing a Framework for Student Success

We know a lot from research about what facilitates student success, and can rely on a range of empirically-tested approaches and time-honored practices about what to do. Yet, the implementation of what works is at best uneven across institutions and among students. This calls for greater consideration about what to do and how this must occur. This session offers a quick review of what we know about what supports student success, advances emerging propositions from the field, and presents a framework to organize our efforts to increase student success.

Presenter: Jillian Kinzie, Associate Director, Center for Postsecondary Research and the National Survey of Student Engagement (NSSE) Institute, Indiana University School of Education
Washington Update: Higher Education

The Trump Administration’s first six months in office have proven more tumultuous for the higher education community than many observers had hoped. The travel ban, immigration crackdown, healthcare reform, the President’s tax reform agenda, and his budget requests have radically altered fundamental assumptions about the direction of federal policy vis-à-vis colleges and universities. Beyond direct changes in federal programs, political divisions in the country are increasingly influencing public perceptions about higher education, leading to renewed controversy on issues ranging from campus sexual violence, minorities access, and equal opportunity to free speech and academic freedom.

This session will provide a brief overview of pending policy challenges facing public higher education, and explore possible ways in which these may play out.

Presenter:  Barmak Nassirian, Director, Federal Relations and Policy Analysis, AASCU

Challenges and Opportunities for AASCU Institutions in Today’s Higher Ed Landscape

Doug Lederman, editor of Inside Higher Ed, will try to help you make sense of the fast-moving and sometimes confounding environment in which you and your institutions are operating. In this interactive session, he and the audience together will deconstruct and apply his “SWOT analysis” of the higher education industry to the AASCU institutions.

Presenter:  Doug Lederman, Editor and Co-Founder, Inside Higher Education

Curricular Coherence Starts at Enrollment (By Invitation Only)

Over the past decades, online learning has brought increased flexibility and choice to higher education. While this has signified greater access and autonomy for today’s students, it has also presented challenges when it comes to ensuring that all students receive a degree that reflects a coherent, marketable curriculum package.

In this presentation, Julie Delich, Vice President of Enrollment at The Learning House, Inc., will join Dr. Tim Edwards, Provost of the University of West Alabama, to discuss strategies for guiding students toward a meaningful, coherent degree through thoughtful enrollment practices. Attendees will learn how incorporating tactics like motivational interviewing and career program mapping into their
enrollment process can drive retention, improve curricular coherence and ultimately set their students up for success.

Presenters:  **Julie Delich**, Vice President of Enrollment, The Learning House, Inc.  
**Tim Edwards**, Provost, University of West Alabama

12:15 PM - 1:35 PM   |   Essex C

**What Activities Improve Student Success? (By Invitation Only)**

Student Connections is passionate about helping students overcome the barriers that can get in the way of attending college, completing their programs of study and achieving success after graduation and is tackling the student success challenges facing educational institutions nationwide and the students they serve. To achieve these goals, Student Connections involves students, institutions, higher education organizations and others throughout the development process of their student success initiative.

Students Connections has again extended an invitation for AASCU Academic Affairs Meeting participants to become part of the conversation and help inform their direction. Please consider attending the interactive session they will be hosting in Baltimore to discuss best practices in improving student outcomes and share your expertise on student success programming.

Presenters:  **Tammy Lakes**, Vice President, Product Innovation and Management, Student Connections  
**George Covino**, Vice President, Student Success, Student Connections

2:00 PM - 2:50 PM

**Concurrent Sessions 8**

2:00 PM - 2:50 PM   |   Kent A

**When Performance Metrics Drive Funding**

In 2012, the State of Florida's System Board froze base funding and implemented 100 percent performance-based funding for all of its universities. New funding is now awarded based upon how universities rank after being scored on ten performance metrics. We will present information about the impact of performance-based funding on institutional practices at the University of South Florida St. Petersburg, focusing in particular on the changes we have made to address retention and completion rates.
Presenters:  **Martin Tadlock**, Regional Vice Chancellor of Academic Affairs, University of South Florida St. Petersburg  
**Susan Toler**, Associate Dean of the College of Arts and Sciences, University of South Florida St. Petersburg  
**Michelle Madden**, Director of Institutional Effectiveness University of South Florida St. Petersburg

**2:00 PM - 2:50 PM | Kent B/C**

**Academic and Career Success: A Whole System Approach to First-Year Student Support**

In this session, participants will learn about five components of California Polytechnic State University, San Luis Obispo’s institutional approach to helping first-year students achieve academic and career success. These components include the following: new student orientation, block scheduling, supplemental instruction, advising, and career services. From the moment a student joins the university, their pathway to success is paved with organizational practices intended to foster a growth mindset; metacognitive awareness of strengths; communication skills; and tools for academic, personal, and professional achievement. Presenters will discuss the ways in which the university's learn by doing philosophy informs curricular and co-curricular experiences and will share the challenges of a decentralized campus structure.

Presenters:  **Dawn Janke**, Director, Writing and Rhetoric Center, California Polytechnic State University, San Luis Obispo  
**Beth Merritt Miller**, Assistant Vice Provost for University Advising, California Polytechnic State University, San Luis Obispo  
**Eileen Buecher**, Executive Director, Career Services California Polytechnic State University, San Luis Obispo

**2:00 PM - 2:50 PM | Laurel A/B**

**Our Promise of Student Success: Leveraging Pathways and Curricular/Co-curricular Coherence to Think Differently About Undergraduate Education**

Capitalizing on the concurrent appointment of a new president and the launch of a revised general education program, which is bookended with two high-impact practices (a first-year experience and a capstone experience), West Chester University is engaging in a process to align several key elements of student success. Building on a new mission statement that emphasizes our role in preparing students to live and work in the rapidly changing 21st Century, we are leveraging best practices around pathways and curricular/co-curricular coherence to deliver on our promise of student success by fundamentally changing the way we conceptualize and engage in undergraduate education.
Are International Students Really a Priority?

We say we want them. We are signing petitions and fighting to keep them. But are we always doing what is best for international students once they arrive at our campus? This session will feature a panel of international educators and experts sharing best practices for institutions to address the unique needs of international students and what could go wrong if they don’t.

Presenters: Maria Conley, Executive Director, International Students and Scholars Office, University of Massachusetts Lowell
Jill Dunlap, Director of Equity, Inclusion & Violence Prevention, NASPA - Student Affairs Administrators in Higher Education
Susan Leigh Connors, International Student and Scholar Office, University of Massachusetts Boston

Faculty Fellowships: Mentoring for Administrative Roles

Through teaching, research, and service, faculty develop a wide range of academic skills and experiences, yet few faculty responsibilities and experiences prepare them for administrative roles at the institutional level. Administrative Faculty Fellowships at the University of Nebraska Omaha are half-time academic year and summer appointments that provide a model for preparing faculty for administrative roles at either the college or campus level. Fellowships simultaneously benefit the campus through focused attention on special projects or policy and procedure development. Fellows are mentored by others in administrative roles and work with faculty and administrators from across the campus. Fellow positions are cost effective to the institution as well. We will report on results over five years of the program, during which time all former participants have gone into administrative roles.

Presenters: Deborah Smith-Howell, Associate Vice Chancellor for Academic Affairs, DeanF for Graduate Studies, University of Nebraska Omaha
Candice Batton, Assistant Vice Chancellor for Academic Affairs, University of Nebraska Omaha
Transformation and Change Leadership Within a Shared Governance Model: An RFY Campus’s Process

Shared governance has featured prominently in Minnesota State University, Mankato’s RFY project. Decisions on which strategies to pursue, who to engage, and how to implement are made through a deliberative, consultative process with a wide range of campus constituents. The Mankato shared governance process has yielded a campus leadership team representing the student senate, three collective bargaining units, and the administration. This team has generated an RFY toolkit that is aligned and named within the University’s Strategic Priorities and Integrated Academic Master Plan, known as the “RFY 7 Signature Strategies.” At this session, participants will learn more about the shared-governance process, the 7 Signature Strategies, the implementation structures that engage and foster change, and the communication and accountability tools that are being employed.

Presenters: Ginger Zierdt, Assistant Vice President for Undergraduate Education, Minnesota State University, Mankato

What is the Faculty Role in Student Success Beyond the Classroom?

Faculty members are critical to the success of students, but often view their role as beginning and ending with the classes they teach. This session will explore the increasingly important role faculty can and should be playing in our institutions’ student success initiatives, particularly reforms and innovations aimed at increasing curricular coherence.

Presenters: M.J. Bishop, Director, William E. Kirwin Center for Academic Innovation, University System of Maryland
Nancy O'Neill, Associate Director, William E. Kirwan Center for Academic Innovation, University System of Maryland

Reception and Closing Plenary

Using Data to Empower Student Success: An Interactive Session

The goal of the closing plenary is to provide participants with an interactive session highlighting the role data plays in student success at 4-year institutions.

Presenters: Teresa Hardee, Chief Operating Officer, Delaware State University
Meeting Adjourned