American Association
of Colleges & Universities

January
17–19, 2024
Washington, DC

AAC&U
ANNUAL MEETING

AAC&U

2024 ANNUAL MEETING PROGRAM SCHEDULE

Program is subject to change. All times listed in Eastern time.
Find full program details and the most up-to-date information online at
https://aacu24am.eventscribe.net.

WEDNESDAY, JANUARY 17

6:30 am – 7:00 pm
AAC&U Registration

AAC&U Registration
Membership Welcome and Assistance
M1 Foyer

7:00 am – 5:30 pm
AAC&U Presenter Resources

AAC&U Annual Meeting Speaker Ready Room
Gallery Place — M3

8:00 am – 6:00 pm

Lactation Room
L'Enfant Plaza – M3

6:30 am – 5:30 pm
Pre-Meeting Symposium/UERU National Conference

Pre-Meeting Symposium/UERU National Conference
UERU Sponsor Tables
Liberty Foyer – M4

7:00 am – 4:00 pm
Pre-Meeting Symposium/UERU National Conference

Pre-Meeting Symposium/UERU National Conference
UERU Speaker Ready Room
Monument – M4

7:30 am – 8:30 am
Pre-Meeting Symposium/UERU National Conference Breakfasts

Pre-Meeting Symposium/UERU National Conference
UERU Conference General Breakfast
Liberty Salons L/M

Breakfast will be available for all UERU National Conference attendees. UERU National Conference attendees may also choose to attend sponsored breakfasts during this time.

7:30 am – 8:30 am
Pre-Meeting Symposium/UERU National Conference Breakfasts
(continued)

Pre-Meeting Symposium/UERU National Conference
UERU Sponsor Breakfast — Knack, Platinum Sponsor:
Navigating the Changing Landscape of Academic Support
Supreme Court
Steven Girardot—Vice Provost for Undergraduate Education, Georgia Institute of Technology; Page Keller—Head of Academic Relations, Knack: Scott Marzilli—Associate Provost for Student Success, University of Maine; Dan Reardon—Vice Provost for Undergraduate Education,Missouri University of Science and Technology; and Kimberly Smith—Associate Vice Provost for Student Success, Virginia Tech
In an ever-evolving higher education landscape, platforms like Knack are revolutionizing academic support. Join us for a breakfast panel discussion as top administrators from partner campuses unpack their journey with Knack. This session will delve into the reasons behind their partnerships, challenges faced, strategies employed, and feedback on the platform's effectiveness. Attendees will leave with a nuanced understanding of modern academic support trends and the role of innovative platforms in shaping the future.

Pre-Meeting Symposium/UERU National Conference
UERU Sponsor Breakfast — Mentor Collective, Silver Sponsor:
Unified Degree Management: Empowering Both Students and Leaders to Make Informed Decisions
Mint
Emily Barrett— University Relations Director, Mentor Collective; Louie Rodriguez—Associate Vice President for Student Affairs, University of Texas at El Paso, United States; and Lisa Slattery Walker—Interim Associate Provost for Undergraduate Education and Dean of University College, University of North Carolina at Charlotte
Marshall University, under President Brad D. Smith's leadership, is undergoing a transformative journey in response to the rapid evolution of the global economy driven by technologies like big data and artificial intelligence. Facing challenges in enrollment and adapting to diverse student needs, Marshall's strategic plan, "Marshall for All, Marshall Forever," focuses on three pillars: in-demand knowledge, on-demand access, and distinctive achievement. The plan addresses the shifting educational landscape and emphasizes adaptability and innovation. Through Design for Delight principles, Marshall envisions a future that integrates in-demand knowledge with on-demand delivery and distinctive achievement. This strategic roadmap informs a ten-year campus master plan, financial planning, economic development outcomes, and leadership investments, presenting a trajectory-changing opportunity for Marshall University and the greater Appalachian Region.

7:30 am – 8:30 am
Pre-Meeting Symposium/UERU National Conference Breakfasts
(continued)

Pre-Meeting Symposium/UERU National Conference
UERU Sponsor Breakfast — Stellic, Silver Sponsor:
Unified Degree Management: Empowering Both Students and Leaders to Make Informed Decisions
Sabih Bin Wasi—Founder and CEO, Stellic and Brian Mikesell—Vice President of Solutions Consulting, Stellic
Many students have to navigate significant complexity on their path to graduation. Higher ed's reliance on disparate, legacy tools to manage student progress has often resulted in a lack of student confidence, agency, and engagement — as well as overwhelmed academic advisors and inefficient use of campus resources.
Created by first-generation students, this session unpacks how unified and modern degree progress technology solves these challenges across the institution. Impact stories from students, advisors, and campus leadership will illustrate how the technology has empowered students to take greater ownership over their path and enhanced advisor collaboration along the student's journey. You'll understand how that's delivered powerful insights to administrators, helping them make data-backed decisions about campus resources — all to meet the needs of their students and stakeholders in unprecedented ways.

8:30 am – 9:00 am
Pre-Meeting Symposium/UERU National Conference

Pre-Meeting Symposium/UERU National Conference
UERU National Conference Welcome and Opening Remarks
Liberty Salons L/M
Steve Dadaneau—Executive Director, Association for Undergraduate Education at Research Universities; Amy Goodburn—UERU President & Chair of the Board and Senior Associate Vice Chancellor and Dean of Undergraduate Education, University of Nebraska-Lincoln; and Lynn Pasquerella—President, AAC&U

9:00 am – 9:30 am
Lignan Global Forum
(Pre-Registration Required)

Lignan Global Forum *(Pre-Registration Required)*
Opening Session
Marquis Salon 12 & 13

9:15 am – 10:30 am
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions

Pre-Meeting Symposium/UERU National Conference Concurrent Sessions

UERU Concurrent Session 1A: Provocations
UERU Concurrent Session 1A: Provocations—Marshall for All, Marshall Forever: Marshalling Impact in West Virginia
Capitol
Avi Mukherjee—Provost and Senior Vice President, Marshall University; Julia Spears—Assistant Provost of Online Education and Certification, Marshall University; and Brad Smith—President, Marshall University
In this session, we will 1) share how we created our strategic path forward through the use of Design for Delight principles; 2) dive into how we will deliver on in-demand knowledge through on-demand delivery, with distinctive achievement; and 3) illustrate the end-to-end integration of our strategic roadmap that informs our ten-year campus master plan, our rolling financial plan, our public-private economic development outcomes,

9:15 am – 10:30 am
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

and our investment in key leadership across campus. We believe the combination of these efforts has created a trajectory-changing opportunity for Marshall University and for the greater Appalachian Region.

UERU Concurrent Session 1A: Provocations—Purdue's Roadmap for Transformative Undergraduate Education and the Boyer 2030 Commission Report Provocations
Capitol
Heather Servaty-Selb—Associate Vice Provost for Teaching and Learning, Purdue University; Jenna Rickus—Vice Provost for Teaching and Learning, Purdue University; Lindsey Payne—Director, Service Learning and Assistant Professor of Practice in Environmental and Ecological Engineering, Purdue University; Jeffrey Elliott—Executive Director for Undergraduate Academic Advising; and Jennifer Dobbs-Oates—Director, Office of Experiential Education and Teaching Academy Fellow and Clinical Professor, Department of Human Development and Family Science, Purdue University
Purdue University's work toward alignment with the eleven provocations actually began in 2019, before the launch of the Boyer 2030 Commission Report, in connection with a provost-initiated plan, the Roadmap for Transformative Undergraduate Education. The primary lanes of the roadmap (i.e., maximizing student potential, supporting and valuing great teaching, amplifying teaching and learning innovations, creating flexible and cross-disciplinary curricula, and leveraging benefits of the residential campus) continue to serve as a driving force.

UERU Concurrent Session 1B: Student Well-Being
UERU Concurrent Session 1B: Student Well-Being—Making SHIFT Happen: Addressing Well-Being in and out of the Classroom
Supreme Court
Jeff Mayo—Director, First-Year Experience Office, University of Texas at Austin and Kate Lower, SHIFT Director, University of Texas at Austin
Since its launch in 2019, the SHIFT initiative at the University of Texas at Austin has been working toward shifting cultural norms, particularly as it relates to substance use and misuse, to further cultivate a culture grounded in holistic well-being. Uniquely situated at the intersection of Academic Affairs in the Undergraduate College and the Division of Student Affairs, SHIFT aims to capture the broad experience of a student, in and out of the classroom. SHIFT is founded in public health theories and frameworks while also grounded in a strengths-based framework, amplifying protective factors, to instigate holistic environmental changes. While the focus is on shifting student campus culture, SHIFT aims to engage the entire community, including faculty, to create sustainable changes. The faculty training aims to empower faculty to create environments to support student well-being and challenge norms in the classroom. This session will cover SHIFT's integration of substance use protective factors into first-year teaching. Learn about SHIFT, our student and academic affairs collaboration, and the impact the program has had on faculty and students.

9:15 am – 10:30 am
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

UERU Concurrent Session 1B: Student Well-Being—Mental Health and Inclusion: The Intersection of Well-Being and Belonging in Higher Education
Supreme Court
José Villalba—Vice President for Diversity and Inclusion, Wake Forest University and Denisha Champion—Director, University Counseling Center, Wake Forest University
As students—particularly incoming undergraduate first-year and transfer students—acclimate to new higher education settings, it is critical that campuses better understand and support their academic and personal-social development. Oftentimes, a student's sense of belonging will contribute not only to "fitting in" but also succeeding in and beyond the classroom. These feelings of belonging and well-being are often buttressed by initiatives and commitments to inclusivity across individual and cultural identity, particularly when these efforts are embedded in the fabric of an institution's mission and vision, for all who learn, live, play, and/or work at a specific institution. In addition, their sense of well-being is often linked to their active and successful engagement across their years as undergraduate students. And though there are several factors that contribute to holistic well-being, mental health awareness and access to treatment modalities can directly and significantly improve one's quality of life. Ultimately, inclusion efforts and access to mental health embedded into an institution of higher education can moderate belonging and well-being for students. Though often administratively segmented, offices that provide counseling and mental health support services and those that promote diversity, equity, and inclusion programming and policies should work together—both formally and informally—for the greater good of the student body.

UERU Concurrent Session 1C: Active Learning
UERU Concurrent Session 1C: Active Learning—A Holistic View of the Student as Key to World Readiness: Active Learning beyond the Classroom
Mint
Leah Carmichael—Director of Active Learning, University of Georgia; Langley Seibert—Assistant to the Director of Active Learning, University of Georgia; Cara Simmons—Director of the Division of Academic Enhancement, University of Georgia; Annie Carson Welch—Assistant to the Vice President for Student Affairs, University of Georgia; and Maggie Parker—Director of Accreditation and Institutional Effectiveness, University of Georgia
The University of Georgia's Active Learning Initiative was part of the reaffirmation process of the SACSCOC accreditation (2022–2027). The Active Learning Initiative, aligned with Boyer 2030, aims to brand active learning as the university's learning culture to build inclusive and empathy-based learning environments, prepare students for world readiness, and support student belonging and wellness. This initiative introduced two programs: Peer Learning Assistants (PLAs) and Active Learning Ambassadors. PLAs receive training in pedagogical practices and facilitate learning in classrooms, fostering engagement and reducing

9:15 am – 10:30 am
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

achievement gaps. Active Learning Ambassadors champion the value of active learning, receive leadership training, and help plan events. Both programs, emphasizing academic advancement and career readiness, provide mentorship and leadership training, shaping students into confident, skilled leaders. Such a holistic approach to student-centered programming advances academic performance and prepares students for world readiness through transformative education experiences. Students in these programs have shown professional confidence, mastery of content knowledge, effective communication skills, and better problem-solving and interpersonal skills.

UERU Concurrent Session 1C: Active Learning—Unlocking Potential: The Impact of Comprehensive Teaching Training on Graduate Students and Undergraduates
Mint
Megan Mittelstadt—Director, Center for Teaching and Learning, University of Georgia and Ruth Poproski—Associate Director for Teaching and Learning, University of Georgia
In recent years, higher education has increasingly recognized the pivotal role played by graduate students in shaping the teaching and learning environment of research universities. Recognizing the paramount importance of providing robust teaching training to graduate assistants, we designed a comprehensive instructional development portfolio. This program not only benefits current undergraduates but also boosts the career success of our graduate scholars. Our GradTeach program reinforces the university's commitment to teaching excellence and celebrates graduate student contributions to undergraduate education. Our instructional development portfolio empowers graduate students to become inspiring educators through training, ongoing professional development, and recognition of their contributions to undergraduate education. Well-prepared graduate student educators enrich the teaching and learning environment for our undergraduates while gaining valuable teaching experience that enhances their career success. This discussion will highlight the successes, challenges, and ongoing improvements in our teaching training program, exploring the significant benefits for both undergraduates and graduate scholars.

UERU Concurrent Session 1D: Encouraging Leadership
UERU Concurrent Session 1D: Encouraging Leadership—A Dialogue on Dialogue: Fostering Leadership to Catalyze Institutional Change
Treasury
Christina Downey—Associate Vice Chancellor for Undergraduate Education and Dean, University College, Indiana University–Purdue University Indianapolis; Mark Siegal—Vice Provost for Undergraduate Academic Affairs, New York University; Anandi Nagarajan—Assistant Vice Provost for Pedagogy, New York University; and Gwen Gorzelsky—Vice Provost for Academic Initiatives, University of Idaho

9:15 am – 10:30 am
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

To revolutionize higher education in accordance with the Boyer 2030 Commission Report's provocations, institutions must navigate the tension between providing equitable access and maintaining academic standards. This struggle shapes faculty roles as either supportive teachers or strict gatekeepers, necessitating a shift toward "dialogic leadership." Dialogic leaders navigate diverse perspectives, cultivating this capacity in others to foster collective vision. A roundtable discussion promotes dialogic leadership through three institution vignettes, showcasing efforts to catalyze change in student success, faculty initiatives, and engagement with evidence-based approaches. Strategies include posing provocative questions, leveraging strategic metrics, creating faculty learning communities, and structuring conversations using active learning. The session aims to guide participants in applying dialogic leadership concepts to their institutional contexts, fostering collaboration, and driving meaningful change in higher education.

UERU Concurrent Session 1E: Collaborating across Institutions

UERU Concurrent Session 1E: Collaborating across Institutions—Lessons in Organizing and Accountability from a National Network of Public Research Universities
Liberty Salon I
Dia Garcia—Program Manager, Black Student Success Initiative, University Innovation Alliance; Carli Rosati—Graduate Assistant for Listening Lab for Higher Education Transformation, Michigan State University; and Kristen Renn—Professor and Mildred B. Erickson Distinguished Chair of Higher, Adult, & Lifelong Education and Senior Advisor to the Dean of Undergraduate Studies, Michigan State University
This provocation panel will draw on examples from a national network of public research universities, specifically the University Innovation Alliance (UIA), which serves as a multi-campus laboratory for student success innovation. The UIA collaboratively redesigns higher education around student success to increase college graduates' numbers and diversity. Embracing the equity-excellence imperative, UIA works to address achievement gaps, particularly for marginalized students. The panel will discuss the UIA's model, emphasizing accountability and collaboration within member institutions. It will explore overarching insights into building a culture of accountability and share data-driven strategies from ongoing projects such as the Black Student Success Initiative (BSSI) and Listening Lab for Higher Education Transformation. BSSI aims to eliminate disparities in educational outcomes for Black students, while the Listening Lab focuses on empathy-centric focus groups to foreground student voices. Session participants will gain perspectives on accountability, assessment, collaboration, and prioritizing student success in public research universities.

9:15 am – 10:30 am
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

UERU Concurrent Session 1F: Accountability

UERU Concurrent Session 1F: Accountability—Possibilities and Pitfalls: Lessons Learned from Evidence-Based Efforts to Advance the Equity-Excellence Imperative through Undergraduate Student Success Redesign
Liberty Salon K - M4
Daniel Carpenter— Assistant Vice Provost for Student Success Innovations, Purdue University; Brent Drake—Senior Vice President for Operations and Research, Gardner Institute and President-Elect, Association for Institutional Research Board Directors, Gardner Institute for Excellence in Undergraduate Education; and Andrew Koch—President and Chief Operating Officer, Gardner Institute for Excellence in Undergraduate Education
What works and why? What inhibits successful implementation of undergraduate student success efforts and what can be done to ward against less-than-desirable results? How can equity and excellence be harmonized and advanced through student learning and success improvement efforts? These three questions are commonly asked when institutions seek to create and implement plans for improving undergraduate education and associated student outcomes. This interactive session, most closely fitting the Assessment and Accountability principle, will draw on experience and lessons learned from both local and national efforts to answer these framing questions. Conducted as a provocation panel in interview style, the panelists—one from Purdue University, one from the nonprofit Gardner Institute—will share lessons learned from implementing evidence-based undergraduate education reform initiatives.

UERU Concurrent Session 1G: NASEM STEM Teaching and Learning Report

UERU Concurrent Session 1G: NASEM STEM Teaching and Learning Report
Liberty Salon N
Archie Holmes—Executive Vice Chancellor for Academic Affairs, University of Texas System; Kerry Brenner—Senior Program Officer and Responsible Staff Officer, National Academies of Sciences, Engineering, and Medicine; and Michael Dennin—Vice Provost for Teaching and Learning and Dean of Division of Undergraduate Education, University of California, Irvine
In 2023, the National Academies of Science, Engineering, and Medicine convened a consensus study to develop a framework for equitable and effective teaching in undergraduate STEM and identify policies and practices at the departmental, programmatic, and institutional levels that can facilitate implementation of the principles in the framework. In this presentation, we will share the progress of the committee to date, including a discussion draft released in November 2023 that outlines a framework for equitable and effective teaching. The goal of this discussion draft, and this presentation, is to solicit input from stakeholders that will be used to improve the framework and inform the final report. That report will be released in late 2024 and will present evidence for the principles of equitable and effective teaching, call out areas in need of further research, and provide guidance and recommendations for institutions, educators, and disciplines that can lead to equitable and effective undergraduate STEM education.

9:30 am – 10:50 am
Lignan Global Forum
(Pre-Registration Required)

Lignan Global Forum *(Pre-Registration Required)*
AI and the Higher Education Business Model
Marquis Salon 12 & 13
Li Shanmin—Dean, Lignan College, Sun Yat-sen University; S. Joe Qin—President, Lingnan University; Mary Beth Cooper—President, Springfield College; and Nicole Thorne Jenkins—Dean, University of Virginia
The evolution of artificial intelligence (AI) has introduced a rapidly evolving and dynamic landscape into the realm of contemporary higher education business models. While the concept of AI is not new, recent advances in computer processing power, machine learning algorithms, and data storage capabilities have enabled its practical application in unprecedented ways. Consequently, educational institutions are compelled to adjust their strategies to integrate this transformative technology. Understanding the impact of AI on the higher education business model is now essential for leveraging its significant advantages in the competitive academic landscape. This panel will explore critical aspects of AI, including its implications for innovation, responsibility, ethical practices, and sustainable growth within the context of higher education.

10:45 am – 12:00 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions

Pre-Meeting Symposium/UERU National Conference Concurrent Sessions

UERU Concurrent Session 2A: Structures for Student Success
UERU Concurrent Session 2A: Structures for Student Success—Creating a Beloved Community through Strategic Innovation at Rutgers University
Supreme Court
Lance Bennett—Director of Core Curriculum Assessment and Decision Support, University of Texas at Dallas
In its provocation on leading institutional change, the Boyer 2030 Commission Report recognizes that while most change will need to be faculty-led, presidents and chancellors can act as forces of accountability by establishing strong metrics and ambitious goals for research universities. At the core of establishing accountability is describing a vision for the culture of the university that resonates across faculty, staff, students, and the broader community. This case study/vignette asks the question: How can we (re)envision existing and new structures, processes, practices, and identities to achieve equity/excellence through all institutional initiatives? We approach this question through the lens of the role of president by drawing upon the example of how President Jonathan Holloway at Rutgers University established core values (i.e., creating a beloved community) for the university community in the midst of the COVID-19 pandemic. Further, we connect President Holloway's articulation of a beloved community to Provocation 1 (World Readiness for All: Education for Life, Work, and Citizenship) and Provocation 3 (Assessment Accountability), and how it has shaped key initiatives and framed conversations, how this core value resonated, and some of the challenges that it raised under the Holloway administration.

10:45 am – 12:00 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

UERU Concurrent Session 2A: Structures for Student Success—Student Success at the University of Illinois Chicago: A Decade-Long Journey
Supreme Court
Darima Butitova—Assistant Director, University of Illinois Chicago; Aisha El-Amin—Associate Vice Chancellor for Equity and Belonging, University of Illinois Chicago; Fred McCall—Executive Associate Vice Chancellor, Student Engagement and Dean of Students, University of Illinois Chicago; Nikos Varelas—Vice Provost for Academic Programs and Effectiveness, University of Illinois Chicago; and Josephine Volpe—Assistant Vice Provost for Advising Development, University of Illinois Chicago
As Chicago's largest university, the University of Illinois Chicago (UIC) is defined by its diversity and its role as a public, urban, research university serving about 22,000 undergraduates and 12,000 graduate and professional students. UIC is a Hispanic-Serving-Institution and an Asian American Native American Pacific Islander-Serving Institution and enrolls a majority of minority students. The majority of UIC students are first-generation and have high financial need. One measure of UIC's commitment "to provide a wide range of students with the educational opportunity only a leading research university can offer" has been an ongoing investment in funding, launching, developing, and evaluating student success initiatives, driven by the goals of increasing graduation rates and addressing equity gaps. More broadly, the intention has been to establish an institutional culture that prioritizes student success in all endeavors. This commitment was initially defined by a campus-wide "Student Success Initiative" process in 2012, meant to bring about this cultural change and refocus the campus on student success. The final report offered 125 recommendations to address data analysis and assessment, first-year curriculum, support for student learning, campus life, financing college, advising, faculty engagement, and pre-matriculation.

UERU Concurrent Session 2B: Pedagogical Innovation and Ethics
UERU Concurrent Session 2B: Pedagogical Innovation and Ethics—Ethical Considerations in Using Artificial Intelligence to Intervene for Student Performance Intervention
Liberty Salon I
Jason Mastrogiovanni—Assistant Provost for Student Success, University of Florida
In the past year, considerable attention has been given to concerns that student use of artificial intelligence tools in the classroom will impact academic integrity. Some academicians have proactively advanced in front of this concern to advocate for appropriate manner and time use of these technologies in their learning process. Considerably less attention has been given to how we as universities might appropriately use artificial intelligence to improve our educational environment. This session will seek to get in front of this potential concern and advocate for appropriate uses of artificial intelligence in our work to educate students.

10:45 am – 12:00 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

UERU Concurrent Session 2B: Pedagogical Innovation and Ethics—University-Wide Active Learning Initiative Promotes Teaching Excellence for All Instructors
Liberty Salon I
Leah Carmichael—Director of Active Learning, University of Georgia; Ching-Yu Huang—Associate Director for Active Learning Initiatives, University of Georgia; Megan Mittelstadt—Director, Center for Teaching and Learning, University of Georgia; Katie Burr—Director of Assessment, University of Georgia; and Deenene Brewer—Assessment Coordinator, University of Georgia
The Boyer 2030 Commission Report calls for universities to recognize, support, and reward faculty across all appointment types for their "expertise and dedication" to an excellent undergraduate education (Provocation 6). The University of Georgia's Active Learning initiative expands upon existing programs that provide instructors with professional development opportunities to encourage the embedding of evidence-informed pedagogies (Provocation 4) and high-impact practices (Provocation 3) in every classroom on campus. Further, to ensure that these programs provide the intended impacts on students both within and beyond the classroom, this initiative assesses students' gains in disciplinary knowledge as well as their strengthened capacity for curiosity, initiative to learn, reflection, and recognition of the connection between active learning and their development of knowledge and skills, or their overall world readiness (Provocations 1 and 11).

UERU Concurrent Session 2C: Supporting Student Agency
UERU Concurrent Session 2C: Empowering First-Year Students—Holistic Support and Horizontal Leadership at American University
Treasury
Jimmy Ellis—Associate Dean of Undergraduate Education, American University; Amanda Getz—Adjunct Instructor School of Education, American University; Izzi Stern—AUx Program Manager, American University; and Rachel Wu-Pong—Associate Director, American University
American University's first-year experience prioritizes comprehensive support for incoming students, emphasizing holistic advising and evidence-informed pedagogy to create an inclusive learning environment. Instructor/advisors play a pivotal role, addressing academic, emotional, and social challenges, guiding students through a successful transition into college life. The evidence-informed curriculum focuses on empathy-based educational environments, celebrating each student's unique background. The First Year Advising office and the American University Experience team embrace a collaborative model with horizontal leadership, involving various stakeholders in decision-making. This innovative approach flattens traditional hierarchies, fostering open communication, creativity, and a sense of ownership among team members. The panel aims to discuss this first-year experience model and highlight the benefits of horizontal leadership in higher education, emphasizing the importance of diverse perspectives in crafting thoughtful solutions to challenges during the initial year of college.

10:45 am – 12:00 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

UERU Concurrent Session 2C: Supporting Student Agency—It's Me. Hi, I'm the Problem. It's Me. Internal Barriers to Graduation and Retention.
Treasury
Althea Counts—Director, TRIO Programs, University of South Carolina; Claire Robinson—Assistant Dean, Undergraduate Advisement, University of South Carolina; Amanda Therrell—Director, Graduation and Retention Network, University of South Carolina; and Catherine Wiggins—Senior Director of Development, Principal Gifts/Presidential Engagement, University of South Carolina
The University of South Carolina's Graduation and Retention Council (GRC) will lead an interactive roundtable discussion, sharing insights and strategies on graduation and retention. The discussion will focus on addressing diverse barriers to graduation, categorized into areas such as medical, social, and financial challenges. The GRC conducted a comprehensive review, exploring existing solutions, short-term implementations, and long-term considerations. Recommendations were aligned with peer institution practices. The GRC submitted a report to the provost, who supported and funded pilot initiatives based on the recommendations. The discussion will delve into the committee's successful approach, implemented initiatives, and progress made in overcoming internal hurdles for students on the path to degree completion. Participants will leave with actionable steps to support their own students based on the university's experiences.

UERU Concurrent Session 2D: Creating Equitable Models for Assessing Teaching and Learning

UERU Concurrent Session 2D: Creating Equitable Models for Assessing Teaching and Learning—A Case Study in Pursuing Grading Equity—and How We Plan to Scale It Up
Mint
Martyn Oliver—Director of the Undergraduate Religious Studies and Arab World Studies Programs, American University; Rebecca Comfort—Assistant Director, AU Core, American University; Amanda Taylor—Assistant Vice President of Diversity, Equity, and Inclusion, American University; Brad Knight—Senior Director, AU Core and University College, American University; and Adam Tamashasky—Faculty Director, Complex Problems Program, American University
The American University replaced a content-focused general education program with an inquiry-based core curriculum. Such a shift reflects our commitment to a liberal education conducive to development of an inquisitive and flexible mind, one capable of critical, multiperspectival engagement and interrogation/deployment of authoritative sources. This session will discuss efforts to authentically evaluate student learning and reshape the institution for greater faculty solidarity. It will serve as inspiration for other institutions aiming to develop inclusive, equitable curricula emphasizing collective faculty responsibility. The core's first-year seminar, Complex Problems, prioritizes method over content, preparing students for college-level work. Despite well-intentioned inclusivity, assessing student learning poses challenges compared with previous content-focused curricula. An investigation into final grades revealed

10:45 am – 12:00 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

disparities, prompting a deeper understanding of contributing factors. Scaling up this approach encounters the perception of teaching as a private act, requiring a cultural shift toward shared values and trust. By questioning core values, defining teaching excellence, and fostering openness, faculty can collectively enhance teaching practices.

UERU Concurrent Session 2D: Creating Equitable Models for Assessing Teaching and Learning—Paradox of Powerlessness: Who Can Create Change?
Mint
Wayne Jacobson—Director of Assessment, Office of Assessment, University of Iowa and Anna Bostwick Flaming—Director of the Center for Teaching, University of Iowa
How do you foster change when everyone believes the barriers lie elsewhere within campus policy, practice, and structure? In 2018, university leadership charged a campus task force with revising the student ratings system to address concerns that it decentivized innovative teaching. There was widespread agreement that long-standing practices for assessment of teaching were unsatisfactory. Across academic roles and layers of administration, people reported not seeing a role for themselves in changing existing practices because the system was created by people elsewhere in the organization and sustained because it was in the interest of those people not to change it. We will address exploring institutional processes and challenges associated with creating holistic models for assessment of teaching and accountability for improvement. We will provide an overview of task force efforts and then invite participants to discuss necessary elements of a logic model for engaging stakeholders across academic units and administrative roles to create and support multilayer institutional change.

UERU Concurrent Session 2E: Redesigning for Equity and World Readiness
UERU Concurrent Session 2E: Redesigning for Equity and World Readiness—Advancing Interdisciplinary Study: How Do Universities Organized by Disciplines Ready Students for a World That Needs Graduates Prepared to Transcend Them?
Capitol
Jeanette Herman—Assistant Vice Provost, Curriculum Management and Innovation and Director, Bridging Disciplines Programs, University of Texas at Austin
While our universities are structured by disciplines and colleges, we are preparing graduates for a world that needs interdisciplinary thinkers, able to meet the challenges we face with flexible minds and an ability to work with others to solve complex problems. World readiness has always demanded this, but that is even more true in this time of rapid, large-scale change. When disciplinary structures drive so many aspects of how universities educate, how do we ready students for a rapidly changing world that demands interdisciplinary thinkers? At the University of Texas at Austin, our strategic plan calls for the university to "advance high-

10:45 am – 12:00 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

impact, interdisciplinary education at all levels" and to "break down silos to advance learning across disciplines." This seeks to create an academic environment that supports developing and sustaining transdisciplinary programs. This presentation will share the goals, structure, and progress of our work on this initiative, using the lessons learned from the University of Texas at Austin as a springboard for discussion of other institutions.

UERU Concurrent Session 2E: Redesigning for Equity and World Readiness—Disrupting Exclusion: Designing for Equity and Excellence in a Research University System
Capitol
Linda Adler-Kassner—Associate Vice Chancellor of Teaching and Learning, University of California, Santa Barbara and Michael Dennin—Vice Provost for Teaching and Learning and Dean of Division of Undergraduate Education, University of California, Irvine
Undergraduate education in research universities has been fundamentally exclusionary. Universities are lauded for selective admissions criteria. Introductory courses are often designed as "gateway" courses. Rigor is associated with how hard it is to pass a course or program. It's not hard to see the deleterious effects of this for equity and excellence. It focuses on what students cannot do and do not know, actively discouraging students from bringing their own goals into the classroom, and suggests some identities and experiences are more valuable. This roundtable will explore the exclusionary nature of research universities and a framework for disrupting exclusion, with examples. The first is a multi-campus proposal to redesign undergraduate education for the system's 500,000 undergraduates, putting the excellence/equity imperative at the fore, engaging principles and practices of asset-based, equitable education to propose a new orientation for the system. The second is an institution-wide equity-focused study, which engaged stakeholders to consider how they might redesign courses, practices, and policies to disrupt exclusion reflected in research universities.

UERU Concurrent Session 2F: Services That Support Student Success—Degree Completion Teams to Support Students in Academic Difficulty
Liberty Salon K - M4
Marisa Pagnattaro—Vice President for Instruction and Senior Vice Provost for Academic Planning, University of Georgia; Jennifer Patrick—Coordinator of Student Academic Services, University of Georgia; Carrie Smith—Director of Student Care and Outreach, University of Georgia; Cara Winston Simmons—Director of Academic Enhancement, University of Georgia; and Erin Weston—Assistant Director of Services for the Division of Academic Enhancement, University of Georgia
This Provocation Panel will discuss the University of Georgia (UGA) Degree Completion Teams (DCT), designed to support students facing academic challenges, aligning with Boyer 2030 Commission Report Provocations 2 and 3. Despite a high first-year retention rate, UGA reevaluated its educational approach, leading to the Connect and Complete Persistence Framework. This student-centered policy connects undergraduates in

10:45 am – 12:00 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

academic difficulty to tailored interventions, notably through DCT meetings. These teams, comprising advisors, coaches, and case managers from various campus units, address individual student needs, considering personal challenges such as finances and mental health. Lessons from the first year highlight the importance of campus buy-in and ongoing logistical improvements. UGA plans to enhance sustainability, potentially incorporating a dedicated staff member and additional markers for early alerts. Assessment results from the inaugural academic year (2022–2023) will guide future refinements.

UERU Concurrent Session 2F: Services That Support Student Success—Promoting At-Promise Student Success through Validating Agents
Liberty Salon K - M4
Joey Lynch—Director of Academic Navigators, University of Nebraska–Lincoln
The University of Nebraska-Lincoln (UNL) formed the Academic Navigator Team to help meet UNL's goals of closing equity gaps in retention and degree completion for first-generation and underrepresented racially minoritized students. In summer 2022, ten full-time staff members were hired to join a team that is centrally coordinated while embedded within each of UNL's undergraduate colleges. The Academic Navigator team intervenes with students who show early signs of falling off track in their first and second year at UNL. They work one-on-one with these students to identify and make appropriate referrals to campus/community resources as needed. To date, the Academic Navigator team has conducted outreach to thousands of UNL students and leveraged existing UNL technology and resources to implement a variety of student interventions.

11:10 am – 12:30 pm
Lignan Global Forum
(Pre-Registration Required)

Lignan Global Forum *(Pre-Registration Required)*
The Global Economy in a State of Polycrisis
Marquis Salon 12 & 13
Chen Guangzhe—Vice President for Infrastructure, The World Bank; Mary Beth Cooper—President, Springfield College; and Mary Beth Cooper—President, Springfield College
The Global Risks Report 2023, issued by the World Economic Forum, spotlights the concept of "polycrisis," denoting the interconnected cluster of present and impending risks that can aggregate and exert a more substantial influence on the global economy than the sum of their individual components. The current condition of the global economy is characterized by an array of challenges, including conflicts, sanctions, rising commodity prices, and economic uncertainty. These challenges are further compounded by the ongoing COVID-19 pandemic, tensions in US-China relations, and the specter of climate change. Tackling this intricate "polycrisis" necessitates a fundamental overhaul of the regulations, practices, and institutions governing the global economy. This panel will explore potential solutions and strategies for addressing this formidable predicament.

12:00 pm – 1:30 pm
Pre-Meeting Symposium/UERU National Conference

Pre-Meeting Symposium/UERU National Conference
UERU National Conference—Keynote Luncheon
Liberty Salons L/M
Tia Brown McNair—Vice President for Diversity, Equity, and Student Success; Executive Director for the TRHT Campus Centers, AAC&U

1:45 pm – 3:00 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions

Pre-Meeting Symposium/UERU National Conference Concurrent Sessions

UERU Concurrent Session 3A: Advising for Student Success
UERU Concurrent Session 3A: Advising for Student Success—Advising as an Equity/Excellence Imperative at Research Institutions: Shifting toward Shared Models
Capitol
April Belback—Director of Student Success, University of Pittsburgh; Elly Brenner—Assistant Provost for Academic Advising, University of Notre Dame; Laura Johnson—Assistant Provost for Undergraduate Affairs, Boston University; Claire Robinson—Assistant Dean, Undergraduate Advisement, University of South Carolina; and Julia Spears—Assistant Provost of Online Education and Certification, Marshall University
Research shows that shared models of advising yield increased student success outcomes (first-year retention, six-year graduation rates) at R1/R2 institutions (Belback, 2021). With collaboration at the heart of them, shared models of advising include those where both an academic advising center or a shared central administrative unit plus others across the institution such as faculty meet with students for advising (Pardee, 2004). Yet, with fewer than 33 percent of research universities adopting this model, moving toward shared and collaborative efforts can feel out of reach, particularly for large and siloed institutions. And we know that providing equal access to opportunities, resources, and information for all advisors helps them feel competent in their role. In fact, the UERU-sponsored Boyer 2030 Commission Report indicates that all students should receive excellent advising that is holistic and student-centered, such that they can benefit from our complex institutions. It also notes that advising at research institutions is undertaken by a host of different university personnel, underscoring the need for a shared and collaborative model.

UERU Concurrent Session 3A: Advising for Student Success—Driving toward a Degree 2023: Awareness, Belonging, and Coordination
Capitol
Catherine Shaw—Director, Tyton Partners
In a uniquely designed series of surveys to both an advisor/frontline support provider audience and to students, we juxtapose responses and explore where there are gaps in the student experience compared with what institutions report providing in student supports. We highlight the following areas for improvement:
   1. Institutional respondents emphasize low student engagement with advising resources as the main obstacle to improving advising for underserved students. Less than 60 percent of student respondents identified academic advising, career advising, or academic registration

1:45 pm – 3:00 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

as available student support services, whereas close to all surveyed institutions said these services were available.

2. Institutions should track and manage utilization of academic and non-academic support services to support retention and foster belonging.

3. Academic advising, mental health counseling, financial aid services, and career counseling often lack physical or digital integration and efficient referral systems, hindering the practice of holistic advising in institutions.

UERU Concurrent Session 3B: Structures to Support Student Success

UERU Concurrent Session 3B: Structures to Support Student Success—From Access to Praxis: Utilizing a Critical Approach to Design HIPs
Supreme Court
Coronda Ziegler—Senior Student Success Manager, Colorado State University and Mary Ann Lucero—Director, Academic Advancement Center, Colorado State University
This session will expand on provocation equity/excellence in teaching and learning. Specifically, it will examine access to excellence: How do we render high-impact practices (HIPs)—hallmarks of excellence—accessible to all? While HIPs render opportunities that increase successful outcomes, they are assumed to be accessible to all students. Yet participation varies across student demographics due to taken-for-granted assumptions and historically inequitable legacies that inform academic structures and practices. The quality of HIPs may improve by embracing diverse epistemologies that acknowledge forms of knowledge and counter narratives that have been historically marginalized or excluded. How do we explore and incorporate counter narratives into HIPs to create more enriching and inclusive learning experiences? We will reimagine the design of HIPs from a critical perspective, which allows participants to interrogate what is often considered common practice. We will use the following critical and post-structural tenets to complete the analysis of HIPs: decolonization, redistribution of power, validation of multiple forms of knowledge and counternarratives, and pervasiveness of power and oppression (Lange & Stewart, 2019).

UERU Concurrent Session 3B: Structures to Support Student Success—Promoting Well-Being and Success through the Collective Impact Model
Supreme Court
Daniel Reardon—Vice Provost of Undergraduate Education, Missouri University of Science and Technology; Colin Potts—Provost and Executive Vice Chancellor, Missouri S&T; Jessica Gargus—Director, Student Well-Being, Missouri S&T; Barb Prewett—Director and Assistant Dean of Students, Missouri S&T; and Michael Pleimann—Academic Success & Retention Strategist, Missouri S&T
This provocation panel will address how the partnership between the divisions of Student Affairs and Undergraduate Education at Missouri University of Science and Technology (S&T) has established a collective impact model that focuses on well-being and belonging as the foundation for student success. Our partnership derives from a shared belief that when students feel a genuine connection to their educational community

1:45 pm – 3:00 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

and when they feel seen, heard, and valued, they are more likely to actively participate, collaborate, and contribute meaningfully. This sense of belonging not only enhances academic performance but also creates a support network that promotes resilience, personal growth, and lifelong learning. As a result of the collective impact of partnerships across campus, Missouri S&T is developing a new strategic plan that emphasizes student well-being and belonging, and will participate in a fall 2023 external review process to assess the structure and organization of our university's student support services.

UERU Concurrent Session 3C: Structures for Student Success

UERU Concurrent Session 3C: Structures for Student Success—Clemson Engineers for Developing Communities: A New Model for Engaged Learning and World Readiness
Liberty Salon K - M4
David Vaughn—Professor of Practice, Clemson University; Evelyn Boyd—Graduate Research Assistant, Clemson University; and Bridget Trogden—Dean, American University
Founded in 2009, Clemson Engineers for Developing Communities (CEDC) is an engaged service-learning opportunity for students of all majors. Although the students are in a credit-bearing course that also fulfills a general education requirement (Global Challenges, part of Clemson's new Crossings structure—Clemson.edu/crossings), the organization of the course is modeled around a corporate business structure with directors, leads, teams, project directors, and functional groups. Clemson Engineers for Developing Communities is committed to the professional development of its students and directly contributes to Provocation 1 of the Boyer 2030 Commission Report—world readiness for all: education for life, work, and citizenship. Clemson University is a public land-grant, R1 institution in the southeastern United States, and connection to this provocation supports the institution's land-grant mission. The CEDC student-run components allow students the opportunity to develop mentoring and leadership skills while devising solutions to real-world humanitarian engineering problems. The organization is currently working on thirteen projects involving stakeholders around the world, including the United States, Haiti, Columbia, and Ecuador. The project-based outcomes of this organization are well established; however the longitudinal educational outcomes for the students have only recently been assessed for impact.

UERU Concurrent Session 3C: Structures for Student Success—Designing Active Learning Classrooms
Liberty Salon K - M4
Leah Carmichael—Director of Active Learning, University of Georgia; Krista Coleman-Silvers—Assistant Vice President for F&A, University of Georgia; and Megan Mittelstadt—Director, Center for Teaching and Learning, University of Georgia
The Active Learning Initiative at the University of Georgia (UGA) focuses on three mutually reinforcing goals: faculty development, student involvement and support, and classroom renovation (UGA's Active

1:45 pm – 3:00 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

Learning Quality Enhancement Plan, p. 22). Though much of the focus for creating an environment conducive to active learning rests with the instructor's pedagogical approach and the community of engagement and learning that students and instructors cocreate, an understudied angle must also focus on the design of learning spaces to foster the greatest possibility for engagement and deep learning. To this end, UGA is committed to providing "learning environments in which the values inherent in traditional instruction are upheld, but easily adapt to allow collaborative learning scenarios" (UGA's Office of University Architects for Facilities Planning, "Active Learning Classrooms," p. 1). This panel will examine how the Active Learning Initiative has integrated pedagogy, student engagement, and a focus on the physical elements of a classroom to provide spaces for all students and allows for deep learning, including the flexibility of the classroom to be able to host a variety of learning scenarios and the inclusion of user-friendly and easily manipulated furniture and technological elements that enhance collaboration among peers and facilitate problem-based learning approaches.

UERU Concurrent Session 3D: Supporting Academic Leaders

UERU Concurrent Session 3D: Supporting Academic Leaders—Supporting Leadership from the Middle
Treasury

Lindsay Jarratt—Postdoctoral Research Scholar, Office of Assessment, University of Iowa; Stephanie Preschel—Director of Academic Success, University of Iowa; Eva Latterner—Assistant Director, Center for Teaching, University of Iowa; Renée Cole—Professor of Chemistry and Professor, University of Iowa; Brian Lai—Department Executive Officer and Associate Professor of Political Science, University of Iowa; Elizabeth Kleiman—Director of Undergraduate Studies and Associate Professor of Instruction in Computer Science, University of Iowa; and Rachel Young—Associate Professor, University of Iowa

As we envision equitable teaching and learning in research universities, this Roundtable Session focuses on academic departments as pivotal for sustained change. Currently, support often targets individual instructors, creating a fragmented landscape. Aligned with the university's commitment to inclusive excellence, leadership groups have engaged in listening sessions, emphasizing mid-level leaders' potential for impactful change amid challenges. Presentation One summarizes findings from institution-wide focus groups, inviting discussion on department leaders' contributions to strategic decision-making and their support needs. It explores breaking academic silos through cross-disciplinary collaboration. Presentation Two features department leaders sharing experiences in teaching and learning change efforts, addressing challenges and commitments to equity. The roundtable aligns with Boyer 2030 Provocations 4, 6, and 11, exploring the roles of department leaders in advancing equity and teaching excellence to ensure university-wide commitment to inclusive excellence.

1:45 pm – 3:00 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

UERU Concurrent Session 3E: Collaborating across Institutions
UERU Concurrent Session 3E: Collaborating across Institutions—Actualizing World Readiness through Student-Led Transatlantic Racial Reckoning Research in the BLM Era
Mint
Richard Reddick—Senior Vice Provost for Curriculum and Enrollment and Dean of the Undergraduate College, University of Texas at Austin; Sai Annem—Undergraduate Student, University of Texas at Austin; Zia Kinzy—Undergraduate Student, University of Texas at Austin; Breigh Plat—Undergraduate Student, University of Texas at Austin; and Mike Miminiris—Associate Professor in Education, University of West London
This student-centered panel will summarize findings of two concurrent, synergetic student-led research projects in the United States (University of Texas at Austin) and the United Kingdom (British Educational Research Association), exploring shared and unique aspects of navigating an academic existence for BIPOC community members, in line with the Boyer 2030 Commission Report's equity/excellence provocation for world readiness for all. The panel will delve into implications for promoting supportive campus climate and equitable outcomes across (inter)national contexts. The two research projects approach the issue of transatlantic racial reckoning through phenomenographic research and qualitative filmmaking, manifested in collaboration in which both projects inform and respond to the question of how BIPOC students, staff, and faculty achieve success in their institutional environments. We envision a robust discussion among presenters and audience, considering the intersectional identities that students/staff/faculty embody, and informing our research as we cocreate analytic frameworks to address our communities and the institutions in which they work and learn.

UERU Concurrent Session 3F: Philanthropy for Equity
UERU Concurrent Session 3F: Philanthropy for Equity—Fundraising to Advance the Equity/Excellence Imperative
Liberty Salon I
Joe O'Shea—Associate Provost and Dean of Undergraduate Studies, Florida State University
Private philanthropy can be an important part of the investments required to advance the Equity/Excellence Imperative. Leaders of undergraduate education are uniquely positioned to lead these philanthropic efforts, leveraging their university-wide charge and collaborative portfolios to build compelling partnerships with donors and units across their campus. But undergraduate education leaders are often not deeply engaged in fundraising, and they may not have the training and experience to help lead such philanthropic efforts. This hot topic session will draw on examples of fundraising campaigns, structures, and approaches among undergraduate education leaders to animate discussion on the ways philanthropy can help fulfill the promise of our institutions and the Equity/Excellence Imperative.

2:00 pm – 5:00 pm
AAC&U Pre-Meeting Workshops
(Pre-Registration Required)

AAC&U Pre-Meeting Workshops *(Pre-Registration Required)*

Acknowledging and Overcoming Challenges in Equity-Minded Leadership *(Pre-Registration Required)*
Cherry Blossom - Mezzanine
Stacy Grooters—Executive Director, Center for Teaching Excellence, Boston College; Christine Rener—Vice Provost for Instructional Development and Innovation , Grand Valley State University; and Carol Hurney
The imperative to center equity in our leadership practice is often met with challenges, despite our best intentions. A host of factors can lead an initiative to fall short of its goals or worse, potentially cause harm. This interactive workshop will offer a unique opportunity to dissect the complexities of equity-minded practice.
Leveraging their extensive leadership backgrounds, which include their current positions on the presidential team of the POD Network, the facilitators will lead this collaborative and immersive workshop. Academic leaders at all levels will be invited to reflect on the following questions: How do we bridge the gap between intent and impact? Whose insights should we seek to inform our decision-making? What assumptions are at play? What systems or processes have been taken for granted? How do competing budget priorities affect our decision-making? How are time constraints or planning bottlenecks catalysts for reactive decisions? The facilitators will present a set of case studies that will provide participants with an opportunity to apply a decision-making guide and reflective framework. Equity-minded leadership is an ongoing and iterative pursuit. This workshop will build awareness of common challenges that can help us say less often, "That could have gone better."
This workshop is presented by the POD Network.

Activating Anti-Racist Community Engagement: Principles and Practices *(Pre-Registration Required)*
Magnolia - Mezzanine
Cynthia Lynch—Assistant Vice Provost for Civic Engagement and Academic Strategic Support, Salem State University; Aldo Garcia-Guevara—Chair, Liberal and Interdisciplinary Studies Department, Worcester State University; John Reiff—Director of Civic Learning and Engagement, Massachusetts Department of Higher Education; Roopika Risam— Associate Professor, Digital Humanities and Social Engagement, Dartmouth College; and Christina Santana—Associate Professor of English (Rhet Comp), Worcester State University
Through a synthesis of the relevant literature, and with input from focus groups of minoritized students and community partners at four Massachusetts universities, the facilitators co-developed four principles for antiracist community engagement practice: (1) counteracting the persistence and impact of racism on our campuses and in our community engagement; (2) critical reflection on individual and system/structural racism; (3) intentional learning/course design; and (4) compassionate/ reflective learning spaces. Recently, a co-edited volume, Anti-Racist Community Engagement: Principles and Practices, was published. It

2:00 pm – 5:00 pm
AAC&U Pre-Meeting Workshops
(Pre-Registration Required)
(continued)

includes twenty-two case studies showing the four principles for antiracist community engagement being translated into practice at institutions all over the country in a wide variety of ways.

During this interactive workshop, the facilitators will present each of the principles and provide descriptive case studies that show the principles in action. The models shared will provide participants with techniques for reconsidering and reimagining their own practices in relation to colleagues, students, and community members with whom they seek to partner. Participants will gather in small groups to critically analyze the case studies and discuss how the principles apply to the work they're currently doing or would like to be doing at their own institutions. The groups will then report back on how they might carry what they've learned during the workshop back to their institutions for consideration and implementation.

Building Effective Institutional Scaffolding to Embrace New Funding Realities *(Pre-Registration Required)*
Dogwood - Mezzanine
Eugene Fiorini—CEO, Fiorini & Associates and Associate Director, DIMACS, Rutgers University–New Brunswick
This workshop will be partitioned into three components. Focused on how faculty and administrators can be agents of change who transform their institution's funding culture, the first part will begin with a discussion of ideas about transforming a campus culture so that it is amenable to the pursuit of new funding streams. Then, during an open discussion, participants can share their concerns and ideas. The second part will focus on how to create structures that support and encourage this culture at the faculty, departmental, and administrative levels. The third part will take a macro look at what should change to encourage faculty and staff to seek out funding stream opportunities.
This workshop is offered free of charge thanks to the generous support of Fiorini & Associates.

Leading Systemic Change Using the Change Leadership Toolkit
(Pre-Registration Required)
Scarlet Oak - Mezzanine
Susan Elrod—Chancellor, Indiana University South Bend; Adrianna Kezar—Dean's Professor of Leadership, Wilbur-Kieffer Professor of Higher Education, and Director of the Pullias Center for Higher Education, University of Southern California; and Elizabeth Holcombe, Senior Postdoctoral Research Associate, Pullias Center for Higher Education, University of Southern California
From the changing landscape of diversity, equity, and inclusion and the encroaching threat of artificial intelligence to waning public support for higher education and declining enrollments, the higher education environment continues to evolve in new and often unpredictable ways. In the face of these challenges, it is more important than ever that leaders have the tools they need to drive proactive, strategic, and meaningful changes on campus. To support leaders in understanding, planning for, and enacting systemic change, we developed the Change Leadership

2:00 pm – 5:00 pm
AAC&U Pre-Meeting Workshops
(Pre-Registration Required)
(continued)

Toolkit (CLT), a step-by-step guidebook for leaders starting, reinvigorating, or sustaining systemic change projects. The CLT is both grounded in research and full of practical, hands-on tools that leaders can use on their campuses right away.

This workshop will begin with a brief overview of the CLT and its underlying conceptual framework and then help participants dive into reflection and planning for leadership actions they can take on their campuses. Individually and in small groups, participants will work through several resources, including worksheets and case studies from the CLT, as they reflect on their leadership context, consider ways to leverage aspects of their environment to accelerate change, and take stock of the actions needed to make the changes they desire. Workshop participants will also gain access to the CLT to support continued engagement, planning, and assessment of systemic change initiatives on their campuses.

3:15 pm – 4:30 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions

Pre-Meeting Symposium/UERU National Conference Concurrent Sessions

UERU Concurrent Session 4A: Strengthening Degree Pathways
UERU Concurrent Session 4A: Strengthening Degree Pathways—Increasing Access to Miami University
Liberty Salon I
Amy Bergerson—Associate Provost and Dean for Undergraduate Education, Miami University and Liza Skryzhevska—Associate Dean for Academic Affairs, Miami University
Miami University will address the impending demographic cliff by discussing two programs to enhance access and affordability. The Early College Academy (ECA) brings local high school students to Miami's regional campuses to earn associate degrees while completing high school. The goals of the ECA are to make college completion more affordable and attainable for first-generation, low-income, underrepresented students and create an educated workforce for the southwestern region of the state of Ohio. The National Pathways program offers an alternative route for students aspiring to join Miami's Oxford campus, starting with regional campus classes on Oxford grounds at a reduced tuition rate. Both programs require collaboration between Miami's Oxford and regional campuses, involving policy revisions and faculty coordination. The session will share program details, success data, and plans for sustainability, encouraging discussion on building foundations for increased college access, ethical considerations, and enhancing student success in such initiatives.

UERU Concurrent Session 4A: Strengthening Degree Pathways—Up or Out Systems
Liberty Salon I
Lindsay Jarratt—Postdoctoral Research Scholar, Office of Assessment, University of Iowa
Does the way we structure college majors affect a student's likelihood to graduate? The college major has been a feature of higher education for the past 150 years, growing from what was originally only a few specializations to over 1,000 options for today's college students. As the

3:15 pm – 4:30 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

breadth and complexity of degree pathways have grown, the academic major has come to play a key role in organizing and shaping students' college experiences, from the courses they take, to the peers they regularly interact with, to their academic socialization and identity.

UERU Concurrent Session 4B: Undergraduate Research

UERU Concurrent Session 4B: Undergraduate Research—Advancing Undergraduate Research Access through Honors at the University of Georgia
Liberty Salon K - M4
Meg Amstutz—Dean, Jere W. Morehead Honors College, University of Georgia
When considering the question, "How can we render high-impact practices—hallmarks of excellence—accessible to all?" we must also ask, "What role should our honors colleges and programs play in promoting access to these practices?"

UERU Concurrent Session 4B: Undergraduate Research—Making Undergraduate Research Accessible to Students in the Humanities, Arts, and Social Sciences
Liberty Salon K - M4
Jacquelyn Ardam—Director of the Undergraduate Research Center for the Humanities, Arts, and Social Sciences, University of California–Los Angeles (UCLA)
While many research universities have extensive undergraduate research offerings in STEM fields, undergraduate research opportunities in the humanities, arts, and social sciences (HASS) are less common. There are multiple barriers for students doing research in HASS fields. Faculty in HASS rarely think to involve undergraduates in their own research, and collaborative labs are rare. There is no clear-cut path for HASS students to get started in research, and mentoring undergraduates is time-intensive and often unrecognized in tenure and promotion processes for faculty. Many undergraduates at UCLA want to do research in HASS but are unable to find faculty mentors to supervise their work. To break down these barriers, the Undergraduate Research Center for the Humanities, Arts, and Social Sciences at UCLA has created the Summer Research Incubator (SRI) to provide students with entry-level research experiences, demystify the hidden research curriculum, and prepare students for more advanced work with faculty mentors. The SRI is a seven-week virtual program for undergraduates interested in pursuing research on issues of social justice and/or diversity. Through an in-depth discussion of the SRI, this presentation will consider the importance of making undergraduate research accessible to students in HASS fields and put forth replicable strategies for other undergraduate research centers.

3:15 pm – 4:30 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

UERU Concurrent Session 4C: Digital Tools for Student Success

UERU Concurrent Session 4C: Digital Tools for Student Success—Designing Excellence for All
Mint
Andrew Potter—Director, Office of University Experiential Learning, University of Georgia; Katie Burr—Director of Assessment, University of Georgia; Shefali Dhar—Senior Director of IT Services, University of Georgia; and Fiona Liken—Associate Vice President for Instruction and Registrar, University of Georgia
Global disruptions from rapid technical innovations have reshaped workforce expectations, creating a need for students to identify, plan, and articulate essential skills. Addressing the Boyer 2030 Commission's equity/excellence call, the University of Georgia (UGA) will present a case study on a Comprehensive Learner Record (CLR). This holistic approach aims to systematize, scale, and assess high-impact practices in higher education, emphasizing competency development for students to articulate their education's benefits. Aligned with Boyer 2030's world readiness focus, the CLR integrates experiential learning pedagogy, strategically fostering a competency infrastructure. The session will explore technical considerations, curricular implications, and the development of institutional competencies, inviting discussion on enhancing students' world readiness and success through innovative platforms like CLR. Intended outcomes include contemplating CLR's purpose, understanding data ecosystems' impact, evaluating infrastructure design, and applying lessons from UGA's CLR initiative.

UERU Concurrent Session 4C: Digital Tools for Student Success—Foregrounding Student Readiness, Experiences, and Expectations in Digital Learning
Mint
Amber Smallwood—Assistant Vice Provost, University of Texas at Arlington; Ashley Purgason—Associate Vice Provost for Student Success, University of Texas at Arlington; Liz Richter—Senior Director of Student Success, University of Texas at Arlington; Hugh Kellam—Assistant Professor of Curriculum & Instruction, University of Texas at Arlington; and Relius Johnson—Director of Student Orientation, University of Texas at Arlington
Centering students' perspectives and voices across programmatic and institutional work in digital learning spaces can be challenging and often relies on aggregated data or lagging indicators. In 2022, the University of Texas at Arlington completed the design of a new orientation experience for learners in fully online programs and developed a module to identify assets, expectations, and possible gaps in knowledge, skills, and abilities of students entering online undergraduate programs by amplifying their perspectives and voices. By purposefully creating space to listen and centering students' voices early in the learning experience, the university is better prepared to proactively design curriculum, teaching, and support as a focused student-ready institution. This session will discuss opportunities to foreground student voices about their readiness,

3:15 pm – 4:30 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions
(continued)

experiences, and expectations for learning in digital environments, including overcoming structural, technological, and resource barriers.

UERU Concurrent Session 4D: Student Success Research
UERU Concurrent Session 4D: Student Success Research—Building Leadership in Student Success Research and Practice (BLISS)
Leadership in Student Success Research and Practice (BLISS)
Supreme Court
Joe O'Shea—Associate Provost and Dean of Undergraduate Studies, Florida State University and Pei Hu—Research Faculty, Collaborative Lab for the Advancement of Student Success, Florida State University
Advancing equity in student success will depend on collaboration between the researchers who study higher education and the practitioners who lead campus efforts. Florida State University's Building Leadership in Student Success Research and Practice (BLISS) initiative aims to achieve just that. The project connects research, policy, and practice to advance the excellence/equity imperative by establishing a university-based research center (the Center for Postsecondary Success, or CPS); creating an academic journal for research and practitioners (the Journal of Postsecondary Student Success, or JPSS); leading a collaborative lab that brings university researchers and practitioners together on projects (the Collaborative Lab for the Advancement of Student Success, or CLASS); and developing a comprehensive and authoritative handbook on postsecondary student success. We will describe these initiatives and invite session attendees to contribute, including as potential authors and collaborators. We will also share insights for attendees to launch similar entities on their campuses, helping to build leadership in student success research and practice.

UERU Concurrent Session 4D: Student Success Research—Building Researcher and Practitioner Teams for At-Promise Student Success
Supreme Court
Zoe Corwin—Research Professor, Rossier School of Education, University of Southern California and Amy Goodburn—UERU President and Chair of the Board; Senior Associate Vice Chancellor and Dean of Undergraduate Education, University of Nebraska–Lincoln
Researchers and practitioners from the University of Nebraska (NU) and the University of Southern California's Pullias Center for Higher Education will describe their collaborations via research and professional learning communities (PLCs) designed to support the success of at-promise students (first-generation, low-income, and racial/ethnic minoritized students at the NU campuses). The panelists will describe how insights from a decade-long research study are being used by campus practitioners to increase degree completion, close equity gaps, and sponsor institutional culture change. They will also share lessons learned from research on the implementation of the PLCs themselves and implications for practitioner/researcher collaborations more broadly focused on student success.

3:15 pm – 4:30 pm
Pre-Meeting Symposium/UERU National Conference Concurrent Sessions

UERU Concurrent Session 4E: Using Equity Data
UERU Concurrent Session 4E: Using Equity Data—A Discussion on Struggles and Successes in Engaging Faculty and Administrators with Equity Data for Courses and Classrooms
Capitol
Chad Brassil—Faculty Director of Undergraduate Analytics, University of Nebraska–Lincoln; Marco Molinaro—Executive Director for Educational Effectiveness & Analytics, University of Maryland; Lecia Robinson—Assistant Professor, Tuskegee University; Megan Frary—Senior Educational Development Consultant, Boise State University; and Kelly Sheppard—Faculty Director of Assessment, Skidmore College
The presenters will draw on experiences from their institutions and from working as a cross-institutional team. The presentation will be organized into four cross-cutting topics that have emerged from those perspectives. Topics begin with a very broad look at institutional structures and become increasingly specific, ending with a discussion on the role of different diversity metrics in engaging faculty. Intermixed with each topic will be table discussions in which participants will be encouraged to bring forward examples from their own institutions or draw on their own experiences in discussing these issues.

UERU Concurrent Session 4F: Meet the Author
UERU Concurrent Session 4F: Meet the Author—Corbin M. Campbell, *Great College Teaching*
Treasury
Corbin Campbell—Acting Co-Dean and Professor, College of Education, American University
Corbin M. Campbell is a leading scholar of college teaching with a focus on how colleges and universities can improve teaching at scale and support equitable student success. She holds a window into the higher education teaching world that is unmatched. She was the principal investigator (PI) of the college educational quality study examining more than seven hundred courses across institutions and disciplines over ten years. More recently, as a PI of the Equity-Based Teaching Collective, Campbell studies the systemic levers for improvement of teaching and equitable outcomes.

5:00 pm – 9:00 pm
AAC&U Exhibit Hall

AAC&U Exhibit Hall
Marquis Salon 5
More information and interactive map available in the eventScribe app.
Please plan to stop by Salon 5 of the Marquis Ballroom on Meeting Level 2 (M2) to visit our sponsors hosting booths.

5:00 pm – 5:45 pm
AAC&U Members' Meeting

AAC&U Members' Meeting
Marquis Salon 1 & 2 - M2

In accordance with AAC&U's bylaws, the members of the association shall meet once each calendar year to elect new directors, elect officers of the association, and consider other matters.
At this members' meeting, Nancy Thomas, senior advisor to the president for democracy initiatives and executive director of the Institute for Democracy and Higher Education, will share information about AAC&U's work to redesign and protect democracy in and through higher education, which includes countering attacks on academic freedom and diversity, equity, inclusion, and justice.
All individuals at AAC&U member institutions and organizations and all individual AAC&U members are invited to attend. Your participation is essential for the success of the annual members' meeting.

6:00 pm – 7:00 pm
AAC&U Annual Meeting Opening Night Forum

Opening Night Forum: The Carol Geary Schneider Lecture on Liberal Education and Inclusive Excellence
Marquis Salons 6-10
Danielle Allen—James Bryant Conant University Professor and Director, Allen Lab for Renovating Democracy, Harvard Kennedy School's Ash Center
Dr. Allen we be available for a book signing immediately following the Opening Night Forum. Her book, *Justice by Means of Democracy*, is available for purchase at the publications table located in Gallaudet - Level 1.

7:00 pm – 9:00 pm
AAC&U Welcome Reception

AAC&U Welcome Reception
Mezzanine Foyer

THURSDAY, JANUARY 18

7:00 am – 6:00 pm
AAC&U Registration

AAC&U Registration
Membership Welcome and Assistance
M1 Foyer

7:30 pm – 8:00 pm
AAC&U Exhibit Hall

AAC&U Exhibit Hall
Marquis Salon 5
More information and interactive map available in the eventScribe app.
Please plan to stop by Salon 5 of the Marquis Ballroom on Meeting Level 2 (M2) to visit our sponsors hosting booths.

8:00 am – 5:00 pm
AAC&U Presenter Resources

AAC&U Annual Meeting Speaker Ready Room
Gallery Place — M3

8:00 am – 6:00 pm

Lactation Room
L'Enfant Plaza – M3

8:00 am – 9:30 am
Breakfast Roundtable Discussions

Breakfast Roundtable Discussions
Marquis Salon 5

Table 1—Access Is Not Success: Why Higher Education Leaders Need to Listen to Student Voices
Marquis Salon 5
Nancy Shapiro—Associate Vice Chancellor Academic Affairs, University System of Maryland; Karen Feagin—Graduate Assistant, University System of Maryland; and Dewayne Morgan—Senior Director of Education, Outreach, and Pipeline Development, University System of Maryland
In the coming years, more students will be coming to higher education from low-income, first-generation, and historically underrepresented groups. As the population growth slows, fewer high school graduates and a smaller pool of traditional students will enroll in college in the first fall after high school graduation. A team of researchers from the University System of Maryland took a comprehensive look at persistence in college of 137,960 Baltimore City students (2013–2020) enrolled in all public and private four-year colleges in Maryland and interviewed a subset of those students. The thirteen students interviewed had a lot to say about our findings—and listening to them is worth the effort. This panel will share student voices and engage the audience in discussion about what we can and must do differently—our responsibility goes beyond expanding access. What needs to happen after they have been admitted?

Table 2—Humanities, Social Sciences, and Career Preparation
Marquis Salon 5
Paula Krebs—Executive Director, Modern Language Association; James Grossman—American Historical Association; Nancy Kidd—Executive

8:00 am – 9:30 am
Breakfast Roundtable Discussions
(continued)

Director, American Sociological Association; and Ben Vinson—Howard University

Humanities and humanistic social science disciplines prepare students for careers in fields from media to tech to business and government, but a public relations problem persists among students, parents, and even advising offices on campus, preventing students from studying the fields that prepare them to work in a world with complex racial, class, and gender dynamics. Disciplinary associations are well positioned to collaborate with advising professionals and faculty to develop better communication practices for career preparation and ways to make clear the added value of humanities and social science preparation for majors in STEM disciplines and business. The associations know the faculty members and the departments and are able to convene the folks who can introduce new classroom practices, ways of working with career offices, and connections outside campus. Association work amplifies what individual faculty members and departments do and makes possible change, for students, on a larger scale.

Table 3—Utilizing Community-Engaged Teaching and Research to Promote High-Impact Practices and Developing Effective Community Collaborations
Marquis Salon 5
Aleina Smith—Assistant Professor, Duquesne University; Fatima Demlak—Duquesne University and Maria Ortiz—Duquesne University

High-impact practices (HIPs) and community-engaged teaching and research are two powerful approaches that promote meaningful and transformative learning experiences for students, especially among students of color and first-generation students. This session will explore the intersection of these approaches, focusing on how they can enhance student engagement, learning outcomes, and community impact. Session facilitators will engage participants in a dialogue about purposeful learning by exploring strategies for developing authentic community and high school partnerships, designing inclusive research projects, focusing on ethical considerations, and navigating potential challenges. Facilitators will give insight into how Duquesne University provides the opportunity for students from vulnerable populations opportunities to empower themselves outside of the campus community. By the end of the session, participants will gain a deeper understanding of how the combination of HIPs and community-engaged teaching and research can build impactful student scholars who actively contribute to positive change in their communities.

Table 4—The "Small Things" That Profoundly Impact Student Learning and Well-Being: Student Voices from the Engelhard Project
Marquis Salon 5
Jordan Davis—Project Coordinator, Center for New Designs in Learning and Scholarship (CNDLS), Georgetown University; Bilquisu Abdullah—Georgetown University; Kathryn Kolonja—Georgetown University; Isabel McHenry— Georgetown University and Joan Riley—Associate Professor and Engelhard Senior Scholar, Georgetown University

8:00 am – 9:30 am
Breakfast Roundtable Discussions
(continued)

Many aspects of teaching and supporting students are sometimes difficult to measure and often are not voiced. Students tell us best what creates community in the classroom, attends to their mental health and well-being, and allows them to connect their learning to their lived experiences. In this panel discussion, founding student members of the Engelhard Student Advisory Council, part of the Engelhard Project for Connecting Life and Learning, will share the learning tools, assignment designs, mentorship practices, and other interactions that have (and have not) been effective in cultivating positive educational experiences. We invite attendees to ask questions, share their own practices, and gain practical insights from students.

Table 5—A New Faculty Cohort Program to Build Community and Belonging
Marquis Salon 5
Sharon Stranford—Co-Director, Institute for Inclusive Excellence, & Professor of Biology, Pomona College and Malcolm Oliver—Pomona College
Creating an inclusive and equitable learning environment for students, one that moves beyond representational diversity, is a common goal for institutions of higher education. To meet this challenge, those charged with implementation must also feel like they matter and are included in the community. In other words, the best way to foster inclusive excellence for students is to ensure it exists for instructional faculty and staff. This roundtable discussion will present a model for change through creation of a New Faculty Cohort Program. This program, now in its third year, is designed to build community among new faculty, facilitate bidirectional lines of communication with the college administration, connect new faculty with local resources, and foster a sustained practice of inclusive pedagogy. We will share the structure for this program and some important takeaways from three years of experience with new faculty cohorts.

Table 6—Designing Cocurricular Programs with Key Principles of High-Impact Practices
Marquis Salon 5
Jenn Grimm—Director for Leadership & Learning, Old Dominion University and Lanah Stafford—Old Dominion University
During this discussion session, participants will identify three principles of best practice for engaged cocurricular learning experiences developed via key elements of high-impact practices (HIPs) and experiential education, as well as how to apply these criteria to new or existing programs on one's campus. In this interactive session, attendees will identify strengths and areas for improvement as they consider preparing students to become career-ready for the workforce upon graduation. Presenters will share examples of how these best practices were implemented at their institution via the redesign of an alternative spring break program in which students engaged in community-based learning. Participants will actively collaborate to cocreate a repository of reflections on best practices for helping cocurricular programs become more "HIP."

8:00 am – 9:30 am
Breakfast Roundtable Discussions
(continued)

Table 7—Linked-Course Communities Can Increase Student Success: Lessons Learned from a Randomized Controlled Trial
Marquis Salon 5
Laura Ramsey—Professor, Bridgewater State University and Thomas Kling—Professor of Physics, Bridgewater State University
Many campuses have utilized linked-course communities, wherein students take two or more courses with the same peers, in an effort to enhance learning and build community among students. Previous research on the effectiveness of linked-course communities has utilized quasi-experimental designs that are subject to selection bias—the communities may be effective due to which students volunteered to join the communities. This research session will report findings from a randomized controlled trial that eliminated selection bias by randomly assigning first-time first-year College of Science and Math students to linked-course communities or a control group. Findings demonstrate that students in the communities earned higher GPAs and more STEM credits in their first semester than students in the control group. Session participants will identify a curricular intervention and consider the feasibility of conducting a randomized controlled trial to assess effectiveness.

Table 8—Leveraging Campus Community Partnerships to Build a Sense of Belonging
Marquis Salon 5
Eboni Pringle—Interim Senior SVP for Student Affairs, Kent State University Kent Campus; Leslie Heaphy—Associate Professor, Kent State University at Stark; Jennifer Marcinkiewicz—Director, Center for Teaching and Learning, Kent State University; and Elizabeth Piatt—Interim Dean, University College, Kent State University
Kent State students recommended a revision of the required first-year experience course based on data from Kent State's 2016 and 2021 climate survey. The climate survey data demonstrated that three out of ten undergraduate students considered leaving Kent State because they lacked a sense of belonging. Students who were from low-income families and those who were racially diverse reported this factor more often than their Kent State peers. Following a brief presentation, attendees will engage in a discussion with panelists on how to support all students by leveraging campus-community partnerships in an innovative approach to curriculum revision that engages students, staff, and faculty. The five panelists will include redesign team members, a Flashes 101 instructor, and an undergraduate student peer mentor.

Table 9—An Innovative and Effective Model for Developing Competency-Based Education Academic and Workforce Programs
Marquis Salon 5
Kevin Peek—Professor of Economics, South Texas College and Ali Esmaeili—Dean, South Texas College;
The purpose of this session is to share a new and innovative model to develop, implement, and administer competency-based education (CBE) academic and workforce programs that simultaneously promote student success and foster diversity, equity, and inclusion. The model was

8:00 am – 9:30 am
Breakfast Roundtable Discussions
(continued)

developed by South Texas College in collaboration with partnering institutions of higher education and has already been applied to create dozens of quality CBE programs throughout the country. Session attendees will leave with a better understanding of CBE in theory and practice and will acquire tools with which to begin developing their own CBE academic or workforce programs.

Table 10—Cultural Agility as a Driver of Innovation in Liberal Arts: Navigating Interdisciplinary Environments in the Gen Ed (Co)Curriculum
Marquis Salon 5
Gundolf Graml—Associate Vice President/Dean for Curriculum and Strategic Initiatives, Agnes Scott College
In this session, attendees will learn about how Agnes Scott College's general education curriculum on global learning and leadership equips students with career-relevant cultural agility competencies. The presenters will share how faculty, staff, and administrators can collaborate to connect a series of high-impact practices into a meaningful and impactful student experience that underscores the relevance of interdisciplinary liberal learning. The presentation will enable participants to engage in hands-on activities and develop templates for innovative changes at their home institutions.

8:00 am – 9:30 am
Ticketed Breakfasts
(Pre-Registration Required)

Global Issues Breakfast *(Pre-Registration Required)*
Shaw/LeDroit - M3
Dawn Michele Whitehead—Vice President, Global Citizenship for Campus, Community and Careers, AAC&U
Join this discussion, led by Dawn Michele Whitehead, to explore strategies, tools, activities, and experiences for engaging students with global perspectives as they approach contemporary problems and issues.

Women's Leadership Breakfast *(Pre-Registration Required)*
Marquis Salon 1 - 3 - M2
Kelly Corrigan—Best-Selling Author, Host of the PBS series Tell Me More with Kelly Corrigan
Join Kelly Corrigan for an inspirational discussion about women's leadership in the higher education space and beyond.

9:30 am – 10:45 am
Concurrent Sessions 1

Concurrent Sessions 1

An Examination of General Education Assessment Models across Institutions
Treasury - M4
Kris Byrd—Director of Assessment, Planning, and Accreditation, University of North Carolina at Charlotte; Tina Babb—Executive Director of Institutional Effectiveness & Accreditation, Amarillo College; Reem Jaafar— Professor & Director of Research, Evaluation & Program Support the Queens STEM Academy, LaGuardia Community College, CUNY; Anamika Megwalu— San Jose State University and Jori Sechrist— McMurry College;
This panel discussion will provide an opportunity to learn how a variety of institutions, including research universities, a private four-year university,

9:30 am – 10:45 am
Concurrent Sessions 1
(continued)

and community colleges, have approached general education assessment. The panel members, who also represent three different regional accreditors, will share the models developed by their institutions while discussing challenges they have faced or expect to face. Details will include current assessment efforts focused on equity as well as a look to the future as institutions begin to grapple with generative AI. Additionally, several panelists will discuss how they use AAC&U VALUE Rubrics for general education assessment purposes. Whether your campus has a mature general education plan or is in the earlier stages of development, you will benefit from learning about these models. In this 75-minute session, panel members will present their unique models in the first 45 minutes. The remaining time will be allotted to audience questions and discussion.

Assessing College Student Mental Health and Well-Being: Implications for Campus Support and Promising Practice
Georgetown - M1
Jillian Kinzie—Associate Director, Center for Postsecondary Research, NSSE Institute, Indiana University; Allison BrckaLorenz—Associate Research Scientist, Indiana University Bloomington; Tony Chambers— University of Wisconsin-Madison; Susan Huber—Director of Wellbeing in Higher Education; Advisor for Healthy Minds on Campus , University of Wisconsin-Madison and Bridget Yuhas—Director of Student Affairs Assessment and Strategy, Butler University
Concern about college students' mental health and the need for institutions to provide more support are on the rise. This session will draw from three research projects—Student Well-Being Institutional Support Survey (SWISS), National Survey of Student Engagement (NSSE) Mental Health & Well-Being module, and the Center for Healthy Minds and Human Flourishing course—to combine assessments and expand understanding of student mental health, perceptions of support, and effective interventions. We will highlight the most current and important findings about college student mental health and well-being, discuss implications for colleges and universities and considerations for equity, and exchange ideas about campus interventions that show the most promise.

Best Practices on Diversifying the Faculty
Chinatown - M3
Curtis Byrd—CEO and Co-Founder, Academic Pipeline Project, LLC; Timothy Eatman—Dean, Honors Living-Learning Community, Rutgers University–Newark; Cheryl Holcomb-McCoy—Dean and Distinguished Professor of Education, American University; and Jamal Watson—Diverse: Issues in Higher Education
As many states pass legislation that attacks diversity, equity, inclusion, and belonging (DEIB), colleges and universities are increasingly facing new challenges to recruit and retain diverse faculty. This session will identify best practices when it comes to faculty recruitment and retention of minority candidates. What are the most effective strategies to yield the most diverse candidate pool possible? What are the keys to retaining minority faculty for the long haul? How can you build your own pipeline of diverse faculty ready and able to accept a call when it comes? What role

9:30 am – 10:45 am
Concurrent Sessions 1
(continued)

should graduate schools play in preparing underrepresented candidates for the job market? This session will highlight best practices in minority faculty recruitment and retention.

Connections Are Everything: Fostering Campus Cultures of Belonging and Thriving
UDC/Catholic - M1
Leo Lambert—Professor and President Emeritus, Elon University; Isis Artze-Vega—College Provost and Vice President for Academic Affairs, Valencia College; Peter Felten—Executive Director, Center for Engaged Learning; Professor of History; Assistant Provost, Elon University and Oscar Miranda Tapia— North Carolina State University
This session will share strategies for centering the importance of relationship-rich education on campuses as a key element of planning for student learning, well-being, and success. Research demonstrates that meaningful relationships are critical to human development; even one connection can lead to enhanced persistence, belonging, and motivation. Students' chances of thriving increase when institutions are intentional about 1) fostering campus cultures that help students make meaningful connections with faculty, staff and peers; and 2) helping students learn specific strategies for building relationships, which is too often part of the "hidden curriculum" on campuses. This session will use research, storytelling, and discussion to engage participants in critical reflection on ways to advance relationship-rich education at their institutions. Participants will leave the session with concrete ideas for relationship-rich change and with a few connections to new colleagues.

Daring To Diversify: The Rhetoric of Higher Education in a Post-Affirmative Action World
Judiciary Square - M3
Catherine Copeland—Director of the American Democracy Project, American Association of State Colleges and Universities; Paul Cook— Indiana University Kokomo; Byron Craig— Illinois State University and Erin O'Hanlon-Keys— Stockton University
In the wake of the U.S. Supreme Court decision to prohibit the consideration of race as part of a holistic admissions process at colleges across the country, our panel will focus on how institutional higher education leaders choose to craft the narrative about diversity and belonging on campuses. Panelists will provide analysis on formal university statements; contextualize the history and economics of diversity, equity, and inclusion (DEI) practices on campuses; and articulate how narratives of racial progress are created through misinformation and disinformation. Through an interactive modality, we will encourage participants to share their own stories of creating and working within (as well as thoughtfully expanding) the boundaries of institutional narratives. We anticipate rich discussion on the impact on faculty teaching, internal and external funding, new avenues for civic engagement, self-censoring, pervasive inequality gaps, media reparations, and the ways campus cultures will continue to evolve or dismantle DEI work.

9:30 am – 10:45 am
Concurrent Sessions 1
(continued)

Expanding the Liberal Arts for Workforce Readiness
Marquis Salon 12 & 13
Norean Sharpe—Professor of Statistics, Williams College; Valeda Dent—Emory University; Veronica Donahue—Graduate and Professional Programs, Johns Hopkins University; Melissa Lubin— University of Virginia and Tarshia Stanley
This panel will discuss the motivation and challenges for creating innovative pre-and post-baccalaureate programs at the interface of liberal arts disciplines and career/workforce preparation. The presenters include deans, provosts, and professors across multiple disciplines, all of whom have experience in teaching, creating, and implementing cross-disciplinary programs that exist at the boundaries of liberal arts, business, and STEM. Innovative ideas in developing and launching programs that are aimed to increase the impact of education and enhance student workforce readiness will include but not be limited to entrepreneurship, innovation, marketing intelligence, data science, analytics, and financial mathematics. Learning outcomes will focus on exposure and discussion in expanding the interface between liberal arts, business, and STEM. Learning outcomes and discussion questions include: What are appropriate programs in a liberal arts environment? How can we meet student and workforce demand? Are cross-disciplinary programs essential for colleges to meet the challenges of diminishing applicants?

Institutionalizing Community-Engaged Learning with an Equity Mindset
Magnolia - Mezzanine
Richard Kiely—Associate Vice Provost for Engagement and Land Grant Affairs, Cornell University and Jacob Dillabaugh— Cornell University
The presenters will share key practices and lessons learned from four dimensions that guided an equity-driven process for institutionalizing community-engaged learning (CEL) in a university setting: relational trust, cultural humility, critical reflection, and dialogue. They will provide examples demonstrating how these dimensions fostered a spirit of collaboration and shared responsibility for stewarding resources, advancing culture change, and sustaining CEL beyond the center. They will describe the challenges and opportunities they encountered in the process of "de-centering the center" and the creative tensions that they navigated to share responsibility for institutionalizing CEL across campus. Interactive activities will focus on understanding how to use components of the community engagement rubric (Saltmarsh et al., 2019) and discuss the rubric's applicability to audience members' institutional settings. Participants will use an action planning template to identify and discuss how to incorporate an equity lens into selected dimensions of the rubric.

9:30 am – 10:45 am
Concurrent Sessions 1
(continued)

Preserving Inclusion Work in Polarized Environments: A Case-Study Approach
Howard - M1
Karen Moranski—Provost and Vice President for Academic Affairs, Sonoma State University; Cammie Dean— Midwestern State University Texas; Tuajuanda Jordan—Dr., St. Mary's College of Maryland; Marcy Brown Marsden— Midwestern State University Texas and Melinda Treadwell— President, Keene State College
Public universities are facing polarized political environments where valued work on diversity, equity, and inclusion (DEI) is constrained by law or governing board regulations. Using a case study approach developed by members of the Council of Public Liberal Arts Colleges, participants will contrast the values argument for explicitly focused DEI work with the "instrumental approach" favored now in some states in which all boats are supposed to rise. The question is how to move forward with support for BILPOC student populations in such regulatory environments. This session will provide participants an opportunity to problem solve, developing language and strategies for continuing DEI work in politically challenging situations.

Reclaiming Integrative Learning in an Age of Accountability: Heuristics for Making Systemic Deep Change
George Washington - M1
Elizabeth Wardle—Howe Distinguished Professor of Written Communication & Director, Howe Center for Writing Excellence, Miami University; Angela Glotfelter— University of Alabama in Huntsville; Caitlin Martin— Embry-Riddle Aeronautical University and Mandy Olejnik— Miami University
Designing programs for deep learning is challenging in a higher education environment that increasingly prioritizes efficiency and accountability above all else. Doing so requires faculty to work together to enact systems-level (not just course-level) change—and requires meaningful support from deans, provosts, and presidents. Making change in a system that values disintegrative rather than integrative learning (Bass) requires methods and heuristics for sensemaking (Kezar) across disciplines, programs, and institutions. This panel will describe tested methods for doing this work as a result of research and collaboration at three institution types (four-year predominantly White institution and "Public Ivy," two-year Hispanic-Serving Institution with open admission, and four-year Minority-Serving Institution) and at four levels (presidential intervention, faculty development programming, graduate education, and microcredentials). Participants will learn heuristics they can utilize in their own contexts that will help them enact equity, access, and opportunity for diverse student populations.

9:30 am – 10:45 am
Concurrent Sessions 1
(continued)

(Re)Examining Key Practices for Fostering Engaged Learning
Cherry Blossom - Mezzanine
Jessie Moore—Director, Center for Engaged Learning, Elon University; Melinda Adams—Director, Fashion Management, University of the Incarnate Word; Breana Bayraktar— George Mason University; and Jennifer Dobbs-Oates—Director, Office of Experiential Education; Teaching Academy Fellow; Clinical Professor, Department of Human Development and Family Science, Purdue University
From 2020 to 2023, scholars from a variety of institutional contexts (e.g., small liberal arts colleges, community colleges, and research-intensive universities) in five countries collaborated on multi-institutional research on what Moore (2023) identifies as key practices for fostering engaged learning. This international and multidisciplinary collaboration provided an opportunity to conduct a deeper, more focused examination of four of the key practices: relationships, feedback, connections to broader contexts, and reflection. In this session, representatives of four of the project's multi-institutional research teams will share brief snapshots of their new research on these key practices and then use the key practices framework to facilitate discussion about the research's implications for engaged learning on audience members' campuses.

Recovery and Discovery: Equity Post-Pandemic
Archives - M4
David Ruiter—Faculty Director, Teaching and Learning Commons, University of California-San Diego (UCSD); Maruth Figueroa—Assistant Vice Chancellor, Student Retention and Success, University of California San Diego; Rebecca Karoff—Associate Vice Chancellor for Academic Affairs, University of Texas System and Louie Rodriguez—Associate Vice President for Student Affairs, University of Texas El Paso
Student learning loss as the result of the pandemic is well-documented. However, students also found new ways of learning, especially in terms of skill development and resourcefulness, among others. For this seminar, we will focus on how much we as practitioners and institutions have learned. As we have returned to campus, how are we applying this learning to help chart new and sustainable pathways to equity?
Kathryn Schulz, in her Pulitzer Prize-winning memoir Lost & Found, explains that "finding" takes two primary forms: a) recovery: re-finding what we lost (returning to status quo) and b) discovery: finding something new (changing our world).
Using examples from University of California and University of Texas campuses before, during, and after the peak of the pandemic, we will workshop program-based learning frameworks to help us discover what we lost, what we found, what we learned, and how to apply that learning toward equity and impact moving forward.

9:30 am – 10:45 am
Concurrent Sessions 1
(continued)

Revolutions in Liberal Education
Scarlet Oak - Mezzanine
Paul Stern—Professor of Politics, Ursinus College; Jonathan Marks—Ursinus College; Roosevelt Montás—Senior Lecturer in American Studies, Columbia University and Jenna Storey— Furman University
What is liberal education for, and why is it good, even for students who might not ordinarily consider it? How is it best realized? What are the most formidable obstacles to the practice of liberal education and what are some first steps toward overcoming them? In this discussion, led by Paul Stern, one of the founders of Ursinus College's Common Intellectual Experience Program, four commentators on liberal education—Andrew Delbanco, Jonathan Marks, Roosevelt Montás, and Jenna Silber Storey—will address these questions.

Taking Collective Responsibility for DEI with Shared Equity Leadership
Mount Vernon Square - M3
Elizabeth Holcombe—Senior Postdoctoral Research Associate, University of Southern California (USC) and Adrianna Kezar—Professor of Education, University of Southern California
This session will describe the shared equity leadership (SEL) model, which shares or distributes responsibility for diversity, equity, and inclusion (DEI) work across campus rather than siloing it within a single leader or office. SEL has three main components: a personal journey toward critical consciousness, in which leaders develop or strengthen a commitment to equity through identity, personal experiences, or relationships and learning; values that are shared among members of the leadership team or group; and practices that leaders continually enact, which both enable them to share leadership and to create more just and equitable conditions on their campuses. The session will provide an overview of the SEL model as well as findings from new research on accountability in SEL environments and capacity-building to do this work. Participants will receive resources to help them reflect on how they might implement SEL on their own campuses.

Weathering Organizational Changes: Supportive Supervision Strategies for Managing Emotional Labor and Psychological Well-Being
Mint - M4
David Ballard— Health Enhancement Research Organization; Deanna Leone—Associate Dean, College of Communications, California State University, Fullerton; Kristin Stang—Professor of Special Education, California State University, Fullerton; and Paaige Turner— Ball State University
Working in higher education institutions today feels like participating in never-ending processes of organizational change. From leadership transitions to new programmatic efforts, from shifting political and legal contexts to adjustments in organizational policies and structures, change is a constant for colleges and universities. At the same time, human nature often seeks consistency and desires stability, while some faculty in particular often resist changes to technology platforms, student demographics, and leadership initiatives. Attendees in this panel

9:30 am – 10:45 am
Concurrent Sessions 1
(continued)

presentation will learn from the research-grounded and experience-earned perspectives of faculty, educational administrators, workplace mental health experts, and scholarly researchers. Come to this session with your emotional-labor baggage and leave with concrete tips to support the psychological well-being of yourself and your colleagues.

9:30 am – 10:45 am
UERU National Conference Track Session 1

UERU National Conference Track
UERU Track Session 1—A Pedagogy of Care: Asset-Based Approaches to Achieving Equity through Empathy-Driven Teaching and Learning Efforts at UC Riverside
Capitol/Congress - M4
Nelly Cruz—University Innovation Alliance Fellow, University of California, Riverside; Gladis Herrera-Berkowitz—Director of Engaged Learning, University of California, Riverside; Robert Ream—Associate Dean for Student Success, University of California, Riverside; and Louie Rodriquez—Vice Provost for Division of Undergraduate Education, University of California, Riverside
University of California, Riverside's Division of Undergraduate Education (DUE) has been designing and implementing a new Minority-Serving Institution (MSI) teaching initiative focused on strengths-based teaching and learning approaches. The MSI teaching initiative is centered around a pedagogy of care approach and involves all units within DUE as well as other campus stakeholders, such as student advisors and professional staff in Student Affairs. This panel will share perspectives and experiences in creating and leading this initiative. The panelists, representing the DUE Leadership Team, are the vice provost for DUE, the associate dean of student success, the director of engaged learning, the director of the Center for Teaching and Learning, and the University Innovation Alliance (UIA) fellow.

UERU Track Session 1—Championing Equity and Inclusive Teaching through High-Impact Professional Development
Capitol/Congress - M4
Jerry Daday—Executive Associate Dean and Professor of Sociology, Indiana University–Purdue University Indianapolis (IUPUI); Eric Adams—Senior Lecturer, Department of Mechanical and Energy Engineering, Indiana University–Purdue University Indianapolis (IUPUI); Denise Bartell—Associate Provost for Academic Affairs, Kent State University; Caroline Boswell—Faculty Development Specialist ,University of Louisville; Cam Macris—Associate Professor, Department of Earth Sciences, Indiana University–Purdue University Indianapolis (IUPUI); Anusha Rao—Assistant Director, Center for Teaching and Learning, Indiana University–Purdue University Indianapolis (IUPUI); and Quinesha Tillman—Partnership Manager, PERTS (Project for Education Research That Scales)
The Boyer 2030 Commission Report challenges universities to ensure "that our students—all of them, without exception—are educated using evidence-informed pedagogies in intentionally inclusive and empathy-based educational environments" (Provocation 4). One strategy, specified in this report, is the "elevation of expertise in, and ongoing development of, evidence-based inclusive teaching practices in the faculty role, and in

9:30 am – 10:45 am
UERU National Conference Track Session 1

faculty hiring and evaluation." High-impact professional development for and support of our faculty are critical in efforts to form inclusive and equitable learning environments and to support the mental health and well-being of our students (Provocation 10). Achieving measurable improvement in students' sense of belonging, academic success, and overall well-being requires institutions to establish intentional ways of bringing faculty together in communities of practice, and provide them with evidence-based, small interventions that can create more inclusive learning environments. Faculty need formative, actionable feedback from colleagues and students for their own professional and personal growth and to be responsive to students' needs toward achieving success in their courses. Gathering formative data can also impact longer-term changes in institutional reward and recognition structures (Provocation 6), providing faculty with data, grounded in evidence-based practices, that they can share in their annual review and tenure and promotion dossier.

11:00 am – 12:00 pm
Opening Plenary

Opening Plenary
Marquis Salons 6-10
Kelly Corrigan—Best-Selling Author, Host of the PBS series Tell Me More with Kelly Corrigan; Danielle Allen—James Bryant Conant University Professor and Director, Allen Lab for Renovating Democracy, Harvard Kennedy School's Ash Center; Jarvis Givens—Professor of Education and of African and African American Studies, Harvard University; Len Gutkin— Senior Editor, Chronicle Review; Frederick Hess—Senior Fellow and Director of Education Policy, American Enterprise Institute; and Lynn Pasquerella— President, AAC&U

12:00 pm – 2:00 pm

Lunch Break

12:30 pm – 2:00 pm
Ticketed Lunch Event
(Pre-Registration Required)

Networking Luncheon for Faculty and Administrators of Color
(Pre-Registration Required)
Marquis Salon 1 - 3 - M2
Santa Ono—President, University of Michigan
Focused on contemporary challenges faced by faculty and administrators of color, this luncheon will provide a unique opportunity to engage with leaders from all types of institutions across the global higher education landscape.

2:00 pm – 3:15 pm
Concurrent Sessions 2

Concurrent Sessions 2

Connecting Classrooms, Campuses, and Communities: Curricula and Pedagogical Strategies for the Public Good
Cherry Blossom - Mezzanine
Jan Liss—Executive Director, Project Pericles; John Esser—Professor of Sociology, Wagner College; Sarah DiPasquale—Associate Professor and Chair, Skidmore College Dance Department; Seulgie Lim—Assistant Professor, Bates College; lei Ouyang— Swarthmore College and John Spencer— Ursinus College
Community-engaged courses help equip students to positively transform our society and demonstrate higher education as a public good. With a

2:00 pm – 3:15 pm
Concurrent Sessions 2
(continued)

focus on replicability, panelists will highlight pedagogical strategies and innovative curricula cocreated with community organizations that empower students to address inequalities in educational access, immigration status, race, and social class. Students apply academic content to address real-world problems, and campuses create meaningful partnerships. Panelists will discuss empowering African immigrant women communities in Maine, developing a dance residency for elementary students, facilitating social change through Asian American oral histories in Philadelphia, advancing educational equity with Pennsylvania school district staff, and transforming a first-year composition course to support grant writing and social science data collection.

Project Pericles is committed to fostering civic engagement within higher education. The Periclean Faculty Leadership Program is funded by the Arthur Vining Davis Foundations, the Eugene M. Lang Foundation, and the Mellon Foundation.

Cultivating Vulnerability: Harnessing Fishbowl Discussions to Foster Authentic Conversations on Race
Magnolia - Mezzanine
Humera Fasihuddin—Co-Interim Managing Director, Hasso Plattner Institute of Design (d.school), Stanford University and Catherine Randle—Stanford University
Discover the power of fishbowl discussions in cultivating vulnerability and fostering authentic conversations on race. This interactive seminar will explore how establishing vulnerability early on creates psychological safety and invite participants to delve deeper into the complexities of race and racism. Learn how to engage all individuals, regardless of their readiness to discuss sensitive topics, using the inclusive fishbowl facilitation technique. Drawing inspiration from successful implementations at institutions such as Stanford University, James Madison University, and the University of Kentucky, as well as in K–12 schools and corporate environments, we will embark on a transformative journey together. Through participation in a fishbowl discussion, attendees will experience the technique first-hand. Reflect on the experience and collaborate on strategies for deeper engagement with diversity, equity, and inclusion (DEI) content post-establishing vulnerability. Join us to harness the potential of fishbowl discussions for authentic and meaningful dialogues on race.

Delphi Award Session
Institutional Transformation to Support Contingent Faculty
Chinatown - M3
Ashley Finley—Vice President of Research and Senior Advisor to the President, AAC&U; Christopher Daily—Instructor of Theological Studies, Loyola Marymount University; Adrianna Kezar—Professor of Education, University of Southern California; Andrea Romero—Vice Provost for Faculty Affairs, University of Arizona; and Leon Wiebers—Chair of Theatre Arts Program, Loyola Marymount University
This session explores the innovative practices and lessons learned from institutional change initiatives aimed at the equitable recognition and support of contingent faculty. Campus leaders from Dominican University

2:00 pm – 3:15 pm
Concurrent Sessions 2
(continued)

of California and Montgomery College, recipients of the 2022 Delphi Award, will describe the policies, practices, and programs that have been put in place to advance the recognition, status, and participation of contingent faculty on their campuses. Leaders will address core principles that guide their collective work, implementation challenges, and the transferable lessons that can guide the work to support contingent faculty as essential educators on any campus.

Engaging Transformative Texts across Lines of Difference
Howard - M1
Annie Bezbatchenko—Senior Program Officer, Teagle Foundation; Patrick Mensah— University of Massachusetts Amherst; Noah Strote— North Carolina State University and Barry Spence— University of Massachusetts Amherst;
How can colleges and universities engage students with transformative texts as a way to support and anchor discussions across lines of difference? This panel explores the Cornerstone: Learning for Living program model to revitalize general education in the humanities.

Exploring Neglected Academic Spaces to Ensure Equity in an Anti-DEI World
Treasury - M4
Rebecca Karoff—Associate Vice Chancellor for Academic Affairs, University of Texas System; Harry Brighouse— University of Wisconsin-Madison and Hector Aguilar—Distinguished Teaching Professor, University of Texas at San Antonio
Grounded in one or more case studies, this session will refocus our equity lens on neglected spaces, hidden dimensions, and structural components that put barriers in front of students and have extended legacies of disparities and exclusion in higher education, including:
  • Instructional quality as an urgent and neglected equity issue on our campuses
  • The equity implications surrounding the exclusion of non-tenure-stream and contingent faculty from committee participation, decision-making, leadership positions, and professional development
  • The critical importance curricula and majors play on equitable student pathways and outcomes
This discussion will have two overarching contexts: first, a contentious, punitive political landscape outlawing both affirmative action nationally and offices and staff dedicated to diversity, equity, and inclusion work in many states; and second, our rapidly changing student populations with increasing numbers of low-income students and more racial, ethnic, and gender diversity for which many institutions are not necessarily prepared.

HIPs Mentoring for Racial Equity and Social Justice
Scarlet Oak - Mezzanine
Jenny Shanahan—Assistant Provost for High-Impact Practices, Bridgewater State University; Kate Fagervik—Manager, Student Research & Community Engagement, Thompson Rivers University; Buffie Longmire-Avital— Associate Professor of Psychology; Director of the Black Lumen Project, Elon

2:00 pm – 3:15 pm
Concurrent Sessions 2
(continued)

University; Sukh Matonovich—Director, Student Research and Public Engagement, Thompson Rivers University and Sophie Pierszalowski—Director, Office of Undergraduate Research, University of Washington
Persistent inequities between marginalized and privileged students participating in high-impact practices (HIPs) will likely worsen as a result of the US Supreme Court banning consideration of race in admissions, as fewer minoritized students may attend institutions with well-resourced HIPs (AAC&U, 2023). Moderate adjustments don't disrupt deeply embedded systems that perpetuate inequities, starting with mentoring. When minoritized students access HIPs, they often experience racism, sexism, heteronormativity, and misalignment between their identities and mentors' expectations (Longmire-Avital, 2019). Instead of merely modifying access, we must dismantle unjust systems, rebuild programs, and, crucially, ensure culturally competent mentoring.
This session will offer frameworks from different institution types for building HIPs mentorship on foundations of racial equity and social justice—through peer relationships, faculty/staff practices, constellations of community mentors, and institutional culture change. Each framework focuses on mentor practices and attitudes, as mentorship is at the core of HIPs, but also a frequently cited source of microaggressions and macroaggressions and educational trauma.

Leading Structural and Cultural Change to Advance Curricular Scaffolding for Equity
Mount Vernon Square - M3
Jeffrey Osborn—Provost and Vice President for Academic Affairs, The College of New Jersey; Jillian Kinzie—Associate Director, Center for Postsecondary Research, NSSE Institute, Indiana University; Caroline Quenemoen—Associate Provost for Strategic and Educational Initiatives, Rice University; Aileen Bailey— St. Mary's College of Maryland and Saritha Nellutla— Bridgewater State University
This session will explore how institutions influence the success and timeline of structural and cultural transformations. Findings from a six-year longitudinal study that investigated influences on the process of integrating and scaffolding research into four-year undergraduate curricula will be summarized. The twelve diverse institutions and twenty-four departments participating in the Council on Undergraduate Research (CUR) Transformations Project came to the work with an equity-minded frame. Six institution-level factors were identified that can either support or hinder the change process: institutional mission and identity, institutional culture, institutional dispositions, realizing synergies, resource engines, and change leadership. The institutions most successful in their transformations leveraged these elements to accelerate and achieve equitable change. Following a brief description of their scaffolded curricular reform, panelists will detail the menu of strategies that influenced this outcome and illustrate with lessons learned from three institutional case studies. These transferable strategies have potential for catalyzing structural transformations across institution types.

2:00 pm – 3:15 pm
Concurrent Sessions 2
(continued)

National Training in Inclusive STEM Teaching: Status, Outcomes, Impacts, and Course Experiences
George Washington - M1
Bennett Goldberg—Professor of Physics and Astronomy, Northwestern University; Sarah Hokanson— Boston University and Tershia Pinder-Grover—Director, Center for Research on Learning and Teaching in Engineering, University of Michigan
Practicing inclusive STEM instruction requires an understanding of the challenges learners face and developing strategies that actively support all students' success. Inclusive instructors also must be aware of their own identities and impacts to enhance their connection, awareness, and sensitivity to student experiences. The Inclusive STEM Teaching Project has developed and implemented an open online course that centers identity, power, positionality, and privilege. The course has demonstrated increased awareness, self-efficacy, and ability of instructors to cultivate inclusive learning environments. So far, 9,658 have registered, of which 2,294 were awarded completion certificates. The Inclusive STEM Teaching Project developed content for and trained nearly 400 facilitators at more than 120 institutions who have led 80+ local learning communities. We will lead a discussion-based workshop with hands-on experiences from the Inclusive Teaching course, including embodied case studies created by the University of Michigan CRLT Players, and various reflection activities.

Navigating the Pathway: Integrating Career Preparation into the Curriculum
Marquis Salon 14 - M2
Stephanie Ahlfeldt—Associate Provost, Concordia College; Kris Olson— Director, Career Center, Concordia College; Ron Watson— Beloit College and Jessica Fox-Wilson— Beloit College
This session will showcase models of career integration at two institutions, Beloit College and Concordia College. Both examples highlight the value of cross-institutional collaboration and curricular alignment. This session is designed to help participants see how their curricular strengths can be used to maximize career outcomes for students. These outcomes not only support students in crafting successful careers and fulfilling lives but also help attract students to our institutions. Showcasing two different approaches to holistic career preparation, we will share strategies that will empower students to embrace learning experiences and make informed decisions, propelling them toward lifelong professional and personal achievement. Leadership from Academic Affairs and Career Development will present their approaches and lessons learned.

2:00 pm – 3:15 pm
Concurrent Sessions 2
(continued)

NESS Book Award Session: The New College Classroom
Marquis Salon 12 & 13
Cathy Davidson—Senior Adviser to the CUNY Chancellor on Transformation, Distinguished Professor and Founder of the Futures Initiative at the Graduate Center, City University of New York (CUNY); Christina Katopodis— Senior Postdoctoral Research Associate, CIty University of New York (CUNY) Humanities Alliance and Kathleen Woodward—Lockwood Professor in the Humanities and Professor of English; Director, Simpson Center for the Humanities, University of Washington – Seattle
The authors, Cathy Davidson and Christina Katopodis, will be available for a book signing immediately following this session. *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux* is available for purchase at the Publications table located in Gallaudet–Level 1 throughout the meeting.

Reframing General Education Revision: A Threshold Concepts Approach
Mint - M4
Linda Adler-Kassner—Associate Vice Chancellor of Teaching and Learning, University of California Santa Barbara; Susan Miller-Cochran—Executive Director of General Education, University of Arizona; Peggy O'Neill— Loyola University (Maryland); Shelley Reid—Executive Director of Engaged Teaching, Stearns Center for Teaching and Learning, George Mason University and Elizabeth Wardle—Howe Distinguished Professor of Written Communication & Director, Howe Center for Writing Excellence, Miami University
This session will provide a framework rooted in threshold concepts (TCs) for general education (GE) that considers current challenges and provides a method that can be used across institutions to facilitate program change. TCs are critical for joining and contributing to knowledge creation within contexts. The TC framework was originally developed to describe necessary ways of thinking and practicing within disciplines. By bringing together context and concepts, presenters in this session will demonstrate how TCs can also be used to facilitate innovative GE revision. Part I will provide a short "primer" on the TC framework and its relevance for GE. Part II will help participants consider how to use the TC framework to identify TCs of the general education project itself. Part III will illustrate how the TC framework might be used for innovative GE faculty development and course design in four different domains: faculty development, course design, assessment, and policy.

2:00 pm – 3:15 pm
Concurrent Sessions 2
(continued)

AI in Healthcare: Human Connection vs. Efficiency?
Shaw/LeDroit - M3
Stanley Ahalt—Dean, School of Data Science and Society, University of North Carolina; Carolyn Brown—Trustee, Fetzer Institute; Nancy Cable—Executive Director, William R. Kenan, Jr. Charitable Trust; Christina Pulchalski—Executive Director, George Washington Institute for Spirituality and Health, George Washington University School of Medicine and Health Sciences; Daniel Sulmasy— Director of the Kennedy Institute of Ethics, Andre Hellegers Professor of Biomedical Ethics, Georgetown University; Suzanne Watts Henderson—Senior Consultant, Strategic Initiatives, Interfaith America; and Lynn Pasquerella—President, AAC&U
What does the increasing accessibility of Artificial Intelligence (AI) mean for the healthcare and for higher education? How can we leverage this tool as an asset in healthcare and learning and development? This conversation will probe both the promises and the pitfalls of mechanized information but also its implications in relationships, community and health and healing.
In particular, we will consider the role that meaning-making and interconnectedness—to one another and to the cosmos—play in the human interface with AI.

Start-Up Universities: Stories from the Front Lines
UDC/Catholic - M1
Noah Pickus—Associate Provost, Duke University; Randy Bass—Georgetown University; Gilda Barabino—President and Professor of Biomedical and Chemical Engineering, Olin College of Engineering; Teri Cannon— Minerva University and Bryan Penprase— Soka University of America
This roundtable will feature the authors of a new book, *The New Global Universities: Reinventing Education in the 21st Century* (Princeton University Press, December 2023), two innovative presidents profiled in it from Olin College of Engineering and Minerva University, and a leading educational innovator from Georgetown University. The roundtable will explore the dramatic task of building and sustaining a new college or university in Africa, Asia, the Middle East, and North America. These new universities enjoy some of the same energy of a start-up company, but in a marketplace dominated by centuries-old institutions where they must compete to build a brand, attract funding, recruit faculty and students, and establish innovative curriculums and campuses. Their founding stories demonstrate the complexities of surviving setbacks, navigating local contexts, and balancing tradition and innovation. Their experiences offer lessons for future founders of new universities—and for those who want to renew and rejuvenate existing ones.

2:00 pm – 3:15 pm
Concurrent Sessions 2
(continued)

Truth, Racial Healing & Transformation (TRHT) Campus Centers: Centering Truth-Telling, Narrative Change, and Healing as Foundations for Change
Georgetown - M1
Tia Brown McNair—Vice President for Diversity, Equity, and Student Success; Executive Director for the TRHT Campus Centers, AAC&U; Trent Ball—Senior Director, Postsecondary Equity and Attainment, Missouri College and Career Attainment Network (MOCAN); Nathan Carter—Chief Diversity, Equity, and Inclusion Officer, Northern Virginia Community College and Michele Guzmán—National Evaluator for TRHT Campus Centers, MRG Consulting

Addressing the enduring harms of racial and social injustices in higher education requires deep listening, institutional commitment, active collaboration across silos, a continued investment of human and financial resources, and a shared understanding to guide the way. Since its launch in 2017, AAC&U's network of Truth, Racial Healing & Transformation (TRHT) Campus Centers has grown from the ten inaugural centers to almost seventy TRHT Campus Center host sites at institutions across the nation. TRHT Campus Centers bring people together to tell the truth about enduring racial inequities in their local communities, to amplify voices that have been excluded from dominant narratives, and to activate the transformational power of recognizing our shared humanity. Panelists will provide an overview of the TRHT Campus Centers and current evaluation approaches, and share how they engage faculty, staff, administrators, students, and community partners to build capacity for long-term, sustainable transformation to not only dismantle the false belief in the hierarchy of human value but also to strengthen efforts to prepare the next generation of leaders to build just and equitable communities.

Moving beyond Email: Leveraging Online Spaces to Build Community and Increase Student Engagement
Judiciary Square - M3
The time of reaching students by email has passed. Institutions and faculty need to keep pace with the way in which students have grown increasingly sophisticated and opinionated about how they communicate, with whom and when. Developing localized, timely, and unique pathways for connecting with students inside and outside the classroom can be a powerful mechanism for establishing direct lines of communication, engagement, and even belonging. This webinar explored ways to leverage technology to reach students, connect their learning, and elevate engagement. The discussion also included a demonstration of Pronto, an LMS-integrated communications company and platform that assists educators in forming connections with their students.

2:00 pm – 3:15 pm
UERU National Conference Track Session 2

UERU Track Session 2: Reimagining General Education—A General Education for World Readiness and the Whole Student
Capitol/Congress - M4
Hillary Procknow—Assistant Dean of Undergraduate Equity and Excellence, University of Texas at Austin; Jeanette Herman—Assistant Vice Provost, Curriculum Management and Innovation and Director, Bridging Disciplines Programs, University of Texas at Austin; and Jen Morgan—Program Manager for the Core Curriculum, University of Texas at Austin
Panel members will discuss the transformation of general education at the University of Texas at Austin from a disjointed array of courses to one in which students are able to experience an engaging and relevant intellectual journey. We will focus on efforts to incorporate world readiness and to center the whole student through our general education requirements.

2:00 pm – 3:15 pm
UERU National Conference Track Session 2

UERU Track Session 2: Reimagining General Education—Preparing for World Readiness through Integrative General Education: The BU Hub, a Case Study from Boston University
Capitol/Congress - M4
David Carballo—Professor of Anthropology (formerly Assistant Provost for General Education), Boston University; Amie Grills—Associate Provost for Undergraduate Affairs, Boston University; and Lynn O'Brien Hallstein—Assistant Provost for General Education, Boston University
As one of the pillars of the Boyer Commission 2030 Report on providing excellence and equity within the undergraduate experience at research universities, the preparation of students for a broadly defined readiness to engage with the world beyond the university represents one of the central charges for higher education. What it means to be "ready" for a world that is increasingly more globally interconnected yet also fragmented along lines of community affiliation and fluid in how we work, interface with new technologies, and grapple with societal and environmental challenges comprises a continually evolving target. As laid out in the report, purposeful curricular development and general education reform can play major roles in preparing students for world readiness, although these efforts may require substantial effort to integrate general education priorities into the specialized pathways provided by majors and to incentivize faculty to incorporate new intellectual capacities or experiential pedagogies into their teaching. It also requires earnest assessment to evaluate programmatic priorities in terms of student outcomes and relevance to preparation for an ever-shifting landscape beyond the university.

3:30 pm – 4:30 pm
Concurrent Sessions 3

Concurrent Sessions 3

A Decade Later: What's Next for Career Services?
Mount Vernon Square - M3
Andy Chan—Vice President for Innovation and Career Development, Wake Forest University; Christine Cruzvergara—Chief Education Strategy Officer, Handshake; and Farouk Dey—Vice Provost for Integrative Learning and Life Design, Johns Hopkins University
It has been ten years since the release of two works that made a big splash in the world of career services: Andy Chan's "Career Services Must Die" and Christine Cruzvergara and Farouk Dey's "10 Future Trends in College Career Services." They made the case that it was time for institutions to dramatically rethink their approach to not just the career services function but also their broader mission to meet the changing needs of learners and employers. How has higher education evolved a decade later—and how much work is left to do?
Dey, Chan, and Cruzvergara will discuss how today's world lines up with their vision from ten years ago. The three authors will also explore what the next ten years must look like if institutions are to fulfill higher education's promise of economic mobility—and help learners translate the invaluable experiences of postsecondary education into fulfilling lives and careers.

Balancing DEI and Free Expression
Chinatown - M3
Michael Murray—President and CEO, Arthur Vining Davis Foundations; John Jones—President, Dickinson College; Jacqueline Merrill— Bipartisan Policy Center; Quincy Bevely— Providence College and Lori White— DePauw University
In recent years, leaders in higher education have struggled to balance two deeply held values. The first is the value of making their institutions places where students feel that they and their identity group are seen and included. The second is the value of promoting a marketplace of ideas where students can express their opinions and explore different points of view openly and without fear of reprisal. In this session, attendees will learn specific, actionable strategies that can be implemented either campus-wide or in key campus sectors that will honor both of these values. The panel will include Jacqueline Merrill from the Bipartisan Policy Center, lead author of *Campus Free Expression: A New Roadmap*. It will also include three senior leaders who have launched successful initiatives on their campuses: John Jones and Lori White, presidents of Dickinson College and DePauw University, and Quincy Beverly, vice president of inclusion at Providence College.

3:30 pm – 4:30 pm
Concurrent Sessions 3
(continued)

Challenges and Opportunities in Integrating the Goals of DEI and OER in the Context of Today's Anti-Equity Agenda
Treasury - M4
Lisa Petrides—CEO, Institute for the Study of Knowledge Management in Education; Charles Hatcher— ISKME; C. Edward Watson—Associate Vice President for Curricular and Pedagogical Innovation & Executive Director of OER and Digital Innovation, AAC&U and Angela DeBarger—Program Officer in Education, The William and Flora Hewlett Foundation
This panel will provide opportunity for discussion on challenges around the integration of diversity, equity, and inclusion and open educational resources within the context of today's anti-equity legislative efforts.

Cornerstone: Learning for Living Initiative
Marquis Salon 14 - M2
Tom Schrand—Associate Dean for General Education, Thomas Jefferson University; Meg Roland— Linn-Benton Community College; Meriel Tulante—Bridget Trogden—Dean, American University;Associate Professor of Italian Studies, Thomas Jefferson University; David Coombs— Clemson University and Bridget Trogden—Dean, American University
The "Cornerstone: Learning for Living" initiative sponsored by the Teagle Foundation and the National Endowment for the Humanities supports the creation of gateway courses focused on "transformative texts" as a means of increasing student engagement with the humanities. The grant project was inspired by a successful certificate program at Purdue University, where these courses helped increase both the number of students majoring in the humanities and the enrollment of non-humanities majors in humanities.
This panel discussion will feature grant teams from five different campuses who have developed texts-based courses that reflect the specific characteristics of their institutions. Panelists will discuss their planning, piloting, and implementation processes and explain how their approaches to these "transformative texts" courses evolved to meet the needs of their students. Panel topics will include the challenges and rewards of developing these courses, sources of internal support and resistance, and student responses to the new courses.

Development of an Engaging and Inclusive Virtual Research Mentoring Toolkit for Undergraduate Mentors and Mentees
Mint - M4
Eric Hall—Professor/Director of Undergraduate Research Program, Elon University; Matthew Peterson— UNC Wilmington; Alicia Sellon— UNC Wilmington; Jeremy Holloway— University of North Dakota and Elle Peterson—Executive Director, CAA Academic Alliance
In 2020, an unprecedented disruption in higher education occurred: a global pandemic required digitization of the entire educational infrastructure in a matter of weeks. Innovation followed, catapulting higher education forward into a more flexible mindset. While driven by a once-every-century force, higher education institutions (HEIs) transformed learning systems to meet the needs of students, with innovative faculty seizing the opportunity to engage students in creative ways, potentially

3:30 pm – 4:30 pm
Concurrent Sessions 3
(continued)

revolutionizing the learning experience.

In this presentation, we will discuss a pilot approach to a high-impact educational practice (HIEP)—virtual research mentorship—while discussing policy considerations and implementation strategy of the methodology for HEIs. The session will emphasize optionality in the student experience as well inclusivity and accessibility in research mentoring for students of all backgrounds. In addition, it will include extensive discussion on the design challenge format as a way of discussing the value of design thinking as a strategy for solutions-based brainstorming.

Expand Your Impact: Making Access to Degrees More Equitable through an Innovative Online/On-Campus Approach
Judiciary Square - M3
Tekoya Boykins—Director, Academic Strategic Planning and Support, Academic Partnerships and Richard Helldobler—President, William Paterson University
This session will focus on William Paterson University's bold leadership in meeting the needs of nontraditional students, many first-generation and immigrants, by increasing access to online degrees plus on-campus resources. It will outline how William Paterson joined with Academic Partnerships in 2020 to offer online programs designed for diverse adult learners with an emphasis on affordability, flexibility, and workforce relevance. By selecting in-demand studies that aligned with William Paterson's known academic strengths, the university surmounted pandemic challenges to offer a portfolio of accelerated online graduate programs serving the community's needs. The discussion will also highlight a model of equitable access for students enrolled in accelerated online undergraduate degrees, which William Paterson added in 2021. In assessing the demographic enrolling in these online programs, primarily women and women of color juggling family, work, and social responsibilities, the university promoted on-campus resources to support their academic achievement.

Hidden Stewards of Democracy: Untapping the Strength of California's Community Colleges to Advance Civic Equity among the Nation's Most Marginalized Students
George Washington - M1
Patty Robinson—Faculty Director, Civic and Community Engagement, College of the Canyons; Elaine Ikeda— LEAD California and Kimberly Rosenfeld— Cerritos College
A chasm exists in higher education that mirrors the civic learning and democratic engagement (CLDE) divide found throughout our nation's democracy, resulting in a diversity of institutions, polarization of missions, and inequity of opportunities divided more by a three-tiered academic system. The nation's 1,038 community colleges serve the country's most diverse, marginalized, and socio-economically challenged populations that are least likely to engage in participatory democracy and experience the "civic empowerment gap." Specifically, California's 116 campuses serve 1.8 million students, accounting for 72 percent of the state's undergraduates, yet most of these students fail to experience civic equity. The need to

3:30 pm – 4:30 pm
Concurrent Sessions 3
(continued)

embrace the original civic mission of higher education that once prevailed among "Democracy's Colleges" is urgently needed in California's community colleges. As a result, a new statewide CLDE think tank will address how to bring about systematic change to ensure civic equity is infused within teaching and learning in the California community college system.

Higher Education's Role in a Democracy in Question
Shaw/LeDroit - M3
Nancy Thomas—Senior Advisor to the President for Democracy Initiatives, AAC&U and Executive Director, Institute for Democracy & Higher Education
Like democracies globally, US democracy is being described as "backsliding," "fragile," and "at risk." Threats include growing authoritarianism; declines in equity and civil rights; polarization that is giving way to political extremism and even violence; disinformation spread through unchecked social media; efforts to suppress voting; and challenges to the legitimacy and autonomy of institutions, including higher education. Too many Americans, especially youth, question whether democracy is worth defending. We understand that perspective. Our aim is not to "restore" democracy. Instead, we aim for a more aspirational version of democracy by studying, critiquing, and redesigning it to work toward a more inclusive, equitable, and just democracy.
In this interactive session, we will exchange promising practices on your campuses and discuss ways to engage students and faculty in discussions about their role in redesigning democracy to stop democratic decline and move toward a democracy that works for everyone. Participants will grapple with a range of questions. How can educators work together to build a more aspirational democracy? What cross-disciplinary educational approaches address threats to democracy? What challenges deter educators and students from being part of a robust effort to reinvent and protect democratic principles and practices? What other stakeholders need to join this effort? Participants will leave with more clarity about democracy's challenges and ideas for action on campus.

Putting Equity at the Center Means Institutional Change: Why That's Imperative, Why It's Hard
Georgetown - M1
David Scobey—Director, Bringing Theory to Practice, Elon University; Kim Costino—Dean, Undergraduate Studies, California State University, Dominguez Hills; Mary Dana Hinton—President, Hollins University; Chair, AAC&U Presidents' Trust, Hollins University; Rama Kased— San Francisco State University and Mary Beth Love— San Francisco State University
Putting equity at the heart of learning and student success also means reimagining how colleges and universities work. What institutional changes are needed to make education welcoming and transformative for all students? How do you confront the barriers and complexities that so often get in the way of genuine commitments to equity-mindedness? Join changemakers from three universities and a national project on systemic change to think together at the intersection of equity, innovation, and institutional renewal.

3:30 pm – 4:30 pm
Concurrent Sessions 3
(continued)

Stories from the Sisterhood: How Women Leaders Empower Each Other in Higher Education
Liberty Salon K - M4
Brooke Barnett—Provost, Butler University; Deanna Leone— California State University, Fullerton; Rochelle Ford— Dillard University; Deborah Thien— California State University, Long Beach; and Yuying Tsong – Associate Vice President for Student Academic Support, California State University, Fullerton

While most studies on gendered aspects of leadership focus on barriers faced by women leaders, a more optimistic path toward gender equity in higher education leadership lies in leveraging multilevel leadership facilitators and encouraging female leadership empowerment. This panel of racially diverse, female-identifying leaders will break down identity-related leadership challenges, share personal stories of mutual support, and provide strategies for developing a community of empowered sister-leaders. In doing so, panelists will illustrate numerous factors identified by the "BAFFLE" Female Leadership Model (cf. Lyness & Grotto, 2018), which maps extant research on "Barriers And Facilitators of Female Leader Empowerment" (i.e., "BAFFLE") at multiple levels: societal and cultural, industry and organizational, interpersonal, and intrapersonal. Join us in strategizing ways to facilitate women's successful leadership empowerment.

Supporting Faculty Well-Being: Transformative, Accessible, and Impactful Approaches
Archives - M4
Lisa Hanasono—Associate Professor, Bowling Green State University; Rebecca Ropers— University of Minnesota and Terri Shelton— University of North Carolina at Greensboro

Faculty members play a vital role in supporting the success of students and advancing the missions of their colleges and universities. Unfortunately, many faculty members are experiencing increased levels of stress, anxiety, uncertainty, and burnout (e.g., Meeks et al., 2021; Pope-Ruark, 2022). Faculty members' mental health and well-being are critical components of a thriving academic community. In this interactive panel presentation, Aly Kassam-Remtulla, vice provost for international affairs and operations, Princeton University; Rebecca Ropers, senior advisor for academic leadership development and conflict resolution, University of Minnesota; Terri Shelton, vice chancellor of research and engagement, University of North Carolina at Greensboro; and Lisa Hanasono, director of training and content, NCFDD, will share innovative, transformative, accessible, and impactful approaches and resources that support faculty members' health and well-being. Audience members will participate in a Q&A session and discuss key takeaways with the panelists.

3:30 pm – 4:30 pm
Concurrent Sessions 3
(continued)

Supporting Student Learning Outcomes through Cocurricular Records: Three Institutions' Motivations, Designs, Implementation, and Growth Strategies
Liberty Salon I - M4
Korine Steinke-Wawrzynski—Assistant Dean for Academic Initiatives and Director for Undergraduate Research, Michgian State University; Sarah Schultz—Director, Spartan Experience Record, Michigan State University; Jordan Foreman-Black— University of Nebraska-Lincoln and Rochelle Smarr— University of California San Diego
This program will examine how three large institutions, Michigan State University, University of California San Diego, and University of Nebraska–Lincoln, developed three distinct campus-wide cocurricular records and transcripts to measure student learning outcomes. Panelists will explain why their institutions created a cocurricular record and review differences and similarities between their three cocurricular platforms. Through large-group discussion, presenters will discuss key milestones, common barriers, and individual successes related to tracking and evaluating cocurricular student learning. They also will discuss major considerations for developing a cocurricular record, specifically in terms of forwarding divisional and institutional goals and student learning.

The Mis-Development of the College Professor
Howard - M1
Kelly Mack—Vice President for Undergraduate STEM Education and Executive Director of Project Kaleidoscope, AAC&U and Henrietta Denise Ssettimba—Program Associate, Office of Undergraduate STEM Education, AAC&U
Currently, there is no shortage of professional development opportunities that promise to empower faculty to deliver advanced undergraduate teaching. For undergraduate STEM teaching, in particular, these opportunities are critical to ensuring that we have future generations of scientists and engineers who are liberally educated and competitively trained. But such opportunities also represent an inherent danger because STEM faculty do far more than teach. Today, they are also expected to lead systemic change, build and nurture communities, influence social media, and broaden the participation of minoritized groups while navigating themselves through the increasingly volatile conditions of racial tensions, sociopolitical divides, personal stress and fatigue, and a peri-pandemic era. If our conventional approaches to professional development for faculty continue to focus more on what faculty must do, and less on who they must be, we potentially pose more harm than good to the faculty we serve and to ourselves. For the past decade, AAC&U has designed and deployed professional development initiatives for STEM faculty and leaders that pay attention to what they must do and who they must be, both within and outside of the academy. Our axis of professional development foregrounds the twenty-first-century lived experiences of faculty, particularly those from minoritized groups. Set within a conceptual frame of rest, mindfulness, and restoration, our professional development spaces give rise to the kind of deep reflection, critical questioning, analysis, change, and ultimately transformation that are needed for today's STEM higher

3:30 pm – 4:30 pm
Concurrent Sessions 3
(continued)

education reform. In this presentation, attendees will gain a behind-the-scenes glimpse into the intuitive drivers, theoretical and conceptual frameworks, and risk-taking measures by which the undergraduate STEM reform work of AAC&U is first imagined, then created, and finally implemented as effective professional and leadership development institutes. This presentation will also highlight and examine significant self-efficacy outcomes data arising from the decade-old AAC&U STEM Institute database of several hundred current and former STEM faculty and leaders.

The Role of Education Abroad in Advancing Inclusive Student Success in a Post-Affirmative Action Environment
Scarlet Oak - Mezzanine
Lily Lopez-McGee—Executive Director, Diversity Abroad and Andrew Gordon— Diversity Abroad
With the US Supreme Court ruling prohibiting the use of race-conscious admissions in higher education, institutions and organizations have been forced to confront the difficult reality that higher education may become further out of reach for racially minoritized students. While there are areas of concern, there are a number of opportunities to improve practices, policies, and processes to ensure participation in international education programming is accessible and inclusive. In fact, education abroad could serve as a tool to enhance student success and retention. This panel will explore those possibilities.

The Student: Practicing Freedom in Uncertain Times
Marquis Salon 12 & 13
Michael Roth—President, Wesleyan University
In The Student: A Short History, Michael Roth describes how the modern Western idea of the student is attached to the idea of freedom and how the process of learning is connected with practicing freedom. This session will explore how the entanglement of these ideas emerged and how in our classrooms today we can encourage the development of practices that allow students to discover what they love to do, get better at it, and figure out how to share it with others beyond their college years. In a society that pressures young people toward like-mindedness, how can we cultivate the capacities of our students to think for themselves in the company of others?

3:30 pm – 4:30 pm
HEDs UP Session

HEDs UP Session: A series of 10-minute presentations, within one hour, in the spirit of TED Talks
Cherry Blossom - Mezzanine

Bridging Disciplinary and Digital Divide: The Detox Power of an Immersive Team-Taught Curriculum
Cherry Blossom - Mezzanine
Noelle Norton—Dean, College of Arts and Sciences, University of San Diego; Brian Clack— University of San Diego and Bethany O'Shea—Professor, University of San Diego
Post-pandemic student disconnection and the troubling impact of new technologies have added unexpected dimensions to perennial concerns of educators—how to fully engage students and encourage them to fall in love with learning. The University of San Diego (USD) has leveraged work of its Humanities Center programming, integration requirements in the core curriculum, a time-tested team-taught infrastructure, and support from the Arts and Sciences dean to create a profoundly immersive educational experience. Session attendees will hear about a unique course, titled "The Desert Sublime," which has led to permanent funding for transformative and immersive team-taught courses that go beyond the current high-impact curriculum. Presenters will represent different units from across campus to emphasize institutional collaboration for a digital detox. They will outline how "The Desert Sublime" piqued the interest of administrators, external donors, and campus partners, with five tips adopters should consider for success

Finding Our Superpower: Leveraging Technology and Humanity to Inspire Equity-Mindedness in Student Success
Cherry Blossom - Mezzanine
Vanessa Kahen—Professor and Chair, Department of Psychology; Director of Moon Shot for Equity, West Chester University of Pennsylvania and Kristin English— West Chester University
Higher education is currently challenged in its ability to remain relevant in the context of rapid technological shifts. Aoun (2017) argues that relevance is ensured through "humanics," a discipline emphasizing human cognitive and interpersonal skills that technology cannot replicate. This ability to leverage human experience is our superpower and will distinguish the value of higher education in the future. Building on Aoun's thesis, I argue that humanics also provides opportunity to revisit our definition of college preparation and student success, making room for higher education to value more diverse skills and experiences, encourage inclusion, and improve equity in student outcomes. In this presentation, I will explain how leveraging higher education's appetite to adapt to advances in technology is a means to support equity-minded institutional change. The paradox is that I believe we accomplish this equity goal by leaning into uniquely human spaces, the spaces where technology is limited.

3:30 pm – 4:30 pm
HEDs UP Session
(continued)

Holistic Curricular Interventions to Support African American Male Students in Mathematics and Statistics Gateway Courses
Cherry Blossom - Mezzanine
Michelle Solér—Assistant Vice President, Undergraduate Programs, University of North Carolina System Office; Thomas Redd—Associate Professor, Mathematics, North Carolina A&T State University; Tracey Howell— Appalachian State University; Catherine Payne— Winston Salem State University and Stacey Zimmerman— Western Carolina University
Across the sixteen University of North Carolina (UNC) system universities, the average percentage of African American male students earning a D, F, or W (DFW) in some college algebra, quantitative reasoning, pre-calculus, calculus, and introductory statistics between fall 2015 and spring 2018 was 44 percent. How do we improve student success for African American male students in gateway mathematics courses that support their career and degree desires and trajectories? This number represents the highest DFW rate across all demographic groups and is 9 percent higher than the systemwide average. Our initiative addresses this issue by developing, piloting, and evaluating several interventions across four UNC system institutions (North Carolina Central University, North Carolina A&T State University, UNC at Greensboro, and UNC at Charlotte). Our goal is to disseminate findings and to employ effective supports across all UNC system institutions within the next three years.

3:30 pm – 4:30 pm
UERU National Conference Track Session 3

UERU National Conference Track Session 3
UERU Track Session 3—Harnessing and Scaling Up High-Impact Practices to Promote Equity
Capitol/Congress - M4
DeOnte Brown—Assistant Dean and Director of the Center for Academic Retention and Enhancement, Florida State University; Pei Hu—Research Faculty, Collaborative Lab for the Advancement of Student Success, Florida State University; Joe O'Shea—Associate Provost and Dean of Undergraduate Studies, Florida State University; and Allison Peters—Assistant Dean of Retention and Engagement, Florida State University
The Association of Public and Land-grant Universities (APLU) recognized Florida State University with the Degree Completion Award in 2021. The APLU recognized the institution's work advancing its graduation rates to among the top in the nation for public universities and erasing graduation rate disparities among its diverse student body. Through a collaborative effort across many units, over an eight-year period the university increased graduation rates by nearly 20 percent overall, and by nearly 40 percent for Black students. Scaling high-impact practices was central to this effort.

UERU Track Session 3—Lowering the Barrier: Understanding the Challenges with Underrepresented Student Participation in High-Impact Practices
Capitol/Congress - M4
Charles Pierce—Faculty Executive Director, Center for Integrative and Experiential Learning, University of South Carolina and Amber Fallucca—Director of the Quality Enhancement Plan, Center for Integrative and Experiential Learning, University of South Carolina

3:30 pm – 4:30 pm
UERU National Conference Track Session 3
(continued)

The focus of this session is to identify and describe undergraduate student populations that are less engaged in high-impact practices (HIPs) through national data (e.g., National Survey of Student Engagement) and specific institutional examples (e.g., University of South Carolina Quality Enhancement Plan). Presenters from the University of South Carolina will describe their experience of identifying undergraduate student populations that are less engaged in HIPs with lower retention and graduation rates. Based upon the development of their current Quality Enhancement Plan as part of SACSCOC accreditation, Experience by Design, those populations were identified to include Pell-eligible students, transfer students, underrepresented minority students, and male students. Presenters will also speak about their efforts (primarily through student focus groups, recommendations from campus partners with expertise working with students, and best practices in the literature) to identify associated challenges with each group and their process of developing potential solutions for how to help remove stated challenges. Examples include transfer students and the perceived extra time needed to complete a HIP and Pell-eligible students and their funding needs to participate in a HIP. Presenters will solicit additional examples of identified challenges and potential solutions from participants based upon their respective campus examples. The session will conclude with a debriefing across the identified target populations and the insights that have been gleaned about potential barriers and ideas for solutions through a group discussion.

4:30 pm – 5:00 pm
Networking Break

Networking Break
Marquis Salon 5

5:00 pm – 6:00 pm
Concurrent Sessions 4

Concurrent Sessions 4

Advancing Access, Opportunity and Social Mobility
Chinatown - M3
Maurie McInnis—President, Stony Brook University
As a flagship university of New York State, Stony Brook University has emerged at the forefront of academic impact and inclusive excellence, focused on providing a high-quality, affordable education that puts bold opportunities within all students' reach. By exploring key initiatives such as the Stony Brook Simons STEM Scholars Program – supported by a $56.6 million gift from the Simons Foundation and the Simons Foundation International, to improve pathways to STEM careers and doctoral degrees for under-represented students –President McInnis will highlight the importance of leading the next generation in scientific research while ensuring that the future of STEM research and education is inclusive, equitable, diverse, and collaborative.

5:00 pm – 6:00 pm
Concurrent Sessions 4
(continued)

Bolstering Budgets, Leveraging Institutional Assets, and Enriching Learning Environments: New Approaches to Funding Research, Mentoring Students, and Curriculum Development
Judiciary Square - M3
Eugene Fiorini—CEO, Fiorini & Associates and Associate Director, DIMACS, Rutgers University–New Brunswick and Jacob Miller—Chair Emeritus, Computer Science Department, Pennsylvania College of Technology
Navigating the landscape of higher education today highlights its many challenges. Academic funding has declined, while scholarship requirements, service, and teaching loads have only increased. Faculty are no longer promised full budgetary support; budgets continue to tighten and internal funding disappears. Compounding budgetary restrictions are the facts that enrollments are in decline, families question the value of the liberal arts, and business leaders lament that graduates lack the necessary "soft skills" (problem solving, critical thinking, teamwork, effective communication, etc.) required of today's workforce. However, liberal arts programs and requirements have taught precisely those skills for decades. As challenging and complex as these circumstances are, there are effective measures that can position faculty, departments, and institutions to regain control and shape their environment to meet future needs.
This concurrent session will present some ways in which faculty, departments, and institutions can address these challenges to provide funding for research, course and program development, student enrichment experiences, student outreach, and professional activity.

Cybersecurity Accelerator Program—An Innovative Experiential Learning Solution to Build Access for Learners and Solve Employer Needs
Mint - M4
Brandy Holoman—Executive Director for Workforce Readiness and Programs, The Washington Center for Internships and Academic Seminars (TWC)
Technology, cybersecurity, and other high-growth industries have huge hiring needs and rapid growth. As our global economy advances, we must ask ourselves: Are we doing enough to prepare the human talent that will guide the workforce of tomorrow, or are outdated approaches to career preparation holding us back?
In this session, you'll learn how The Washington Center (TWC) is innovating to deliver experiential learning solutions that align with today's learner demographics and fuel the human talent needs of high-demand industries. Explore TWC's Cybersecurity Accelerator Program, which focused on access, equity, and opportunity for learners of diverse backgrounds, broke barriers through a paid, virtual micro-internship, remote training, and in-person networking with industry leaders who walked in their shoes as learners of color or first-generation students. Engage with Brandy Holoman, TWC's executive director for workforce readiness and programs, on the value to learners of diverse backgrounds and the potential for future innovations.

5:00 pm – 6:00 pm
Concurrent Sessions 4
(continued)

Digging Deeper into the Quality of High-Impact Practices: Research Findings and Practical Implications for Integrative, Institution-Wide Programs
Scarlet Oak - Mezzanine
Jillian Kinzie—Associate Director, Center for Postsecondary Research, NSSE Institute, Indiana University; Ellen Goldey—Vice President for Academic Affairs and Dean of the College, Centre College and Christine Rener—Vice Provost for Instructional Development and Innovation, Grand Valley State University
High-impact practices (HIPs) rely on quality and consistency—being "done well"— across eight elements to achieve their learning outcomes. This session will present new research from the National Survey of Student Engagement (NSSE) HIP Quality Topical Module about quality and first-year students' perceptions about potential barriers to HIP participation. Evidence about quality can be useful for faculty and administrators interested in maximizing HIP effectiveness by suggesting where instructional practices and expectations should be redesigned to ensure greater exposure to all eight elements and access can be assured through curricular design, required experiences, and attention to equity gaps. Presenters will share the practical implications of these findings and institutional action at Centre College and Grand Valley State University to demonstrate approaches to expanding access, equity, and quality.

Digital Design for Student Success: Collaboration for Scale
Union Station - M3
Terri Pantuso—Associate Dean for Assessment and Curriculum, College of Arts & Sciences; Instructional Associate Professor of English, Texas A&M University; Terri Pantuso—Associate Dean for Assessment and Curriculum, College of Arts & Sciences; Instructional Associate Professor of English, Texas A&M University; Michelle Singh— Texas Higher Education Coordinating Board and Kylah Torre— Texas Higher Education Coordinating Board
In this panel session, attendees will be introduced to the content and interventions, ways in which to provide feedback, and opportunities for collaboration developed for this ongoing project. This will be achieved through demonstrating elements of the math, reading, and writing hubs designed for the project and how other institutions may adapt those elements. Panel members will offer perspectives of various organizational roles, lessons learned, and a discussion of project obstacles and challenges that were critical to overcome in order to achieve success.

Fostering Critical Hope in Troubling Times through Civic and Community Engagement
Howard - M1
Steve Grande—Assistant Professor, James Madison University; Julie Owen— George Mason University; Melody Porter—Director, College of William and Mary; Wendy Wagner— The George Washington University and Graziella Pagliarulo McCarron—Assistant Professor of Leadership Studies, George Mason University

5:00 pm – 6:00 pm
Concurrent Sessions 4
(continued)

Preparing students to be efficacious and responsible citizens is especially daunting in these times. Students understandably feel overwhelmed by mental health concerns, climate anxiety, the decline of democracy, political polarization, fears of gun violence, and reversals of gender and LGBTQIA+ rights. Yet, embedded in higher education is the belief that societies can evolve and that people's lives can be enhanced. Education, at its core, can foster hope (Green et al., 2021). This session will propose a pragmatic approach that acknowledges our disheartening times and will provide first-hand understanding of transformative hope (Freire, 1992; Webb, 2013). With examples of initiatives from multiple institutions, the session will propose an approach to help students have hands-on opportunities to honestly explore the challenges inherent in our world and develop personal and community efficacy despite significant societal obstacles.

Organizational Change Networks (OCNs) as Levers for Impactful Transformation in Higher Education
Liberty Salon K - M4
Ann Austin—Interim Vice Provost for Faculty and Academic Staff Affairs & Univ Distinguished Professor, Michigan State University; Adam Grimm— Postdoctoral Fellow, Michigan State University and Susan Singer— St. Olaf College
Those working to create transformational change in higher education—to advance greater equity and inclusion; transform curriculum, teaching, and faculty roles; or strengthen efforts to contribute to the public good—often form or participate in organization change networks (OCNs) that link higher education institutions working together toward similar change goals. Informed by a funded multiyear project that examined six nationally known networks (ATE, Bay View Alliance, CIRTL, NSEC, UERU, and PULSE), this session will enable network leaders and participants to learn about and discuss ways to develop such networks, challenges they encounter, and strategies they use to foster impact. Session participants will learn about a framework to guide network development, analyze the usefulness of the framework in informing their own work in OCNs, and share their own observations, experiences, and conclusions about how OCNs can be used to support and align institutional efforts to bring about significant change in higher education.

Recognition of Undergraduate Research/Creative Inquiry at the Institutional Level: Examples from Different University Types
Cherry Blossom - Mezzanine
Donna Chamely-Wiik—Associate Dean, Undergraduate Research and Prestigious Fellowships, Associate Scientist, Chemistry, Florida Atlantic University; Preston Phillips—Director, Undergraduate Research, Scholarship and Creativity Office, University of North Carolina at Greensboro; Anne Boettcher—Assistant Dean of Research, Embry-Riddle Aeronautical University and Juliane Strauss-Soukup—Professor, Creighton University
Recognition of excellence in undergraduate research/creative inquiry incentivizes student engagement in this high-impact practice. An increasing number of institutions across the country have taken steps to celebrate

student success by offering research certificates, providing departmental tracks or concentrations, or placing notations on official student transcripts. These provide concrete evidence to future employers and graduate schools that the student has demonstrated excellence in research, scholarship, and/or the arts. This session will provide examples and models already in use at Florida Atlantic University, University of North Carolina at Greensboro, and Creighton University, and being developed at Embry-Riddle Aeronautical University. Presenters will share the process for implementation and notation, requirements for and criteria of the designations, and lessons learned. Participants will have the opportunity to assess their current practices and to develop a plan to celebrate student accomplishments.

Strategies for Impact: Change Tactics in Centers for Teaching and Learning
Archives - M4
Mary Wright—Associate Provost for Teaching and Learning, Brown University
There is substantial scholarship supporting the work of centers for teaching and learning (CTLs) in supporting student success and equitable learning outcomes, but CTLs have often been critiqued for a perceived reliance on ineffective programs, such as brief workshops. This session will rely on research from the recent book, Centers for Teaching and Learning: The New Landscape in Higher Education, to provide a large-scale and empirical look at CTL change tactics. What programs and services do CTLs offer, and how do these align with evidence-based approaches for educational development work? What proportion of faculty and graduate students engage in CTL programs and services? Additionally, this session will align change tactics with key CTL aims and highlight areas of alignment and misalignment. The session will offer strategies for senior leaders to effectively partner with centers on their campuses, or for center staff to engage in strategic planning.

Super Model: A Framework for Change That Fits Every Student Body
Treasury - M4
Lindsey Myers—Director, Education Futures Lab, American Council on Education; Pablo Muradas— CETYS University; Karen Archambault—Vice President, Enrollment Management and Student Success, Rowan College at Burlington County and Gerardo Blanco— Boston College
Rapid economic, technological, and social changes demand resilient higher education institutions that can adapt and innovate. The American Council on Education's Model for Comprehensive Learner Success illustrates a strategic, coordinated process to align policies, practices, and resources to position colleges and universities to better facilitate learner success. This approach has a broadened definition of learner success at its core, and includes six interconnected target areas and three strategic lenses through which each of these areas should be examined. The American Council on Education encourages institutions to use and adapt this framework. In this session, we discuss how Rowan College at Burlington County and CETYS University, two very different institutions, used this framework to facilitate

5:00 pm – 6:00 pm
Concurrent Sessions 4
(continued)

institutional transformation and how other colleges and universities can use these tools.

They Said "Yes?": Unlocking Funding Success and Building a Sustainable Program
Liberty Salon I - M4
Scott Jones—Executive Vice Chancellor for Academic Affairs, Indiana University Kokomo; Cammie Dean— Midwestern State University Texas and Crystal Jones— Indiana University Kokomo
Learn how employees at various levels within different areas of the university can collaborate to secure, expand, and sustain external funding. This interactive session will highlight how two universities have raised funds to support student success programs. A speaker from Midwestern State University Texas will focus on securing a foundation grant to develop a program for engaged learning activities within student affairs. In addition, they will discuss strategies for developing a strong relationship with donors to sustain and grow funding for a successful program. Speakers from Indiana University Kokomo will focus on academic affairs and advancement collaborating to launch a tiered co-branding fundraising effort for multiple audiences to impact an existing experiential learning program. Using these experiences as a framework, panelists will engage the audience in a discussion of successful approaches to raising funds from a variety of organizations to support programs.

Using a Holistic DEI Approach at Liberal Arts Colleges
Marquis Salon 12 & 13
Gretchel Hathaway—Vice President for Diversity, Equity, and Inclusion, Franklin and Marshall College; Leana Amaez— Bates College; S. Brooke Vick—Chief Diversity Officer and Associate Provost for Equity and Inclusion, Muhlenberg College and Tomicka Wagstaff—Vice Provost and AVP DEI, College of the Holy Cross
Diversity, equity, and inclusion (DEI) experts at liberal arts colleges have been using a holistic approach to address strengths and challenges within our campus climate. Many of the DEI experts have inaugural positions and little staff. Members of this panel will share some of their holistic approaches to their diversity, equity, inclusion, and accessibility efforts, how they have learned from each other, and how they work together when incidents on our campuses need external assistance. Discussion will include the importance of self care as one leads challenging issues with colleagues as confidants.

5:00 pm – 5:30 pm
Concurrent Session 4
– 30-Minute
Presentations

Concurrent Session 4 – 30-Minute Presentations

Continuing Education for Democracy: Cultivating Public Service and Civic Skills

George Washington - M1

Joanna Kenty—Curriculum Design & Faculty Development, The Citizens Campaign

Continuing education and distance learning platforms can play a vitally important role in training adults to use their power as citizens, not just to vote but to engage "beyond the ballot" in public service, beginning in their hometowns. Learn how the Citizens Campaign is partnering with higher education institutions across the country to offer training in civic skills, using a self-paced, automated online certificate course in leadership and no-blame problem solving. You'll hear about four institutions (including a community college and an HBCU) that have successfully launched this course among their continuing education offerings in order to strengthen community partnerships, promote civic engagement through undergraduate courses and cocurricular student activities, and serve their institutional missions to promote democracy and serve as anchor institutions. Learn about opportunities to offer this training at your own institution and join a broader conversation about civic engagement and public service as components of continuing education.

Data Walks: Engaging the Campus with Climate Survey Results

Mount Vernon Square - M3

Susan Mapp—Associate Provost for Institutional Effectiveness and Innovation, Elizabethtown College; Nichole Gonzalez— Elizabethtown College and Kesha Morant Williams—Senior Advisor for College Diversity Equity and Belonging, Professor of Humanities and Communication Arts , Elizabethtown College

Sharing research findings in a meaningful way that engages the community is often a struggle for institutions, especially with complex and/or sensitive studies. Data Walks, developed by the Urban Institute, are interactive methods to share results, engage stakeholders in dialogue about them, and develop actions based on the results. Utilizing the example of the Higher Education Data Sharing Consortium (HEDS) Campus Climate Survey, the presenters will explain necessary steps for success before, during, and after the Data Walks.

Investing in Student Well-Being: When Students Thrive, Institutions Thrive

Marquis Salon 14 - M2

Bridget Yuhas—Director of Student Affairs Assessment and Strategy, Butler University and Frank Ross—Vice President for Student Affairs, Butler University

Abundant literature shows that when student well-being increases, so do positive outcomes both at the individual and institutional level. Campus leaders must first understand the climate for well-being support at their institutions before they can take action to improve it. The Student Well-being Institutional Support Survey (SWISS), based at the Institute for Well-

5:00 pm – 5:30 pm
Concurrent Session 4 – 30-Minute Presentations
(continued)

being at Butler University, has been administered to twenty-seven US institutions, yielding more than twenty thousand student responses. SWISS is the first national survey to assess how students think their campus is supporting them along various dimensions of their well-being. SWISS gives campuses a view of their climate for well-being and directly actionable information that practitioners can use to address areas of opportunity in supporting their students. This session will make the case for institution-level support for student well-being, discuss major findings from SWISS, and provide insights from institutions that have used SWISS data to improve the student experience.

Roads to College: Equity-Minded Programs for Empowering Low-Income Learners
Magnolia - Mezzanine
Ghada Elshimi—Dean of Undergraduate Studies and The Academy of Liberal Arts, The American University in Cairo and Hoda Mostafa— The American University in Cairo
This presentation will describe the design and implementation of an international, free, massive self-paced online English language program designed to equip students from disadvantaged backgrounds with language skills for college success and beyond. Participants will learn about the goals of the project and the strategies employed in developing culturally sensitive curricula and online instruction to empower students from diverse backgrounds for learning success.

5:30 pm – 6:00 pm
Concurrent Session 4 – 30-Minute Presentations

AAPI Student Empowerment: Creating the Conditions for Student Organizing and Democratic Participation
George Washington - M1
Victoria Tse—Research Data Analyst, Tufts University and Christine Chen—APIAVote
Asian American and Pacific Islander (AAPI) student voter turnout had the largest increase among all racial groups between 2016 and 2020, yet remains the lowest overall. This marked increase presents an opportunity for educators to dig into the unique challenges faced by AAPI students and encourage them to utilize their growing voting influence to empower themselves. Join us for a conversation about the current reality of AAPI students and concrete pedagogical strategies to promote participation in the democratic process.

Shifting Institutional Culture: Reshaping the Landscape for Staff and Faculty Development
Mount Vernon Square - M3
Jane Lerner—Director, Title III and Learning Collaborative, Holyoke Community College; Camille Close— Holyoke Community College and Adina Giannelli— Holyoke Community College
In this presentation, we will outline a comprehensive professional development program focused on embedding culturally responsive practices both in the classroom and in student-facing offices. Our planning focused on college staff, who often are left out of programing offered through centers of teaching and learning. We were intentional in providing

opportunities for college staff to engage in workshops, training, and immersive experiences, with the express goal of helping to support our Latinx students and shift institutional culture. To support this work, we will discuss the development of the Learning Collaborative, our Staff in Residence and Faculty in Residence positions, and the PD Operations Team. Working with two different college unions, we used a multifaceted approach that involved stakeholders from across the campus. We were able to create a framework for inclusion and build institutional commitment, successfully taking strides forward in meeting student needs.

The HSI Career Collaborative
Magnolia - Mezzanine
Mario Vela—Assistant Vice-Provost of Career-Engaged Learning, University of Texas at San Antonio
This innovative session will explore a groundbreaking initiative, the HSI Career Collaborative, which brings together fourteen leading Hispanic-Serving Institutions (HSIs) to promote diversity, equity, and inclusion in the workplace.
Discover proven strategies and real-world examples of successful diversity recruitment efforts from HSIs and other diverse institutions. Learn how to advocate for diversity and launch effective recruitment plans to attract and hire diverse talent for your organization. Gain insights on the importance of diversity, equity, and inclusion in the workplace and explore innovative next steps to strengthen the diversity pipeline.
Engage in a dynamic large-group discussion where you can share your challenges and learn from peers. This session will offer practical takeaways. Don't miss this opportunity to be at the forefront of advancing diversity and inclusion. Join us for this impactful session and make a positive difference.

The Pursuit of Equitable Student Well-Being: Learnings from Two National Networks
Marquis Salon 14 - M2
Allison Smith—Director, Health Strategy and Outcomes, New York University and Sarah Lipson—Associate Professor and Principal Investigator, Boston University
Equitable student well-being is essential for equitable student success, and over the past decade many colleges and universities have significantly increased their investments toward student mental health and well-being. However, these investments have yet to change the concerning trend of worsening mental health and well-being outcomes and widening equity gaps for students. In order to realize sustained and equitable well-being, colleges and universities must fundamentally transform their norms, structures, and processes. Join this session with the Healthy Minds Network and the Action Network for Equitable Wellbeing—which together include hundreds of colleges and universities—for the latest research on college mental health and key insights and lessons for institutional leaders who want to reimagine and redesign the pursuit of equitable well-being outcomes for their students.

5:00 pm – 6:00 pm
UERU National Conference Track Session 4

UERU National Conference Track Session 4
UERU Track Session 4—Equitable Student Pathways
Capitol/Congress - M4
Jessica Murphy—Dean of Undergraduate Education and Associate Provost, University of Texas at Dallas; Mark Appleford—Associate Vice Provost for Undergraduate Studies, University of Texas at San Antonio; and Ashley Purgason—Associate Vice Provost for Student Success,University of Texas at Arlington; Colleen Swain—Associate Provost of Academic Success and Dean of Undergraduate Studies, University of Texas at Tyler
Our roundtable will take up the provocation regarding degree pathways: how can we identify and remove barriers "to facilitate degree completion at our universities"? (equity/excellence, 40). The Equitable Student Pathways project seeks to identify and address barriers within the undergraduate curricula across the University of Texas System institutions to ensure students from all races and ethnicities, socioeconomic statuses, and special categories are well served and meet their goal of earning a degree in an appropriate timeframe, and gaps among various student groups for student achievement metrics are decreased, with the goal of elimination. In this roundtable, participants will share how the Equitable Student Pathways and the Curricular Analytics Project are intertwined in our purposeful efforts to reduce inequities in our degree plans. Barriers to be shared include redesigning gateway courses, faculty and student engagement, sequencing of courses, combating high drop-fail-withdraw (DFW) rates, and needing content remediation and support in courses. Strategies are rooted in data agency and an iterative change model with support from Lumina Foundation and coordination from the University of Texas System.

UERU Track Session 4—The Transfer Student Experience: Is Your Institution Selling Higher Education's Equivalent of Used Cars?
Capitol/Congress - M4
Greg Heileman—Vice Provost for Undergraduate Education, University of Arizona; Brent M. Drake—Senior Vice President for Operations and Research, Gardner Institute (PhD) and President-Elect, Association for Institutional Research Board, Gardner Institute for Excellence in Undergraduate Education; and Andrew Koch—President and Chief Operating Officer, Gardner Institute for Excellence in Undergraduate Education
Nearly 40 percent of all students every year transfer from one postsecondary institution to another, and over 70 percent of all students transfer and seek to apply credits sometime during their higher education experience. Far from the exception, transfer and credit transfer are actually the norm. Yet few institutions are fully equipped to address the transfer experience effectively and equitably. As a result, less than 15 percent of all students who transfer from a community college earn a baccalaureate degree. The results are even less auspicious when disaggregated by demographic characteristics such as race/ethnicity and family income.

6:00 pm – 8:00 pm   **The Teagle Foundation Reception**
Marquis Salon 1 & 2 - M2
The Teagle Foundation invites colleagues and friends to a reception
celebrating liberal arts education. All are welcome to attend.

6:00 pm – 8:00 pm   **UERU National Conference Poster Session and Reception**
UERU National   Mezzanine Foyer
Conference Poster
Session and Reception   **Beyond the List: Navigating Meaning in Disciplinary Gen-Ed Courses**
Mezzanine Foyer
Candyce Reynolds—Director, Boise State University

Cultivating and Sustaining a Culture of Empathy among Faculty
Mezzanine Foyer
Patricia Moran—Assistant Dean, University of Texas at Austin

Elevating Post-Graduation Outcomes for All Students
Mezzanine Foyer
*Joe O'Shea—Associate Provost and Dean of Undergraduate Studies, Florida
State University*

**Embedding Our Students' Well-Being in Learning Environments: A
Training Partnership between Academic and Student Affairs to Support
Effective Teaching**
Mezzanine Foyer
*Sara Marcketti—Assistant Provost and Executive Director,
Iowa State University*

**FSU CARE Summer Bridge: A Model for Access and Success at Scale for
First-Generation, Low-Income Students**
Mezzanine Foyer
*DeOnte Brown—Assistant Dean and Director of the Center for Academic
Retention and Enhancement, Florida State University*

**FSU's CARE: Pipelines of Excellence from Elementary through to Graduate
School**
Mezzanine Foyer
*DeOnte Brown—Assistant Dean and Director of the Center for Academic
Retention and Enhancement, Florida State University and Joe O'Shea—
Associate Provost and Dean of Undergraduate Studies, Florida State
University*

**Getting to Equity/Excellence in Teaching and Learning, Access, and Career
Preparation through the Challenge for Achieving Success in
Undergraduate Programs**
Mezzanine Foyer
*Christina Fielder—Senior Director of Student Academic and Career
Development, University of Nebraska–Lincoln*

6:00 pm – 8:00 pm

Integrative Learning and ePortfolios at Ten Years: One Institution's Journey and Celebration of a Hallmark Capstone Program at the University of South Carolina
Mezzanine Foyer
Amber Fallucca—Director of the Quality Enhancement Plan, Center for Integrative and Experiential Learning, University of South Carolina and Charles Pierce—Faculty Executive Director, Center for Integrative and Experiential Learning,University of South Carolina

Leveraging HIPs to Enhance Student Well-Being: Evidence from Academic Service-Learning
Mezzanine Foyer
Paul Matthews—Associate Director, Office of Service-Learning, University of Georgia

Life, Work, and Citizenship: Improving Student Learning and World Readiness through Modifications to a Food Science Program
Mezzanine Foyer
Belinda Ann Cochran—Research Assistant, Clemson University and Bridget Trogden—Dean, American University

National Training in Inclusive STEM Teaching: Status, Outcomes, Impacts, and Course Experiences
Mezzanine Foyer
Bennett Goldberg—Assistant Provost for Learning and Teaching, Northwestern University; Sarah Hokanson—Assistant Vice President and Assistant Provost for Research Development and PhD and Postdoctoral Affairs, Boston University; and Tershia Pinder-Grover—Director, Center for Research on Learning and Teaching in Engineering, University of Michigan

Predictive Analytic Intervention Alignment to Improve Gateway Course Student Success
Mezzanine Foyer
Jason Mastrogiovanni—Assistant Provost for Student Success, University of Florida

Putting Students First at the University of Kentucky
Mezzanine Foyer
Anne Marie Bickel—Student Analytics Team Lead, Institutional Research, Analytics, and Decision Support, University of Kentucky; Molly Reynolds—Executive Director of Transformative Learning, University of Kentucky; and Kirsten Turner—Vice President for Student Success, University of Kentucky

6:00 pm – 8:00 pm
UERU National
Conference Poster
Session and
Reception
(continued)

(Re)envisioning a University Teaching Center to Meet the Needs of New Learners and Online Learners with a Focus on Equity and Excellence
Mezzanine Foyer
Sara Marcketti—Assistant Provost and Executive Director, Iowa State University and Ann Marie VanDerZanden—Associate Provost for Academic Programs, Iowa State University

SpringForward: A Scholarship Program Envisioned For Equity/Excellence
Mezzanine Foyer
Amanda Donahue—Program Manager, The Ohio State University

Striving for Excellence and Equity in HIPs: Developing the Service-Learning Quality Assessment Tool (SLQAT)
Mezzanine Foyer
Shannon Brooks—Director of the Office of Service-Learning and Editor of the Journal of Higher Education Outreach and Engagement, University of Georgia; Laurel Hirt—Director of the Center for Community-Engaged Learning, University of Minnesota, Twin Cities; and Paul Matthews—Associate Director, Office of Service-Learning, University of Georgia

Students at the Center of Our Teaching: Equipping Instructors to Increase Student Belonging and Success
Mezzanine Foyer
Ruth Poproski—Associate Director for Teaching and Learning, University of Georgia

Unconquered Scholars at FSU: Empowering Former Foster Care and Homeless Youth
Mezzanine Foyer
DeOnte Brown—Assistant Dean and Director of the Center for Academic Retention and Enhancement, Florida State University

FRIDAY, JANUARY 19

7:00 am – 12:00 pm

AAC&U Registration
Membership Welcome and Assistance
M1 Foyer

7:00 am – 4:00 pm

AAC&U Exhibit Hall
Marquis Salon 5
More information and interactive map available in the eventScribe app.
Please plan to stop by Salon 5 of the Marquis Ballroom on Meeting Level 2 (M2) to visit our sponsors hosting booths.

8:00 am – 2:00 pm

AAC&U Annual Meeting Speaker Ready Room
Gallery Place — M3

8:00 am – 5:00 pm

Lactation Room
L'Enfant Plaza – M3

8:00 am – 9:15 am

Breakfast Roundtable Discussions
Marquis Salon 5

Table 1—Building Coalitions to Scale Civic Learning and Civic Engagement
Marquis Salon 5
Nancy Shapiro—Associate Vice Chancellor Academic Affairs, University System of Maryland; Karen Feagin—Graduate Assistant, University System of Maryland; and Dewayne Morgan—Senior Director of Education, Outreach, and Pipeline Development, University System of Maryland
This roundtable will explore on-campus and off-campus partnerships and possibilities to scale civic learning and civic engagement. Presenters will briefly describe some of the variety of civic learning opportunities that have emerged from the multicampus University System of Maryland (USM) institutions. Because the USM is so diverse—including research, comprehensive, HBCU, rural, urban, and suburban institutions—we have examples that could fit any type of institution. The roundtable will engage participants in a discussion of ways to raise and acquire funds, involve faculty, leverage student leadership groups, and build bridges beyond the campus.

Table 2—Bridging DFW Rates, Equity Gaps, and Multilevel Critical Student Success Approaches: The Student-Faculty-Administrator Connection
Marquis Salon 5
Aishah Patterson—Associate Professor, California State University, Sacramento; Raquel Quirarte— California State University, Sacramento; Robert Pieretti—Associate Dean for Students and Personnel, California

8:00 am – 9:15 am
Breakfast Roundtable Discussions
(continued)

State University, Sacramento; Greg Shaw— California State University, Sacramento and Mary Maguire— California State University, Sacramento
Across the country, there has been increased emphasis on identifying effective strategies that improve student outcomes for all students, yet aligning the pedagogies of faculty from diverse disciplines with the goals, objectives, and priorities of varying levels of administration poses unique challenges. An intermediate interactive session was designed to empower faculty members, department chairs, deans, and provosts as they form transdisciplinary professional teams supporting equitable student success. Presenters will discuss the challenges, obstacles, and successes associated with the development and implementation of a multilevel student success project and share resulting data from the subsequent implementation. The model discussed can be generalized to other large regional comprehensives, as well as to small and private institutions. A robust discussion segment will provide an opportunity for audience feedback regarding other university practices in addition to discussion around their challenges and successes with various models they have adopted.

Table 3—Enhancing Antiracism and Inclusive Excellence: A Long-Term, Strategic Approach to Achieving Equity Goals
Marquis Salon 5
Creston Lynch—Assistant Vice President for University Life, George Mason University; Rose Pascarell— George Mason University; and Sharnnia Artis— George Mason University
How do institutions continue to prioritize equity and inclusion in the midst of growing competing priorities? How can they afford not to? For the past three years, George Mason University has committed to long-term and sustainable change through a multiyear, interdisciplinary, multifunction Anti-Racism and Inclusive Excellence (ARIE) initiative to examine university traditions, operations, and policies to identify bias, establish intentional nondiscriminatory systems, and lead the national dialogue on antiracism.
Through the Inclusive Excellence framework, Mason continues to engage the entire campus community and has produced tangible results. Through ARIE framework exploration interwoven with thoughtful dialogue, session participants will explore opportunities for collaboration, strategy, and resource allocation that might significantly move the equity needle on their campuses.

Table 4—The Role of Cross-Disciplinary Faculty Development in Pedagogical Innovation
Marquis Salon 5
Heidi Neck—Babson College Professor and the Jeffry A. Timmons Professor of Entrepreneurial Studies, Babson College and Beth Wynstra— Babson College
At a time when the content (the "what" of knowledge) increasingly is a commodity, the "how" of knowledge feels ever more significant. As a result, how we teach transcends what we teach as we challenge students' critical thinking skills more than ever before. Are faculty prepared? In 2019, Babson College launched an experimental, immersive faculty

development program to offer participants an intensive experience rooted in pedagogical experimentation and innovation. Inspire Studio is a four-day, off-campus program to encourage Babson faculty to continue to bring excellence to their craft of teaching. In this session, Neck and Wynstra will guide participants to consider crucial ingredients for faculty development at this unprecedented moment in education. Participants will reflect on the state of faculty development at their own institutions and contemplate how such development can enhance their role from traditional teacher to a student-focused, engaging facilitator of deep and relevant learning.

Table 5—Fostering Collaboration and Innovation: Exploring the Role of Liberal Education in Workforce Preparedness
Marquis Salon 5
Lance Bennett—Director of Core Curriculum Assessment and Decision Support, The University of Texas at Dallas; Timothy Brown— Montgomery County Community College; Levon Esters— Pennsylvania State University and Janelle West— Rutgers University
This discussion panel will bring together higher education leaders from multiple institutional types to discuss liberal education and workforce preparedness. The conversation will begin with each leader sharing initiatives, strategies, and/or ways that their institution creates balance between liberal education and workforce preparedness. Emphasizing both liberal education and career preparation approaches fosters critical thinking, effective communication, and a broad understanding of societal issues and cultural diversity (AAC&U, 2007). Next, the panel will discuss emerging trends in the realm of career readiness and challenges to liberal education. Participants and institutional leaders will use the final portion of time to discuss potential cross-institutional collaborations for higher education leaders.

Table 6—Roundtable Discussion on Faculty Well-Being
Marquis Salon 5
Joan Riley—Associate Professor and Engelhard Senior Scholar, Georgetown University and Mindy McWilliams—Senior Associate Director for Assessment, Georgetown University
This roundtable will explore how to support faculty well-being by reframing the conversation from individual self-care to how higher education institutions need to create systems of community care. The focus on individual wellness efforts does nothing to repair the frayed social bonds caused by multiple years of online teaching, Zoom department meetings, and deserted offices. Faculty are also being asked to embrace caring pedagogical strategies. In order to do that, we need to attend to the well-being of the faculty.
Faculty often work in silos, and rewards are very individualized. Yet we share a larger ecosystem across departments and schools and institutionally. How do we connect to a shared purpose, institutional mission, and what matters on our campus? What are campus leaders doing to address faculty well-being? What can you envision as a faculty

8:00 am – 9:15 am
Breakfast Roundtable
Discussions
(continued)

well-being goal for your campus? These and other questions raised by participants will be discussed during this session.

Table 7—Mentoring Conversations That Promote Student Success: Advancing Equity for First-Year Students from Historically Underserved Populations
Marquis Salon 5
Doris Munoz—Assistant Provost, Student Retention and Persistence Initiatives, Methodist University; Mariano Sto. Domingo—Associate Director for Evaluation & Research, Meyerhoff Scholars Program, University of Maryland Baltimore County; Katia Levintova— University of Wisconsin-Green Bay; Janet Myers—Professor of English, Elon University and Vanessa Woods— University of Santa Barbara California
This Roundtable Discussion will center on our research-in-progress from a multiyear, multi-institutional study on mentoring conversations. Our focal point is conversational moves that faculty and staff mentors use to promote a sense of belonging and awareness of student strengths in first-year students from historically underserved demographics. We will describe our mixed-methods research study, provide a brief overview of recent scholarship on mentoring conversations and first-year student success, and then elicit feedback from participants about what conversational moves they use when mentoring students, especially in the first year. Participants will have the opportunity to extend and refine a tentative list of conversational moves shared by the research team at the outset of discussion. They will also be encouraged to consider how such moves can be leveraged to promote equity and inclusion on their own campuses, especially when working with first-year students from historically underserved demographics.

Table 8—Prison BA Based on "Inside-Out" Curriculum and Pedagogy
Marquis Salon 5
Nigel Boyle—Professor & Prison BA Director, Pitzer College and Danny Camarena— Pitzer
Pitzer College developed the first prison BA program based on "inside-out" curriculum and pedagogy. This is a new frontier for integration in higher education. The first two cohorts have graduated, and new cohorts will be admitted each year as transfer students for an accelerated BA completion.
In the context of new Pell-funded prison BA programs emerging nationally using dedicated "inside only" curriculum, presenters will discuss the case for "integration" of prison higher education into the curriculum and student life of the host campus. In addition, they will discuss the value added by such curriculum/pedagogy and present an analysis of student outcomes.

8:00 am – 9:15 am
Breakfast Roundtable Discussions
(continued)

Table 9—Fulfilling the Promise to Educate for Democracy: The Evolving Role of National Organizations
Marquis Salon 5
Arielle del Rosario—Associate Director, Project Pericles; Britah Odondi, Scholars Strategy Network; and Lauren Schueler, Campus Vote Project
Exploring the dynamic and transformative partnerships between nonprofits and academia, three national organizations will spotlight curricular resources, professional networks, faculty fellowships, funding, and research support. The roundtable also will address engagement opportunities and brainstorm future directions with participants.
We are in a unique democratic landscape facing significant obstacles to fulfilling higher education's promise of empowering students for civic leadership: legislative attacks on voting rights, rampant misinformation, and general distrust in our electoral processes. But amid these challenges, national nonprofits and consortia are innovating resources and providing critical support equipping campuses to empower students to be active agents of democratic change. Through the comprehensive examination of the individual and collective efforts of nonprofits and academia, the discussion will address how collaborations between nonprofits and academia are transforming higher education and shaping a brighter future for students and democracy as a whole.

Table 10—Disrupting Inequity in Internships, Study Abroad, and Undergraduate Research
Marquis Salon 5
Jenny Shanahan—Assistant Provost for High-Impact Practices, Bridgewater State University; Diane Bell— Bridgewater State University; Michael Sandy— Bridgewater State University; Jeanean Davis-Street— Dean, Ricciardi College of Business, Bridgewater State University and Jibril Solomon—Assistant Professor of Social Work, Bridgewater State University
The most consequential high-impact practices (HIPs) are also the most inequitable. Internships, study abroad, and undergraduate research have transformative benefits for diverse groups of students, but much of their potential has been squandered because of persistent inequity (Zilvinskis et al., 2022). Deficit-minded policies and required investments of time and money reify divides between privileged students who engage in such HIPs and BIPOC and working-class students who may not have feasible avenues for participation. We reject moderate adjustments intended to make HIPs more compositionally diverse without disrupting power structures. We will lay out means of radically transforming internship, study abroad, and undergraduate research programs to decenter whiteness, settler colonialism, and income-based advantages. This session will share innovative, inclusive, and equity-centered program design and implementation plans, lessons learned, and student success data for collaborative, course-based internships; virtual global learning; racially just travel courses; low-cost semester abroad programs; social justice research seminars; and flexible summer research models.

8:00 am – 9:15 am
Ticketed Breakfast
(Pre-Registration Required)

Contemporary Issues Breakfast *(Pre-Registration Required)*
Marquis Salon 12 & 13
Tia Brown McNair—Vice President for Diversity, Equity, and Student Success; Executive Director for the TRHT Campus Centers, AAC&U
Join us for participant-guided, roundtable discussions with a welcome by Tia Brown McNair, focused on contemporary campus issues. Possible topics include but are not limited to the growing challenges to diversity, equity, and inclusion campus efforts, the impact of the U.S. Supreme Court ruling on affirmative action, the value of higher education, civil discourse, inclusive pedagogy, artificial intelligence (AI), digital equity, student success and well-being, and inclusive democracy.

9:30 am – 10:30 am
Concurrent Sessions 5

Concurrent Sessions 5

Bridge Building in Higher Education: Teaching Skills for a Thriving Diverse Democracy
Capitol/Congress - M4
Rebecca Russo—Senior Director of Higher Education Strategy, Interfaith America and Candice Hardy—Director of the C. A. Kirkendoll Learning Resources Center , Miles College
In order to break down affective polarization and contribute to a thriving diverse democracy, college students must learn the skills necessary to bridge deep divides without compromising their own values. This session will present a new landscape report on bridge-building interventions in higher education, with a deep dive into Interfaith America's Bridging the Gap program, which equips students, faculty, and administrators with the skills they need to find common ground across deep divides while solving problems on their campuses and in their communities.

Bringing Faculty into Student Success Initiatives and Crossing the Institutional Divide between Two- and Four-Year Institutions
Mint - M4
Elizabeth Wardle—Howe Distinguished Professor of Written Communication & Director, Howe Center for Writing Excellence, Miami University; Alex Arreguin— Mesa Community College; Stacy Wilson— Mesa Community College; Bettina Celis— Maricopa Community Colleges and Liz Mullenix— Miami University (OH)
Student success initiatives are an important part of ensuring that higher education is equitable and available to all, yet few if any student success efforts are focused on teaching and learning. Completion without engaging in meaningful learning opportunities is hollow at best, and deeply inequitable at worst. This panel will take up two urgent questions: How do we include faculty in student success efforts? How do we create related opportunities for collaboration among faculty across two-year and four-year institutions, and between predominantly White institutions (PWIs), Hispanic-Serving Institutions (HSIs), and Minority-Serving Institutions (MSIs)? Faculty and faculty development leaders from a two-year HSI and a four-year PWI/"Public Ivy" will share their efforts to use a heuristic for faculty sense-making for deep curricular change with a wide variety of disciplines and in two very different institutional settings.

9:30 am – 10:30 am
Concurrent Sessions 5
(continued)

Provosts from the two institutions will discuss how this program has been usually successful in leveraging faculty expertise for student success.

Carnegie Elective Classification for Community Engagement: Responding to Democracy's Challenge
Magnolia - Mezzanine
Cammie Jones—Director, Electives Classification for Community Engagement, American Council on Education
This interactive session will center the 2026 Carnegie Elective Classification for Community Engagement as a tool for people-centered systems change in higher education. Utilizing self-study as a tool for institutional reflection and ritual, the Carnegie Elective Classification for Community Engagement assesses principles and practices as a pathway to institutional transformation and (re)focusing on a commitment to public purpose. In addition to the goals and distinction of the Carnegie Elective Classification for Community Engagement, we will cover the revised 2026 first-time classification and reclassification frameworks, effective strategies for successful applications, and the continued alignment with improving practice, catalyzing transformational change, and improving liberal education.

Connecting Scattered Innovations to Create Institution-Wide Change for Engaged Learning
Mount Vernon Square - M3
Bob Kolvoord—Dean and Professor, College of Integrated Science and Engineering, James Madison University; Stephen Ehrmann—Higher Education Author and Consultant, Independent; Paul Mabrey—School of Communication Studies, James Madison University; Paul Mabrey—School of Communication Studies, James Madison University and Rudy Molina—James Madison University
Many initiatives on campus focus on improving quality, access, or affordability, but rarely do they attempt to improve all three at the same time. The challenges seem too daunting or one area seems to draw all the attention and resources. However, a new study building on case studies of six institutions that have managed to make improvements in all three areas simultaneously (three-fold gains) offers hope. James Madison University partnered with Stephen Ehrmann, the author of the study, and undertook a yearlong journey to build a focus on three-fold gains on our campus. In this session, we'll share the results of that work (involving more than one hundred faculty and administrators) and provide case studies for participants to discuss and to consider how the three-fold gain framework could apply on their campuses.

Faculty Approaches to Humanizing Gateway Course Redesign
Georgetown - M1
Stephanie Foote—Vice President, Teaching, Learning, and Evidence-Based Practices, John N. Gardner Institute for Excellence in Undergraduate Education; Joshua Caulkins—Director, Center for Teaching and Learning Excellence, Embry-Riddle Aeronautical University; Bryan Dewsbury—

9:30 am – 10:30 am
Concurrent Sessions 5
(continued)

Associate Professor, Florida International University; Mays Imad—Professor, Connecticut College and Brad Wuetherick—Associate Provost, Academic Programs, Teaching and Learning, The University of British Columbia - Okanagan Campus

Prioritizing the social and emotional well-being of students and faculty, and centering their humanity and agency by focusing on the development of the whole person and creating a culture of empathy and compassion are essential in this moment and to the future of liberal education. By taking a holistic and liberatory approach, higher education institutions can not only support the well-being of individuals but also contribute to the betterment of society as a whole. In this session, we will consider what we have learned from faculty who have committed to humanizing their course redesign, specifically exploring equity challenges, approaches, and what they learned. We will conclude the session by inviting participants to engage in reflection and discussion focused on applying these learnings in their own contexts.

How Integrative Initiatives Demonstrate the Value of Liberal Learning for Specific Career Fields
Scarlet Oak - Mezzanine
Scott Muir—Director of Undergraduate Initiatives, National Humanities Alliance; Jasmine Alinder— University of California, Santa Cruz; Stephanie Capaldo— Boise State University and Curtis Maughan—University of Arkansas

This session will highlight successful undergraduate curricular initiatives that integrate disparate fields of study to offer a liberal arts curriculum geared toward a specific career field. It will begin with a presentation of results from National Humanities Alliance's research on integrative initiatives, followed by presentations by faculty and administrators who have launched successful integrative initiatives, including the Humanizing Technology Certificate Program at the University of California, Santa Cruz; World Cultures, Game Design, and Digital Humanities at the University of Arkansas; and Applied Humanities in Business/HUM @ WORK at Boise State University. Panelists will recount how they got the initiative off the ground, consolidate evidence of these efforts' success, and highlight the strategies and partnerships that have been most effective in forwarding these efforts. They will also share impact research data collected from students participating in these programs to illustrate how and why these integrative initiatives are shifting students' perceptions of the pragmatic value of a liberal education.

Mental Health and Well-Being in International Education
George Washington - M1
Leah Mason—Research, Evaluation and Learning Team Lead, Institute of International Education; William Gertz— American Institute For Foreign Study (AIFS) and Allan Goodman—Chief Executive Officer, Institute of International Education

Elevating mental health and well-being is paramount in any student's international education experience—from international students coming to the United States and those studying abroad to their host institutions

9:30 am – 10:30 am
Concurrent Sessions 5
(continued)

and families. This session will bring together leaders from academia and the nonprofit sector to discuss the importance of well-being support for students' academic success and international education professionals' critical role in supporting their mental health. It will share promising practices that support students' and administrators' mental health and well-being, providing a context for the challenges students are facing and recommendations for how best to support them. The session will also address how leaders can provide international exchange administrators with the necessary support to address mental health issues while feeling supported in their professional roles.

Networking for Leadership Success: Cultivating Leadership Well-Being through an Intentional Network
Union Station - M3
Melissa McAlexander—Assistant Provost for Strategic Initiatives, Santa Clara University; Stephanie Ahlfeldt—Associate Provost, Concordia College; and Andrea Coldwell—Dean of the College of Humanities and Sciences, Coker University
Remember 2020 and the joy of online conferences? And those fabulous "virtual networking sessions" where groups tried any manner of approaches to get people talking? Join us to learn how a group of academic leaders turned a chance meeting at an online conference "brunch" into a sustainable networking and discussion group with colleagues across the country. We'll share some benefits of this group: honesty in discussing both successes and failures; fresh perspectives on common challenges; camaraderie in difficult times; and how we're navigating the complex roles of administrator, spouse, and parent. To go from networking to creating a network takes intentionality and persistence. Join us for a discussion of what makes small supportive groups sustainable and beneficial. (And no icebreaker games, we promise!)

North Carolina Teaching and Learning Hubs: Leveraging Statewide Collaboration to Support Faculty Professional Learning
Liberty Salon I - M4
Jonathan Iuzzini—Director of Teaching & Learning, Achieving the Dream; Audrey Jaeger— North Carolina State University; Monique Colclough— North Carolina State University and Andrea Crowley— North Carolina Student Success Center
The North Carolina Teaching and Learning Hubs have a mission to foster equitable student success through faculty-led communities of practice grounded in research and tailored to the needs of North Carolina community college educators. Initiated by the Belk Center at North Carolina State University and the North Carolina Student Success Center within the North Carolina Community College System, the hubs are being developed in collaboration with Achieving the Dream. Professional learning for educators (full-time faculty, part-time faculty, staff educators) varies across colleges—ranging from fully staffed centers for teaching and learning to zero dedicated resources. The Teaching and Learning Hubs are an additional resource to complement existing initiatives and to fill

9:30 am – 10:30 am
Concurrent Sessions 5
(continued)

completely unmet needs. Join us to learn more about this innovative approach that supports educators in implementing and scaling evidence-based strategies proven to advance equity in student learning and student success, and to consider possibilities for adapting this model in other states.

Perspectives on DEI Work in the Aftermath of the SCOTUS Ruling: What Does This Mean for Us Now?
Cherry Blossom - Mezzanine
Bethany Miller—Director of Institutional Research & Assessment, Macalester College; Bridget Trogden—Dean, American University; Lisa Yount—Professor, Philosophy, Savannah State University; Jennifer Hart—Virginia Tech University and Kate McConnell—Vice President for Curricular and Pedagogical Innovation and Executive Director of VALUE, Office of Curricular and Pedagogical Innovation, AAC&U
As AAC&U President Lynn Pasquerella noted in July, the US Supreme Court decision is the most recent in a series of actions taken to "undermine academic freedom and institutional autonomy" in advancing diversity, equity, and inclusion (DEI). In this session, discussion leaders and participants will provide examples and resources of active efforts to address and advance DEI at different institutional levels through their leadership roles. Participants will share questions, co-create resources, and share concrete ideas to take back and apply in their work. The discussion leaders represent a small private liberal arts institution, a public land-grant, a public HBCU, a mid-sized urban private institution, and AAC&U. We do not have all the answers, but this session aims to facilitate collaborative learning for continuing DEI work in a fraught legislative and judicial climate. This session will give us a place to pause, reflect, share, and move forward.

President's Award Session: The Evolution of Higher Education and Higher Ed News
UDC/Catholic - M1
Scott Jaschik—Co-Founder, Inside Higher Ed and Lynn Pasquerella—President, AAC&U
This year, AAC&U established a new award to recognize an individual or organization that has provided dedicated service, consistent advocacy, and outstanding leadership to the higher education community nationally or internationally. Honorees have made a meaningful and appreciable contribution to the issues and concerns affecting liberal education. In recognition of his long-standing service to higher education, Scott Jaschik was selected as the inaugural recipient of the AAC&U President's Award for Outstanding Contributions to Liberal Education. We are pleased to honor his work as a writer and editor who transitioned higher education news from print to the web with the founding of Inside Higher Education. At this special concurrent session, AAC&U President Lynn Pasquerella will interview Jaschik about his work, the state of higher education, and the evolution of higher education news.

9:30 am – 10:30 am
Concurrent Sessions 5
(continued)

Rethinking the Role of the Liberal Arts in Professional Education: Institutional Initiatives and Best Practices
Howard - M1
Costas Spirou—Provost & Vice President for Academic Affairs, Georgia College & State University; Eric Freedman— Truman State University; Timothy O'Donnell— University of Mary Washington; William Salka— Eastern Connecticut State University and Scott Tollison— Mississippi University for Women
A pressing challenge facing higher education today is the perceived unwillingness of the traditional liberal arts to focus on career preparation. There is a dominant perception that liberal arts colleges and universities emphasize the delivery of irrelevant majors, disconnected from industry needs; promote fields of study that are impractical and old-fashioned; and maintain a reputation for serving children of wealthy families with ample time and resources to pursue esoteric subjects and debate big thoughts. As a result, a liberal arts education is losing ground in the eyes of the public. To reverse this trend, we must recognize the unique contributions that liberal arts education can make in professional programs to further career preparation across all fields of study. This session will present strategies employed by five public liberal arts institutions of higher education to integrate liberal arts skills in professional education.

Supporting the Well-Being of Faculty of Color through a Meaningful Multi-Institutional Mentoring Program
Marquis Salon 14 - M2
Alisa Gaunder—Vice President for Academic Affairs, Southwestern University; Maha Zewail-Foote— Southwestern University; Melissa González— Davidson College and Rita Urquijo-Ruiz— Trinity University;
Faculty are challenged with increased demands, workload, and other stressors. In particular, faculty of color (FOC) experience a disproportionate number of challenges and barriers including isolation, decreased belonging, and lack of support networks and mentoring—all of which can lead to deleterious effects on well-being. A major determinant of well-being is professional and social connectedness to a community and sense of belonging, which are critical to professional achievement, success, and overall job satisfaction. We created FOC CONNECT, a virtual multi-institutional mentoring and wellness program, to support the success and well-being of FOC. Our program utilizes a multifaceted approach that includes mentoring, community and relationship building, professional development, and wellness. FOC CONNECT, which includes over fifty participants across a consortium of sixteen institutions, can be used as a model program to improve job satisfaction and retention of FOC, ultimately yielding transformative change at the university level.

9:30 am – 10:30 am
Concurrent Sessions 5
(continued)

Teaching with AI: Policies, Assignments, and Curriculum for a New Era
Chinatown - M3
Jose Bowen—Senior Fellow, AAC&U and C. Edward Watson—Associate Vice President for Curricular and Pedagogical Innovation & Executive Director of OER and Digital Innovation, AAC&U
Artificial Intelligence (AI) is going to change our relationship with thinking, creativity, and work. Critical thinking and a liberal arts education will increase in importance as a result, but its nature will undoubtedly evolve. Liberal arts educators have long posited that asking good questions matters more than providing good answers. AI exaggerates the difference between the two substantially. Large language models are designed to produce an average result: AI is the new C work. Teachers will need to articulate better what quality work or thinking is. With our new cheap assistants, we (and our students) will soon be asked to do faster and better work. This session will propose new models for assignments, policies, and curriculum and allow participants time to create their own in the context of their institution and discipline.

The Future of College Learning and Career Preparation: The Essential Role of the Curriculum and Collaboration
Marquis Salon 12 & 13
Ashley Finley—Vice President of Research and Senior Advisor to the President, AAC&U and Matthew Brink—Assistant Executive Director, Programs and Services, National Association of Colleges and Employers
This session will feature discussion of two national research studies on the future of higher education and career preparation. The session will begin with an overview of recently released findings from AAC&U's 2023 research report on employer attitudes regarding the skills and experiences needed for workforce success. The second half of the session will focus on results from a joint study conducted by AAC&U, the National Association of Colleges and Employers (NACE), and the National Society for Experiential Education (NSEE) on faculty behaviors and attitudes regarding career preparation in the curriculum. Programmatic efforts by AAC&U and NACE will also be highlighted to illustrate practical approaches campuses can take to engage faculty, career center directors, advising staff, and community partners in preparing students for a rapidly changing, global workforce.

Ensuring Equitable Student Success in Higher Education
Judiciary Square - M3
James Honan—Senior Lecturer, Harvard Graduate School of Education
Join us for an engaging discussion on driving transformative change in higher education for equitable student success. This session, led by James Honan, senior lecturer at the Harvard Graduate School of Education, and backed by current research, will delve into strategies aligning institutional structures, policies, and models to better support diverse student populations. Amid recent global disruption highlighting racial and socioeconomic disparities, our aim is to equip higher education leaders with effective tools to address these challenges and foster equity. Be part of the solution as we reshape the education landscape together.

9:30 am – 10:30 am
Concurrent Sessions 5
(continued)

If You Build It, Will They Come? Rethinking the Academic Portfolio in Times of Change
Treasury - M4
Wendy Colby—Vice President and Associate Provost for BU Virtual, Boston University;
This session promises to explore the dynamic field of academic and digital portfolio management. Learn how to fuse traditional and innovative learning methods to offer enriched experiences to students and reach new learner segments. Uncover the power of data in making informed educational decisions and grasp the importance of identifying new sectors that increase access and opportunity for learners. Don't miss this opportunity to gain valuable insights and strategies that could reshape your educational approach and significantly enhance your portfolio of offerings.

10:30 am – 11:00 am
Networking Break

Networking Break
Marquis Salon 5

11:00 am – 12:00 pm
Plenary Address

Plenary Address
Marquis Salons 6–10
Eboo Patel—Founder and President, Interfaith America

12:00 pm – 1:30 pm

Lunch Break

1:30 pm – 2:30 pm
Concurrent Sessions 6

Concurrent Sessions 6

Addressing the Mental Health Needs of Faculty, Staff, and Students: A Community-Centered Holistic Approach
Union Station - M3
Mays Imad—Professor, Connecticut College; Michael Reder—Director of the Joy Shechtman Mankoff Center for Teaching and Learning, Connecticut College and Bryana White— Connecticut College
This session will introduce two transferable programs designed to improve the mental health of faculty, staff, and students. Run by a center for teaching and learning director, a professor of physiology and equity pedagogy, and an identity-focused counselor, the session will offer practical strategies and insights that will allow participants to adapt the ideas and programs discussed and to strategically partner with a variety of entities on their own campuses to improve the mental health of faculty, staff, and ultimately, students. Such collaborations strengthen institutional understanding of trauma and mental health, thereby enhancing campus community members' capacities to address the nuanced mental health needs of all students—especially those from marginalized backgrounds. Such campus collaborations might include student counseling services, disciplinary experts, and administrative leaders. Finally, participants will share their own knowledge of networks of care, which might include peer support programs, faculty mentoring, and community-based resources—all in the hope of ensuring a compassionate, comprehensive mental health support system.

1:30 pm – 2:30 pm
Concurrent Sessions 6
(continued)

Advancing Student Outcomes and Equity through Institutional Self-Assessment of Mentoring
George Washington - M1
Becky Packard—Mary E. Woolley Professor of Psychology and Education, Mount Holyoke College; Beronda Montgomery—Vice President of Academic Affairs and Professor of Biology, Grinnell College and Joi Mondisa—Associate Professor, Industrial & Operations Engineering and Engineering Education, University of Michigan Ann Arbor
While program-level investments in mentoring bring value, these investments alone will not promote a culture of mentoring that aligns with campus equity goals. We argue for a broadening of institutional assessment efforts to include mentoring, particularly in the sciences, which can contribute to strategic institutional stewardship of mentoring resources and collaboration. In this session, we will share a mentoring ecosystems framework, associated inventory and visual mapping tools that support campus self-assessment, and our initial research results of these efforts by multiple campuses. Participants will use the tools and have an opportunity to reflect on the composition of a campus team who could leverage this mentoring ecosystem self-assessment on their campus and use the tools. The speakers are three women of color across three disciplines (biological science, engineering, and educational psychology) and institutions with decades of experience with mentoring at the undergraduate, graduate, and faculty levels.

Authentic Assessment With AAC&U's VALUE Rubrics: Tools, Resources, and One Campus Partner's Story
Shaw/LeDroit - M3
This session will provide a "grand tour" of AAC&U's VALUE (Valid Assessment of Learning in Undergraduate Education) initiative for authentic assessment as well as a dive into how one campus partner—St. Edwards University—has examined VALUE data and used them to inform the natural next step: assignment design. Beginning with the VALUE rubrics—long-standing, educator-facing open educational resources (OERs)—this session centers on all things VALUE, an approach to assessment designed to be modifiable to meet campus needs for course, programmatic, and institutional assessment efforts, while connecting to broader national conversations about learning. Participants will leave with a foundational understanding of the VALUE approach as well as the tools, resources, and services available to help institutions with local teaching, learning, and assessment efforts: the 16 VALUE rubrics, the VALUE Assignment Design and Diagnostic (ADD) tools (including the newly-released Written Communication VALUE ADD tool), the VALUE Scoring Collaborative, exciting changes in VALUE Rubric Calibration Training for 2024, and the soon-to-be-debuted VALUE Assessment Accelerator course. Accentuating this VALUE tour, we will offer a concrete example of how the VALUE approach to assessment has been used to drive local authentic assessment efforts at St. Edwards University.

1:30 pm – 2:30 pm
Concurrent Sessions 6
(continued)

Building Relationships to Promote Sustainable and Equity-Focused Change in Massachusetts Public Higher Education
Treasury - M4
Robert Awkward—Assistant Commissioner for Academic Effectiveness, Mass. Department of Higher Education and Cynthia Lynch—Assistant Vice Provost for Civic Engagement and Academic Strategic Support, Salem State University
The Massachusetts Department of Higher Education (MDHE) and Massachusetts public institutions are actively working together to address long-standing racial disparities in postsecondary education. This session will focus on the MDHE's decision to build authentic relationships and process-oriented collaborations with all twenty-eight undergraduate-serving public institutions as a way to advance the equity agenda and create transformative change in public higher education. This session will provide a step-by-step process for building a broad-based team at the agency and institutional level. It will highlight the importance of providing campus-level financial resources to encourage agency-campus collaborations. The presenters will share two examples (open educational resources and civic learning) to demonstrate how to build intentional relationships between MDHE and its campus-level counterparts. Finally, the session will close with an opportunity for participants to consider what relationships can be built in their own state's higher education system to enable them to close equity gaps and create sustainable change.

Exemplars of Assessment in Higher Education: Strategies for a Changing Higher Education Environment
Marquis Salon 12 & 13
Jane Marie Souza—Associate Vice Provost for Accreditation, University of Rochester and Tara Rose—Director of Assessment, Louisiana State University
In this second volume of the successful *Exemplars of Assessment in Higher Education*, co-published by AAC&U, editors Souza and Rose share examples of assessment practice from seventeen distinct and diverse higher education institutions, including international contributions. Building upon the work of the first volume, the case studies in this book reflect the changes in assessment and higher education influenced by the pandemic and cultural unrest. The institutions that appear in this book were chosen for having an effective assessment approach in one or more of the following areas: career readiness; distance education; diversity, equity, and inclusion; or general education. In this session, presenters will share several exemplars from the book and lead a discussion about the strategies offered in the chapters. Attendees will have the opportunity to ask questions and share how these strategies might apply to their own institutions.
The authors will be available for a book signing immediately following this session. Their book is available for purchase at the Publications table located in Gallaudet - Level 1 - throughout the meeting.

1:30 pm – 2:30 pm
Concurrent Sessions 6
(continued)

Let's Get Started! Institutionalizing Education Abroad as a High-Impact Practice
Chinatown - M3
Melissa Torres—President & CEO, The Forum on Education Abroad; Gayathri Banavara— Community College of Philadelphia; Rebekah de Wit—Director of Global Education, Community College of Baltimore County; Christine Everett—Senior Director, Indiana University and Elizabeth Frohlich— The Forum on Education Abroad
This session will contribute to the institutionalization of education abroad as a high-impact practice and student success strategy at institutions with limited experience developing education abroad programs. Participants will discuss effective means for aligning education abroad with their own institution's mission, how to build a culture of education abroad, and how to establish effective cross-campus collaboration to support education abroad. They will explore using the Forum's Standards of Good Practice and Foundations in Education Abroad Toolkit.
Panelists will share strategies to provide access to international programs for underrepresented students learned through their participation in the CIBER Consortium for Education Abroad. This new model features a partnership between the Forum on Education Abroad and sixteen Centers for International Business Education and Research (CIBER).

Reckoning with Relevance
Judiciary Square - M3
Carla Hickman—Vice President, Strategic Research, EAB
The higher education sector is facing a moment of reckoning where the value of higher ed is questioned by politicians, op-ed writers, and even some students and families. Is higher ed worth the cost? Do employers still value degrees? What is higher ed's overall societal purpose? EAB's State of the Sector research aims to help higher ed leaders think through the questions and priorities each institution must address to meet the challenges of the moment and prepare for the long term.

Results of the Support for Undergraduate Research Mentoring (SURM) Survey: A National Perspective
Archives - M4
Anne Boettcher—Assistant Dean of Research, Embry-Riddle Aeronautical University; Janet Morrison—Professor of Biology, The College of New Jersey; Karen Resendes—Professor of Biology and Director of Undergraduate Research, Westminster College; Juliane Strauss-Soukup— Professor, Creighton University and John Barthell—University of Central Oklahoma, University of Central Oklahoma and on assignment to the National Science Foundation
The Support for Undergraduate Research Mentoring (SURM) survey indicated strong agreement among faculty members and administrators across all types of higher education institutions that both apprentice-style and course-based undergraduate research improve student outcomes and support faculty scholarship. In stark contrast, the survey revealed that institutional support for faculty members who mentor undergraduates in research was considered insufficient for encouraging and sustaining

faculty involvement. This negative view was significantly more likely for faculty than for administrators. One key insufficient institutional support is that this faculty work is not adequately counted in faculty workload systems. In the survey, only 5 percent of respondents indicated that it is counted in an "excellent" manner, while 64 percent indicated that it is not counted in workload at all. The sustainability and growth of undergraduate research may be threatened by this disjunction between the value placed on undergraduate research and the lack of support for faculty mentors.

Supporting Equity and Inclusion for Faculty on Your Campus: Working Conditions and Faculty Data
Scarlet Oak - Mezzanine
KC Culver—Assistant Professor, University of Alabama; Emily Koren— University of Southern California and Adrianna Kezar—Professor of Education, University of Southern California
Improving equity and inclusion for faculty is key to improving hiring and retention, especially among faculty from underrepresented and marginalized backgrounds (e.g., based on race/ethnicity, gender, ability status, and/or parental education). In this session, researchers leading the Faculty, Academic Careers, and Environments (FACE) project will present their framework of influences on faculty's opportunity to perform, with a focus on faculty's positionality at the intersection of their identities and professional role, as well as how institutional policies and practices shape faculty's physical/psychological safety and security, opportunities for connection and collegiality, and access to needed resources. Through breakout groups, participants will engage in reflection and discussion related to how their campuses assess faculty's working conditions (including those whose voices are included and missing in assessment) and opportunities for institutional data to better capture faculty's intersectional positionality. We will reconvene so that participants can share what they learned and considered in the breakout sessions.

Sustaining Liberal Arts College Social Action Commitments in Grassroots Community Partnerships
Howard - M1
Eric Popkin—Director, Colorado College Summer Activist Institute; Associate Professor of Sociology, Colorado College; Tessa Hicks Peterson— Pitzer College; Alicia Torres— Grassroots Leadership, Austin and Scarlett Duarte— Pitzer College
Moving beyond conventional notions of democratic education and service learning, this panel will explore two liberal arts community-based programs that are grounded in community activist strategies for social change and community care/healing justice. These focus on building meaningful partnerships between academic institutions and community partners to address systemic issues that threaten the planet by enhancing student understanding of various social change approaches, emphasizing activist/advocacy skill development and considering how to prepare students to sustain their social action commitments in alignment with

1:30 pm – 2:30 pm
Concurrent Sessions 6
(continued)

projects/campaigns of grassroots social justice organizations led by directly impacted populations.

The Challenges and Opportunities of Expanding Interfaith Engagement on Campus
Mount Vernon Square - M3
Todd Green—Director of Campus Partnerships, Interfaith America; Chelsea Garbell—Associate Director of Global Spiritual Life, New York University; Bill Zangeneh-Lester—Professor of Humanities, American River College; Shawn Bowers—Assistant Professor and Director of First-Year Writing, Queens University of Charlotte; and Dawn Michele Whitehead—Vice President of the Office of Global Citizenship for Campus, Community, and Careers, AAC&U

At Interfaith America, we believe that the religious diversity in the United States is a strength. When we engage that diversity proactively on our college campuses, we are positioned to address the major challenges of our communities and nation and best prepare our students to be engaged citizens and productive community members. Interfaith competencies are increasingly important in today's globalized workforce. According to a recent study by the Public Religion Research Institute (PRRI), "A majority of Americans … say they frequently interact with people who do not share their ...   religion (51 percent) at work" (Igoe, 2019). Engaging across differences is a skill that needs to be cultivated and requires interfaith leadership skills and resources. As we continue to strive to realize our potential and promise, e pluribus unum—a nation in which each is invited to contribute their best and to participate in the daily work of democracy—we need everyone to contribute.

The Interfaith Diversity and Experiences Attitudinal Survey (IDEALS) examined student perceptions of—and engagement with—religious diversity throughout college and found that 70 percent of students were eager to engage in bridgebuilding efforts, yet less than one-third of students had opportunities to develop the skill set to bridge religious divides. This panel will focus on sharing challenges and opportunities in integrating interfaith engagement and learning on campus and in the classroom. Participants will leave with greater insight into the skills and best practices needed to enhance religious diversity and interfaith cooperation on their campuses through curricular, cocurricular, and sustainable means. As we yearn and work for a more engaged community, we must have the skill sets to engage faiths, worldviews, and values and to create opportunities for students, faculty, and staff to practice and increase their comfort in working across differences for the common good.

The Coalition for Transformational Education: Making Higher Education Work for Life
Capitol/Congress - M4
Keith Buffinton—Executive Director, Coalition for Transformational Education; Richard Miller—President Emeritus, Franklin W. Olin College of Engineering; Domenico Grasso— University of Michigan - Dearborn;

1:30 pm – 2:30 pm
Concurrent Sessions 6
(continued)

Marjorie Malpiede— Mary Christie Institute and Stephanie Marken— Senior Partner, Education Division, Gallup
Many of the concerns of higher education appropriately focus on achieving higher retention and graduation rates. Based in part on the results of extensive Gallup surveys of the well-being of alumni ten, twenty, and even forty years after graduation, the Coalition for Transformational Education (CTE) seeks to expand the conversation in higher education to include lifelong identity, belonging, agency, and purpose. Through a moderated panel of CTE-affiliated thought leaders, participants in this session will learn more about the CTE, its funded projects, and how they can be implemented on other campuses. We hope that attendees will take away a renewed spirit for the potential aspirations of higher education as well as concrete examples of success in achieving student well-being.

Truth, Racial Healing & Transformation (TRHT) Campus Climate Assessment Toolkit: Advancing Institutional Efforts for Improving Campus Climate
Georgetown - M1
Tia Brown McNair—Vice President for Diversity, Equity, and Student Success; Executive Director for the TRHT Campus Centers, AAC&U; Angela Locks—Executive Director, Diversity, Equity, and Inclusion, Academic Affairs, California State University, Long Beach; Monique Jimenez-Herrera—Director of Student Diversity and Inclusion, St. Edward's University and Taylor Jackson—Consultant, TriWest Group
While it is becoming commonplace for institutions to conduct campus climate assessments to get a sense of the experiences and needs of their campus community members, many are challenged with translating assessment findings into lasting cultural and institutional change. AAC&U, in partnership with consultants from TriWest Group and with the involvement of participating campus teams, has developed a web-based Truth, Racial Healing & Transformation (TRHT) Campus Climate Assessment Toolkit to support institutional transformation by informing and advancing change efforts for improving campus climate. Guided by the five pillars of the TRHT framework (narrative change, racial healing and relationship building, separation, law, and economy) and informed by practices gleaned from TRHT Campus Centers, the toolkit is designed to complement existing campus climate assessments by providing TRHT-informed, action-oriented processes related to the development and implementation of post-assessment efforts. The toolkit offers strategies and considerations for examining institutional policies, programs, and practices that perpetuate inequities and impede relationship building and healing among students, faculty, staff, and community members. This informative session will highlight the development process for the toolkit as well as the current phase of the project involving beta testing and feedback collection from campus teams.

1:30 pm – 2:00 pm
Concurrent Sessions 6—30-Minute Presentations

Concurrent Sessions 6 – 30-Minute Presentations

Assessment of the Community College Undergraduate Research Experience (CCURE) in 2022 and 2023
Marquis Salon 14 - M2
James DeVita—Director of High Impact Pathways, University of North Carolina Wilmington (UNCW); Kristi Wiley— Lenoir Community College; and Jess Boersma—Chief of Staff and Vice Chancellor for Strategic Initiatives and Interim Associate Vice Chancellor of Global Engagement, UNC Pembroke
In this session, participants will learn about the Community College Undergraduate Research Experience (CCURE), including findings from a longitudinal assessment of the initiative. CCURE is a partnership between twelve North Carolina community colleges and the University of North Carolina at Wilmington (UNCW) that provides community college students with a dual enrollment, introductory-level applied research experience. This session will provide an overview of the initiative and then focus on methods and findings from the longitudinal assessment, which includes a pre-post survey completed by participants. Results from 2022 demonstrate statistically significant changes on two scales related to confidence in research activities and scientific literacy skills, which will be compared with 2023 findings during the session. Session participants will also learn more about assessment methods and receive a copy of the instrument.

The Liberal Arts and the Development of Work-Ready Capabilities
Mint - M4
Neil Niman—Associate Professor, University of New Hampshire and Jennifer Chagnon— University of New Hampshire
When interviewed by prospective employers, many graduates have difficulty articulating their experiences and how they can make a contribution. We have adapted a commonly used behavioral interview technique known as STAR to create a course development framework to foster the experiential-based development of work-ready capabilities and to provide a storytelling strategy that can place students in a stronger position to enter the workplace. In this interactive session, participants will learn how to design a course using the STAR approach. It is a pedagogy that we have used with great success in our own Business in Practice program where we offer over seventy course experiences per academic year that utilize the approach. It employs a set of design principles that can be applied to an array of majors.

2:00 pm – 2:30 pm
Concurrent Sessions 6
—30-Minute
Presentations

Concurrent Sessions 6 – 30-Minute Presentations

Systematic Searching: A Case of Undergraduate Researchers Developing Information and Data Literacy Skills
Marquis Salon 14 - M2
Korryn Mozisek—Director of Integrative Learning, Office of the Vice Provost for Education, Carnegie Mellon University; Richelle Bernazzoli— Carnegie Mellon University and Ryan Splenda—Business & Economics Librarian, Carnegie Mellon University
As the explosion of COVID-19 studies illustrated, research is being produced at an overwhelming pace and diminishing public trust. This places particular importance on teaching information and data literacy (IDL) skills through curricular and engaged learning settings. This presentation will highlight our cross-campus collaboration in developing and executing an evidence synthesis project on critical reflection in higher education, thus offering a model for other institutions to implement within interdisciplinary undergraduate research programs, courses, or other engaged learning opportunities. Participants will leave with an understanding of how evidence synthesis projects can be executed in multiple settings to aid in students' development of IDL skills while providing them with an opportunity to contribute to original research. We will provide lessons learned to aid others in using the web-based Sysrev platform and in mentoring undergraduate researchers through an evidence synthesis project.

The Power of Partnerships: Training Students in Workforce-Relevant Skills without Institutional Faculty Expertise
Mint - M4
Katherine Straub—Dean, School of Natural and Social Sciences, Susquehanna University and Matt Wilson— Susquehanna University
How might your institution train students in workforce-relevant skills for content areas in which you have no faculty expertise? In this session, we will present a model of undergraduate-focused workforce development that resulted from a partnership between a university and a conservation nonprofit and leveraged funding from a state agency.
While our program is unique in its intent and specific mix of partners and funding, our goal for this session is to generalize our results to encourage participants to think about how they might leverage external partners and funding to provide students with workforce-ready skills in areas they might not have thought possible due to limited faculty expertise or funding.

1:30 pm – 2:30 pm
HEDs UP Session

HEDs UP Session: A series of 10-minute presentations, within one hour, in the spirit of TED Talks
Cherry Blossom - Mezzanine

Building Bridges: Future-Proofing Higher Education through Inter-Institutional Collaboration
Cherry Blossom - Mezzanine
Corrie Wilder—Executive Director, Marketing & Communications, Washington State University
This "HEDs Up" presentation will emphasize the importance of inter-institutional collaboration in shaping the future of higher education. It will explore the benefits, challenges, and strategies for implementing successful collaborations, with a focus on inclusivity, equity, and sustainability. The presenter will share real-world examples and success stories to inspire higher education stakeholders to embrace collaborative approaches and create a more resilient and impactful future for public higher education.

Creating a Spacious Capacity to Support Change
Cherry Blossom - Mezzanine
Kristin Wobbe—Director, Center for Project-Based Learning, Worcester Polytechnic Institute; Kimberly LeChasseur—Senior Research and Evaluation Associate, WPI and Clarence Maybee—W. Wayne Booker Chair in Information Literacy, Purdue University
Innovations in curricula or pedagogy require building capacity in your people. In this talk, we will share guiding principles and key design elements for creating engaging and human-centered capacity-building to support your curricular change efforts. These learnings come from our experience as part of a multi-institution National Science Foundation-funded IUSE (Improving Undergraduate STEM Education) capacity-building grant. As part of our dissemination efforts, we offer navigational capital for designing, implementing, and adjusting capacity-building activities, resources, and initiatives. Strategies include, for example, assembling the change team and getting to know your system. The lessons are designed around four principles: 1) hold a position of humility; 2) center the project around the people in it; 3) design for good process and trust that the products will emerge; and 4) trust your team to do the work that needs to be done.

Creating Informed Learners in the Classroom
Cherry Blossom - Mezzanine
Clarence Maybee—W. Wayne Booker Chair in Information Literacy, Purdue University
Higher education has a responsibility to prepare graduates to traverse today's challenging information environment. Implemented at three research universities (Purdue University, University of Arizona, and University of Nebraska, Lincoln), Creating Informed Learners in the Classroom is an educational development program through which faculty and librarian teams used informed learning design, a model for creating classroom assignments in which learners engage information creatively

1:30 pm – 2:30 pm
HEDs UP Session
(continued)

and effectively in disciplinary learning environments. The assignments developed during the program were implemented by thirteen teams in a wide array of disciplinary courses. The initial project findings suggest the design model enabled 1) faculty awareness of how learners struggle to use information, and 2) librarian feelings of empowerment by applying their expertise to impact important, but often implicit, learning goals. Following the presentation, attendees will recognize the need for, and key elements involved in, offering educational development aimed at teaching learners information practices that support disciplinary learning.

2:45 pm – 3:45 pm
Concurrent Sessions 7

Concurrent Sessions 7

Academic and DEIJ Partnerships to Advance Strategic Goals
Chinatown - M3
Brooke Barnett—Provost, Butler University; Gracie Lawson-Borders— Howard University; Bobbie Porter— California State University, Dominguez Hills; Bey-Ling Sha—Dean, College of Communications, California State University, Fullerton and José Villalba—Vice President for Diversity and Inclusion, Wake Forest University
We know from experience that units across the university must employ a diversity, equity, inclusion, and justice (DEIJ) lens, and faculty and academic affairs staff in particular are key partners in advancing DEIJ strategic goals. This session will help academic leaders prepare faculty and staff for shared DEIJ responsibility, as well as offer advice from DEIJ professionals on working with academic leaders. Topics will include equity gaps, increasing a sense of belonging, inclusive and evidence-based pedagogy, culturally responsive curriculum, faculty and staff relationships, affinity resource groups, and hiring practices. We will approach this from our various institutional contexts (current and previous), which include private and public institutions of various sizes. Please join us to learn about successes and pitfalls in making sustained and transformative progress in DEIJ. We will also build in time to address the things most on your mind and learn from the wisdom in the room.

Brand Transformations: Telling a More Meaningful Story about Your Institution
Judiciary Square - M3
Elizabeth Shepherd—Managing Director, Consultancy for Inside Higher Ed and Times Higher Education
If you find yourself asking how universities are effectively realigning their identities and transforming their brands in a post-pandemic world to compete with a booming market of new education providers and effectively articulate the value of their specific programs and degrees to prospective students, this session is for you. Gain insights from the teams of Inside Higher Ed and Times Higher Education as they share how institutions of all sizes in the higher education sector are making critical business decisions by going far beyond a logo, color palette, or slogan changes in their brand and reputation work—all to enroll more students, recruit talented faculty, and create meaningful connections with a range of stakeholders, ensuring their long-term sustainability.

2:45 pm – 3:45 pm
Concurrent Sessions 7
(continued)

College Reorientation: Turning Transactional Consumers into Liberal Learners
Marquis Salon 14 - M2
Katherine Jo—Director of Program Development and Design, The Purpose Project at Duke, Duke University and Jesse Summers— Duke University
In *The Real World of College* (2022), Wendy Fischman and Howard Gardner report widespread alienation from the intellectual mission of college. Students approach college with a "transactional" mindset, concerned more with the "pursuit of earning than the pursuit of learning." The authors call upon faculty, administrators, and staff to onboard students to our intellectual mission.
But what does this look like? Most discussions about persuading students of the value of liberal education ask, What is a better way to talk about it? This session will focus on how we can show students and have them experience its intrinsic value in order to transform them from transactional consumers to liberal learners. Session leaders will briefly present on courses and programs they developed for this purpose, including a first-year seminar, a major advising program, and an orientation seminar for athletes, then facilitate broader group discussion to share ideas.

Coordinated Pathways That Facilitate Postsecondary Education for Judicially Involved Individuals
Howard - M1
Danielle Liautaud—Special Assistant to the President, Community College of Philadelphia and Malika Rahman
Come learn how we may work together to dismantle barriers to postsecondary education and facilitate access and credential attainment for judicially involved individuals. There is an abundance of research about the school-to-prison pipeline, barriers to postsecondary education, and inequities in our judicial and educational systems, none of which are solution-focused. All these issues impact the pool of learners who seek an education as a means of elevating their social mobility and changing their life's trajectory. Session attendees will discuss ways a cross-sector collaboration can enrich the educational experiences of diverse populations and overcome barriers to success that bind our current and future students. Workforce needs, inconsistent enrollments, and communities we serve dictate new and creative approaches that provide on-ramps to equitable and transformative educational opportunities for all.

Examining Institutional Capacities for Holistic Advising Redesign and Institutional Transformation
Scarlet Oak - Mezzanine
Jennifer Keup—Executive Director, National Resource Center for FYE&SIT, University of South Carolina; Aerin Farrell— University of South Carolina and Elise Newkirk-Kotfila— NASPA, Student Affairs Administrators in Higher Education
Higher education institutions are in a near constant state of change management due to social influences, changing student demographics,

2:45 pm – 3:45 pm
Concurrent Sessions 7
(continued)

new policies and legislative actions, and unforeseen crises. Yet consideration of capacities necessary for meaningful, high-impact, and sustainable institutional transformation is often overlooked in these processes. This presentation will feature the results of research by the National Resource Center for the First-Year Experience in collaboration with NASPA–Student Affairs Administrators in Higher Education. Using a qualitative approach, a research team analyzed and coded case studies of redesign processes for academic, career, and financial advising at thirty-three institutions across the United States. The research identified capacities cited in these change efforts and examined their frequency of utilization, co-occurrence, and relationship with institutional characteristics. The work and results of the current research provide a foundation of evidence and start a meaningful conversation on best practices for holistic advising redesign and institutional transformation processes.

Lessons from the Inaugural Cycle: Reflections and Best Practices from the Carnegie Elective Classification for Leadership for Public Purpose
Archives - M4
Carla Ortega-Santori—Strategic Initiatives Manager, Doerr Institute for New Leaders, Rice University; Stefanie Johnson— Rice University and Marisol Morales— American Council on Education
Presenters will discuss the learnings, insights, and best practices from the inaugural cycle of the Carnegie Elective Classification for Leadership for Public Purpose (CEC LPP). Drawing on the experiences of institutions that participated in the 2024 cycle, this session will provide a comprehensive overview of the challenges faced, successful strategies employed, and transformative outcomes achieved in promoting leadership for public purpose in higher education. Through interactive discussions and collaborative activities, participants will engage in critical reflection, share their own experiences, and collectively identify key takeaways that can inform and inspire future cycles of the CEC LPP. This session will offer leaders in higher education institutions a unique opportunity to gain valuable insights and contribute to the ongoing development of this framework.

Reconceptualizing College Teaching for Equitable Student Outcomes: A Policy Playbook for Systemic Levers That Support Equity-Based Teaching
Magnolia - Mezzanine
Bryan Dewsbury—Associate Professor, Florida International University; Brian McGowan— American University and Corbin Campbell—Acting Co-Dean and Professor, College of Education, American University
Equity-based teaching, grounded in critical, inclusive, equity-minded, and antiracist underpinnings, is requisite to remedy inequitable failure and withdrawal rates for Black, Latinx, and Indigenous students and those from low-income backgrounds (BLILI) in gateway courses. However, equity-based teaching does not operate in a vacuum. Practitioners may receive tools for course transformation, but this transformation is only as effective as the degree to which the institutions and disciplines are prepared to support it, requiring policy and structural elements to make

2:45 pm – 3:45 pm
Concurrent Sessions 7
(continued)

that transformed practice sustainable. The Equity-Based Teaching Collective—a group of equity-based teaching researchers funded by the Bill and Melinda Gates Foundation—is developing an empirically based policy playbook for broad-scale change in higher education teaching. In this session, we will present draft recommendations for policy and practice geared toward several stakeholders for college teaching improvement: chief academic officers, faculty developers, state higher education agencies, disciplinary associations, higher education associations, and funding agencies.

Speculative Futures, Engaged Learning, and Making Room for New Paradigms in Higher Education
George Washington - M1
Ijeoma Njaka—Senior Learning Designer for Transformational and Inclusive Initiatives, Georgetown University; Patrice Ludwig—Interim Director of Research, JMU X-Labs, James Madison University; Marina Barnett—Associate Professor, Widener University; Paul Schadewald— Elon University; and Allison Schultz,— Siena College
Join colleagues from Bringing Theory to Practice's Paradigm Project, a multiyear endeavor in pursuit of systemic change in higher education, in a moderated interactive discussion of higher education issues such as: How might we leverage the current moment for a positive change in higher education? What compelling futures can we imagine for the role and public good of the academy? Representatives from Paradigm Project's emerging models will briefly describe their innovations within their unique contexts and what structures, paradigms, or silos they needed to let go of to create space for new, effective, and values-based student learning experiences. We hope to expand our networks and knowledge of innovative practices in holistic higher education and generate momentum toward the paradigms we want to see at our institutions.

Sustainable Models and Inclusive Practices to Enroll and Support Undocumented, Refugee, and Displaced Students
Marquis Salon 12 & 13
Miriam Feldblum—Executive Director, Presidents' Alliance on Higher Education and Immigration; Luz Bertadillo Rodriguez—Director of Campus Engagement, Presidents' Alliance on Higher Education and Immigration; Felecia Russell—Director of the Higher Ed Immigration Portal, Presidents' Alliance; Erin FitzGerald—Director, Center for Global Education and Fellowships, Salve Regina University and Jawad Hosseini—Executive Director, No Lost Generation @ Mason
This session will outline the different ways various institutions can engage with undocumented displaced and refugee students, providing resources to better understand and engage these often underrepresented student communities—including institution leaders' understanding of the opportunities and challenges that undocumented and refugee students face. This understanding will be key to how institutions view their roles in addressing the current global displacement crisis.

2:45 pm – 3:45 pm
Concurrent Sessions 7
(continued)

Teaching as Organizing: Transformative Justice in the Exploring Transfer Program
Mount Vernon Square - M3
Nicole Beveridge—Director, Vassar College; Alexandria Smalls and Charlotte Gullick—Exploring Transfer Together Program Manager, Vassar College
This panel presentation, which will include a former Exploring Transfer graduate, will present the possibilities and challenges of a summer bridge program that opens up the higher education landscape for community college students so that they are fully prepared and have the confidence in their ability to make the transition to a four-year college. Information on cost per student and program format will also be provided.
Expected Learning Outcomes:
  –Recognize that a focus on community college transfer is the next step in equity work.
  –Understand how summer residency programs can promote successful transition, increase academic readiness, and improve persistence and completion rates for low-income and academically underprepared community college students.
  –Gain insight into how summer residency programs for community college transfer students can be supported and improved.
  –Explore how team teaching can be a transformative social justice model for faculty, students, and the campus.

The Ongoing Challenge: Defining, Tracking, and Assessing HIPs
Union Station - M3
Korine Steinke-Wawrzynski—Assistant Dean for Academic Initiatives and Director for Undergraduate Research, Michigan State University; Donna Chamely-Wiik—Associate Dean, Undergraduate Research and Prestigious Fellowships, Associate Scientist, Chemistry, Florida Atlantic University and Kimberly Schneider— University of Central Florida
This presentation will examine how Michigan State University, University of Central Florida, and Florida Atlantic University (FAU) are developing different mechanisms to track and evaluate student and faculty engagement in undergraduate research campus-wide. Each university's approach is different but includes components such as engagement dashboards, a cocurricular record, course registrations, and centralized-program tracking. Through a panel presentation and large-group discussion, presenters will share successes and challenges in their different mechanisms and discuss key issues to consider when developing a system to define, track, and evaluate student learning of undergraduate research and other HIPs. They will also present different ways in which data collected can be used to benefit faculty and institutions as a whole. Attendees will discuss and share their own institutional context and how they are defining, tracking, and assessing HIPs.

2:45 pm – 3:45 pm
Concurrent Sessions 7
(continued)

Threading the Needle: Using Labor Market Data to Improve Programs without Undermining the Liberal Arts Educational Mission
Capitol/Congress - M4
Jennifer Lenahan—Director, Career Explorations in Arts and Sciences Initiatives, School of Arts and Sciences, Rutgers the State University of New Jersey, New Brunswick Campus; William Salka— Eastern Connecticut State University and Victoria Coty— Rutgers University - New Brunswick
Four-year institutions and liberal arts programs are struggling to address enrollment, equity, and student success concerns while providing a broad, liberal education. Labor market information (LMI) offers institutions a tool to address some of these concerns, but its use often raises concerns among faculty and administrators in the liberal arts that the data will be used in ways that undermine the educational mission.
Based on findings from a case study and survey-based research project funded by Lumina Foundation, this session will address unique ways that four-year institutions and liberal arts programs are using LMI to improve programs while also addressing faculty concerns about remaining committed to traditional educational missions. Presenters will also discuss lessons learned about building sufficient infrastructure to support LMI use. Participants will develop ideas for using LMI at their own institutions in ways that enhance their schools' missions.

Using Social Annotation to Enhance Undergraduate Research Literacy and Professional Identity through Causal Mechanistic Reasoning
Howard - M1
Nicholas Denton—Senior Lecturer, The Ohio State University Main Campus; Anushree Jakate— Ohio State University College of Pharmacy; Christopher Coss— Ohio State University College of Pharmacy and Nikole Patson— Ohio State University Marion
Educators recognize the importance of research literacy in remaining current in their field, engaging in scholarly conversation, and learning new methods of investigation. However, introducing content-novice students to the complex jargon, vague methodologies, and heavily referenced concepts in primary research articles remains a challenge. Participants in this session will be introduced to an innovative use of expert-guided, peer-collaborative social annotation; interact with a socially annotated research article; and reflect on how this pedagogy can enhance their students' research comprehension through causal mechanistic reasoning, their engagement in journal club through warm-calling, and their identity as researchers through authentic scholarly conversation.

"What Keeps You Going?": Building Connections between Scholarly and Administrative Life
Shaw/LeDroit - M3
Meredith Goldsmith—Professor of English, Ursinus College; Michelle Mattson— Carleton College; and John Woell— Simpson College
The mental health and well-being of academic leaders have been challenged by and in the current state of higher education, just as they have been for faculty, staff, and students. As administrative work has become more challenging. administrators, like others, seek sources for

2:45 pm – 3:45 pm
Concurrent Sessions 7
(continued)

inspiration and perseverance. This panel will explore the lessons that three liberal arts college administrators have taken from literature and philosophy, considering how the questions, methods, and topics that have fueled their scholarship can help synthesize aspects of our careers that seem increasingly distant from one another. Scholarly work, pursued from an administrative lens, can help higher education leaders find opportunities for personal and intellectual renewal.

2:45 pm – 3:45 pm
HEDs UP Session

HEDs UP Session: A series of 10-minute presentations, within one hour, in the spirit of TED Talks
Cherry Blossom - Mezzanine

Infusing DEI across the Curriculum
Cherry Blossom - Mezzanine
Wendy Murphy—Associate Dean of Undergraduate Programs & Professor of Management, Babson College
In this ten-minute "HEDs Up" session, Wendy Murphy, associate dean of undergraduate academic programs and a professor of management at Babson College in Boston, will share how Babson worked with faculty to ensure diversity, equity, and inclusion (DEI) is part of their undergraduate business and liberal arts curriculum.
Murphy will cover:
  • What does it means to "infuse" DEI into the curriculum?
  • What qualifies as DEI in the curriculum?
  • Mapping DEI in the curriculum
  • Insights into helping faculty recognize opportunity to bring DEI into their courses
  • Motivating faculty to ensure DEI is part of their courses
  • Collaborations with cocurricular activities that present opportunities for DEI

Interweaving Trauma and Intergenerational Trauma Education into Higher Education: A Path toward Societal Healing
Cherry Blossom - Mezzanine
Mays Imad—Professor, Connecticut College
This talk will illuminate the need for integrating trauma and intergenerational trauma education into higher education, underlining its influence on societal structures and its critical role in disrupting harmful cycles. The talk will underscore the potential for such an understanding to deepen knowledge about racialized and marginalized communities' experiences, thereby enhancing efforts to promote diversity, equity, and inclusion (DEI). It will further underscore the connection between DEI initiatives and the concepts of well-being and healing from trauma, emphasizing that DEI pursuits are incomplete without acknowledging and addressing traumatic experiences. The talk will conclude by advocating for a comprehensive, cross-disciplinary approach to incorporating trauma studies into higher education, emphasizing how this could not only enrich the curriculum but also pave the way for a more empathetic, equitable, and inclusive society.

2:45 pm – 3:45 pm
HEDs UP Session
(continued)

Moving beyond Self-Care to System-Based Care: What If Our University Systems Are Underpinning the Mental Health Crisis?
Cherry Blossom - Mezzanine
Joslyn Johnson—Assistant Dean of Student Development and Career Initiatives, University of Michigan;
Increasingly, news coverage and literature have declared youth mental health and well-being in a state of crisis. Colleges, in particular, have seen unprecedented numbers of students in distress (Byrd, 2012), and counseling and psychological services have found themselves beyond stretched in an attempt to keep up with the demand for student appointments due to increased usage (Oswalt, 2020). The recent Healthy Minds Study (21–22), which examines mental health and service utilization among undergraduate and graduate students at over 450 colleges and universities, found that more than 60 percent met the criteria of a diagnosable mental health condition (Lipson, 2022). Hiring more counselors is not enough. And while self-care is important, this is beyond a self-care campaign.

Now More Than Ever, Promotion and Tenure Standards Must Become More Diverse, Equitable, and Inclusive
Cherry Blossom - Mezzanine
Thomas Poon—Executive Vice President and Provost, Loyola Marymount University (LMU)
The US Supreme Court decision on race-conscious admissions is an ironic return to systemic racism that will challenge admissions practices and potentially reduce campus diversity, increase racial identity trauma, and shrink the underrepresented faculty pipeline. This presentation will contend that the most effective resource for combating these possibilities will be our professoriate, who work on the front lines of student engagement and create new knowledge on diversity, equity, inclusion, and justice. To empower our faculty in this critical work, the presenter will argue that promotion and tenure standards must incorporate diversity, equity, and inclusion criteria in all areas of review (teaching, research, and service) and will share lessons learned from such an effort at their home institution. Participants will be presented with a roadmap for effecting this change and shown additional outcomes that transcended the original goals of the initiative. This is one change that the academy must do to assure equitable outcomes for all.

4:00 pm – 5:00 pm
Concurrent Sessions 8

Addressing Wicked Problems through Engaged Learning: Embedding the UN Sustainable Development Goals across the Curriculum

Cherry Blossom - Mezzanine

Niti Pandey—Dean, School of Education and Professional Studies, Eastern Connecticut State University; Patricia Szczys—Interim Dean, School of Arts and Sciences, Eastern Connecticut State University; Sukeshini Grandhi— Eastern Connecticut State University and Jennifer Brown— Montana State University - Northern

The United Nations Sustainable Development Goals (SDGs) provide a globally accepted framework of "wicked problems" and a common language to guide engaged learning and can be adopted by any institution to demonstrate the public purpose of higher education. Two regional public universities are at different stages of adopting the SDGs as an organizing framework for fostering engaged learning by embedding the goals and targets across teaching, research, and community partnership activities. Adopting these goals contextualizes our curriculum and other initiatives within a broader global perspective, provides a framework for assessing progress on these wicked problems, and provides an opportunity for our students to experience a shift from a content-based, transactional education to a problems-based, transformational education. Challenges include promoting faculty and staff engagement, incentivizing curriculum development, developing meaningful collaboration among a range of stakeholders, and embedding the framework and metrics in strategic planning, governance, operations, and campus culture.

Building Access and Equity in the College-to-Career Employment Pipeline through Innovation

Marquis Salon 12 & 13

Kim Churches—President, The Washington Center for Internships and Academic Seminars (TWC); Stephanie Marken—Senior Partner, Education Division, Gallup and Michael Echols—CEO and Founder, Max Cybersecurity

There are signs that suggest the way we engage, train, and support human talent for today's workforce does not meet the need. This presents a threat of falling behind in competitiveness, in social equity, and even in national security.

We must innovate and evolve our processes of education to employment. The traditional ways we approach job training/preparation, talent evaluation, and recruitment and retention is outdated. It does not adapt to the needs of learners, the demands of employers, and the changes in demographics, technology, and culture. The pace of change is unrivaled since the industrial revolution, and human talent must be prepared to compete not only with global forces, but nascent technologies like artificial intelligence (AI).

The challenge is great, and it is imperative that we take action through policy and practice. Solutions exist and change is possible, but only through collaboration and partnership, and the willingness to take the steps needed to succeed.

4:00 pm – 5:00 pm
Concurrent Sessions 8
(continued)

Developing an HBCU Consortium to Create Black STEM Teacher Scholars
Scarlet Oak - Mezzanine
Denise Johnson—Associate Professor, Winston-Salem State University and Kim Pemberton— Winston-Salem State University
Participants will be informed about the Next Generation Black STEM program, a consortium of five HBCUs and our efforts to improve STEM mindsets, identities, and pedagogy of teaching majors. This session will highlight the consortium development, the recruitment and retention of students, and the STEM activities in which teaching majors participate.

From Metrics to a Movement: The Challenge of Achieving Equitable Student Outcomes in a System That Undervalues the Work of Teaching
Union Station - M3
Denise Bartell—Associate Provost for Academic Affairs, Kent State University; Caroline Boswell—Faculty Development Specialist, University of Louisville and Dina Blum— The Raikes Foundation
Faculty are the single most important factor in student success. Yet we chronically underinvest in resources for faculty to develop effective teaching practices. The inconvenient truth is that we cannot achieve equitable student success without valuing and supporting teaching.
In this session, we will draw upon experiences across the higher education ecosystem—including faculty development, senior administration, and philanthropic organizations—and engage participants in a guided discussion to uncover the ways in which current systems devalue the work of teaching and undermine our equity goals. Utilizing recent findings involving universities, higher education organizations, and research scientists (c.f., the Student Experience Project, UToledo and IUPUI Equity Champions, Bartell & Boswell, 2022), we will discuss with participants the ways in which faculty may come together to change the system and how we can work across the higher education ecosystem to improve the valuing of teaching and thereby equitable student success.

Inclusive HIPs Opportunities: Two Institutions' Approaches to Embedding High-Impact Practices into the Curriculum through Research-Intensive Course Designation
George Washington - M1
Donna Chamely-Wiik—Associate Dean, Undergraduate Research and Prestigious Fellowships, Associate Scientist, Chemistry, Florida Atlantic University and Kimberly Schneider— University of Central Florida
The potential for implementing course-based opportunities to expand access to and broaden participation in high-impact practices (HIPs) is high. Many institutions, however, face capacity issues with pairing faculty with students, and broad-based access remains a problem for student engagement. This presentation will describe two institutions' efforts to address these challenges. Florida Atlantic University and the University of Central Florida have developed and implemented campus-wide research-intensive (RI) course designations to document, support, and expand opportunities for student engagement in undergraduate research. Both institutions are Hispanic-serving with a high transfer student population. In this presentation, we will share the process of developing and

4:00 pm – 5:00 pm
Concurrent Sessions 8
(continued)

implementing RI designations at both institutions as well as different approaches to course evaluation. Presenters will also share data to demonstrate the impact of RI designation on expanding opportunities for students, particularly those from underrepresented groups in HIPs, and discuss successes, challenges, and next steps.

More Than a Parking Space: Understanding Faculty with Disabilities
Judiciary Square - M3
Todd Benson—Executive Director and Principal Investigator, Harvard University
To make the academy a more equitable and welcoming place for all faculty, institutions must consider the diverse experiences, including disability status. In the 2023 COACHE Faculty Job Satisfaction Study, 8 percent of respondents reported having a disability. This session will focus on understanding the experiences of faculty with disabilities. The session will begin by sharing some COACHE Faculty Job Satisfaction Survey results related to disability status and differences between faculty with and without disabilities in their perceptions of the workplace. The session will also include opportunities for participants to share and discuss their strategies for supporting faculty with disabilities.

Opening Hearts and Minds: Cultivating a Culture of Support for Neurodiverse Students
Mount Vernon Square - M3
Ellen Hogan—Faculty Developer of Instructional Accessibility, Office of Teaching and Learning (OTL), University of Denver and Leslie Cramblet Alvarez— University of Denver
The Neurodiversity Institute is an innovative faculty development program facilitated by cross-campus partners, empowering faculty members and institutional leaders to drive proactive, positive change for neurodiverse students and students with learning differences. This session will include a highly interactive experience, allowing participants to engage in an activity from the institute. Additionally, we will discuss challenges and explore ways to address them within participants' own contexts. We will share the programming schedule, major findings, strategies for cross-campus collaborations, and methods to engage with this work, whether or not a local center for teaching and learning is available. We are dedicated to sharing our strategies while helping others shape them to meet the needs of their campus and neurodiverse students. Through open dialogue and exchange of ideas, we will explore practical strategies and discuss the transformative potential of faculty-driven change initiatives in creating innovative, inclusive, and equitable learning environments for all students.

4:00 pm – 5:00 pm
Concurrent Sessions 8
(continued)

The Impact of OER Authorship on Curriculum, Pedagogy, and Faculty Vitality
Magnolia - Mezzanine
David Hubert—Associate Provost for Learning Advancement, Salt Lake Community College; Antonette Gray—Criminal Justice Faculty, Salt Lake Community College; Melissa Hardy— Salt Lake Community College and Andrea Scott—Director, Open Education Resources, Salt Lake Community College
Discussions of open educational resources (OER) traditionally focus on the financial and educational benefits to students. This panel discussion will flip the script and focus on the impact of OER work on the faculty who do it, their courses, and the teaching methods they use in the classroom. Moderated by Salt Lake Community College's coordinator of OER, the panel will feature perspectives from faculty who teach biology, criminal justice, and political science. What are the benefits for faculty of engaging in OER authorship? How do they approach this work? What are the knock-on effects of OER work for their engagement with their disciplines, how they design their courses, and how they interact with students? Panelists will address these questions and interact with the audience on these issues.

4:00 pm – 4:30 pm
Concurrent Sessions 8 —30-Minute Presentations

Concurrent Sessions 8 —30-Minute Presentations

Advancing the Equitable Global Learning Experience: Open Society University Network's Approach to Curriculum Development, Pedagogical Innovation, OER, and Digital Media in the Global Classroom
Howard - M1
Meggan Houlihan—Director of the OSUN Library Resources Program, Open Society University Network; Anita Tarnai—Program Manager, OSUN Network Collaborative Courses, Open Society University Network; Eva Egensteiner—Assistant Program Manager, Digital Educational Media Producer, Open Society University Network and Timand Bates—Program Manager, OSUN Online Courses, Open Society University Network
The Open Society University Network (OSUN) envisions a new model of global higher education grounded in an equitable learning experience for all. OSUN leverages curriculum development, pedagogical innovation, open educational resources (OER), and digital media to create a cohesive and innovative learning experience that advances student learning. OSUN curricula fosters engaged learning by inviting cross-network student collaboration and exchange of perspectives on emerging regional issues in a global context. Curricula are collaboratively developed by co-teaching international faculty who implement pedagogy that emphasizes student-centered learning, critical thinking, and liberal arts and sciences education. To supplement the curriculum, OSUN has a robust OER program and digital media strategy that aim to be reflective of students' lived experiences. Both programs are grounded in demand-driven, pedagogically responsive, culturally appropriate, and collaboratively produced content. Collectively, this approach supports OSUN's vision to ensure educational opportunities for students through a global network of institutional partnerships.

4:00 pm – 4:30 pm
Concurrent Sessions 8
—30-Minute
Presentations
(continued)

Broadening the Conversation: Methodological Diversity as the New Interdisciplinarity

Marquis Salon 14 - M2

Anthony Kapolka—Director, First Year Foundations; Associate Professor of Computer Science, Wilkes University; Joanne Altman— High Point University; Tsu-Ming Chiang— Georgia College and State University; and Melodie Eichbauer— Florida Gulf Coast University

Undergraduate research fosters critical thinking, problem-solving, and communication, skills that are pivotal for competitive employment. Interdisciplinary and methodologically diverse research exposes students to multiple perspectives that better prepare them for the workforce. Results from 2013 and 2023 surveys of faculty reveal that even though attitudes supporting the value of interdisciplinary undergraduate research (IDUR) have increased, a noticeable contingent of faculty (hailing from disciplines with multifaceted epistemologies) remain unconvinced. Also, student recruitment to and administrative and departmental support for IDUR saw significant declines. Together, these attitudes cast a pall on the integration of scholarship. But even as Boyer shifted the conversation from the form (research/teaching/service) of scholarship to its function (discovery/integration/application/teaching), we argue that the salient value of interdisciplinarity is not across-domain knowledge but in its methodological diversity. Let's discuss how this shift works to reduce academic silos and tensions while facilitating preparation of students for careers requiring broadened skill sets.

4:30 pm – 5:00 pm
Concurrent Sessions 8
—30-Minute
Presentations

Concurrent Sessions 8 —30-Minute Presentations

Findings from a Racially Informed Longitudinal Study of Student Development Outcomes of Colleges Focused on Global Learning

Howard - M1

Elaine Meyer-Lee—Provost and Senior Vice President for Academic Affairs, Goucher College; Janelle Peifer— University of Richmond and Gita Taasoobshirazi— Kennesaw State University

Prospective students, parents, accreditors, future employers, and the general public are all looking for solid data on college outcomes, but there are many challenges to producing such complex research. This interactive session will describe the methods and results of a recently completed multi-method longitudinal study at three different colleges focused on global learning, including lessons learned so that it could be replicated at other campuses. The findings provide welcome solid evidence that liberal arts colleges focused on global learning can produce significant growth for students of all races on self-efficacy and intercultural competence, outcomes that are key to workforce readiness. However, the results also show that anxiety and depression decrease growth in intercultural competence, which is concerning given other recent data on student mental health and wellness. Participants will reflect on how both the methods and findings might be relevant to their own campuses.

4:30 pm – 5:00 pm
**Concurrent Sessions 8
—30-Minute
Presentations
(continued)**

Shining Light on Liberal Education in a Preprofessional World
Marquis Salon 14 - M2
*Peter White—Professor of Biology and Director of Liberal Education,
Colby-Sawyer College; Eden Wales Freedman— Colby-Sawyer College and
Hilary Williams—Dean for the School of Arts & Sciences, Colby-Sawyer
College*
The skills embedded in and most often associated with a liberal
education—communication, problem-solving, creativity, and
adaptability—are in high demand by employers. While forecasting job
growth (Job Growth, 2023) is complex and inexact, it is clear that today's
graduates need to be more versatile than ever. Like many institutions, our
enrollment in preprofessional majors such as nursing, health sciences,
business, and STEM outpace the traditional liberal arts disciplines, but our
commitment to liberal education remains strong—and worth reiterating
and highlighting. Perspectives from the academic vice president, the dean
for the School of Arts and Sciences, and the liberal education director will
lead this interactive discussion session.