

The page is decorated with several colorful, multi-faceted lightbulb icons in shades of yellow, green, blue, and purple, scattered across the top and sides. The background features a gradient from light green at the top to a darker teal at the bottom, with abstract, overlapping geometric shapes and a white curved line near the bottom.

*Conference on General Education,
Pedagogy, and Assessment*

The Innovation Imperative

**Empowering, Celebrating,
and Rewarding Campus
Change Agents**

February 15, February 22, and March 1, 2023
Virtual Program

AAC&U

Conference Program



**2023 Conference on
General Education, Pedagogy, and Assessment**

***The Innovation Imperative:
Empowering, Celebrating,
and Rewarding
Campus Change Agents***

PRELIMINARY PROGRAM – VIRTUAL EVENT

**February 9-11, 2023, New Orleans, LA (In-Person)
February 15, February 22, and March 1, 2023 (Virtual)**

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Program is subject to change.

Please note: All times below are Central Standard Time (EST)

Schedule-at-a-Glance

Wednesday, February 15, 2023

11:00 a.m. – 11:50 p.m.	Welcome and Framing of GENERAL EDUCATION Day
12:00 p.m. – 1:00 p.m.	Virtual Concurrent Sessions 1 – General Education
1:10 p.m. – 2:10 p.m.	Virtual Concurrent Sessions 2 – General Education
2:20 p.m. – 3:20 p.m.	Virtual Concurrent Sessions 3 – General Education
3:30 p.m. – 4:30 p.m.	Virtual Concurrent Sessions 4 – General Education
4:40 p.m. – 5:00 p.m.	Closing Commentary for GENERAL EDUCATION Day

Wednesday, February 22, 2023

11:00 a.m. – 11:50 p.m.	Welcome and Framing of PEDAGOGY Day
12:00 p.m. – 1:00 p.m.	Virtual Concurrent Sessions 1 – Pedagogy
1:10 p.m. – 2:10 p.m.	Virtual Concurrent Sessions 2 – Pedagogy
2:20 p.m. – 3:20 p.m.	Virtual Concurrent Sessions 3 – Pedagogy
3:30 p.m. – 4:30 p.m.	Virtual Concurrent Sessions 4 – Pedagogy
4:40 p.m. – 5:00 p.m.	Closing Commentary for PEDAGOGY Day

Wednesday, March 1, 2023

11:00 a.m. – 11:50 p.m.	Welcome and Framing of ASSESSMENT Day
12:00 p.m. – 1:00 p.m.	Virtual Concurrent Sessions 1 – Assessment
1:10 p.m. – 2:10 p.m.	Virtual Concurrent Sessions 2 – Assessment
2:20 p.m. – 3:20 p.m.	Virtual Concurrent Sessions 3 – Assessment
3:30 p.m. – 4:30 p.m.	Closing Commentary for ASSESSMENT DAY/Virtual Conference Wrap Up

Wednesday, February 15, 2023

11:00 a.m. – 11:50 a.m. Welcome and Framing of GENERAL EDUCATION Day

12:00 p.m. – 1:00 p.m. Virtual Concurrent Sessions 1 – General Education

Session 1 – The Post-Graduation Effects of HIPs and ELOs: A Longitudinal Study

- Chris Ferland and Jordan Cofer, Georgia College & State University

The College and Beyond (Outcomes of a Liberal Arts Education) initiative, founded at the University of Michigan and supported by the Andrew W. Mellon Foundation, seeks to explore the nature of a liberal arts education by asking: How does liberal arts education affect people's lives, and how can undergraduate education be improved? CBII surveyed the class of 2011 from seven participatory institutions (City University of New York, Georgia College and State University, Indiana University–Bloomington, Truman State University, University of California–Irvine, University of Houston, and the University of Michigan). Using this data, the Georgia College team proposed to use the instrument to study the long-term, post-graduation benefits of participation in high-impact practices. While high-impact educational practices have a long history in the liberal arts curriculum, including at Georgia College, the research on these practices is still emergent. At Georgia College, our student success program, GC Journeys, focuses on both high-impact practices, as well as integrating the essential skills, identified by AAC&U's Essential Learning Outcomes, into our curriculum. As a result, our project sought to measure the long-term impacts of high-impact practices (ten years after graduation) by using the data from the CBII project.

Session 2 – Task Force to a Mod(ification) Squad, Ready to Reform Gen Ed

- Pennie Pinkerton, Billi Bromer, and Drew Ferguson, Brenau University

A women's liberal arts college with an extensive online program for any gender will share how it is evaluating the need for a contemporary, inclusive, and simplified general education program. The processes are unique in including the director of assessment as well as faculty to assure that the assessment of learning outcomes is developed from the ground up. A task force appointed to identify needs was distinctive in gathering data from not only student and faculty surveys but also focus groups from multiple other stakeholders. What is most transferable about the process is its egalitarian approach among members and the inclusion of humor to engage in a serious and challenging task. To that end, the group has named itself the university's General Education Mod (Modification) Squad.

Session 3 – Empowering Change Using Campus-Wide General Education Listening Sessions

- Robert Prescott and Dakota Horn, Bradley University

Generating conversations about assessment data can be difficult. This conversation will explore how one institution utilized listening sessions and other opportunities to explore what the general education

assessment data suggested. Through collaborative conversations in this session, participants will generate a game plan for their institutions to ask the right questions and provide productive opportunities to listen. These explorations will help answer questions about how assessment processes and results can be made to matter for students and faculty and how siloed organizational structures can be made coherent and purposeful.

Session 4 – *Transforming General Education at Southern Oregon University*

- Clay Austin, Susan Walsh, Andrew Gay, Lee Ayers, and Melissa Anderson, Southern Oregon University

General education transformation can seem like an impossibly daunting task on most college campuses, with many competing stakeholders holding conflicting interests. Innovating in this area is disincentivized when faculty dig in to protect their share of general education credit hours—often extensive survey courses used as feeders into a major program. This session offers hope that real change and improvement are possible as faculty, staff, and administrators from Southern Oregon University present a potential roadmap for collaborative general education transformation.

1:10 p.m. – 2:10 p.m. Virtual Concurrent Sessions 2 – General Education

Session 1 – *Updating General Education to Improve Equity and Inclusion*

- Maggie Slattery and Mary Beth Williams, Penn State University

We will use our journey of using assessment and institutional research to reorganize general education requirements to frame a conversation around curricular complexity with a lens to improve equity and inclusion at a very large multi-campus institution. We encountered challenges of siloed academic structures and institutional inertia, but with an overarching desire for a coherent curriculum that conveys its importance and value. We were successful in making data-informed, timely changes to our general education program, which will start for students in summer 2023.

Session 2 – *Retrofit or Redesign? Diversity, Equity, and Inclusion in Open General Education*

- Jerry Parker and Elizabeth Hornsby, Southeastern Louisiana University

How can general education designs improve students' ways of knowing? Educators are often faced with the challenge of meaningfully deploying innovative change in static institutional systems. More specifically, how can general education (re)designs break the banking model of education by embracing open education and avoiding retrofitting inequity as innovation? Through facilitated dialogue, the presenters will invite faculty and administrators to participate in a meaningful conversation about open education and spaces of possibility in general education curricula unique to their institutions. Participants will have the opportunity to share their own experiences, explore beyond those experiences, and synthesize the whole experience to improve practice as it relates to innovative general education design.

Session 3 – *Partnering With Students to Build a Student-Ready General Education Program*

- Daniel Gaffin, Moriah McDonald, Tara Snowden, Lily Seely, Claire Lyons, Kayla O'Prandy, and Hannah Dodson, James Madison University

This dialogue will explore student involvement in curricular reform, redesign, and change, using the example of establishing a student advisory board to the General Education Council at James Madison University (JMU). Student facilitators will share their experience and how it has influenced their understanding of general education. Session participants will be invited to share their experiences of student involvement in general education governance. Following a discussion of philosophies and value statements about student partnership, we will examine the challenges in enacting these statements and concrete strategies for addressing those challenges, referencing the example of the student advisory board at JMU. The session will conclude by asking participants to create action plans of next steps at their institutions.

Session 4 – *Employing Visual Communication Design to Accelerate General Education Revision and Reform*

- Carrie Van Valkenburg Kehoe and Malia Spofford Xavier, Keuka College

This presentation will explore the role of visual communication design tools in accelerating curricular reform and revision in general education. The general education team at Keuka College will discuss visual design tools used to represent and analyze the current curricular structure, as well as demonstrate areas for change in the revision process.

Session 5 – *Leading Monroe Community College Through General Education Revision*

- Tracey Graney, Susan Hall, and Michael Jacobs, Monroe Community College

Faculty, administrator, and staff leaders of the Monroe Community College General Education Implementation Work Group will describe the steps in guiding the campus community through a significant curricular revision. Changes to the general education curriculum can have a wide-ranging impact, and numerous steps must be implemented to facilitate this change and reconcile differing positions on general education. Presenters will discuss the role of data in the decision-making process and the use of technology to facilitate the implementation of the new general education framework. The session will highlight concrete actions that engage stakeholders in the decision-making process, focus on clear and transparent communications, and uphold faculty governance of the curriculum process.

2:20 p.m. – 3:20 p.m. Virtual Concurrent Sessions 3 – General Education

Session 1 – *Pedagogy of a Tutoring Center*

- Chelsea O'Brien, State University of New York, Genesee Community College

Tutoring services are not just a place where students go to get fixed up like a broken car—at least not anymore. Modern learning or tutoring centers are spaces focused on student growth and development, where they can learn to “student” better. Come learn about modern approaches and discuss how you can partner with colleagues on your campus.

Session 2 – *Valuing Innovative Practice: Open Education and Tenure and Promotion*

- Andrew McKinney, City University of New York Central Office

The DOERS3 Collaborative, a group of over thirty public higher education systems and statewide/provincewide organizations whose objective is to support sustainable and equitable open educational resources (OER) programs at scale, has, through its Capacity Building Working Group, advocated for ways to incentivize and normalize open teaching and learning beyond monetary compensation for faculty. In this presentation, DOERS3 members will discuss their work advocating for the inclusion of OER and open education practices in the tenure, promotion, and reappointment process and share examples of what that work looks like in practice.

Session 3 – *JEDI 2.0: A Practical Radical's Guide to Reimagining Intro STEM Courses*

- Shylynn Lofton and Jill Halpern, University of Michigan

This incubator-style offering seeks to catalyze participants' efforts to create and realize a more expansive, DEI-centered vision for introductory STEM courses. To begin, we'll discuss “A Tale of Two Course Reforms”—one modest but meaningful revision of a multi-section math course and one radical, multidisciplinary reimagining of the same. Both have been transformative across a broad swath of metrics including student performance, engagement, creative and critical thinking skills, sense of agency and belonging, and beyond. In this context, we'll explore innovative curricula and pedagogies and their fruits as well as strategies for overcoming institutional obstacles to change. Finally, we'll share additional questions, ideas, and best practices, with an eye toward seeding collaborations across disciplines and institutions as we move forward together in this important work.

Session 4 – *Community Cultural Wealth: Examining Programs and Faculty to Support Students of Color*

- Courtney Griffin, University of Detroit Mercy School of Law

Through community cultural wealth, we know that students of color bring their own knowledge, skills, and abilities to the university. However, we must also acknowledge that the university plays an immense role in the enrollment and retention of its students. As a result of my study, I found the most beneficial ways that universities can support Black women in obtaining their undergraduate degree,

other than less stringent financial aid packages, is unique university programming, diverse and trained faculty and staff, and promotion of an inclusive college campus. Utilizing community cultural wealth and navigational capital, we will critically review current university programming and faculty for diverse student success.

Session 5 – *Learning Your ABCDs of Change: A Strengths-Based Approach to Gen Ed Reform*

- Susan Haymore, Nicole Akers, Stephen Biscotte, and Ann-Marie Knoblauch, Virginia Tech

Whether you are just starting out or deep in the weeds of gen ed reform, implementation, or ongoing maintenance, this workshop will provide a useful five-stage strengths-based change framework with thirty years of effectiveness in community development work. After a brief introduction to the model, you will hear from various stakeholders about their role in the gen ed reform process at Virginia Tech. Next, you will brainstorm, share, and ultimately leave with an asset map to guide gen ed engagement at your own institution. Your institution isn't just a series of problems to fix or deficits to overcome; it's packed with great people with strengths to offer, so let's identify them and engage them as members of the gen ed community. Easy as ABCD!

3:30 p.m. – 4:30 p.m. Virtual Concurrent Sessions 4 – General Education

Session 1 – *Hope-Based Teaching and Learning: Curriculum, Pedagogy, and Student Agency in General Education*

- Ellen Moll, Michigan State University
- Prathim-Maya Dora-Laskey, Alma College

General education courses often ask students to grapple with wicked problems or large, complex problems of great importance to the world. Learning about the enormity and intractability of these problems, however, does not necessarily empower students to feel that they can do anything about the issue, and students can even feel their agency lessen when they learn about the enormity and complexity of wicked problems. This session theorizes hope as a type of transdisciplinary inquiry that can inform how general education teaches about wicked problems in ways that enhance student connection and agency. Attendees will leave with concrete ideas to take back to their own roles in diverse institutions.

Session 2 – *Forging Partnerships to Deepen Student Engagement: Using Meta-Cognitive and Reflective Practices*

- Kimberly Cooney, Stephanie Fratantaro, and Elizabeth Knauss, Gwynedd Mercy University

In higher education, the relationship between knowledge and practice is strengthened by intentional student development of the reflecting and connecting aspects of learning. A comprehensive general education curriculum, as the hallmark of a university education and critical to civic engagement, provides a platform for reflective and integrative learning, development of metacognitive skills, and

appreciation of the general education core as inherently valuable. This workshop will guide participants in crafting a plan for collaborating with their campus partners to support reflective and integrative learning to prepare students for “successful careers and meaningful lives” (Gwynedd Mercy University General Education Mission Statement, 2019).

Session 3 – A Return to Humanity in Gateway Course Redesign

- Stephanie Foote, John N. Gardner Institute for Excellence in Undergraduate Education and Stony Brook University

This session will draw from the theories of change and lessons learned through gateway course redesign involving hundreds of courses across the disciplines at various institutions of higher education. This specific focus was chosen because success in gateway or introductory courses is important to student success overall, and it is students from historically resilient populations and identities (e.g., students of color, students who identify as first generation, etc.) who are often those who disproportionately earn DFWI grades in gateway courses (Adelman, 1999; Foote, 2021; Koch, 2017; Koch & Drake, 2021). Session participants will be introduced to the critical theories and scholarly practice associated with the liberatory and contemplative practices that serve as a foundation for gateway course redesign. Those theories will be further “brought to life” and applied to practice through the introduction of a course redesign framework and planning document session participants can use to consider the redesign of their own gateway courses. Participants will leave the session with a human-centered plan to employ course redesign changes with the goals of communicating belonging and designing for access, inclusion, and success of all students.

Session 4 – Action Research as a Mode of Creating Change on College Campuses

- Rachel Radina, Eastern Michigan University

During this interactive workshop, participants will learn about action research and how they can use it in their classroom curriculum to engage students around pressing social justice issues on campus. The facilitator will share a project she designed for her students during COVID-19 when her classroom was online. During the session the facilitator will highlight how the students engaged with the project and what issues they addressed on campus. She will also share techniques and resources with the participants. I.

Session 5 – Addressing Curricular Gaps Through Self-Directed Supplemental Learning Experiences

- Crystal Donlan, Elizabethtown College

Navigating the rough terrain of the learning landscape can prove challenging—especially when learners arrive to the experience ill-equipped for the journey. Helping students develop the competencies they need to succeed along the path to academic confidence often requires scaffolding to develop transferable skill sets. Utilizing best practice literature and examining a case study designed to improve student learning outcomes, the session presenter will unpack problem areas and work on developing solutions to support learners along their journey to greater confidence and competence.

Session 6 – *Incorporating Social and Emotional Learning (SEL) in General Education Courses*

- David Pratt, Purdue Northwest

The importance of social-emotional learning (SEL) is well established as an important area to address with college students today. Not only will students be more engaged with the course content, but they will also notice many benefits outside the classroom. This session will share an overview of SEL and its benefits along with the five competencies aligned with the specific resources that can incorporate them easily and effectively in general education courses.

4:40 p.m. – 5:00 p.m. Closing Commentary of GENERAL EDUCATION Day

Wednesday, February 22, 2023

11:00 a.m. – 11:50 a.m. Welcome and Framing of PEDAGOGY Day

12:00 p.m. – 1:00 p.m. Virtual Concurrent Sessions 1 – Pedagogy

Session 1 – *Cultivating Lasting Engagement for Learners With Peer-Guided Activities*

- Ksenia Ionova and Marina Tokman, Cornell University
- Max de Raaff, FeedbackFruits

In the emerging “landscape of merging modalities”—HyFlex, blended, in-person—it is often difficult to maintain student engagement, let alone continuously improve upon it. Peer feedback and assessment is one of the most effective strategies for ensuring lasting engagement and improving learning outcomes (Pearce, Mulder, & Baik, 2009; Topping, 1998). Effectively implemented peer assessment strengthens the comprehension of the course material, fosters students’ collaboration skills, and improves motivation (Hattie & Timperley, 2007). It is important, yet challenging, to facilitate peer feedback, especially in large-scale online settings. In this session, Ksenia Ionova and Marina Tokman will showcase how the Center for Teaching Innovation at Cornell University implemented scalable, iterative peer assessment and group work activities for diverse disciplines and learning modalities. The session will feature a case study, the impact on students’ skill development and learning outcomes, and best practices and future strategic directions identified on the basis of the implementation of the activities.

Session 2 – *From Content to Curiosity: Using Open Pedagogy and Ungrading in Gen Ed Science*

- Heather Miceli, Roger Williams University

This session will describe the transformation of a general education science course from one with a strong focus on content to one where students explore science as it is relevant to them through reflections and an open pedagogy project. The session will also include a discussion of course assessment, as the course is ungraded using a collaborative grading model. Participants will engage in breakout room discussions to brainstorm ways in which student choice and voice can be incorporated into other general education courses.

Session 3 – *Toto, We're Not in Kansas Anymore! New Advances in Pedagogy to Promote Critical Thinking*

- Amy Heston, Walsh University

Through the creation of my “student reflection formulator,” student successes were documented in key areas such as the application of course content to real-life applications and future careers. By looking closely at this two-year study in general education assessment at a small liberal arts university, the formulator proved to be a useful tool in creating practical reflection activities for students enrolled in Fundamentals of Clinical Chemistry, but we won't stop there. Critical thinking strategies from other courses that satisfy the general education curriculum, including forensic sciences, will be described. Distinctive strategies will show participants how reflection learning experiences can be incorporated for any discipline, any modality, any level of course, and any type of institution. Participants will gain practical knowledge and skills to begin creating these unique and engaging reflection activities for their courses, including those in varying disciplines that support the general education curriculum. Additionally, participant interaction will include initiatives that can capture student achievement in these areas. Never doubt the importance of a small initiative in pedagogy because it can take you beyond that yellow brick road to new adventures in teaching.

Session 4 – *Unlocking Creativity and Enhancing Flexible Thinking Through Art*

- Sofya Kerzhner, Baltimore City Community College

This experiential workshop is an interactive session focused on helping all participants, including students, faculty, and staff, unlock their creativity. After a demonstration, participants will dive into creating their own artwork. The workshop will expose participants to unforgettable art samples. All participants will discover their potential and unknown talents.

Session 5 – *Award-Winning Faculty's Instructional Decision-Making Approaches*

- Gerald S. Edmonds and Zeenar Salim, Syracuse University

Instructional decision-making is defined as an active process of making (or planning) and implementing the decisions before, during, and after the instruction. Evidence-based instruction is a crucial determinant of effective student learning experiences and outcomes. Join us to learn about approaches

award-winning faculty use to justify their instructional decision-making and draw lessons to enhance your own instruction.

1:10 p.m. – 2:10 p.m. Virtual Concurrent Sessions 2 – Pedagogy

Session 1 – *How to Design Writing Assignments That Set Students Up for Success in the Workplace*

- Martha Coven, Princeton University

This session will help you set your students up for career success by preparing them in the art of boiling their ideas down into concise, compelling communications. Come learn how to design writing assignments that align with the expectations your students will face in the workplace, where a premium is placed on the ability to efficiently deliver the takeaway points in any piece of writing—whether a memo, a slide deck, or even an email message. The author of *Writing on the Job: Best Practices for Communicating in the Digital Age* (Princeton University Press, 2022), an experienced teacher and trainer, will lead the session.

Session 2 – *Cluster Learning: One Approach to Sense-Making and Meaning-Making*

- Cathie LeBlanc and Elisabeth Johnston, Plymouth State University

In this session, we will share a brief overview of Plymouth State University's Cluster Learning model as an example for providing students opportunities for sense- and meaning-making in general education. In particular, we will focus on providing students opportunities to develop a sense of agency as a tool for sense- and meaning-making. We will then engage participants in a discussion about other possibilities for sense- and meaning-making in general education.

Session 3 – *Call for an Innovative Practice of Socially Engaged Foreign Language Learning and Teaching*

- Tiziana Serafini, University of Notre Dame

Language teaching and learning can—and should—be innovated by aligning it with the most pressing needs of society, responding to calls for relevance and social connections between the classroom and the world. The case study I will present bridges language learning with language teaching, the engaged humanities, and service learning. This course allowed students to learn about refugee-related issues and provided professional development in basic principles of foreign language pedagogy. Following this course, the students were employed as language coaches in a course of basic Italian for refugees.

Session 4 – *Engaging Students in Processes of Program Review and Development*

- Jovan Groen, Western University

Focusing on the reciprocal value of engaging students in program assessment processes, this session aims to identify common ways that students are currently being engaged in the review and development of academic programs. Stemming from case examples at one Ontario postsecondary institution, including the piloting of a Quality Assurance (QA) Academy for student reviewers, the session will examine both challenges and opportunities regarding student engagement in QA.

Session 5 – *Empowering the Future: Integration of Social Studies Throughout the Curriculum*

- Jessica Fuda-Daddio and Manuel Rosa, Keiser University

The exclusion of strategic teaching in the area of social studies continues to impact our society. In this session, presenters will share purposeful social studies integration to embrace current practices while making learning even more meaningful for all students. If we do not bring social studies back into focus, students will leave school without an understanding of how history impacts the future and how government and civics should create democracy. Given current events within our country and beyond, we need to take a step back, refocus, and help students truly understand the world around them.

Session 6 – *Ensuring That Both Online Pedagogy and Content Are Accessible to Students With Disabilities*

- Sheryl Burgstahler, University of Washington

During the COVID-19 pandemic, thousands of courses pivoted online at lightning speed. Online learning has provided opportunities to many students, but has erected barriers to some, including students with disabilities. Learn how basic principles of universal design (UD), universal design for learning (UDL), and universal design of IT can be applied to make online course content and pedagogy fully accessible to students with a wide variety of disabilities, and everyone else. The presenter will provide useful resources for further exploration of these topics.

Session 7 – *Virtual Reality as a Clinical Tool to Manage Student Anxiety*

- Kelly Christensen and Michele Bennett, Keuka College

As times change, so do the ways we need to think about helping students who are often caught in transition from high school to higher education. Oftentimes, students do not want to attend individual counseling sessions or will fail to seek out professional help. Come learn what we do on our small, rural college campus to engage students and help them learn ways to decrease stress and anxiety through the use of virtual reality.

Session 8 – Community-Engaged, Project-Based Learning in Engineering: A Case Study

- Seema Dahlheimer, Washington University in St. Louis

Engineers in the Community, a community-engaged course in the McKelvey School of Engineering at Washington University in St. Louis, started out in 2016 with programming primarily in Ferguson, Missouri, one of the flashpoint cities of the Black Lives Matter movement. In this course, we aimed to expose undergraduate engineers to systemic problems in our region and have them begin to apply their engineering skills to these problems. Before 2020, this course was community-connected, and students found it transformative because of 1) getting outside of the "WashU bubble" by going to locations around St. Louis, and (2) meeting people from our community in person. The COVID-19 pandemic rendered both of these transformative aspects impossible. In response, we drastically reimaged this course as community-engaged, project-based, and more fully integrated into our community. In this presentation, I will present some of this course's transformative aspects and its potential as a model for other community-engaged STEM courses, and open for discussion the possibilities of this kind of project-based learning on other types of courses. Further, we will discuss ways to take this project-based model and adapt it for different disciplines, in different cities, and to help solve different types of problems.

2:20 p.m. – 3:20 p.m. Virtual Concurrent Sessions 3 – Pedagogy

Session 1 – How Can We Do Better? College Educators' Responsibility in Supporting Students in Foster Care

- Marjorie Blicharz, Rowan University

This session will highlight the educational barriers that students in foster care face as they transition into higher education. The presenter will explore this population's unique needs related to their involvement with state systems, educational barriers and required supports, and intersectional contexts. Theoretical framework systems will also be explored in conjunction with current programs to understand and support these students in their access to education and overall success. Acknowledging this population of students and their specific needs highlights liberal education's responsibility in creating equitable structures as these students navigate the next phase of their lives. Higher education faculty and staff will leave this program with new information related to this population and action steps to create a supportive environment on campus.

Session 2 – Educational Leadership in a Global Context: Creating In-Class Conversations About Global Citizenship

- Renee Lamb, Virginia Commonwealth University

As our world grows increasingly smaller, the importance of global citizenship expands. Students all over the world are leaving our universities and entering complex global contexts, even when they think they are "just" entering domestic industries and trades. Current events, including the COVID-19 pandemic

and the recent war in Ukraine, have highlighted the global interdependencies that we all face—challenging us to see something simple, like a common consumer good, as a multiple input, international product. In its very nature, leading a class as a professor or a departmental head, creates a unique opportunity to shape how others see their world. Students enter the classroom open, full of curiosity and a desire to acquire knowledge. As educators, we can choose to use the classroom experience either to simply introduce our students to the topic at hand or as an opportunity to show our students their global context in a way that not only enhances their learning of the class topic but also enhances their ability to adapt to global changes while becoming better global citizens. This presentation is based on research conducted over five years by the presenter, while teaching across disciplines and within both the United States and Egypt. Application of this “global” pedagogy and the related research conducted by the presenter span multiple curricular topics including business, economics, design, and fashion. While it may seem difficult, creating a conversation about global citizenship within any class topic is possible. It is also what the world is requiring of us. In this talk, we will examine the key elements that make incorporating global citizenship into any classroom topic possible. Participants will practice a personal reflection exercise that identifies opportunities and action steps for the incorporation of global citizenship conversations into their own class curriculum, irrelevant of class topic.

Session 3 – *Online Mentoring for Faculty and Students: Scaling Up Resources for Support*

- Olena Zhadko and Susan Ko, Lehman College, City University of New York

This session will provide insights into mentoring for faculty and students in online education programs, or for those considering a more traditional mentoring program delivered predominantly online. The presenters will discuss a variety of faculty and student mentoring programs for higher education, along with relevant best practices and examples of effective and successful implementation. This session will highlight the rationale for mentoring, characteristics of effective mentors and mentees, and ways to structure or organize programs. In addition, it will detail the core elements for setting up and running online mentoring programs. This session is largely based on the presenters’ book *Best Practices for Mentoring in Online Programs: Supporting Faculty and Students in Higher Education (2022)*, which highlights evidence-based, effective mentoring programs for online instructors and learners from a variety of institutions of higher education in the United States as well as the authors’ own work in developing and supporting online mentoring programs.

Session 4 – *Examining a Teaching Assistant Model for Online Courses*

- Robert Shields, Julianna Carrera, Elisa Shepard, and Dirk Davis, California Baptist University

In a traditional, in-person setting, teaching assistants have been widely used to help a lead instructor with a wide variety of teaching-related responsibilities. In this session, we will examine the ways that a teaching assistant model helped a private university offer its online courses more efficiently. The session will also review benefits of the model as they relate to faculty training and development.

3:30 p.m. – 4:30 p.m. Virtual Concurrent Sessions 4 – Pedagogy

Session 1 – *Publishing As Pedagogy: Creating a Peer-Reviewed Class Journal*

- Claire Timperley, Rita Shasha, and Isabel Doudney, Te Herenga Waka-Victoria University of Wellington

Undergraduate students are often assumed to be consumers of the material instructors bring to their attention. Rarely are they seen as producers of original research, other than in elite honors programs or opt-in university-based undergraduate research journals. Yet students new to a subject often have highly original responses to what they encounter. We will share an innovative assessment used in an undergraduate political theory course that aims to give students a better understanding of how scholarship is produced, see themselves as potential contributors to the discipline, and strengthen their research and writing skills. The assessment—a class-based peer-reviewed journal—confers similar benefits to the university-wide undergraduate research journals that are the focus of pedagogy literature on student research, while requiring fewer resources and coordination than university-wide initiatives.

Session 2 – *Integrating Public Scholarship Into Courses: A Workshop and Primer for All Disciplines*

- Reba Wissner, Columbus State University

Public scholarship encourages students to bring their knowledge of a subject to the outside world and is acknowledged as a component of high-impact practices and situated learning. This workshop will enable faculty in all disciplines to have a clear path to what it takes to incorporate public scholarship into their courses.

Session 3 – *Adaptive, Emergent, and Transformative: New Pedagogical Tools for New Historical Moments*

- Ever Jones, University of Washington Tacoma

Who are you? How are you? What do you need? Let's collectively learn to co-design courses using these three questions from transformative healing practices. Bringing forward frameworks from emergent strategy, generative somatics, and transformative justice, we will co-design a presentation on developing and employing embodied, adaptive pedagogical methods for our students.

Session 4 – *Back to Scholastics: Enhancing Argument Skills*

- Giannina Orejel Orejel and Maria Jose Gomez Ruiz, Universidad Panamericana

In many general education courses, students are assessed through argumentative essays. A common concern, however, is that in many cases, students inadvertently develop such essays upon incompatible or contradictory lines of thought. To meet the challenge upfront, instructors need to train their students in thought-structuring processes. A proven strategy to do this is . . . wait for it . . . the medieval "questio," which has been used within a handful of Universidad Panamericana's Humanities

Courses. This assessment method and accompanying teaching strategies will be presented as tools that can be implemented across a wide variety of disciplines and course levels in which students are expected to produce cohesive written work.

Session 5 – *Rehumanizing the Humanities: Ungrading in the Language Classroom and Beyond*

- Evgeny Dengub and Lori Mesrobian, University of Southern California

Research has shown that grades are not equitable. Grades can be harmful to student mental health. And often grades are not the best indicator of student learning. So then why do we grade? Can meaningful assessment be done without tying results to grades? We believe it can! In this presentation, we will begin by defining our ungrading philosophy, which has at its core a desire to rehumanize our humanities classes and put student learning at the center by decentering grades. We will discuss ungraded practices and assessment tools that have proven successful in our language classrooms but could be adapted for many other disciplines. We will then share data and student feedback to support our work and discuss program-wide implications of the ungraded classroom.

Session 6 – *Teaching for Learning: Evidence-Based Teaching Techniques*

- Claire Major, The University of Alabama

The research on teaching and learning in higher education is more robust than ever. Studies on what teaching methods improve student learning have been conducted in nearly every discipline and field imaginable. These studies have much to offer our understanding of how to improve student learning in practice. Evidence-based teaching has finally arrived, and indeed it is long overdue. In this interactive session, Claire Major will present an overview of research findings and engage participants in activities that demonstrate their importance. Participants should leave with knowledge about several new instructional techniques they can implement in their own courses.

4:40 p.m. to 5:00 p.m. Closing Commentary of PEDAGOGY Day

Wednesday, March 1, 2023

12:00 p.m. – 12:50 p.m. Welcome and Framing of ASSESSMENT Day

1:00 p.m. – 2:00 p.m. Virtual Concurrent Sessions 1 – Assessment

Session 1 – Core Redesign: Planning, Implementation, and Assessment for Learning

- Tara Rose, Louisiana State University

Louisiana State University (LSU) began its general education redesign in fall 2017 to bring it more in line with current best practices. A faculty-led process unfolding over a four-year period yielded a very strong framework. The faculty committee began reviewing existing literature on general education revision, refined the focus of the proposed curriculum to a set of "proficiencies" (AAC&U Essential Learning Outcomes), developed an assessment plan using the VALUE Rubrics, and vetted all courses initiated under the new framework, called the Integrative Learning Core (ILC). LSU fully implemented the ILC program in fall 2022. This discussion session will highlight our approaches to planning a redesign, strategies for implementation, and how we moved to collecting meaningful data, not only for individual courses but at the proficiency level as well. Attendees will have the opportunity to discuss why data matters and how it can be used to improve curriculum and instruction.

Session 2 – Taking the Sting Out of Post-Exam Reviews

- Josh Kies and Mary Bester, Georgia Southern University

Instructors in healthcare courses are hesitant to share carefully constructed test items out of fear of compromising test validity and reliability. While in-person reviews present a valuable opportunity for student learning, this can result in a chaotic disrespectful learning environment if not well structured. This presentation will show a process developed to provide feedback to students within an in-person environment as an opportunity to develop their metacognitive skills without compromising test validity.

Session 3 – Embracing Students' Voices in General Education Assessment

- Sarah Wu, Georgia Institute of Technology

The traditional assessment approach asks students to demonstrate their attainment of learning outcomes in a particular way. However, this approach is likely to reinforce inequities and not support learning for all students. In this Student Voice in General Education Assessment project implemented in an R1 university, the presenter will explore the idea of inviting students to be meaningfully involved in assessment processes, share the project design for engaging students in general education assessment, and discuss how students make meaningful learning connection among general education outcomes, degree programs outcomes, and their career goals through this project. Presenters will also discuss the unexpected benefits of the project. Session participants will have the opportunity to apply takeaways to their work at the course, program, or institutional level.

Session 4 – Every General Education Course a (Ken Bain) Super Course

- Shirley O'Brien and Matthew Winslow, Eastern Kentucky University

Do you believe that general education courses should be the best courses on your campus? Are you tired of students (and faculty) complaining about how boring and useless general education courses are? Come to our session and collaborate on designing an innovative general education program

based on Ken Bain's concept of a super course. Super courses are problem-based, student-centered, interdisciplinary, collaborative, ungraded, and meaningful. What could be better?

Session 5 – Assessment to Measure Student Learning and Inform Instruction

- Nichole Barta, Gonzaga University

This session will address the question, "How can assessment processes and results be made to matter for students and faculty?" It will address the question by providing examples of course-level assessment processes that have been used to further student success and will ask participants to share how they have used different assessment processes in their courses. The session will include practical strategies for designing and aligning formative and summative assessments in a systematic way to measure students' learning and achievement of course outcomes. Participants can discuss how they believe these strategies may help students see the value of assessment in a course. Effective assessment systems produce data that identify areas of growth, enable instructors to provide meaningful feedback to students, empower students to self-evaluate, and guide future instructional decisions. In addition, assessment can determine if our teaching methods are effective in helping students learn. Session learning outcomes will include: 1) Describe course-level assessment strategies that can measure students' progress toward learning outcomes; 2) Explain how to use formative data to provide meaningful feedback to students that results in greater academic achievement on a summative assessment; and 3) Discuss how to give student voice to assessment processes in the classroom.

Session 6 – Two Objectives, One Artifact: The Trenches of Evolving Assessment Practice

- Andrea Irias, LaGuardia Community College

This session will feature a discussion about a decade-long, college-wide overhaul of assessment practice. The presenters will explore the college-wide assessment practice, the impact on programs, the challenges faculty face, and promising student outcomes.

1:10 p.m. – 2:10 p.m. Virtual Concurrent Sessions 2 – Assessment

Session 1 – A New Era of Responsive Leadership: How Thought Leaders Intersect Equity and Assessment at an HBCU

- Cheryl Thomas, Winston Salem State University

Are you looking for new, exciting, and creative ways to assess your general education students. Look no further. Hear creative ways to bridge the gap and intersect equity and assessment for students to achieve success in unconventional ways as we spotlight innovative strategies and explore the challenges on the way to novel solutions that are practical and adaptable across your institution. Multiple assessment methods and procedures take into consideration not only students' prior knowledge but also their cultural experience and cognitive style.

Session 2 – Continuous Program Improvement Through a Program Visualization Framework

- Joe Lodewyck and Elizabeth Kranz, Post University

Program visualization is a multiphase process that aids program leaders in articulating the goals/purposes of their program, leading to more meaningful program learning outcomes and more effective assessment data for evaluation, analysis, and data-driven decisions for continuous program improvement.

Session 3 – Am I Assessing What Matters to Me?

- Raymond Shaw, Merrimack College

How can assessment work become meaningful to faculty members? This learning dialogue will engage participants in identifying what matters the most to them in teaching and learning. Learning disciplinary content is one kind of change, but learning involves a much broader set of changes as well, including affective changes (changes in attitudes, perspectives, beliefs, and self-understanding); the acquisition of complex intellectual and social skills; and sometimes life-altering changes. Knowing how well those kinds of changes have been achieved requires a broader set of tools than measuring student artifacts. Session participants will consider meaningful changes and ways of knowing the extent to which those changes have occurred in students.

Session 4 – Making Gen Ed Assessment Meaningful: Strategies for Supporting Your Faculty

- Jenni Gallagher, Stephanie Davis, and Eli Jamison, Virginia Tech

This session will introduce and explore strategies that help faculty find meaning in assessment. Two instructors will share their experiences with assessment and discuss specific supports that positively impacted their teaching and their perceptions of assessment. Participants will then discuss how their institutions might utilize similar supports or other initiatives to scaffold meaning-making for faculty at each stage of the assessment process: from selecting well-aligned assessments to collecting the data to reflecting on that data to revise future instruction.

Session 5 – Grand Challenges: Do Students Know What You Want Them to Know?

- Jessica Taylor, University of Tennessee at Chattanooga
- Chadia Abras, Johns Hopkins University
- Justin Hoshaw, Waubensee Community College
- Ashley Charsha, University of Tennessee
- Jun Fu, Michigan State University
- A. Rene' Schmauder, Clemson University

In this session, we will share how to improve the ways faculty and assessment professionals know that their students know what they are supposed to know using adaptive learning, experiential learning opportunities, classroom engagement, cocurricular activities, and metacognition in the context of formative assessment.

Session 6 – *Going Beyond the Minimum: A Framework to Assess Students' Integrative Learning*

- David Kniola, Virginia Tech
- Mengyun Li, Emory University

This study addressed the salient literature on general education in higher education today and then used mainly quantitative methods and qualitative methods as a supplement to investigate an empirically based measure of integrative learning in the program. It revealed the continuous process of integrative learning from disciplinary knowledge to application to the real world, established an initial framework for assessing students learning outcomes of integration, and provided implications for researchers and practitioners to utilize the instrument and extend to a wider range of students and academic programs.

Session 7 – *Not Another Survey: Making Data Usable Within Higher Education*

- Ankita Gumaste, Jennifer Claydon, Meghan Bathgate, and Jonathan Waterhouse, Yale University

To better enable the respectful, responsible use of data within our communities, our session will review concrete guidelines related to commonly requested self-report data within higher education. Attendees can anticipate reflecting on applied, interdisciplinary examples of these guidelines with an eye toward generating ideas to bring to their own data-related efforts.

2:20 p.m. – 3:20 p.m. Virtual Concurrent Sessions 3 – Assessment

Session 1 – *The Gen Ed Assessment Journey: Strategies for Community Colleges*

- Fiona Chrystall, Asheville–Buncombe Technical Community College
- Jennifer Billman, HACC, Central Pennsylvania's Community College
- Kathleen Gorski, Waubensee Community College

Community colleges are committed to open access and serving multiple missions. Students attend to complete certificates and degrees; transfer to four-year institutions; or complete individual courses for skill development. Many students attend part-time around work and family obligations. Paths to completion are not perfectly sequenced. These considerations create challenges for general education assessment. In this session, community college professionals will share common challenges to general education assessment and their strategies for success. Time will be provided for attendees to discuss their current practices to address these challenges. Topics will include creating a framework, engaging faculty members, and evaluating the assessment process. Presenters will share examples of practices that attendees can implement at their home institutions.

Session 2 – Grand Challenges in Assessment: Applications to Improve General Education

- Jessica Taylor, University of Tennessee at Chattanooga
- Karen Singer-Freeman, Wake Forest University
- Justin Hoshaw, Waubonsee Community College
- Yao Hill, University of Hawai'i at Mānoa
- Ryan Smith, Illinois State University

This session will share practical applications coming from the Grand Challenges in Assessment project. Those responsible for delivering general education curricula are motivated to increase the speed of pedagogical improvements, address inequities, and conduct more useful analyses and planning. Successful efforts to address these challenges are taking place across higher education. This session will disseminate effective practices and provide off-the-shelf ideas for ways individual campuses can make immediate improvements to general education assessment. Participants will leave with new ideas that can be implemented within campus general education programs to increase the equity of assessments of learning, improve measurement of learning over time, improve the quality and visibility of assessment findings, and increase the use of assessments to guide rapid and equitable improvements in learning.

Session 3 – Identifying Systemic Barriers and Empowering Assessment Change Agents

- Stephanie Hedge and Diana Dabek, University of Illinois Springfield

Session participants will have the opportunity to listen to our assessment journey at the University of Illinois Springfield, and through guided discussions, will learn to recognize hidden systemic barriers to both conducting assessments and implementing curricular change based on those findings. Through guided prompts and freewriting activities, participants will be prompted to think about the circumstances at their own institutions and how they might go about promoting more inclusive and equitable assessment practices.

Session 4 – First-Year Seminars and Lifelong Learning: How Do We Assess a Core Value?

- David Szymanski, Erin Kelley, and Zoë Wagner, Bentley University

Does your campus wrestle with the challenge of how to assess the impact of experiences like a first-year seminar on core values such as lifelong learning, appreciation for diverse perspectives, and ethics? At Bentley University, we are attempting to do just that through our newly developed Falcon Discovery Seminar. In fall 2022, we launched a new model of our first-year seminar, where each section is focused on solving a "wicked problem" through the disciplinary perspective of the faculty member teaching the section. A new approach to this course has challenged us to consider new assessment practices. To understand this course and its impact, we are utilizing a juried review process of final papers; pre- and post-assessments focused on perceptions of how the course impacted student belonging, metacognition, and engagement; and large-scale textual analysis of three thousand student reflection essays. We are going to bring some of this data with us to this session for you to review, analyze, and consider. We hope that participants will come ready to play with the data and offer critiques on how we can improve this course and assessment practices as we move forward.

Session 5 – *Writing Course-Level Learning Objectives: Bringing Taxonomies Into Action*

- Zeenar Salim and Amanda Johnson Sanguiliano, Syracuse University

Are you a linear or holistic thinker? Have you ever tried to merge the two domains to create course-level learning objectives? Come learn about and use a framework that leverages Bloom's and Fink's taxonomies to design transparent alignment between course-level learning objectives, assignments, and instructional strategies.

4:30 p.m. – 5:00 p.m. Closing Commentary and Virtual Conference Wrap Up

