2018 ACADEMIC AFFAIRS WINTER MEETING
SAN ANTONIO, TEXAS FEBRUARY 8-10, 2018

PUBLIC UNIVERSITIES IN CHALLENGING TIMES

AASCU American Association of State Colleges and Universities
Delivering America’s Promise

PROGRAM AT-A-GLANCE
**Wednesday, February 7**

3:00pm - 5:00pm  
**Registration**  
*San Antonio Grand Ballroom Foyer*

**Thursday, February 8**

7:30 am - 5:00 pm  
**Registration**  
*San Antonio Grand Ballroom Foyer*

8:00 am - 9:00 am  
**Breakfast for Pathways and Student Success Leadership Pre-conference Meetings**  
*San Juan Foyer*  
By invitation only

8:00 am - 4:00 pm  
**JSU CORE Pre-Conference Meeting**  
*San Augustine A*  
By invitation only

10:00 am - 2:00 pm  
**NASH Pre-Conference Meeting**  
*San Augustine B*  
By invitation only

9:00 am - 2:00 pm  
**Assessing and Improving Political Learning and Engagement on Campus Initiative Workshop**  
*San Gabriel A*  
By invitation only

9:00 am - 2:00 pm  
**Pre-Conference Workshop on Pathways**  
*San Juan A*  
Pre-registration required

9:00 am - 12:00 pm  
**Pre-Conference Workshop Linking Re-Imagining the First Year and Frontier Set**  
*San Miguel B*  
By invitation only

12:30 pm - 2:30 pm  
**Pre-Conference Workshop for New Provosts**  
*San Jose*

2:30 pm - 4:00 pm  
**Opening Plenary**  
*San Antonio Grand Ballroom*
Shaun R. Harper is a Provost Professor in the Rossier School of Education and the Marshall School of Business at the University of Southern California. He also is the Clifford and Betty Allen Chair in Urban Leadership, founder and executive director of the USC Race and Equity Center, and immediate past president of the Association for the Study of Higher Education. Dr. Harper’s research focuses primarily on race, gender, and other dimensions of equity in an array of organizational contexts, including K-12 schools, colleges and universities, and corporate environments.

Dr. Harper has published over 100 peer-reviewed journal articles and other academic publications, and received more than $13 million in research grants. Johns Hopkins University Press is publishing his 13th book, Race Matters in College. His research has been cited in more than 7,700 published studies. The New York Times, Los Angeles Times, Washington Post, Wall Street Journal, Chronicle of Higher Education, and over 11,000 news outlets have quoted Professor Harper and featured his research. He has interviewed on CNN, ESPN, and NPR, and has been recognized in Education Week as one of the 10 most influential professors in the field of education. Dr. Harper spent a decade on the University of Pennsylvania faculty, where he founded the Center for the Study of Race and Equity in Education.

Concurrent Sessions 1

4:15 pm – 5:15 pm

Student Engagement and Civic Engagement: Assumptions and Reality
San Augustine B

Texas State University System Chancellor’s Fellows Program: Leveraging Faculty Leadership to Increase Student Success
San Juan A

Reimagining the Academy: A Multidirectional Approach to Academic Reorganization
San Xavier

Saving the Humanities, Saving Our Students, Surviving the Cyborgs
San Gabriel A
Presenter(s): Micheal Crafton, University of West Georgia

Doing What We Say: Converting Mission Statements to Student Learning
San Miguel B

Bridging the Gap: Assuring Graduates’ Are Prepared for the 21st Century Workforce
San Juan B

5:30 pm - 6:30 pm
Opening Reception hosted by President Mildred Garcia
San Antonio Grand Ballroom
Mildred García assumed the presidency of the American Association of State Colleges and Universities (AASCU) on January 22, 2018. She is the first Latina to lead one of the six presidentially based higher education associations in Washington D.C.

As AASCU president, Dr. García is an advocate for public higher education at the national level, working to influence federal policy and regulations on behalf of member colleges and universities; serving as a resource to presidents and chancellors as they address state policy and emerging campus issues; developing collaborative partnerships and initiatives that advance public higher education; directing a strategic agenda that focuses on public college and university leadership for the 21st century; and providing professional development opportunities for presidents, chancellors, and their spouses.

Prior to joining AASCU, Dr. García served as the president of California State University, Fullerton—the largest university in the CSU and the third largest university in the state. Under her leadership, the university saw a 30 percent improvement in six-year graduation rates and a 65 percent improvement in four-year graduation rates for first-time freshmen—both university records; the achievement gap was eliminated for transfer students and cut in half for first-time freshmen; and annual gift commitments nearly tripled (from $8.5 million to $22 million). The institution is now number one in California and second in the nation in awarding bachelor's degrees to Hispanics, as well as sixth in the nation in graduating students of color.

A first-generation college student, Dr. García earned a Doctor of Education degree and a M.A. in Higher Education Administration from Columbia University, Teachers College; a M.A. in Business Education/Higher Education from New York University; a B.S. in Business Education from Baruch College, City University of New York; and an A.A.S. from New York City Community College.

6:45 pm – 8:00 pm
Frontier Set Dinner and Solutions Poster Session
San Miguel A/B
By invitation only

Friday, February 9
7:30 am - 8:45 am

Breakfast
San Antonio ABC

7:30 am - 8:45 am
Breakfast for Women Provosts
San Jose
Open to all attendees

9:00 am - 10:30 am
Friday Plenary
San Antonio Grand Ballroom
“The Role of Higher Education in Preparing Informed, Engaged Citizens”

**Thomas Ehrlich** is a Visiting Professor at the Stanford University School of Education. He has previously served as president of Indiana University, provost of the University of Pennsylvania, and dean of Stanford Law School. He was also the first president of the Legal Services Corporation in Washington, DC, and the first director of the International Development Cooperation Agency, reporting to President Carter. After his tenure at Indiana University, he was a Distinguished University Scholar at California State University and taught regularly at San Francisco State University. From 2000 to 2010 he was a Senior Scholar at the Carnegie Foundation for the Advancement of Teaching. He is author, co-author, or editor of 14 books including Preparing Undergraduates for Business: Liberal Learning for Professional Education (2011), which won the Ness Prize for the best book of the year on liberal education; Reconnecting Education and Foundations: Turning Good Intentions into Educational Capital (2007); Educating for Democracy: Preparing Undergraduates for Lives of Responsible Political Engagement (2007); and Civic Work, Civic Lessons: Two Generations Reflect on Public Service, with Ernestine Fu (2013). He has been a trustee of Bennett College, of Mills College, and of the University of Pennsylvania. He is a graduate of Harvard College and Harvard Law School and holds five honorary degrees. He is also member of the American Academy of Arts & Sciences.

**Nancy Thomas** directs research on higher education’s role in American democracy, including the National Study of Learning, Voting, and Engagement (NSLVE). Prior to joining Tisch College in 2012, Nancy directed the Democracy Imperative, a national network of academics and practitioners working to advance deliberative democracy in higher education. Earlier in her career, she practiced university law. She currently serves as an associate editor for the Journal of Public Deliberation and senior associate with Everyday Democracy. Her professional interests connect political learning and democratic engagement; equity, diversity, and inclusion; academic freedom and free speech, and; legal issues in higher education. She holds a doctorate from the Harvard Graduate School of Education and a JD from Case Western Reserve University.

**Mike Caulfield** is currently the director of blended and networked learning at Washington State University Vancouver. He has worked in educational technology since 1997, with some forays into other things to pay the mortgage. Since 2005 he has focused his energy on understanding how online communities and open resources can make institutions more effective, most prominently as the first director of community outreach for the OpenCourseWare Consortium, but also as a founder of a number of local and hyperlocal online communities, and in numerous instructional design projects at Keene State College. He has been recognized for his thinking on these issues, both at national conferences and through Hapgood, his long running blog on educational technology.
issues (hapgood.us). Outside of education, he is possibly best known as a co-founder of the 5,000 member online political community Blue Hampshire in 2006, a site described by Daily Kos founder Markos Moulitsas as "one of the most influential blogs in the nation", and one of eight blog communities chosen in 2007-2008 for syndication by Newsweek’s Ruckus Project.

Concurrent Sessions 2 10:40 am – 11:30 am

Federal Higher Ed Policy in 2018: Assessment and Predictions  
*San Xavier*

Integrating Career Preparation throughout a Four-Year General Education Experience  
*San Juan A*

What’s in a Name?: The Stockton Exhibition Project as a Teachable Moment  
*San Juan B*

Fostering an Administrative Culture to Support Online Education and Increase Enrollment  
*San Gabriel A*

Developing the Scholar Teacher for Enhanced Student Learning  
*San Augustine A*

Managing a Holistic Approach to Student Success in a Regional Open-Enrollment University  
*San Augustine B*

Strategic Issues and Priorities for Internationalization at AASCU Institutions: 2017 Survey Findings  
*San Miguel A*

The Transformation of Career Development in Higher Education: It’s About Time!  
*San Miguel B*

Redesigned Advising Panel - Frontier Set Strategies for Student Success  
*San Jose*

11:30 am - 11:45 am  
**Refreshment Break**  
*San Antonio ABC*

Concurrent Sessions 3 11:45 am – 12:35 pm

Moving student from the Classroom to Careers: Creating a Holistic Career Initiative  
*San Miguel A*

"Beyond Recruiting: Challenges of Comprehensive Internationalization"  
*San Juan B*

Prioritizing Civic Engagement
San Xavier

AASCU’s Becoming a Provost Academy Class of 2017-2018: An Update from Participants
San Gabriel A

Academic Oversight for Concurrent or Dual Enrollment using NACEP’s National Standards and Accreditation
San Augustine A

Working Towards a Dream: Approaches to Working with Undocumented Students at State-supported Institutions
San Augustine B

The Emerging Discipline of Student Success Management
San Juan A

Data-Driven Retention: Strategies for Driving Long-Term Growth through Persistence
San Miguel B

The Changing Landscape of Higher Education: Working at Scale within Complex Systems
San Jose

Lunch Break
San Antonio Grand Ballroom

12:45 pm – 2:15 pm

Spotlight Lunch Sessions

American Democracy Project Think Tank
San Jose
AASCU’s American Democracy Project is celebrating its 15th anniversary in 2018 and is embarking on a number of new initiatives to engage our campuses that expand our ability to prepare students to be informed, engaged citizens for our democracy. Attend this interactive session to learn about this work in greater detail; facilitators will ask participants to describe their campus’s culture around civic learning and democratic engagement, identify and share their own promising practices, and strategize how to best to nurture and expand this work at their respective institutions.

Presenter(s): Amanda Antico, AASCU
Jennifer Domagal-Goldman, AASCU
Daniel Fidalgo Tomé, Stockton University
William McKinney, Indiana University

Sign up at the Registration Desk to join following three spotlight lunches!

What Will It Take for the “Student Success” Agenda to Succeed?
San Juan B
We’re monitoring predictive analytics, sending automated alerts to students, and redesigning programs to make pathways clear and coherent. We’re focusing on the first-year experience and asking students to collaborate on projects, conduct research, and learn through civic engagement.
We’re expanding advising and offering supplemental instruction. Yet graduation rates are not improving quickly enough to meet our own goals. What will it take for the “student success” agenda to succeed? In this facilitated session, participants will have the opportunity to join a candid, “closed door” conversation about their own efforts to improve student outcomes. What’s working? What has yet to show promise? What else do we have to do?

Discussion facilitators will bring particular focus to the issue of quality instruction and the evidence-based practices shown to increase student engagement, motivation, and learning. To what degree are faculty prepared to teach with these approaches? Is the quality of teaching an underlying factor to realizing the potential impact of success initiatives already in place? What can be done to ensure students receive the quality of instruction they need to succeed?

By the end of this session, you will have:
• Analyzed the comprehensiveness of your student success efforts
• Discussed the role of quality instruction in these efforts
• Identified ways to expand the use of evidence-based teaching practices campus wide

Presenter(s): Amy Chasteen Miller, University of Southern Mississippi
K. Laurie Dickson, Northern Arizona University
Penny MacCormack, ACUE

Fireside Chat: What it Means to be College Ready
San Juan A
High school graduation rates are up nationwide, but is our K-12 system producing graduates who are ready for college? How can we ensure that incoming freshman are prepared to take full advantage of what postsecondary education has to offer? What additional support structures would help students successfully transition from high school to college? Join us for a fireside chat with Sari Wilson, Senior Director of Alumni Affairs and Tarah Burris, Director of College Partnerships at IDEA Public Schools, the fastest-growing network of tuition-free, Pre-K-12 public charter schools in the United States, as they describe why IDEA is increasingly investing in the college readiness of its students, even with a 100 percent college acceptance rate over the last 11 years.

Through a lively, interactive discussion, attendees will gain insights on the challenges facing K-12 administrators in ensuring their graduates make informed postsecondary enrollment decisions and develop the noncognitive skills and mindset needed to succeed in college and beyond. For anyone looking to deepen their understanding of today’s high school graduates, this session is a must. Avoiding "death by PowerPoint", Mike Embry, associate vice president for program development at InsideTrack will interview Sari and Tarah, facilitating audience Q&A throughout. This format will effectively walk the audience through IDEA’s strategic efforts as a case study while allowing audience members to engage Sari and Tarah around their most pressing questions. Audience members will be encouraged to share their own experiences, so everyone benefits from the collective knowledge and wisdom of the entire group. The goal is to ensure that every attendee leaves with actionable insights to bring back to their institution.

Presenter(s): Tarah Burris, IDEA Public Schools
Mike Embry, InsideTrack
Sari Wilson, IDEA Public Schools

Bringing Stopouts Back: Leveraging Technology, Data, and Humanity to Help Former Students Re-Enroll and Complete their Degrees
San Miguel A
As we all know, 30 million people in this country have some college and no degree. Oftentimes, this means these students have debt and no culminating value for their finished credits. In 2017, Clarion University and ReUp Education teamed up to launch an innovative initiative to engage students who have dropped out of school. By utilizing data, technology, and “second chance” coaches, we built predictive models, ran targeted campaigns, and identified which messages resonate with adult learners. We also used artificial intelligence to assess the quality of the conversations between coaches and re-enrolled students. We’ve learned a lot and are excited to share our insights, including the key considerations for re-enrolled students, and what these students need to be successful as they move forward to complete their degrees.

Presenter(s): Nitzan Pelman, ReUp Education
Todd Pfannestiel, Clarion University

Concurrent Sessions 4 2:30 pm – 3:20 pm

Supporting Degree Completion Through System-wide Course Transfer
San Gabriel A

Increasing Faculty Diversity
San Xavier

Understanding the Effects of Outliers in Student Success Initiatives
San Juan B

Building Collaborative External Partnerships to Enhance Applied Learning Opportunities
San Augustine A

Using Data to Gain New Perspectives
San Juan A

Everyone Wins When Data Informs Course Scheduling Decisions
San Miguel A

Present and Accounted For: Capturing Student Engagement Campus-wide for Improved Insight and Retention
San Miguel B

New Role of Developmental Education Panel - Frontier Set Strategies for Student Success
San Jose

2:30 pm - 4:20 pm
Digital Polarization Workshop
San Augustine B
By invitation only

Concurrent Sessions 5 3:30 pm – 4:20 pm
The GC Career Planning Milestones: A Campus-Wide Plan for Meeting the Challenge of the Dynamic Working World  
*San Juan B*

Restructuring Student-Faculty-Administration Engagement at New Jersey City University: A Preliminary Report  
*San Miguel A*

A Predictive Model for Students’ Sense of Belonging  
*San Gabriel A*

Revisited: First Year Block Scheduling: Collaborating to Foster a Sense of Community and Belonging  
*San Xavier*

Advising Across the Institution  
*San Juan A*

Ogden Civic Action Network: The University Modeling Engaged Citizenship  
*San Augustine A*

Finding a Place for Noncognitive Skills in Student Success Strategies  
*San Miguel B*

What is the Faculty Role is Student Success Beyond the Classroom?  
*San Jose*

5:00 pm – 8:30 pm
**Provost Only Program**  
*La Sierra Dining Room*

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**Saturday, February 10**

7:30 am - 8:45 am
**Breakfast**  
*San Antonio Grand Ballroom*

7:30 am - 8:45 am
**Breakfast for Provosts of Color**  
*San Jose*
Open to all attendees

8:00 am - 3:00 pm
**Registration**  
*San Antonio Grand Ballroom Foyer*
9:00 am – 12:00 pm
**Provost Only Program**
*San Antonio Grand Ballroom and San Jose*

**Concurrent Sessions 6**

*9:00 am to 9:50 am*

- **Making Change Simple: Designing Systems for Student Success**
  *San Augustine A*

- **Removing Institutional Barriers to College Completion: A Case Study in a College of Arts and Sciences**
  *San Miguel A*

- **Student Success through the Lens of Literature**
  *San Juan A*

- **Shared Governance and Reimagining the First Year: Potential Peril but SO MUCH Promise**
  *San Gabriel A*

- **A Collaborative Approach to Assessing Student Success Initiatives**
  *San Xavier*

- **Community-Based Curriculum: An Innovative Approach to Creating an Undergraduate Degree**
  *San Miguel B*

- **Business and Education Partnership: Exploring Higher Education & Workforce Development Needs in Southeastern Minnesota**
  *San Augustine B*

- **New Role of Digital Learning Panel - Frontier Set Strategies for Student Success**
  *San Juan B*

**Concurrent Sessions 7**

*10:00 am – 10:50 am*

- **Understanding Campus Climate for Transgender and Nonbinary Students via Inclusive Language, Innovative Visibility, and Institutional Best Practices**
  *San Augustine B*

- **Preparing Students for Career Success by Connecting Education and Work**
  *San Juan B*

- **Faculty Development to Improve the Assessment of Student Learning Outcomes**
  *San Xavier*

- **Experience to Integration: Immersive Civic Learning through Historical Role-Playing Games**
  *San Augustine A*
Pipeline Partners: Early Intervention and Success
San Miguel B

The KEY to a Fulfilling Job: Career Development Through Experiential Education
San Gabriel A

Working Partnerships: Using Shared Governance to Improve Teaching Outcomes at Teaching Universities
San Miguel A

From Boutique to Widespread: Scaling-Up for Student Success
San Juan A

10:50 am - 11:10 am
Refreshment Break
San Antonio ABC

Concurrent Sessions 8  11:10 am – 12:00 pm

The Return of the City State: The Value of Place for a Public Metropolitan University
San Juan B

Social Services Support for Student Success
San Miguel A

Engagement is a Chiliagon: Approaching Learning from Several Sides
San Miguel B

Just Send a Text Message: Innovative Ways to Reach College Students Through Student Success Retention Technologies
San Juan A

Workplace Bullying: Anomie in Academe: Rage, Resistance and Reform
San Augustine B

An Expanded Faculty Support and Leadership Model
San Gabriel A

Shared Vision, Shared Data, and Shared Governance
San Augustine A

Student Success Metrics - RFY and Frontier Set Projects Explored
San Xavier

Concurrent Lunch Sessions  12:15 pm – 1:45 pm

Accelerating Transformational Change: An Institution’s Student Success Journey
San Xavier
Maximizing Student Success through Initiative Linking
San Antonio Grand Ballroom C

Proactive Pursuit of Student Success at SFA: Transforming an Icon, Equipping First-Gens, and Creating Community
San Jose

Communication, Culture, Consistency, and Career Readiness: Foundations of the First Year Experience at UNT Dallas
San Juan A

Defining and Realigning for Student Success: Easy to Say, Harder to Do
San Juan B

A Work in Progress: An AASCU & Smart Sparrow Partnership to Build Better Courses
San Miguel B

Concurrent Sessions 9 1:55 pm – 2:45 pm

Does College Pay Off? Using Longitudinal Earnings Data to Show the Value of a College Degree and Help Students Choose a Campus and Major
San Juan A

Student Success Coordinators: Integrated Advising, Customer Service, and Career Development
San Augustine A

Academic Advising and High-Impact Practices
San Gabriel A

Developing Authentic Partnerships in Service-Learning to Prepare Engaged Citizens
San Miguel A

Students First! Working across Divisions to Elevate Student Success
San Miguel B

The Evolution of University College and Lifelong Learning (UCaLL): A Strategic Approach to Student Success
San Juan B

RFY/FS Networking Session
San Xavier

3:00 pm - 5:00 pm

Closing Plenary and Reception
San Antonio Grand Ballroom

“Gateway Courses: A Historic Low Status/Low Performing Endeavor—What Will You Do?”
For what will be both a didactic and VERY interactive closing session, John will introduce the national context for student performance in gateway courses and will present appalling data on the correlation between receipt of DWFI grades and attrition and the resulting implications for social justice. Examples will be provided of gateway course redesigns that are yielding promising outcomes. Most importantly, participants will be given the opportunity to discuss their efforts to improve gateway course outcomes, reflecting on where they need help, and sharing publicly the improvement actions they plan to take on their own campuses. Participants also will offer guidance on how AASCU could best support campus efforts to significantly improve these unacceptable levels of student performance.

Featured Speaker: John Gardner, Gardner Institute for Excellence in Undergraduate Education

**John Gardner** is an educator, university professor and administrator, non-profit organization chief executive officer, author, editor, public speaker, consultant, change agent, student retention specialist, first-year, sophomore, transfer, and senior year students’ advocate, and initiator and scholar of the American first-year and senior-year reform movements. He serves as President of the John N. Gardner Institute for Excellence in Undergraduate Education (JNGI).

JNGI works with colleges and universities to strengthen their resolve and processes to undertake assessment and other improvement actions to increase student learning and retention.

JNGI focuses its work on the use of a previously non-existent set of aspirational standards for improvement of the first-year, the transfer student experience, and the gateway course experiences of students at all undergraduate levels. These first-year and transfer standards are known as JNGI’s “Foundational Dimensions”® in a process called Foundations of Excellence® in the First College Year or Foundations of Excellence® – Transfer Focus. In addition, JNGI offers several additional processes for student learning, success, retention and completion including Gateways to Completion® (G2C®) to improve student performance in high failure rate gateway courses and Retention Performance Management® (RPM®) to improve retention rates for specific cohorts such as first year, sophomores, first-generation, low-income, etc.

*Reception to follow in the San Antonio Grand Ballroom Foyer*

Meeting adjourned