

## AAC&U Sessions Featuring Periclean College and Universities

**Thursday, January 22-1:30-2:30 pm**

### **Small Budgets, Big Impact: How To Leverage Networks, Partners, And Creativity For Major Project Success**

One challenge of civic engagement in the co-curriculum is the merging of cost and outcome: creating meaningful experiences for students and the community with small staffs, on small budgets, while still having significant, purposeful impact. This 20/20 session will share proven strategies for success and community change. Come prepared to generate new ideas together and to share your own techniques for implementing effective projects and co-curricular programs on \$2,000 or less.

*Allyson M. Lowe, Director, Pennsylvania Center for Women, Politics & Public Policy, and Mary Whitney, Program Specialist, Rachel Carson Institute – both of Chatham University*

**Thursday, January 22-1:30-2:30 pm**

### **Who Owns the Curriculum? Ideology and Partnerships in Liberal Education**

This session will explore the tensions between a) claims that faculty are the sole arbiters of what constitutes a liberal education and b) counter claims that student life professionals also possess the knowledge and expertise critical to defining students' total learning experiences. Current and past claims by such organizations as the National Association of Scholars (NAS) will be examined in light of alternative positions advocated by the American College Personnel Association (ACPA) as well as AAC&U.

*Michele Holt-Shannon, Administrative Director, UNH Discovery Program, and Bruce Mallory, Provost and Executive Vice President – both of University of New Hampshire; Keith Edwards, Director of Campus Life, Macalester College; Richard Keeling, Principal, Keeling & Associates*

**Thursday, January 22-2:45-4:00 pm**

### **Innovations in General Education Reform and the Challenges of Assessment**

Three ANAC colleges recently renovated their general education requirements. Each developed innovative approaches to engage stakeholders in the reform process and successfully transformed their established general education programs while maintaining significant faculty support and minimizing serious conflict. The current challenge involves devising meaningful procedures to assess student learning in these new programs. The session will provide an overview of the strategies each university pursued and detail the challenges these newly reformed programs pose for assessment. Participants will be invited to discuss challenges encountered at their institutions and brainstorm possible solutions, with a particular emphasis on the sharing of portable assessment ideas.

*Moderator: Roy Austensen, Provost, Valparaiso University*

*Panelists: Ed Wingenbach, Chair, Department of Government, University of Redlands; Piers Britton, Chair, Department of Art History, University of Redlands; Jean Schwind, Associate Professor of English, Elon University; Andrea Crivelli-Kovach, Associate Professor and Director of Community Health Programs, Arcadia University*

*This session is sponsored by the Associated New American Colleges*

**Thursday, January 22-2:45-4:00 pm**

### **Establishing the Successful President/Provost Collaboration to Support Institutional Transformation**

Participants will have a greater understanding of a president-provost collaboration and the elements that they see as critical to sustained institutional transformation. The elements include 1) Reviewing the institutional mission; 2) Creating a collaborative environment; 3) Establishing broad leadership and maintaining momentum; 4) Supporting committed and collaborative faculty; 5) Establishing professional development; 6) Identifying the student role; 7) Including administrative staff; 8) Engaging trustees; 9) Managing resources; 10) Attending to consistent and ongoing leadership.

*Richard Guarasci, President, and Devorah Lieberman, Provost and Vice President for Academic Affairs – both of Wagner College*

**Thursday, January 22-2:45-4:00 pm**

**Challenges to Re-Envisioning Liberal Arts through a Competency-Based Model**

What challenges face Americans in the 21st century? What challenges face our educational institutions in demonstrating relevance in the 21st century? This panel will consider challenges facing competency-based institutions, particularly in Liberal Arts. Individuals from various institutions will discuss development of a Liberal Arts program at WGU, the impact of WGU's challenges and successes on members' home institutions, and the challenges of fulfilling the governors' desire to create a relevant and revolutionary educational model.

*Moderator: Peter Ewell Vice President of the National Center for Higher Education Management Systems*

*Panelists: Gregory W. Fowler, Director of Liberal Arts, Education Without Boundaries, and Alumni Services, Western Governors University; Thomas Hilgers, Director, Manoa Writing Program, University of Hawaii at Manoa; William Macgregor, Professor of Professional and Technical Communications, Montana Tech of the University of Montana; David Porter, Professor of Psychology and former Provost, Berea College; Alison Regan, Director, Marriott Library Technology Assisted Curriculum Center, The University of Utah*

**Thursday, January 22-4:15-5:30 pm**

**Building a Comprehensive Response to the Challenges of Globalization**

This panel highlights the efforts of four institutions in the Consortium for Innovative Environments in Learning to operationalize what it means to be socially responsible members of a global society. Approaches include fresh conceptualizations of global education, sequenced field and study abroad experiences, thematic learning, and assessment of learning outcomes. As intentionally innovative institutions, these colleges have undertaken the challenge of getting beyond piecemeal offerings to make global education a cornerstone of academic work.

*Edwin Clausen, Vice President for Academic Affairs and Dean of the College, Daemen College; Kebokile Dengu-Zvobgo, Director of International Exchanges and Assistant Professor in Gender and Feminist Studies, and Tessa Hicks, Interim Director, Center for California Cultural and Social Issues and Visiting Lecturer, Urban Studies – both of Pitzer College; Roger Gilman, Dean, Fairhaven College of Interdisciplinary Studies; Jack Herring, Dean of the Resident Degree Program, Prescott College*

**Thursday, January 22-4:15-5:30 pm**

**Taking Engagement to Scale: Different Positions, Different Perspectives**

This session will describe how universities can introduce, expand and sustain a culture of engagement in a variety of environments and in response to needs and interests of a variety of students and community organizations. We will illustrate these actions using Everett Rogers' "Diffusion of Innovation" theory as applied to organizational change in support of engagement, providing four different organizational and positional perspectives. We will highlight what we have learned individually and collectively that will be useful to others on a similar organizational journey.

*Sherril B. Gelmon, Professor of Public Health, Portland State University; Devorah Lieberman, Provost and Vice-President for Academic Affairs, Wagner College; Judith Ramaley, President, Winona State University; Susan Agre-Kippenhan, Dean, College of Arts and Architecture, Montana State University*

**Friday, January 23-8:45-10:15 am**

**Learning Beyond the Classroom: Residential Education for Global Citizenship**

Colleges and universities can capitalize on additional pedagogical tools to best develop citizens who are active and engaged in local, national, and global communities by designing intentional and purposeful engagement of students on issues of global citizenship in their lives beyond the classroom. This session will discuss general approaches to implementing residential curricula and explore in-depth the successes, struggles, and lessons learned at one institution to help participants consider their own holistic learning initiatives. *Keith Edwards, Director of Campus Life, Macalester College*

**Friday, January 23-10:15-11:30 am**

**Campus Priorities: Building Horizontal Leadership for Intentional and Integrative Learning**

This session will explore ways to overcome the powerful centrifugal forces that work against intentional and integrative learning on almost every campus. It will also share insights from campuses involved in the new national Leadership Coalition to advance “campus change for learning.” (The New Leadership Coalition is sponsored by the Bringing Theory to Practice project, with support from the S. Engelhard Center, the Christian A. Johnson Endeavor Foundation, and the Lumina Foundation for Education.)

*Panelists: Richard Keeling, Principal, Keeling & Associates, LLC and advisor to the Leadership Coalition on Campus Change for Learning; Leo Lambert, President, Elon University; Lou Anna Simon, President, Michigan State University*

**Friday, January 23-10:30-11:45 am**

**Service Learning for Sustainable Change**

How do colleges and universities ensure that their community service initiatives result in sustainable community impact while engaging issues of diversity, inequality, and interdependence? The three programs discussed here provide dynamic opportunities for students and faculty actively to engage in developing and executing applied research and advocacy projects that have ongoing impact at local, regional and national levels. These New American Colleges and Universities will share examples of civic initiatives that have had sustainable impact and invite discussion of examples and challenges from participant’s institutions.

*Moderator: Devorah Lieberman, Provost, Wagner College*

*Panelists: Larry Baas, Professor and the Chair of the Political Science Department and Director of the Community Research and Service Center, Valparaiso University; Gary Daynes, Associate Provost for Integrative Learning, Westminster College; Cassia Freedland, Director, Center for Leadership, Wagner College*

**Friday, January 23-10:30-11:45 am**

**The Biology Major: Undergraduate Research at Public Liberal Arts Colleges**

Affording students an opportunity to engage in meaningful research at the undergraduate level is one of the hallmarks of the public liberal arts college. Faculty members at COPLAC institutions typically teach three to four courses per semester, thus the work of sponsoring and supervising undergraduate research projects demands innovative approaches to teaching and learning. This session will explore some of these innovations in the biology major.

*Jeffrey Byrd, Aldom-Plansoen Distinguished Professor of Biology, St. Mary’s College of Maryland; Shere Byrd, Associate Professor of Biology, Fort Lewis College; Kevin Jansen, Associate Professor of Biology, University of Virginia College at Wise*

*This session is sponsored by the Council of Public Liberal Arts Colleges*

**Friday, January 23-1:30-2:30 pm**

**Studying Authentic Community/Higher Education Partnerships: Curricular and Pedagogical Implications for Student Learning**

This participatory research session will introduce the findings of a Partnership Forum sponsored by Portland State University and attended by national and local representatives of 12 institutions of higher education and 8 community agencies and organizations. The findings represent diverse perspectives and include both understandings and practices of partnerships. Session attendees will join the presenters in an analysis of the findings for curricular implications and related pedagogical approaches for student learning outcomes related to partnerships.

*Amy Driscoll, Scholar, The Carnegie Foundation for the Advancement of Teaching; Maria Avila, Director, Center for Community-Based Learning, Occidental College; Eric Mankowski, Associate Professor of Psychology, Portland State University; Josh Todd, Youth Development Coordinator, Multnomah County Commission on Children, Families, and Community*

**Friday, January 23-1:30-2:30 pm**

**A Mixed Methods Approach to Assessing Student Engagement**

College students participating in a panel study completed an online survey on several aspects of their college experience. Based on their survey responses, we developed a typology of student engagement and then analyzed this typology in relation to interviews conducted with the same students. We found greater consistency between survey and interview data for some types of student engagement and differences among racial groups in types of engagement. We conclude by suggesting how qualitative and quantitative methods can be used to inform one another and, when combined, can produce a more nuanced and insightful understanding of student engagement.

*Lee Cuba, Professor of Sociology, Wellesley College; Heather Lindkvist, Lecturer in Anthropology, Bates College; Nancy Jennings, Associate Professor of Education, and Suzanne Lovett, Associate Professor of Psychology – both of Bowdoin College*

**Friday, January 23-2:45-4:00 pm**

**Service Learning & Political Engagement: Faculty Development & Student Learning**

Civic engagement can lead to political engagement, but not always. As educators, we must pay attention to the knowledge, skills, and motivation needed for political engagement. Drawing on California Campus Compact and the Carnegie Foundation's Faculty Fellows Program for Service Learning for Political Engagement, we address these questions: What is political engagement? Why is it important? What does it look like? What are the dilemmas associated with political engagement in the classroom? How can faculty respond?

*David Donahue, Associate Professor, Mills College; S. Patrick Doyle, Assistant Professor, CSU Chico; Marcia Hernandez, Assistant Professor, University of the Pacific; Elaine Ikeda, Executive Director, California Campus Compact; Kathleen Yep, Assistant Professor of Sociology/Asian American Studies, Pitzer College*

**Friday, January 23-2:45-4:00 pm**

**Expanding Internationalization Efforts: How to Get Proposals Through (or not) Your Curriculum Committee**

This session focuses on what makes successful internationalization proposals when submitted to a curriculum committee. The presenters, both former Curriculum Committee Chairs, address why some proposals are accepted and others are rejected. Topics include: developing application forms, assessing proposals, developing a review process, creating standards, and collaborating with administrators. Curriculum Committees can work with other campus committees to promote internationalization and to oversee abroad programs as well as with departments with travel abroad requirements.

*Laurence Nolan, Associate Professor of Psychology, and Patricia Tooker, Assistant Professor of Nursing – both of Wagner College*

**Friday, January 23-4:15-5:30 pm**

**Looking for Visual Literacy in Liberal Education**

Today, visual images have challenged the domination of texts and words in culture, but the liberal arts have been slow to recognize the importance of images across the curriculum. We will explore how liberal education can help students make meaning of images within the contexts in which they were created, viewed, or consumed. Theory will be connected to classroom practice and end with discussion of key questions regarding visual literacy, liberal education, and student learning.

*Deandra Little, Assistant Professor & Faculty Consultant, Teaching Resource Center, University of Virginia; Chad Berry, Director of Appalachian Center and Goode Professor of Appalachian Studies, Berea College; Peter Felten, Associate Professor and Director, Center for the Advancement of Teaching and Learning, Elon University*

**Saturday, January 24-8:15-9:15 am**

**Engaging Science in Our Global Future: Project Pericles' Civic Engagement Course (CEC) Grant Program**

Energy shortages, the threat of pandemics, and climate change are among today's most serious global issues. While increasingly addressed in social science and humanities courses, it is rarer that science curricula incorporates the socio-economic, political, and scientific causes and implications of global problems. This panel will discuss a Project Pericles program that encourages faculty to develop, teach, and evaluate science courses that incorporate civic engagement while focusing on pragmatics, challenges, and successes of curricular implementation.

*Jan R. Liss, Executive Director, Project Pericles; Caryl Waggett, Assistant Professor of Environmental Science, Allegheny College; Adrian Hightower, Assistant Professor of Physics, Occidental College; Ammini Moorthy, Professor of Biology, Wagner College*

**Saturday, January 24-9:30-10:30 am**

**Global Learning and Civic Engagement: The Sichuan Earthquake and Liberal Learning Outcomes**

Widener University, a nationally recognized leader in civic engagement, uses its liberal arts foundations to promote a metropolitan mission that develops global citizens of character. Recent collaborations with four institutions in China have dramatically changed the ways we promote our metropolitan mission, particularly in the case of the partnership between Widener and Chongqing Technology and Business University. Our faculty and students were nearby when the Sichuan earthquake struck, giving us unparalleled opportunities to expand the collaboration and learning outcomes our students were expected to achieve. This presentation will offer an example of shared institutional commitments (the home institution and the foreign institution) where student and faculty exchanges have enhanced our liberal learning objectives and clarified our mission.

*Jo Allen, Senior Vice President and Provost and Professor of English, and Paula Silver, Associate Dean of Social Work Education – both of Widener University*

**Saturday, January 24-9:30-10:30 am**

**Supporting First Generation Students: Academic Connections, Engagement and Success**

The intentional formation of supportive social and educational communities is helping Berea's first-generation and low-income students meet the challenges of achieving success, both academically and personally. Working with faculty, staff, and peer leaders, cohorts of first-year students in the Academic Connections, Engagement and Success program develop skills in personal responsibility, time management, goal setting, and effective study habits. Beyond retention, students enhance their academic performance as measured by GPA and inclusion on the Dean's List.

*Carolyn R. Newton, Academic Vice President and Provost, and Christopher Lakes, Coordinator of the First Year Experience – both of Berea College*