

133rd ANNUAL MEETING Presented by NEASC & NECHE

TIME	SESSION	ROOM
TUESDAY, DECEMBER 11, 2018		
4:00-8:00pm	Conference Check In/Registration	Reg A&B

WEDNESDAY, DECEMBER 12, 2018

7:00-5:00pm	Conference Check In/Registration/IT Help Desk	Reg A&B
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8:00-9:15am	<u>Assessment Workshop A: Assessment for Learning: Strategies for Success and Quality</u> (Terry Rhodes)	Salon E
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This workshop will invite participants to focus on strategies being used to accomplish learning outcomes proficiencies ranging from course pathways, signature assignments, high impact practices to capstones, etc. and then asking questions about how we know we are successful in achieving the quality of learning we envision by examining techniques for enhancing accomplishment of the outcomes for all of our students.

9:30-10:45am	<u>Keynote#1: News Flash</u> (Scott Jaschik)	Salon E
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11:00-12:15pm	Presidents Panel with Scott Jaschik (Matthew Derr, Carol A. Leary, James H. Page)	Salon E
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Higher Education presidents will have a lively discussion on current, relevant topics as pertain to the New England region.

12:30-1:45pm	Network Luncheon & Hot Topics	Salon F
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2:00-3:15pm	<u>Panel#1A: General Education in the 21st Century</u> (Susan Birren, Julie Nash, Jefferson Singer, Student panelists: Montana Heise, Lera Shynkarova)	Salon E
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Is the General Education program at your institution innovative and designed to prepare students for the 21st Century? Or, is it outdated and in need of a makeover? Today's employers value graduates who possess strong skills in areas including written and oral communication, critical thinking, and creativity – the skills students often hone through General Education programs. Brandeis University, Connecticut College, and UMASS Lowell have recently developed a new and innovative core curriculum designed to prepare students with the critical knowledge, skills, and abilities they will need to be successful in an ever-changing world. Panelists in this session will discuss the benefits and challenges of embarking on this major initiative; students from Connecticut College and UMASS Lowell will share their perspective of the newly implemented programs.

2:00-3:15pm

Panel#1B: The Future of Higher Education Business Models Salon F
(Bryan Setser, Nicole Trufant, Michelle R. Weise)

Education and work are being disrupted. Traditional methods for supporting education business models are no longer effective, and innovation disconnected from the business model is not sustainable. This session features a glimpse into higher education business models out to 2030, and asks two diverse panelists to demonstrate how mission, market, and margin are in play now in their work to prepare for such a future.

The interactive audience session will feature Bryan Setser, principal at rpkGROUP as the provocateur and moderator along with panelists Nicole Trufant, Vice President for Finance and Administration at the University of New England, and Michelle Weise, Senior Vice President and Chief Innovation Officer at the Strada Foundation Institute of Work.

3:30-4:45pm

Keynote#2: Demographics and the Demand for Higher Education Salon E
(Nathan Grawe)

Higher education faces a looming demographic storm. By 2026 the number of overall college-aged students will drop almost 15% in just five years; in New England, the number of high school graduates will fall by 15-20%. In *Demographics and the Demand for Higher Education*, Nathan D. Grawe has developed the Higher Education Demand Index (HEDI), which uses data from the 2002 Education Longitudinal Study (ELS) to estimate the probability of college-going using basic demographic variables and applies the results to data from the 2011 American Community Survey. In this session, Grawe will share demand forecasts as a whole and by institution type. He will also consider the implications of the post-2008 fertility decline for academic administrators and policy makers. What impact might changes to recruitment strategies and public subsidies have on college attendance? In what ways can alternations to public policy affect attendance rates across income and race/ethnicity groups? Grawe will discuss ways we can ground our decisions in data as we work to mitigate the impact of this approaching demographic challenge.

5:00-6:00pm

NECHE Reception Salon F

THURSDAY, DECEMBER 13, 2018

7:00-5:00pm	Conference Check In/Registration	Reg A&B
7:30-9:30am	Presidents Breakfast (Terry Hartle) by invitation only	Salon G
8:00-9:15am	<u>Assessment Workshop B: Communicating Student Learning via Evidence-based Narratives</u> (Gianina Baker)	Salon F

This workshop focuses on how to effectively communicate institutional assessment of student learning to external audiences through evidence-based storytelling. Findings from NILOA's national survey of provosts, NILOA policy statement, and Excellence in Assessment (EIA) applications express the need for such work to be done. This session will equip attendees with resources and examples to better share narratives around assessing student learning on their campus by pulling examples from the field and engaging with attendees on how to move from current reporting and transparency efforts toward more effective communication.

9:30-10:45am	NEASC Plenary Address (Ta-Nehisi Coates)	Salon E
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Join us to hear Ta-Nehisi Coates, award-winning author and Distinguished Writer in Residence at the NYU Carter Journalism Institute. In addition, Mr. Coates will be honored as the 2018 recipient of the Charles Eliot Award.

11:00-12:15pm	<u>Panel #2A: How do you know when it's time to merge?</u> (Elaine Collins, David Chard)	Salon G
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Merging college and university campuses is becoming an increasingly popular option for institutions struggling with financial challenges spurred on by dramatic demographic shifts and public divestment in higher education. Deciding when to consider this option and the formidable challenges that likely follow is a source of significant concern for many leaders. This session will focus on the merger of two public institutions – Johnson State College and Lyndon State College, now joined as Northern Vermont University – and the merger of Wheelock College into Boston University, now BU Wheelock College of Education and Human Development. Two seasoned higher education leaders will discuss the factors that resulted in institutional merger in both a public and a private context. The presenters will also discuss what were the most important aspects of their respective mergers that has resulted in success. Session participants will be encouraged to ask key questions about the presenters' approaches to their mergers.

11:00-12:15pm	<u>Panel #2B: Asset Mapping as a Strategy for Equity and Inclusion</u> (Geoff Pfeifer, Elizabeth Stoddard)	Salon E
	<p>Studies show that diverse teams are better at solving problems and innovating, but bias and stereotyping on teams can eliminate these benefits and reduce student learning. We have developed, tested, and refined several tools and modules to help students and faculty identify, manage, and mitigate these issues. Our research shows these tools can improve equitable and effective teamwork by overcoming stereotypes, building student confidence, and minimizing task assignment bias. Participants will engage with these tools on teams as their own students would, and work to adapt them to their own assignments.</p>	
12:30-1:45pm	Network Luncheon & Hot Topics	Salon F
1:45-3:00pm	<u>Plenary#1: Extending the Mission: Serving Refugees Here and Abroad</u> (Elie Bard, Erik Owens, Chrystina Russell)	Salon G
	<p>Please join us for an informative, inspiring session in which representatives from three institutions will discuss their work with and on behalf of refugees. The Global Education Movement at Southern New Hampshire University offers baccalaureate programs and pathways to meaningful employment to refugee students in five countries overseas; Notre Dame University Louaize, located in Lebanon, provides programs and services to refugees in that country, where one of every four residents is a refugee; and Boston College offers educational programming here in the U.S. to raise awareness of and promote effective responses to what has been described as “the largest humanitarian crisis since World War II.”</p>	
3:00-4:15pm	<u>Panel #3A: Developing and Implementing a Responsible Teach-out Plan</u> (Fran Giglio, Mark Scheinberg, Danielle Wilken)	Salon G
	<p>When institutions close, the central concern is for the students: How can they continue their education with minimal disruption. With careful planning and collaboration among the institutions involved in the teach-out plan, students can receive the necessary guidance and support they need to shift to a new institution and complete their degree. In this session, academic leaders from Lincoln College of New England and Goodwin College will share their experiences developing a teach-out plan to transition students from Lincoln to Goodwin. Session participants will learn about their process and timeline; the successes, challenges, and surprises they encountered; and the lessons learned from this experience.</p>	

3:00-4:15pm **Panel #3B: Dual/Concurrent Enrollment: What works and what doesn't?** (Louise Goulet, Mercedes Pour, Frank Romanelli) Salon E

Institutions across the country are scrambling to provide college courses through delivery models which provide more students access to higher education. While the benefits of early credit are wonderful, we also must acknowledge and be ready for the challenges these students may face before and after they leave high school. In this panel presentation we will discuss recent trends in dual enrollment both nationally and in New England, identify key aspects of quality experiences for our students, and discuss ways to make ensure that our dual enrollment offerings provide a balance of access, rigor, and equity for all students.

4:15-5:00pm **NECHE Annual Business Meeting** Salon J-K

FRIDAY, DECEMBER 14, 2018

7:00-12:00pm Conference Check In/Registration Reg A&B

8:30-9:45am **Plenary #2: The Effective Governing Board** (Peter Ebb, Jean Ginn Marvin, Kirk Kolenbrander) Salon G

Governing boards are ultimately responsible for an institution's quality and integrity. They ensure the institution is achieving its mission; hire, support, and evaluate the President; and help institutions deal with changing conditions in higher education. How do governing boards effectively manage these and other essential responsibilities? In this session, Board members from Wheaton College, Urban College of Boston, and the Maine Community College System will share their experiences and unique perspectives. They will discuss topics such as the composition of an effective board, orientation and professional development for board members, board evaluation, working with the President, and leading during challenging times. Session participants are encouraged to bring their questions about developing and maintaining an effective governing board for discussion.

10:00-11:15am **Panel #4A: At the Intersection of Work and Higher Education: Seeking a Shared Language and Common Currency** (Sean Gallagher, Michael Thomas) Salon E

This session will consider implications of the rapidly changing world of work—for higher education institutions, students and employers. The emergence of new credentials, the accelerating evolution of skill requirements and the imperative of learning beyond the classroom require expanded connections between key stakeholders. How do we ensure that we can speak one another's language and agree

on the knowledge, skills, competencies and outcomes that have current value and enable lifelong learning and success?

10:00-11:15am

Panel #4B: Connecting Across the Community College and Ivy League Divide (Ross Gittell, Andrea Rossi-Reder) Salon F

The diversity of institutions with distinct missions serving different populations is often celebrated as a strength of American higher education yet, in truth, has resulted in some significant divides. In this session, academic leaders from the Community College System of New Hampshire and Smith College will share their approaches for connecting these divides. A Harvard graduate course, “Community Colleges and the Advancement of Educational and Economic Opportunity in America” illustrates the potential that comes from connecting both ends of the higher education spectrum. Smith College’s Ada Comstock Scholars program provides opportunities for non-traditional aged women, many of whom come from community colleges, to continue their college education. Presenters and session participants will discuss ways to create more bridges to allow students, faculty, and academic leaders to connect these divides.

11:30-12:30pm

Keynote #3: Accreditation Update: Changing Yet Remaining the Same (Judith Eaton) Salon G

As accreditation is pressured to change - more accountability, more transparency, additional scrutiny of our colleges and universities - how do we sustain and protect our great strengths - peer review, commitment to mission, institutional autonomy - that have served us well for so many years? Can we achieve a balance of change and continuity? How might we go about this?

12:30-2:00pm

NEASC Plenary and Awards Luncheon (Judy Woodruff) Salon F