

STATE OF NEW HAMPSHIRE

Honorarium or Expense Reimbursement Report (RSA 15-B)



Type or Print all Information Clearly:

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List the full name, post office address, occupation, and principal place of business, if any, of the source of any reportable honorarium or expense reimbursement. When the source is a corporation or other entity, the name and work address of the person representing the corporation or entity in making the honorarium or expense reimbursement must be provided in addition to the name of the corporation or entity.

Source of Honorarium or Expense Reimbursement:

Name of source: _____

Post Office Address: _____

Occupation: _____

Principal Place of Business: _____

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DEPARTMENT OF STATE

If source is a Corporation or other Entity:

Name of Corporation or Entity: Davis Educational Foundation

Name of Corporate/Entity Representative: N/A

Work Address of Representative: Yarmouth, Maine

Food and/or beverages consumed pursuant to RSA 15-B:6, II with value over \$25.00 [X]

Value of Honorarium: _____ Date Received: _____ If exact value is unknown, provide an estimate of the value of the gift or honorarium and identify the value as an estimate. [X] Exact [] Estimate

Value of Expense Reimbursement: \$501.00 Date Received: 12/30/14 copy of the agenda or an equivalent document must be attached to this filing. [X] Exact [] Estimate

Briefly describe the service or event this Honorarium or Expense Reimbursement relates to:

NEASC - 129th Annual Mtg. and Conference

"I have read RSA 15-B and hereby swear or affirm that the foregoing information is true and complete to the best of my knowledge and belief"

Signature of Filer [Handwritten Signature]

Date Filed 1/22/15

9/07
RSA 15-B:9 Penalty. Any person who knowingly fails to comply with the provisions of this chapter or knowingly files a false report shall be guilty of a misdemeanor.
Return to: Secretary of State's Office, State House Room 204, Concord, NH 03301

New England Association of Schools and Colleges (NEASC)

Conference Program 2014

The Annual Meeting is both a conference and the formal business meeting of the New England Association of Schools and Colleges. The conference is an opportunity to connect and inform the educational community by providing quality conference programming relevant to accreditation as it pertains to the region, in a national and international context.

Schedule of Fees for Annual Meeting and Conference Program

Wednesday, December 10, 2014

| | | ROOM | FLOOR |
|-----------------|--|-----------------------|--------------|
| 6:30 AM-7:00 AM | <p>Sunrise Stretch Gentle yoga-inspired stretches to start your day! All welcome (no special attire, equipment or prior experience needed) Instructor: Samantha Cameron</p> <p>A welcome wakeup call for mind and body! Sweet stretches prepare your day by expanding breath and opening muscular intuitive forces. This short class offers a moment of bliss through easy stretching for those in a chair, and/or those on the mat. Emphasis is on connecting breath to expand and loosen necks, shoulders, backs, hamstrings and hips. (No prior experience or equipment necessary...come as you are.)</p> <p>Biography: <u>Cameron</u></p> | Provincetown | 4th |
| 7:00 AM-5:00 PM | Registration | Registration A | 4th |
| 7:00-9:00 AM | Complimentary Continental Breakfast | Foyer | 4th |
| 7:00 AM-5:00 PM | Complimentary all day coffee service | Foyer | 4th |
| 7:45-10:00 AM | <p>CIHE Presidents Only Breakfast (by invitation) Ratings, Regulation and Reauthorization Presenter: Terry W. Hartle, Senior Vice President, American Council on Education, Washington, DC; Carole A. Cowan, President Middlesex Community College, Bedford, MA (moderating)</p> <p>The fall 2014 elections are likely to mean significant changes in Washington, D.C. Terry W. Hartle, senior vice president of the American Council on Education will provide insights about the recent elections and</p> | Salon A-D | 4th |

discuss what they mean for higher education policy in the years ahead. Among key questions: “Will the Department of Education move forward with controversial ratings proposal?”, “What should we expect for federal support of student aid and scientific research?”, and “Will congress reauthorize the Higher Education Act?”

Biographies: [Hartle](#), [Cowan](#)

7:45-10:00 AM

**CIHE Assessment Workshop #1
Beyond IPEDS...**

Salon F

4th

Presenters: **Michelle Miller**, Senior Associate Provost, Champlain College, Burlington, VT; **Douglas H. Sherman**, Senior Vice President and Provost, New England Institute of Technology, East Greenwich, RI; **Ellen Zeman**, Learning Assessment Director, Champlain College, Burlington, VT; **Carol L. Anderson**, Vice President, CIHE of NEASC (moderating)

We know that graduation does not necessarily mean that students have achieved our institutional mission and the goals of their specific major. How do we get to a more meaningful statement of student success? Participants will learn about two different models for implementing assessment of institutional and program specific learning outcomes. Using simulated assessment and data collection activities as our foundation, we will grapple with the choices institutions make when they chose one method of measuring student success over another.

We would like session attendees to read NILOA paper in advance and think about the following question in relation to the article.

Pre-reading question: *Could the "all-in-one" type of system described in NILOA Occasional Paper #19 (Richman and Ariovich) work at your institution? Why or Why not?*

[NILOA paper](#)

Biographies: [Miller](#), [Sherman](#), [Zeman](#), [Anderson](#)

10:15-11:45 AM

**CIHE Keynote #1
Ensuring Quality In Competency Based Education**

Salon E

4th

Presenter: **Cathrael Kazin**, Chief Academic Officer, College for America, Southern New Hampshire University, Manchester, NH; **Linda S. Wells**, professor of humanities and special assistant to the Provost, Boston University, Boston, MA and CIHE Commissioner (moderating)

Assessment is fundamental to ensuring the quality of competency-based education (CBE), regardless of the specific CBE model or type of institution. Participants in this interactive workshop will explore a range of CBE models and approaches to assessment and begin to lay the groundwork for a CBE assessment strategy that works for their institution or system. Led by a nationally recognized expert in assessment who developed College for America's groundbreaking competency model, the workshop promises to be engaging as well as useful.

Reflections on Learning

Presentation: [Click here to view](#)

Biographies: [Kazin](#), [Wells](#)

Presentation Notes 2012: [Competency Based Assessment](#), NEASC 2012 Annual Meeting Conference

Video: [College for America: Competency vs. The Credit Hour \(4'56"\)](#), interview with Kazin, YouTube, Aug 16, 2013

| | | | |
|-------------------|--|---------------------|------------|
| 11:30-3:30 PM | NEASC Board of Trustees Meeting (<i>by invitation only</i>) | Provincetown | 4th |
| 11:45 AM-12:45 PM | Network Luncheon: "Connect & Inspire" with attendees and speakers | Salon F | 4th |
| 1:00-2:00 PM | CIHE Panel #1 Leading a Culture of Assessment Presenters: Gloria Cordes Larson , President, Bentley University, Waltham, MA; Scott Jaschik , Editor, <i>Inside Higher Ed</i> , Washington, DC; Christine Siegel , Associate Vice President for Academic Affairs, Fairfield University, Fairfield, CT; David P. Angel , President, Clark University, Worcester, MA and Vice Chair, CIHE Commission (moderating) | Salon F | 4th |

In an era of pressure for educational innovation and

curricular change, coupled with increasing expectations for public accountability, today's institutions of higher education are faced with the challenge of developing and implementing systems to measure and document the results of their academic offerings. In this interactive session, editor of *Inside Higher Ed*, Scott Jashick will guide a reflective discussion with Bentley University's Gloria Larson, and Fairfield University's Jeffrey von Arx, about the role of the University president in leading a culture of assessment. Larson and von Arx will describe the ways in which they have worked at their respective institutions to engage their communities – administrators, faculty, staff and alumni – to respond to questions from their constituents – politicians, accreditors, parents and students – about the value of the educational experience they provide. Particular attention will be given to the ways in which Bentley University and Fairfield University have addressed and are continuing to approach NEASC's reflective questions about assessment: What do students gain as a result of their education? How and what are students learning? What are measures of student success, including graduation and retention?

Biographies: [Larson](#), [Jaschik](#), [Siegel](#), [Angel](#)

1:00-2:00 PM

CIHE Panel #2

Salon E

4th

Crystal Ball: Future of MIT Education

Presenters: **Michael J. Cima**, David H. Koch Professor of Engineering, Faculty, Director of the Lemelson — MIT Program, Department of Material Science and Engineering, Koch Institute for Integrative Cancer Research, Massachusetts Institute of Technology, Cambridge, MA; **Christine Ortiz**, Professor of Material Science and Engineering, Dean for Graduate Education, Massachusetts Institute of Technology, Cambridge, MA, and CIHE Commissioner; **G. Timothy Bowman**, Executive Dean for Administration, SEAS, Harvard University, Cambridge, MA and CIHE Commissioner (moderating)

In this presentation, the recommendations of the final report of the MIT Institute-wide Task Force on the Future of MIT Education will be discussed including, for example; increasing the flexibility and modularity of the curriculum, expanding the use of diverse pedagogies such as blended learning, strengthening the teaching of communications, imagining new kinds

of physical spaces to support learning, and defining new opportunities for service learning. Three MITx blended residential pedagogical experiments will be described; two upper-level graduate courses (8.S51 in coordination with the MOOC 8.EFTx Effective Field Theory and 8SHIPx Heavy Ion Physics) and one freshman undergraduate course 3.091r (in coordination with the MOOC 3.091x) Introduction to Solid-State Chemistry. For the graduate courses, residential students have the opportunity to engage broadly with an international community in discussion forums, have access to a broader set of peer review / feedback on research skills, receive instant and more detailed feedback and advanced complex problems, have instant access to all course materials which are structured hierarchically spanning levels from introduction to the field to latest developments. Specialized online specialized graduate courses improve world-wide access to drive forward the frontiers of research. For the undergraduate course, newly developed software assessment tools were used to implement a mastery-based learning and assessment system. The students taking this class demonstrated higher levels of achievement compared to a previous year's residential cohort which did not employ the blended methodology.

Biographies: [Cima](#), [Ortiz](#), [Bowman](#)

Video: Online learning with Michael Cima (includes interim report on Mastery Education study)

2:15-3:15 PM

CIHE Panel #3

Salon F

4th

Achieving Equity in Student Outcomes

Presenters: **Tia Brown McNair**, Senior Director for Student Success, Office of Diversity, Equity, and Student Success, Association of American Colleges & Universities (AAC&U), Washington, DC; **Patricia A. Marshall**, Associate Vice President for Academic Affairs, Worcester State University, Worcester, MA; **Elsa Nunez**, President, Eastern Connecticut State University, Willimantic, CT; **Jacqueline D. Peterson**, Vice President for Student Affairs and Dean of Students, College of the Holy Cross, Worcester, MA and CIHE Commissioner (moderating)

Participants in this session will examine the framework of AAC&U's Making Excellence Inclusive initiative and explore campus strategies that translate the principles into practice. This framework outlines

guiding principles for access, student success, and high-quality learning. It is designed to help colleges and universities integrate diversity, equity, and educational quality efforts into their missions and institutional operations. Campuses utilizing the MEI framework engage in internal assessments to evaluate student and faculty diversity, inclusion efforts, pedagogy, and equity in student achievement of learning outcomes as critical components to achieve excellence in learning, teaching, student development, and institutional functioning. Participants will review campus action plans from two NEASC institutions that utilized the framework, and begin the process for designing plans applicable to their institutional contexts.

Presenters: McNair – Marshall – Nunez

Biographies: McNair, Marshall, Nunez, Peterson

2:15-3:15 PM

**CIHE International Session Keynote #2A
PIAAC: What can international measurement of adult competencies tell us about higher education in the US?**

Salon E

4th

Presenters: **Richard R. Hopper**, President, Kennebec Valley Community College, Fairfield, ME; **Satya Brink**, International Consultant, Brink, International Consultant, Ottawa, Canada and Past Special Advisor, Education Directorate, Organisation for Economic Cooperation and Development (OECD), International Assessment of Adult Competencies (PIAAC); **William Thorn**, Senior Analyst, Indicators and Analysis Division, Education and Skills Directorate, Organisation for Economic Cooperation and Development (OECD), International Assessment of Adult Competencies (PIAAC); **Jay V. Kahn**, Vice President for Finance and Planning, Keene State College, Keene, NH (moderating)

The Programme for the International Assessment of Adult Competencies (PIAAC) provides information about the literacy, numeracy and problem solving skills – including planning, collaboration, negotiation, and coaching - of adults aged 16-65 in 24 advanced countries including the United States. This presentation gives an overview of skills of adults who have participated in higher education programs. In particular, it looks at the differences in proficiency in skills of higher education graduates across countries and the extent to which one can attribute the higher

proficiency of students and graduates to the effects of selection and learning gain. In addition, the existence of a group of higher education graduates with low levels of proficiency in literacy and numeracy is noted and the composition of this group briefly explored. PIAAC helps us to consider the broad concept of the most fundamental competencies through international comparison. Currently, when demonstrated competencies and skills are at the forefront, direct measures of skills of adults provide insights into the stock of foundational skills of the college educated population, the premium gained over high school graduates and the comparative results with countries with the top performing college graduates.

Presentations: [Brink](#), [Thorn](#)

Biographies: [Hopper](#), [Brink](#), [Thorn](#), [Kahn](#)

3:30-4:30 PM

CIHE International Session Keynote #2B (continued)

Salon E

4th

PIAAC: Objectives and Methods

Presenters: R. Hopper; W. Thorn; S. Brink; Cassandra S. Ardinger, CIHE Commissioner, Public Member, New Hampshire (moderating)

This session aims to provide an overview of the objectives and methods of the Programme for the International Assessment of Adult Competencies (PIAAC). It will explore the rationale for the study, the way in which literacy, numeracy and problem solving – including planning, collaboration, negotiation, and coaching – in technology-rich environments are conceptualized, as well as a review of core findings. In addition, this session will provide an overview of the technical processes by which the comparability of the results across languages and cultures was made possible. This brief presentation will also trace the participation of the US in international surveys of adult foundational competencies, comparing the American survey characteristics in PIAAC 2012. Useful reports and data sources are also presented along with proposed modifications in upcoming PIAAC instruments and survey methods.

Presentations: [Brink](#), [Thorn](#)

Biography: [Ardinger](#)

3:30-4:30 PM **CIHE Follow Up Discussion with Panel #3 speakers** **Salon F** **4th**
 Presenters: **T. McNair; P. Marshall; E. Nunez; J. Peterson; Mary Ellen Jukoski**, President, Three Rivers Community College, Norwich, CT and CIHE Commissioner (moderating)

Biography: [Jukoski](#)

3:30-4:30 PM **CIHE Panel #4 Entrepreneurial Thinking: Its Role and Impact in Different Educational Settings** **Salon A-D** **4th**
 Presenters: **Vincent P. Manno**, Provost and Dean of Faculty, Professor of Engineering, Olin School of Engineering, Needham, MA; **Camille Colatosti**, Dean, Institutional Assessment and Graduate Studies, Berklee College of Music, Boston, MA; **Alfred J. Nanni, Jr.**, Provost, Professor of Management Accounting, Babson College, Wellesley, MA; **Thomas L. G. Dwyer**, Provost, Johnson & Wales University, Providence, RI and CIHE Commissioner (moderating)

Entrepreneurship, once viewed as only relevant to business education, now permeates nearly all higher education settings. What is entrepreneurship? How should it be embedded in learning experiences? How do we assess success? In this interactive session, leaders for three disciplinarily diverse schools – Babson College, a standard setter in entrepreneurship education, Berklee College of Music, a training ground for contemporary music performance and industry leaders, and Olin College of Engineering, widely recognized for engineering education innovation – will discuss how their institutions address these questions. Babson’s focus is to infuse students with a philosophy of Entrepreneurial Thought and Action – viewing the world around us, not memorizing “content.” The integrated Babson curricula emphasize looking for opportunity to improve a situation and identifying the actions to pursue that opportunity. Berklee focuses on their students developing the confidence, skill and instinct to not only master established repertoire but also to create the “new.” Achieving this outcome is based on the realization that persistence, evaluation, iteration and instinct are as important as preparation. At Olin, student learning emphasizes the connectivity of feasibility, versatility and desirability. Students need to experience the power of intrinsic motivations and

to see engineering as a people-centered profession, requiring the ability to advocate and to deal with ambiguity. A common challenge for each institution is how to define and evaluate behaviors that provide evidence of achieving these outcomes.

Presentations: [Manno](#), [Colatosti](#), [Nanni](#)

Biographies: [Manno](#), [Colatosti](#), [Nanni](#), [Dwyer](#)

4:30-5:00 PM **CIHE Follow Up Discussion with Panel #2 speakers** **Salon E** **4th**
 Presenters: **M. Cima; C. Ortiz**

4:30-5:00 PM **CIHE Follow Up Discussion with Panel #4 speakers** **Salon A-D** **4th**
 Presenters: **V. Manno; C. Colatosti, A. Nanni; Karen Muncaster**, Vice President for the Rabb School for Continuing Studies, Brandeis University, Waltham, MA (moderating)

Biography: [Muncaster](#)

5:00-6:00 PM **CIHE Reception** **Salon G** **4th**

Thursday, December 11, 2014

6:30 AM-7:00 AM **Sunrise Stretch** **Provincetown** **4th**
 Gentle yoga-inspired stretches to start your day! All welcome (no special attire, equipment or prior experience needed)
 Instructor: **Samantha Cameron**

A welcome wakeup call for mind and body! Sweet stretches prepare your day by expanding breath and opening muscular intuitive forces. This short class offers a moment of bliss through easy stretching for those in a chair, and/or those on the mat. Emphasis is on connecting breath to expand and loosen necks, shoulders, backs, hamstrings and hips. (No prior experience or equipment necessary...come as you are.)

Biography: [Cameron](#)

7:00 AM-5:00 PM **Registration** **Registration A** **4th**
Foyer **4th**

| | | | |
|-----------------|--|----------------|------------|
| 7:00-9:00 AM | Complimentary Continental Breakfast | | |
| 7:00 AM-5:00 PM | Complimentary all day coffee service | Foyer | 4th |
| 7:45-8:45 AM | <p>CIHE Panel #5 (open to all conference attendees) International Student Success Presenters: Mary L. Churchill, Associate Provost and Dean for Innovation and Partnerships, Salem State University, MA; Hans van der Giessen, Provost and Vice President for Academic Affairs, University of Bridgeport, Bridgeport, CT; Willis G. Wang, Vice President and Associate Provost for Global Programs, Deputy General Counsel, Boston University, Boston, MA; Peter J. Langer, Associate Provost, University of Massachusetts – Boston and CIHE Commissioner (moderating)</p> | Salon F | 4th |
| | <p>What are the outcomes of initiatives that schools implement to support international student success? Are institutions over reliant on tuition revenue from international students and managing what happens if certain numbers drop? These questions and others are addressed by three panelists from three very different schools, a medium sized public institution, a medium sized private institution, and a large private institution, all of which have significant international student populations.</p> | | |
| | <p>Presentations: <u>Churchill</u>, <u>van der Giessen</u>, <u>Wang</u></p> | | |
| | <p>Biographies: <u>Churchill</u>, <u>van der Giessen</u>, <u>Wang</u>, <u>Langer</u></p> | | |
| 7:45-8:45 AM | <p>CIHE Panel #6 (open to all conference attendees) N-SARA (New England State Authorization Reciprocity Agreement) Presenters: Edward D. Klonoski, President, Charter Oak State College, New Britain, CT; William Clements, Vice President and Dean of the College of Graduate Studies, Norwich University, VT; John Cunningham, CEO, UMASS Online, University of Massachusetts System; Sandra J. Doran, Director of the N-SARA Project, New England Board of Higher Education, Boston, MA; Marshall A. Hill, Executive Director, National Council for State Authorization Reciprocity Agreements (NC-SARA), Boulder, CO; Robert L. Pura, President, Greenfield Community College, Greenfield, MA (moderating)</p> | Salon E | 4th |
| | <p>How can State Authorization Reciprocity Agreement,</p> | | |

SARA, become a part of your state authorization, risk management, and enrollment management strategies? Where is your state/institution in relation to being able to join SARA? When is the optimal time to join SARA? This experienced panel will lead the conversation about the (SARA). Variations in rates and levels of participation in SARA across the nation will also be debated. A review of data on the authorization efforts of institutions and states will be discussed. The processes and applications by which states and institutions can join SARA will be reviewed with examples from states and institutions that have already completed these processes.

[NC-SARA Information Sheet NE.pdf](#); [NC-SARA State Status Matrix.pdf](#)

Presentation: [Cunningham](#)

Biographies: [Klonoski](#), [Clements](#), [Cunningham](#), [Doran](#), [Hill](#), [Pura](#)

9:00-10:00 AM

General Session (K-20 Panel) open to all conference attendees Salon E

4th

College Readiness, Access and Acceleration

Presenters: **E. Edward Klotzbier**, Vice President, New England Regional Office, The College Board, Waltham, MA; **Gillian B. Thorne**, Executive Director, Office of Early College Programs, Director, UConn Early College Experience, University of Connecticut, Storrs, CT; CPS panelist (*to be announced*); **Wilfredo Nieves**, President, Capital Community College, Hartford, CT and CIHE Commissioner (moderating)

As more high school students in New England seek to access higher education, institutions in our region have developed a range of innovative, data-driven systems for supporting the transition to post-secondary learning and accelerating the path to success. In this session participants will learn about a range of varied and complementary models aimed at bringing enhanced rigor and college-level learning into the high school classroom. These models – which will encompass national, regional, and program perspectives – will include:

- A unified approach to assessment and instruction. In partnership with its K12 and Higher Education members, College Board is working to expand access

to opportunity through identifying opportunity with PSAT/NMSQT, supporting college access through a redesigned SAT and advancing college success through Advanced Placement.

- Innovative models of concurrent enrollment. UConn Early College Experience (UConn ECE) is the oldest concurrent enrollment program in the nation (1955) and is accredited by NACEP (2007, 2014). As a well-established CEP, UConn ECE serves as a model and mentor to other programs across the region and throughout the nation, providing: college readiness for a wide range of academic abilities, access for all socio-economic groups and, acceleration for motivated students who accept the challenge of college work.

Biographies: [Klotzbier](#), [Thorne](#), [Nieves](#)

10:15-11:45 AM

CIHE Keynote #3 and Follow Up (*open to all conference attendees*)

Salon E

4th

Institutional Benchmarking for Accreditation and Student Success

Presenter: **Douglas Shapiro**, Executive Research Director, National Student Clearinghouse® Research Center™, Herndon, VA; **Jean A. Wyld**, Vice President for Academic Affairs, Springfield College, Springfield, MA (moderating)

For the past three years, the National Student Clearinghouse Research Center has published annual reports of student completion rates at the national, state and sector levels. These reports have become a new standard for consistently measured outcomes that go beyond first time, full time cohort graduation rates, taking into account students who transfer and those who enroll less than full time. In 2014 we introduced institution-level reports, allowing schools and colleges to benchmark their own results directly to the state and national reports. Today, the Clearinghouse is piloting a program that takes this process one step further, providing to each of the regional accrediting commissions the (de-identified) outcome ranges and distributions for their members. This enables commissioners and institutions to contextualize specific results within relevant institutional categories. This session explores the potential of the pilot by drawing insights from NEASC's distributions, alongside the newly-released results in the 2014 National Completions Report.

Presentation: Shapiro

Biographies: Shapiro, Wyld

10:15:-11:15 AM **General Session** (*open to all conference attendees*) **Provincetown** **4th**
On-line Education: What Works and What Doesn't


Presenters: **Michael Nachbar**, Executive Director, Global Online Academy; **Paula Bramante**, Senior Vice President, Student Services, New England College of Business and Finance, LLC, Boston, MA; **Heather Nuzzo**, Teacher and Board Member, Online School for Girls, Bethesda, MD

How are good online courses structured to ensure student success? What works and what doesn't work? How can both the teacher and the student be supported? These are just a few of the themes of this session with three practitioners of online courses.

Biographies: Nachbar, Bramante

Video: GOA, from Global Online Academy (4h 34'), Michael Nachbar

11:45 AM-12:45 PM **Network Luncheon: "Connect & Inspire"** with attendees and speakers **Salon F** **4th**

11:45 AM-12:45 PM **Luncheon for New Schools** (*by invitation only*) **Salon A-D** **4th**
 Sponsored by 

1:00-2:00 PM **NEASC Plenary Address** (*open to all conference attendees*) **Salon E** **4th**

Yong Zhao, Presidential Chair and Director of the Institute for Global and Online Education, College of Education, University of Oregon, Eugene

Creative Innovation

Yong Zhao speaks around the world on educational issues, particularly on issues related to globalization and education, creativity, global competitiveness, educational reforms, and educational technology. His main messages are:

- Education should focus on developing children's strengths, not "fixing their deficiencies."

- Education is much more than the addition of instruction of course content, especially in a number of limited subjects.
- National standards/standardization have serious negative consequences.
- What makes a nation, a community strong is diversity of talents and creative citizens.
- To succeed in the globalized world, we need to cultivate global competences.

Biography: [Zhao](#)

Presentation: [World Class Learners](#) (pdf)

Blog: [Q&A: Yong Zhao on Education and Authorization in China](#) by Didi Kirsten Tatlow, Sinosphere, the Chinese blog of The New York Times (September 14, 2014)

Video: [World Class Learners](#), You Tube (Mar 10, 2014)

2:15-3:15 PM

**CIHE Panel #7 (open to all conference attendees)
Innovative Coalitions for Faculty Engagement
around Teaching and Learning**

Salon E

4th

Presenters: **Malcolm Brown**, Director, EDUCAUSE Learning Initiative; **Alan R. Cattier**, Director and Associate CIO, Academic and Campus Technology Services, Dartmouth College, Hanover, NH; **Katie L. Vale**, Director of Academic Technology, Harvard University, Cambridge, MA; **Lily S. Hsu**, Associate Provost for Academic Affairs, MCPHS University, Boston, MA and CIHE Commissioner (moderating)

Faculty engagement and development for teaching and learning remains a cornerstone for any campus seeking to innovate and advance in its pedagogical practices. It is also evolving rapidly. New campus alliances, often bringing together campus IT, the teaching and learning center, the library, as well as other partners, are resulting in innovative coalitions. Technology remains as always a key enabler of these new practices, especially given the new emphasis on online venues for learning. New insights from the science of learning as well as from research on what contributes to student success are also shaping new faculty engagement strategies. In this session, we will explore this emerging landscape, looking at current innovative practices and describing their trajectory.

Presentation: Vale

Biographies: Brown, Cattier, Vale, Hsu

2:15-3:15 PM **CIHE Panel #8** (*open to all conference attendees*) **Salon F** **4th**
News Flash

Presenter: **Scott Jaschik**, Editor, *Inside Higher Ed*, Washington, DC; **Thomas S. Edwards**, Provost, Thomas College, Waterville, ME and CIHE Commissioner (moderating)

Hot topics attracting public attention and scrutiny for colleges — a look at the issues that are attracting attention from politicians, the public and others and the challenges they pose to colleges.

Biographies: Jaschik, Edwards

Webpage Articles: How lacrosse, China and adjuncts are changing higher ed. PBS NEWSHOUR; 10 biggest higher ed stories to follow this year, eCampusNews; Let the Right Ones In, ..., Slate

2:15-3:15 PM **General Session** (*open to all conference attendees*) **Salon A-D** **4th**
Reach Every Student in Every Class Every Day: The Flipped Classroom

Presenter: **Jon Bergmann**, Co-founder of Flipped Learning Network and co-author *Flip Your Classroom: Reach Every Student in Every Class*

Implementing the Flipped Class provides teachers with more face-to-face time with students, allows for true differentiation, compels students to take responsibility for their own learning, and enables students to master rigorous course concepts. Join Flipped Classroom pioneer Jon Bergmann as he walks you through his transformation from nineteen year lecturer to flipped class pioneer. He will demonstrate how the flipped class can transform today's educational climate and increase student learning outcomes.

Biography: Bergmann

Video: Jon Bergmann Talks About Flipped Learning, You Tube (4'11")

3:30-4:30 PM **CIHE Business Meeting and Update from the Commission** (*open to all conference attendees*) **Salon A-D** **4th**

Presenter: **Patricia Maguire Meservey**, President,

Salem State University, Salem, MA, Senior Advisor for Academic Policy, Massachusetts Department of Higher Education, Boston, MA and Chair, CIHE Commission

Biography: [Meservey](#)

3:30-4:30 PM **General Session** (*open to all conference attendees*) **Vineyard** **4th**
What is Internationalism and Global Citizenship?
 Presenters: **Clayton W. Lewis**, Head of School, Washington International School (WIS); **Michael Popinchalk**, Associate Director, CIE

Biographies: [Lewis](#), [Popinchalk](#)

3:30-4:30 PM **General Session** (*open to all conference attendees*) **Salon G** **4th**
Full STEAM (Science, Technology, Engineering, Art, and Math) Ahead!

Presenters: **Monica L. Haldiman**, Principal, Sacred Heart School, Roslindale, MA; **William K. Olsen, Jr.**, Principal, Rutland High School, VT

At this session, the Executive Director of the Center for STEM Education at Northeastern University will join with a principal from a Catholic elementary school and a principal from a public secondary school to discuss what constitutes genuine STEM/STEAM education, how it was implemented in their schools and its impact on the school's culture.

Biography: [Haldiman](#)

4:30-5:00 PM **CIHE Follow Up Discussion with Panel #7 speakers** **Salon A-D** **4th**
(open to all conference attendees)
 Presenters: **M. Brown; A. Cattier; K. Vale; L. Hsu; Jon S. Oxman**, CIHE Commissioner, Public Member, Maine (moderating)

Biography: [Oxman](#)

4:30-5:00 PM **CIHE Follow Up Discussion with Panel #8 speakers** **Provincetown** **4th**
(open to all conference attendees)
 Presenters: **S. Jaschik; T. Edwards; John F. Gabranski**, CIHE Commissioner, Public Member, Massachusetts (moderating)

Biography: [Gabranski](#)

5:00-6:00 PM **Reception and Entertainment** **Salon F** **4th**
 Entertainment by Keros String Quartet

Sponsored by Tk20

6:00 PM **Banquet and Keynote Address** **Salon E** **4th**
Sarah Kay, poet, writer, spoken word teacher, and founder of Project VOICE

Considering Breakthrough

What does it mean to have a breakthrough? How can breakthroughs guide us in the right direction? Sarah Kay teaches and performs in schools all over the world, sharing stories of her personal breakthroughs and showing audiences how to find their own.

Awards Presentation: Richard J. Bradley Endowment Award; Jacob Ludes III Leadership Award

Biography: [Sarah Kay](#)

Friday, December 12, 2014

6:30 AM-7:00 AM **Sunrise Stretch** **Provincetown** **4th**
 Gentle yoga-inspired stretches to start your day!
 All welcome (no special attire, equipment or prior experience needed)
 Instructor: **Samantha Cameron**

A welcome wakeup call for mind and body! Sweet stretches prepare your day by expanding breath and opening muscular intuitive forces. This short class offers a moment of bliss through easy stretching for those in a chair, and/or those on the mat. Emphasis is on connecting breath to expand and loosen necks, shoulders, backs, hamstrings and hips. (No prior experience or equipment necessary...come as you are.)

7:00-9:00 AM **Complimentary Continental Breakfast/Coffee Service** **Foyer** **4th**

7:00-7:30 AM **Commission (CIE/CIS/CPS) Business Meetings**
(open to all conference attendees)
 CIE PS-12 **Salon H** **4th**
 CIS

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| | CPS | Salon I | 4th |
| | | Salon J | 4th |
| 7:30-8:30 AM | NEASC Annual Business Meeting of the Corporation <i>(open to all conference attendees)</i> | Salon F | 4th |

Call and Notice for the 129th Annual Business Meeting

Agenda

1. To hear the reports of the Officers, the President/CEO, and the Commission Chairs and take action thereon.
2. To receive written reports regarding initial and continued accreditation of institutional members.
3. To receive a written listing of institutions approved for candidacy status.
4. To elect a Chair Elect, Treasurer and a Secretary for one-year terms through 2015.
5. To elect a Member-At-Large for a three-year term through December 2017 representing the Commission on Public Schools.
6. To consider and act upon any other business that may come before the meeting.

By Order of the Board Chair, Mary Lyons

Cameron C. Staples

[Call and Notice \(pdf file\)](#)

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|--------------|---|---------|-----|
| 8:45-9:45 AM | CIHE Keynote #4 National Accreditation Perspective <i>(open to all conference attendees)</i> Presenter: Judith S. Eaton , President, Council for Higher Education Accreditation (CHEA), Washington DC; Jeffrey R. Godley , CIHE Commissioner, Public Member, Connecticut (moderating) | Salon E | 4th |
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Presentation: [Eaton](#)

Biographies: [Eaton](#), [Godley](#)

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|--------------|--|-----------|-----|
| 8:45-9:45 AM | General Session: Student Panel Student Experience as We See It <i>(open to all conference attendees)</i> Presenters: Andrew V. Menke , Head of School, New Hampton School, New Hampton, NH; Yong Zhao , Presidential Chair and Director of the Institute for | Salon A-D | 4th |
|--------------|--|-----------|-----|

Global and Online Education, College of Education,
University of Oregon, Eugene

Students: **Isabelle Cole**, graduate, Zurich International International School, Switzerland; **Noa Machover**, senior, The Cambridge School of Weston, MA; **Mark Britt**, junior, TechBoston Academy, Dorchester, MA

Students from three different educational models (international, public and independent) will share their experiences with “Creative Innovation” as they traveled though their educational continuum.

10:00-11:00 AM **General Session (open to all conference attendees)** **Provincetown** **4th**
Digital Badges: The Credentials of the Future

Presenter: **Erin Knight**, Senior Director of Learning, Mozilla Foundation
Moderator: **David Sullivan**, Head of Breakwater School, Portland, ME

Erin Knight, Senior Director of Learning for the Mozilla Foundation, will outline: What are digital badges? How do they work? What is their significance, benefits and challenges as we move toward the future?

Biography: [Knight](#)

10:00-11:00 AM **General Session (K-12)** **Salon A-D** **4th**
Recent Activities of the Three Committees within CPS

Presenters: **Janet D. Allison**, Director; **Kathleen Montagano**, Associate Director, CPEMS, and **Bruce Sievers**, Associate Director, CTCI

10:00-11:00 AM **General Session (CIE PS-12)** **Salon H** **4th**
Forum on Partnership with Dubai Educational Authorities and Opportunities Available to American Educators

Presenters: **Renee Taylor** and **Shamma Al Mansouri**, KHDA; **Peter C. Mott**, Director, Commission on International Education

10:00-11:00 AM **CIHE Panel #9 (open to all conference attendees)** **Salon E** **4th**
How Will We Know Civic Learning When We See It?
Assessing Student Learning from Community Engagement

Presenters: Richard M. Battistoni, Professor of Political Science and Public and Community Studies, Providence College, Providence, RI; **Cathy Burack**, Senior Fellow, Higher Education Center for Youth and Communities, Heller School for Social Policy and Management, Brandeis University, Waltham, MA; **Georgia Nigro**, Professor of Psychology, Bates College, Lewiston, ME; **Lynn C. Pasquerella**, President, Mount Holyoke College, South Hadley, MA (moderating)

Colleges and universities increasingly are interested in promoting their students' civic learning, most often through the use of community-based and service learning pedagogies. Scholars in the field, along with national higher education organizations and grantmakers, have carefully developed lists of the specific learning outcomes we can expect from civic engagement experiences, and efforts have emerged to evaluate the long-term impact of community engagement courses and programs. But with all of the work in this field over the past 30 years, questions remain about how best to measure and assess the learning from community engagement, and barriers to implementing best practices in assessment still exist. In this interactive session, participants will learn about the issues and challenges of setting and assessing civic learning outcomes, and will have the chance to discuss and develop tools they can take back to their home institutions.

Biographies: [Battistoni](#), [Burack](#), [Nigro](#), [Pasquerella](#)

10:00-11:00 AM

**CIHE Panel #10 (open to all conference attendees)
Prior Learning Assessment – Its Time Has Come Again**

Salon F

4th

Presenters: Shirley M. Adams, Provost, Charter Oak State College, New Britain, CT; **Gabrielle C. Dietzel**, Director, Office of External Programs, Vermont State Colleges, Montpelier, VT; **Deborah D. Wright**, Director, Center for the Adult Learner, Lesley University, Cambridge, MA; **David L. Levinson**, President, Norwalk Community College, Norwalk, CT (moderating)

Why all the national attention around PLA? What does it mean for your college? How can you jump on the band wagon? This session will answer those questions and more. You will come away with

knowing the history of PLA, how three different colleges embrace PLA, the advantage to the student and to the college, and how PLA connects with the competency based education movement.

Presentation: [Adams – Dietzel – Wright](#)

Biographies: [Adams](#), [Dietzel](#), [Wright](#), [Levinson](#)

11:15-12:15 PM

CIHE Panel #11 (*open to all conference attendees*)
HILT: Harvard Initiative for Teaching and Learning

Salon A-D

4th

Presenters: **Erin Driver-Linn**, Director, Harvard Initiative for Learning and Teaching (HILT) and Associate Provost for Institutional Research, Harvard University, Cambridge, MA; **Samuel Moulton**, Director of Educational Research and Assessment, HILT, Harvard University, Cambridge, MA; **David P. Angel**, President, Clark University, Worcester, MA and Vice Chair, CIHE Commission (moderating)

The Harvard Initiative for Learning and Teaching (HILT) was launched in Fall 2011 out of the president’s office and designed to catalyze innovation and excellence in learning and teaching at Harvard. We will use HILT as a case study to start a conversation about innovations that fit the institutional contexts of participants. HILT’s work is organized as a portfolio of strategies: (1) seeding experimental activities at local levels; (2) developing networks of people and resources, and (3) disseminating and conducting multidisciplinary education research. We will outline the rationale behind our approach, lessons learned from our three years, and how HILT’s work to improve learning for residential students connects with other efforts on campus (e.g., HarvardX). We will also provide concrete examples of activities in support of our strategies including an evolving grants program, an internal consortium of academic professionals who have organized an in-person and virtual network, and a multidisciplinary “skunkworks” team of scholars disseminating, facilitating, and conducting use-inspired basic research on teaching and learning.

Presentation: [Moulton](#) (pdf)

Biographies: [Driver-Linn](#), [Moulton](#), [Angel](#)

11:15-12:15 PM

Salon I

4th

Report of the Committee on the Future of School Accreditation

Presenters: **Michael Contompasis**, Committee Co-Chair and Board of Trustees Member; **Theodore Sergi**, Committee Co-Chair and Board of Trustees Member

11:15-12:15 PM

General Session: How to Implement Flipped Classrooms in Your School

Provincetown

4th

Presenters: **Jon Bergmann**, Co-founder of Flipped Learning Network; **Marcie Day**, faculty, Revere High School, MA; **Adam T. Harder**, faculty, Belmont Hill School, Belmont, MA; **Brian Sullivan**, CATS Academy – Boston, Newton, MA

12:30 PM

Luncheon and Keynote Address

Salon F

4th

Presenter: **Ioannis (Yannis) N. Miaoulis**, President and Director, Museum of Science, Boston, MA

Re-Engineering the Curriculum

Although humans make the majority of the objects we interact with and use during our day-to-day lives, the current school curriculum focuses very little on how our human-made, or designed, world is made. Pens, cars, pills, buildings are all technologies and the results of the Engineering design process. An increasing number of states now include the Engineering process and the nature of key technologies in their learning standards. Introducing Engineering as the new discipline into the curriculum offers a wonderful project-based learning vehicle for the entire K-12 spectrum that not only brings to life mathematics and the sciences but also connects them with social studies, language and the arts. Dr. Miaoulis will describe the value of including Engineering in the formal curriculum and give examples of success at various learning environments. He will discuss the curriculum content for elementary, middle school and high school levels; present how engineering makes all disciplines engaging for both boys and girls, and for all types of learners; and comment on teacher preparation programs at colleges and universities.

Biographies: [Miaoulis](#), [Quigley](#)

Moderator: **Kenneth K. Quigley, Jr.**, President, Curry College, Milton, MA and Past Chair, NEASC Board of Trustees

Video: [NCTL STEM Speech \(06'02"\)](#), You Tube,
BostonMOS, Nov 15, 2010

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