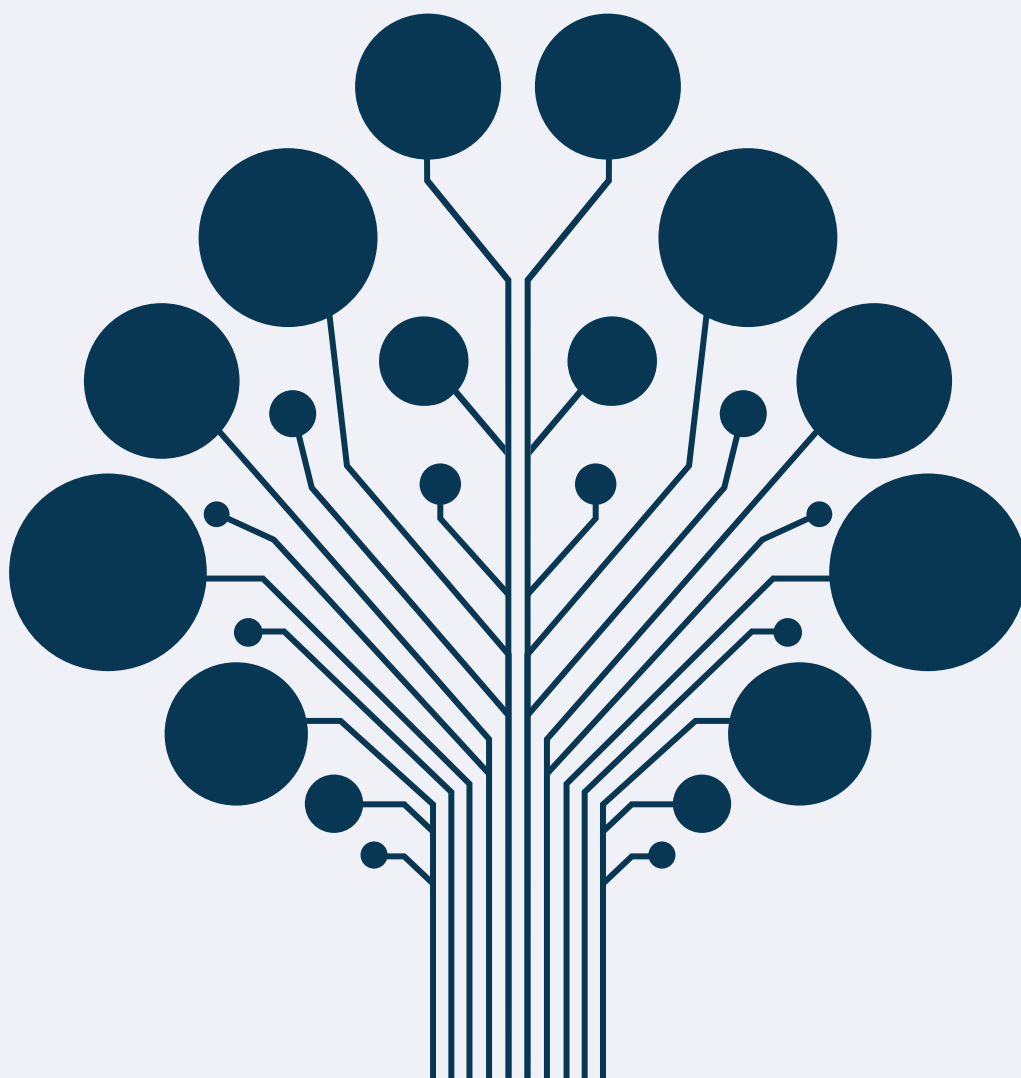


TRANSFORMING INSTITUTIONS

Working together to promote sustainable change

Conference Program

April 3-5, 2019



Sheraton at Station Square

Pittsburgh, PA

ascnhighered.org • [@ascnhighered](https://twitter.com/ascnhighered) • [#ASCNHigherEdTI2019](https://hashtage.com/#ASCNHigherEdTI2019)

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Conference Information

The Accelerating Systemic Change Network (ASCN) invites you to join us for the 2019 Transforming Institutions Conference. This conference will bring together researchers, faculty, change agents, administrators, and policymakers to focus on transforming undergraduate education. We will address critical questions related to institutional change in higher education and foster connections between researchers and change agents across fields. We intend to provide opportunities for cross-disciplinary discussion and collaboration as we work together to bring about institutional change and to define the future of this work.

The Transforming Institutions Conference's diversity of presentations, workshops, panel discussions, and plenary presentations is designed to address important topics in institutional change and transformation by:

- bringing together researchers, change agents, administrators, and policymakers to focus on transforming undergraduate education;
- inviting and incorporating diverse participation, drawing from a wide range of disciplines;
- creating a space where people can see how their work interacts and overlaps across disciplines;
- encouraging discussion in order to identify key questions regarding change in higher education;
- featuring both early and mature projects, which may focus on outcomes as well as processes and contexts of change;
- creating an opportunity for team formation and development, encouraging team builders to consider levels of power and buy-in as needed for change;
- providing space for discussion, engagement, and network development.

Registration Information

Registration will be located on the First Floor. When the desk is not open, there will be instructions for how to contact conference staff. The Registration desk will be open during the following times:

- Wednesday 12:00 p.m. - 4:30 p.m.
- Thursday 7:30 a.m. - 8:00 a.m.
9:30 a.m. - 10:00 a.m.
2:45 p.m. - 3:30 p.m.
- Friday 9:00 a.m. - 9:30 a.m.
11:00 a.m. - 11:15 a.m.



Conference Committee

ASCN Team

Andrea Beach, Western Michigan University
Charles Henderson, Western Michigan University
Scott Simkins, North Carolina A&T State University
Linda Slakey, University of Massachusetts-Amherst
Caroline Ray, Western Michigan University
Jaclyn Rivard, Western Michigan University
Kate White, Western Michigan University

Conference Planning Committee

Gita Bangera, Bellevue College
Calvin Briggs, Lawson State Community College
Anthony DePass, Long Island University
Susan Elrod, University of Wisconsin - Whitewater
Emily Miller, Association of American Universities
Pamela Leggett-Robinson, PLR Consulting
Ruthmae Sears, University of South Florida
Gabriela Weaver, University of Massachusetts - Amherst

SERC Team

Mitchell Awalt, Carleton College
Andrew Haveles, Carleton College
Cailin Huyck Orr, Carleton College



Promoting knowledge development to support institutional change in higher education

About Us

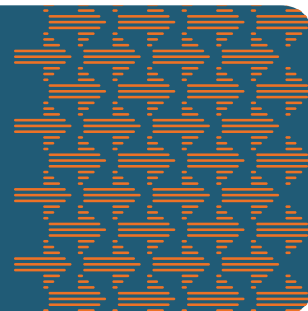
The Accelerating Systemic Change Network (ASCN) is an open, interdisciplinary, professional network and intellectual home for individuals and groups in a broad range of disciplines who are engaged in creating and/or studying change in higher education.

Overarching Principles

Systems thinking
Serving all students
Breadth of perspective

ASCN Goals

- › Establish a community of change agents and researchers
- › Generate, curate, and distribute knowledge about promoting, supporting and accelerating change
- › Promote and support institutional change



Structure and Organization

The Hub supports the development of the network and the work of its members. **The Steering Committee** provides strategic guidance and support for the intellectual work of the network. **The Working Groups** are member-led and on key topics in systemic change. **Membership** is open to anyone engaged in creating and/or studying change in higher education. ASCN connects and provides an intellectual home for researchers and change agents working on change in higher education. We hope you'll join us!

ASCN has received funding from the Helmsley Charitable Trust and the National Science Foundation. In-kind support has been provided by the Sloan Foundation and the Howard Hughes Medical Institute.

ASCN Working Groups

Working Group 1: Guiding Theories - *leading the related conference track*

How can theories and models inform and support systemic change efforts?

Working Group 2/4: Costs and Benefits & Demonstrating Impact

What are the costs and benefits of change? How can measurement and communication promote change?

Working Group 3: Change Leaders

Who leads change and how?

Working Group 5: Equity and Impact

How can equity and inclusion serve as the foundation of systemic change?

Working Group 6: Aligning Faculty Work with Systemic Change - *leading the related conference track*

How can institutional policies promote sustainable change?

Learn more at bit.ly/ASCNGroups



<http://aschnighered.org>



@aschnighered



cricpe-ascn@wmich.edu

Hotel and Area Information

All events for the Transforming Institutions Conference will take place at the Sheraton Hotel at Station Square in Pittsburgh, PA. Sessions will convene on the first and second floors of the conference/meeting area of the hotel.

Station Square is a 1.2 mile complex on the southwest shore of the Monongahela River with entertainment, dining, attractions, and shopping. For more information, visit the Station Square website at stationsquare.com. More about Pittsburgh attractions, area restaurants, and local sights is available at VisitPittsburgh.com and on our conference website under Participant Information.

Within the hotel there are the following dining options:

Trackside, American

Get energized for a busy day of exploring Pittsburgh in our inviting restaurant. Take in postcard-quality views of downtown while you enjoy a delicious breakfast, join colleagues for lunch on a meeting break, or relax over dinner with the family.

Open for breakfast, lunch and dinner - Dress code: Casual - Reservations: +1 412-803-3824

The Center Bar, Other

Grab a quick bite to eat in our stunning atrium lobby before heading off for a night of fun. The casual setting is ideal for after-work cocktails, or a light snack to keep you going as you get ready for another fun outing in Pittsburgh, Pennsylvania.

Open for lunch and dinner - Dress code: Casual

Sheraton Cafe, American

Stop by our Café for freshly brewed Starbucks® coffee and made-to-order espresso drinks, perfect for jump-starting your day. Pack a picnic from our selection of grab-and-go food, or pick up a snack to satisfy a late-night craving.

Open for breakfast, lunch and dinner - Dress code: Casual

Wi-Fi will be available in the conference area. See the registration table for connection information.

Presentation Guidelines

General Guidelines

All presenters are expected to present during their scheduled time. Conveners for thematic symposia and pre-conference workshops must keep track of time. For 25-minute presentations, session chairs will keep time.

Pre-Conference Workshops

Workshops require advance registration and are free to all attendees. They are scheduled for either 90 or 120 minutes in the afternoon of Wednesday, April 3. Participation in a workshop may include access to an online workspace.

Thematic Symposia

Symposia do not require advance registration and are open to all. They are scheduled for either 60 or 90 minutes throughout the day on Thursday, April 4. Participation in a workshop may include access to an online workspace.

25-Minute Presentations

All oral presentations will be held on Thursday, April 4. They are organized into 90-minute sessions of three presentations each. A session chair has been assigned to each session and is responsible for keeping time and facilitating questions from the audience at the end of each presentation. Please allow 5 minutes between each presentation within a session for transition.

Poster Presentations

The poster session will be held on Thursday, April 4, from 2:45 to 3:30 p.m. in the Admiral Room. Presenters are required to remain at their posters during this session and must take down their posters by 5:30 p.m.

For more information, see the presenter guidelines provided on the Conference site.

All presenters are encouraged to upload their presentations to the pages assigned to their presentation information on the Conference site. For more information on how to share your presentation, see ascnhighered.org/ASCN/transforming_institutions/2019/program/presentation_up.html

Abstract Reviewers

Thank you to the reviewers for the
2019 Transforming Institutions Conference.

Sarah E. Andrews, University of Colorado
at Boulder

Naneh Apkarian, Western Michigan
University

Ann E. Austin, Michigan State University

Gita Bangera, Bellevue Community College

Lisa Bosman, Purdue Polytechnic Institute

Marcos D. Caballero, Michigan State
University

Joshua Caulkins, Arizona State University

Amy Chan-Hilton, University of Southern
Indiana

Stephanie Chasteen, University of
Colorado at Boulder

Daniel Collier, Western Michigan
University

Sarah Cox, Western Michigan
University

Cassie Donnelly, Sierra College

Sam Donovan, University of Pittsburgh

Brittnee Earl, Boise State University

Andrew Feig, Wayne State University

Matt Fisher, Saint Vincent College

Dan Fitzpatrick, Western Michigan
University

Linnea Fletcher, Austin Community College

Stephanie Foster, George Mason University

Tam'ra-Kay Francis, University of
Washington, Seattle

Kay Halasek, Ohio State University

Lucas Hill, University of Wisconsin-Madison

Anne-Barrie Hunter, University of Colorado
at Boulder

Siny Joseph, Kansas State University

Matthew Kaplan, University of
Michigan-Ann Arbor

A. Kelly Lane, University of
Nebraska-Lincoln

Pamela Leggett-Robinson, PLR Consulting

Mitch Malachowski, University of San Diego

Gili Marbach-Ad, University of

Maryland-College Park

Jim McCargar, Baldwin Wallace University

Courtney Ngai, The Institute for Learning
and Teaching

Craig Ogilvie, Iowa State University

Daniel Reinholz, San Diego State University

Jaclyn Rivard, University of Minnesota and
Western Michigan University

Sarah Ruffell, University of
Pittsburgh-Bradford

Deena Salem, Queen's University

Heather Seitz, Johnson County Community
College

Susan E. Shadle, Boise State University

Shanna Shaked, University of
California-Los Angeles

Jill Sible, Virginia Polytechnic Institute and
State University

Kara Thoemke, College of St Scholastica

Katerina Thompson, University of
Maryland-College Park

Chandra Turpen, University of
Maryland-College Park

Sandra Vernon-Jackson, University Of
South Florida St. Petesburg

Zipangani M. Vokhiwa, Mercer University

Lindsay Weinberg, Purdue University

Mary Wright, POD Network and Brown
University



TRANSFORMING INSTITUTIONS

At-a-Glance Conference Schedule

Wednesday, April 3

12:00 - 4:30 p.m.	Registration Table Open	First Floor
1:00 - 4:00 p.m.	Pre-Conference Workshops	Session Rooms
4:30 - 5:45 p.m.	Plenary: Robin Wright <i>We have no choice: Why systemic change must happen in undergraduate education</i>	Admiral
5:45 - 7:00 p.m.	Dinner & Reception	Admiral

Thursday, April 4

7:00 - 8:00 a.m.	Breakfast	Admiral
7:30 - 8:00 a.m.	Registration Table Open	First Floor
8:00 - 9:30 a.m.	Concurrent Sessions	Session Rooms
9:30 - 10:00 a.m.	Coffee Break Registration Table Open	Admiral, First Floor
10:00 - 11:30 a.m.	Concurrent Sessions	Session Rooms
11:45 - 1:00 p.m.	Plenary: Kelly Mack <i>That None Shall Perish</i> Lunch	Admiral
1:15 - 2:45 p.m.	Concurrent Sessions	Session Rooms
2:45 - 3:30 p.m.	Poster Session Coffee Break Registration Table Open	Admiral, First Floor
3:30 - 5:00 p.m.	Concurrent Sessions	Session Rooms
5:15 - 5:30 p.m.	Meet with Dinner Groups	Near Registration

Friday, April 5

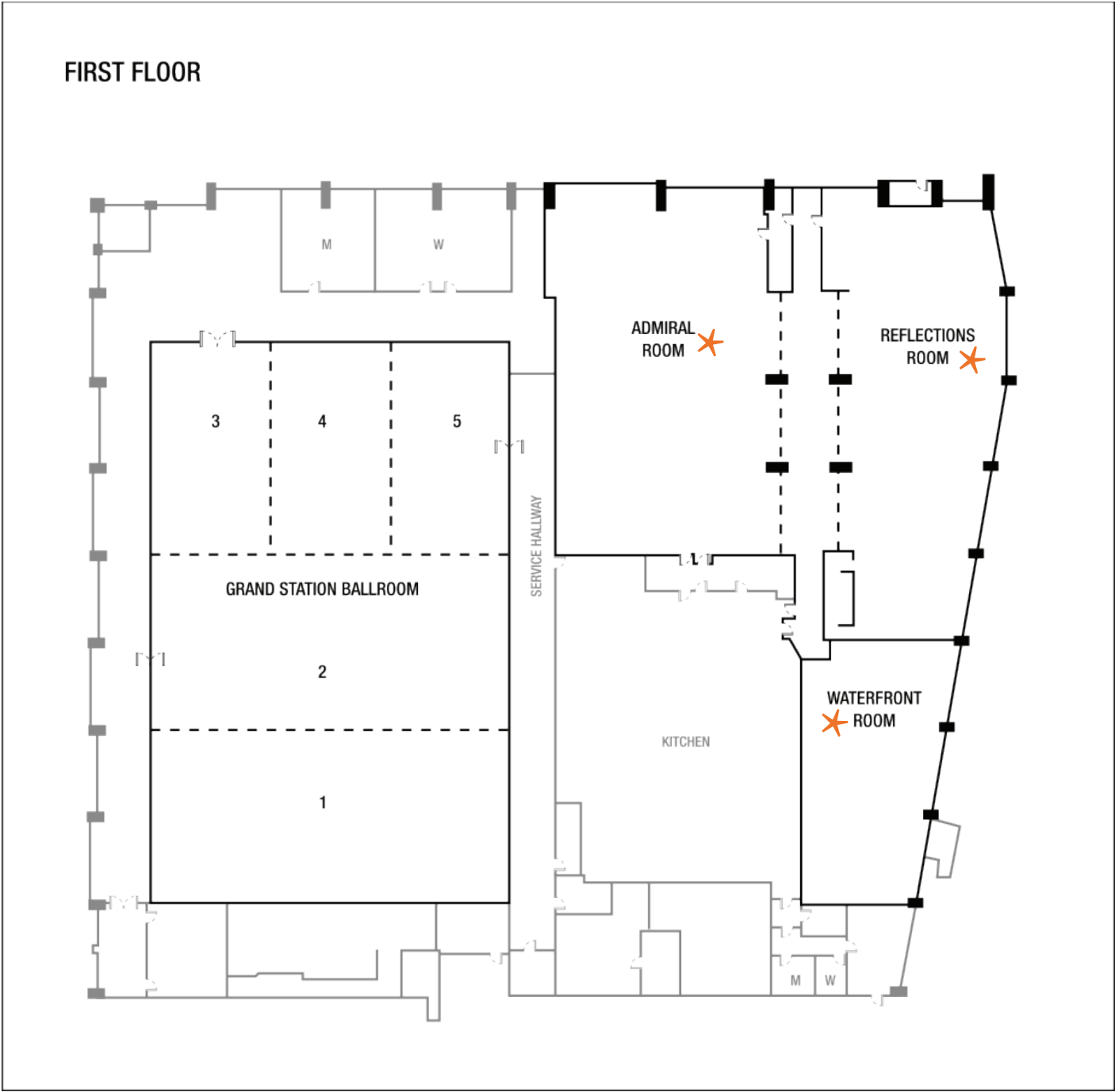
8:30 - 9:30 a.m.	Breakfast	Admiral
9:30 - 11:00 a.m.	Panel on Funding Institutional Change	Admiral
11:00 - 11:15 a.m.	Coffee Break	Admiral
11:15 - 12:00 p.m.	Discussion Sessions Track: Guiding Theories of Change Track: Aligning Incentives with Systemic Change Learning Spaces	Fountainview Brighton 1/2 Brighton 3/4

Note: Session rooms include Brighton 1/2, Brighton 3/4, Fountainview, and Woodlawn I on the second floor, and Waterfront on the first floor.



Conference Map

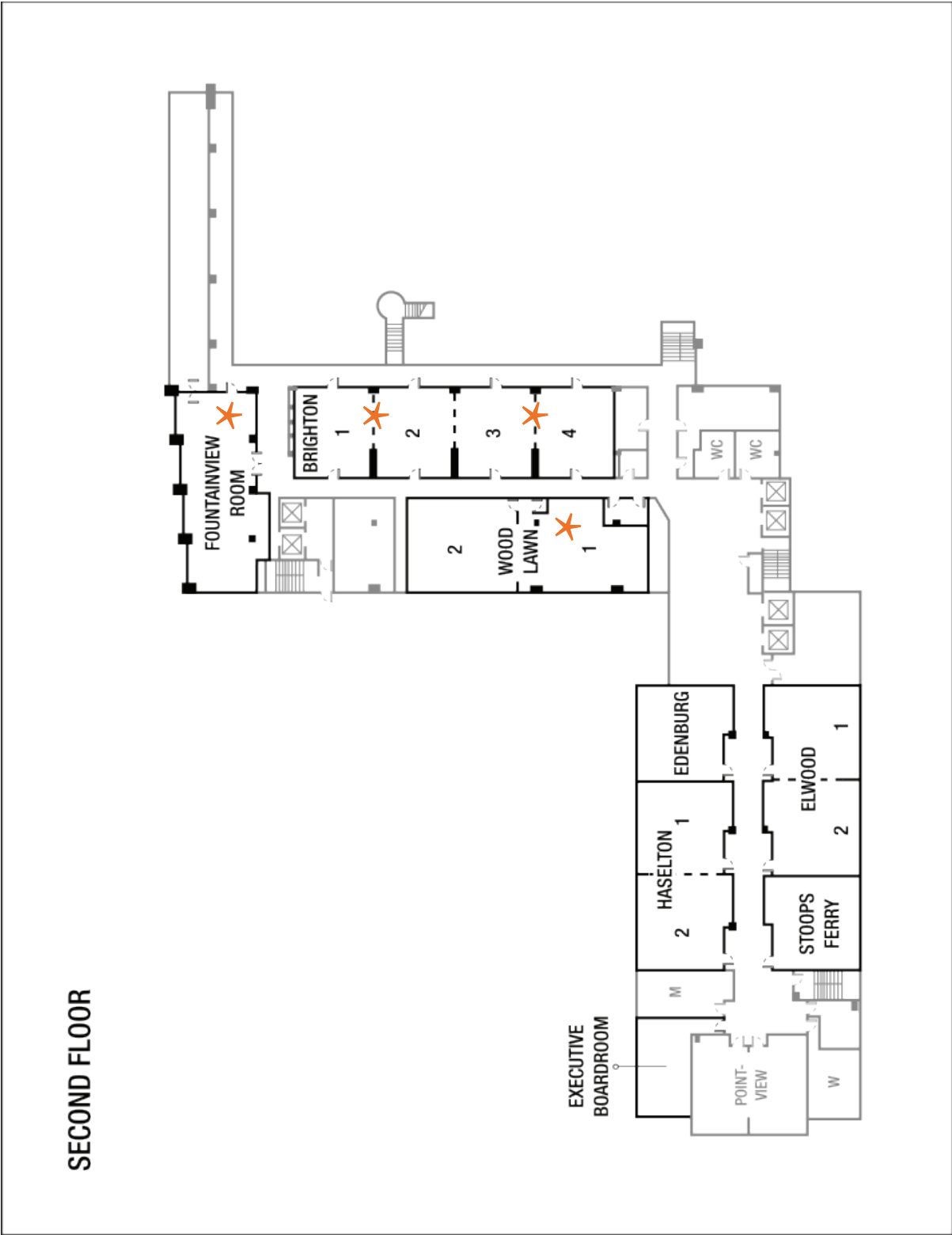
First Floor



An asterisk (*) indicates that room is designated for use by the Transforming Institutions Conference.

Conference Map

Second Floor



Plenary Session

Wednesday, April 4, 4:30-5:45 p.m.



Robin Wright, National Science Foundation

Robin Wright currently serves as the director of the Division of Undergraduate Education with the National Science Foundation (NSF). Prior to her time at NSF, Wright served as Associate Dean for Academic Affairs and department head for the Department of Biology Teaching and Learning in the College of Biological Sciences at the University of Minnesota. During that time, she contributed to improving the undergraduate curriculum at the college while maintaining her own research on how yeast adapt to cold temperatures. She led efforts to develop the award-winning Foundations of Biology courses for biology majors and launched the new Department of Biology Teaching and Learning, a first-of-its-kind department focusing on evidence-based teaching. Dr. Wright is a fellow of the American Association for the Advancement of Science and received the Genetics Society of America's 2014 Elizabeth W. Jones Award for Excellence in Education for significant, sustained impact on genetics education. She received a BS in Biology from the University of Georgia and a Ph.D. in Biological Sciences from Carnegie-Mellon University.

We have no choice: Why systemic change must happen in undergraduate education

The increasingly rapid pace of change in science and society make systemic change more critical in higher education than it has ever been. In this interactive presentation, spend some time visualizing where undergraduate education is heading, key change drivers we face, and how the two may intersect.

Plenary Session

Thursday, April 5, 11:45-1:00 p.m.



Kelly Mack, Association of American Colleges and Universities

Dr. Kelly Mack is the Vice President for Undergraduate STEM Education and Executive Director of Project Kaleidoscope at the Association of American Colleges and Universities (AAC&U). Prior to joining AAC&U, Dr. Mack was the Senior Program Director for the National Science Foundation ADVANCE Program while on loan from the University of Maryland Eastern Shore where, as a Professor of Biology, she taught courses in Physiology and Endocrinology for 17 years. Dr. Mack's holistic approach to STEM reform is grounded in a strategic vision that foregrounds inclusion as an immutable factor for achieving excellence in undergraduate STEM education. Her leadership in STEM reform has produced over \$15M in external funding – leading to significant increases in the capacity of STEM faculty to implement culturally responsive pedagogies, major shifts in the ways in which leadership development for STEM faculty is delivered, and the expansion of both physical and virtual convening platforms for knowledge generation, exchange, and dissemination. (See more on our site.)

That None Shall Perish

Addressing the nation's need for a competitively trained, liberally educated, and diverse STEM workforce requires the kind of systemic change that represents a radical departure from our reliance on the mastery of initiative or intervention implementation. This is particularly true given the contemporary realities of higher education, which are now situated within a shifting sociopolitical context. In this presentation, Dr. Mack will discuss proven strategies for systemic change that provide institutions and the individuals within them opportunities to adapt a more dynamic stance whereby both are predisposed and positioned to desire, foster, recognize, and require the transformative actions and outcomes that are essential for inclusion and indistinguishable from excellence.

Panel on Funding Institutional Change

Opportunities and Challenges in the Funding Landscape

Friday, April 5, 9:30-11:00 a.m.



David Asai,

Senior Director for Science Education,
Howard Hughes Medical Institute



Andrea Nixon,

Program Director, Division of Undergraduate
Education and Co-Lead, Improving
Undergraduate STEM Education (IUSE)
Program, National Science Foundation



Moderator: Gita Banger

Dean, RISE Learning Institute,
Bellevue College
Washington State University

Tracks and Discussion Sessions

The Conference will feature 4 tracks. Tracks are organized around a series of symposia and presentations that relate strongly to a single theme. For two of the tracks (marked with *) there will be discussion session on Friday led by ASCN Working Group leaders. The track themes are:

- Guiding theories of change (ASCN Working Group 1)*
- Change leadership (ASCN Working Group 3)
- Equity and inclusion (ASCN Working Group 5)
- Aligning faculty incentives with systemic change (ASCN Working Group 6)*

Discussion Sessions - Friday, April 5, 11:15 a.m. - 12:00 p.m.

Guiding theories of change (ASCN Working Group 1)

Leaders: Tessa Andrews, University of Georgia

Daniel Reinholz, San Diego State University

Join the leaders of ASCN Working Group 1, Tessa Andrews and Daniel Reinholz, for a discussion about the presentations in the “Guiding theories of change” Track and theories of change.

Aligning incentives with systemic change (ASCN Working Group 6)

Leaders: Christine Broussard, University of La Verne

Emily Miller, Association of American Universities

Join the leaders of ASCN Working Group 6, Christine Broussard and Emily Miller, for a discussion about the presentations in the “Aligning faculty incentives with systemic change” Track and current relevant projects in the field.

Learning Spaces

Leaders: Andrea Beach, Western Michigan University

Join us as we discuss current projects relevant to the topic of learning spaces and the future of this work.

Conference Program

Wednesday, April 3

TIME	EVENT	LOCATION
12:00 - 4:30 p.m.	Registration table open	First Floor
1:00 - 4:00 p.m.	Pre-Conference Workshops	Brighton 1/2
	<ul style="list-style-type: none"> • <i>Using a Change Framework and Assessing Institutional Change: Lessons from Boise State University</i> (Susan Shadle & Brittnee Earl) 	Brighton 1/2
	<ul style="list-style-type: none"> • <i>Advancing Diversity and Inclusion Through Multilevel Strategic Leadership</i> (Kathy Takayama, Matthew Kaplan, & Allison Cook-Sather) 	Brighton 3/4
	<ul style="list-style-type: none"> • <i>Using the Change Dashboard to Conceptualize Change Projects for Campus Reforms</i> (Charles Henderson & Kate White) 	Woodlawn I
4:30 - 5:45 p.m.	<ul style="list-style-type: none"> • <i>Using Social Psychological Interventions to Improve Learning of All Students</i> (Chandralekha Singh, Kevin Binning, & Emily Marshman) (2:30 - 4:00 p.m.) 	Fountainview
	<p>Plenary: Robin Wright - <i>We have no choice: why systemic change must happen in undergraduate education</i></p> <p>Welcome: Andrea Beach Announcements: Kate White, Caroline Ray Introduction: Charles Henderson</p>	Admiral
5:45 - 7:00 p.m.	Dinner and Reception	Admiral

Conference Program

Thursday, April 4

7:00 - 8:00 a.m.	Breakfast, registration opens at 7:30 a.m.	Admiral
8:00 - 9:30 a.m.	<i>Symposium: Embedded Expert Models: Implementing change initiatives which support departments from within</i> (Stephanie Chasteen, Andrea Greenhoot, Carolyn Aslan, Sarah Bean Sherman)	Waterfront <i>Track: Change leadership</i>
8:00 - 8:30 a.m.	<i>Introduction</i> (Emily Miller, Christine Broussard)	Brighton 1/2 <i>Track: Aligning incentives</i>
8:30 - 9:00 a.m.	<i>Symposium: The REFLECT project: Spreading evidence based teaching in STEM</i> (Stephanie Salomone, Heather Dillon, Eric Anctil, Valerie Peterson, Carolyn James, Tara Prestholdt)	
	<i>Symposium: Sustaining institutional change for inclusive excellence</i> (Jill Sible, Jeremy Wojdak, Laura Gough, Patrice Moss, Najla Mouchrek)	Brighton 3/4 <i>Track: Equity and inclusion</i>
	<i>Symposium: Transforming STEM education using a multipronged systems approach and High Impact Practices (HIPs)</i> (Allison D'Costa, Cindy Achat-Mendes, Judy Awong-Taylor, Tirza Leader, Clay Runch, Chantelle Anfuso, David Pursell)	Woodlawn I
	<i>Symposium: Enhancing research capacity for systemic change in undergraduate STEM education by analyzing, organizing, and synthesizing theories of change</i> (Tessa Andrews, Dan Reinholz)	Fountainview <i>Track: Guiding theories of change</i>
9:30 - 10:00 a.m.	Coffee Break	First Floor

10:00 - 11:30 a.m.	<p>Session A, Chair: Stephanie Salomone</p> <p>1 - <i>From Lecture to Studio: The Story of MSU's Department of Physics and Astronomy</i> (Marcos D. Caballero, Paul Irving, Daryl McPadden, Vashti Sawtelle, Cori Fata-Hartley)</p> <p>2 - <i>Measuring Systemic Change in Introductory Science Courses</i> (Cori Fata-Hartley)</p> <p>3 - <i>How to be a great embedded expert! Catalyzing change in your department from the inside.</i> (Stephanie Chasteen, Sarah Bean Sherman)</p>	Waterfront Track: Change Leadership
	<p>Session B, Chair: Christine Broussard</p> <p>1 - <i>Mentoring Faculty Course Reform Teams to Disseminate Evidence-based Reforms and Engage Departments</i> (Andrew Feig, Sarah Kacin)</p> <p>2 - <i>Using Data-Driven Faculty Professional Development To Promote Change In Undergraduate Education</i> (Gili Marbach-Ad, Carly Hunt, Patrick Sheehan, Kaci Thompson)</p> <p>3 - <i>Spreading teaching-reform efforts at the University of Arizona</i> (Lisa Elfring, Jonathan Cox)</p>	Brighton 1/2 Track: Aligning Incentives
	<p>Session C, Chair: Clark Coffman</p> <p>1 - <i>An evaluation of the differential effects of the prerequisite pathways on student performance in an introductory biology course</i>(Amy E. Kulesza, Jerome D'Agostino, Judith S. Ridgway)</p> <p>2 - <i>The Sky is the Limit: A Learning Community for Undeclared Students--A Sustainable Investment in Student Success and Retention</i> (Stacey N. Barnes, Jenifer N. Saldanha, MaKayla B. Schroeder, Andrew J. Sage, Jo Anne Powell-Coffman, Craig A. Ogilvie, Clark R. Coffman)</p> <p>3 - <i>Fostering interdisciplinary, cross-institutional collaboration to provide undergraduate STEM students with authentic learning experiences</i> (Kelly K. McDonald, Thomas E. Landerholm)</p>	Woodlawn I
	<p>Session D, Chair: Gita Bangera</p> <p>1 - <i>Navigating the bridge between theory and action: Validating the Partnership for Undergraduate Life Science Education (PULSE) Theory of Change</i> (Heather Seitz, Erika Offerdahl, Carol Colbeck)</p> <p>2 - <i>Pursuing systemic change in undergraduate STEM education through Departmental and Leadership Teams for Action (DeLTA)</i> (Tessa Andrews, Peggy Brickman, Sarah Covert, Erin Dolan, Paula P. Lemons)</p> <p>3 - <i>Putting the Teaching Quality Framework Initiative into action: A case-study comparison of three departments engaged in transforming teaching evaluation</i> (Sarah E. Andrews, Jessica Keating, Joel Corbo, mark Gammon, Daniel Reinholz, Noah Finkelstein)</p>	Fountainview Track: Guiding theories of change
	<p><i>Symposium: Towards Servingness: Transforming STEM Education at Hispanic Serving Institutions</i> (Vignesh Subbian, Guadalupe Lozano, Marla Franco)</p>	Brighton 3/4 Track: Equity & inclusion

11:45 - 1:00 p.m.	Plenary: Kelly Mack - <i>That None Shall Perish</i> Introduction: Scott Simkins	Admiral
1:15 - 2:45 p.m.	<i>Symposium: Transforming the Teaching of Thousands: Promoting Evidence-based Practices at Scale</i> (Kay Halasek, Andrew Heckler, Melinda Rhodes-DiSalvo)	Brighton 1/2 Track: <i>Aligning Incentives</i>
	<i>Symposium: Bringing an asset-based community development framework to university change work</i> (Stephen Biscotte, Najla Mouchrek)	Waterfront
	<i>Symposium: National Academies' Roundtable on Systemic Change in Undergraduate STEM Education: Directions and Opportunities</i> (Ann Austin, Mark Rosenberg, Kerry Brenner, Susan Singer, Noah Finkelstein)	Fountainview Track: <i>Guiding theories of change</i>
	Session E , Chair: Guadalupe Lozano 1 - <i>Partnering with Peer Leaders to create inclusive academic support environments</i> (Jennifer Lundmark, Enid Gonzalez-Orta, Kelly McDonald) 2 - <i>Student-driven approaches to adding discussions of race and racism to STEM courses</i> (Monica Linden, Bjorn Sandstede) 3 - <i>Five-years of undergraduate STEM Education Reform at Western Washington University, Whatcom Community College, and Skagit Valley College: Progress, Challenges, and Next Steps</i> (Ed Geary, Shannon Warren)	Brighton 3/4 Track: <i>Equity & inclusion</i>
	Session F , Chair: Lisa Elfring 1 - <i>Characterizing departmental culture and assessing change with the DELTA survey</i> (Courtney Ngai, Daniel Reinholz) 2 - <i>Consortium for the Advancement of Undergraduate STEM Education: CAUSE for Transformation to Evidence-based Teaching Practices</i> (Mary Pat Wenderoth, Jennifer Doherty, Deborah Wiegand) 3 - <i>Guided by Evidence: Changing the Disciplinary Culture of Teaching and Learning</i> (Katerina Thompson, Michelle Bertke, Todd Cooke, Joelle Presson, Francisca Saavedra, Patrick Sheehan, Gili Marbach-Ad)	Woodlawn I
2:45 - 3:30 p.m.	Poster Session and coffee break (see p. 22)	Admiral

3:30 - 5:00 p.m.	<p><i>Symposium: Improving Learning by Transforming the Evaluation of Teaching: Resources, Challenges, and Change Processes</i> (Gabriela Weaver, Andrea Follmer Greenhoot, Noah Finkelstein, Ann Austin)</p>	Waterfront
	<p><i>Symposium: Building and Facilitating a Multi-Institutional Collaboration to Support Systemic Change: Insights from the Next Generation of STEM Teacher Preparation Programs in Washington State</i> (Ed Geary)</p>	Brighton 3/4
	<p>Session G, Chair: A. Kelly Lane</p> <p>1 - <i>A Framework for Integrated Competency-Based Education</i> (Lisa Bosman, Abrar Hammoud)</p> <p>2 - <i>Internships Across Disciplines</i> (Jennifer Menon Parker)</p> <p>3 - <i>Bringing social network analysis to higher education: How do peer interactions inform teaching decisions?</i> (A. Kelly Lane, Marilyne Stains)</p>	Brighton 1/2
	<p>Session H, Chair: Dilhara Liyanage</p> <p>1 - <i>Transforming STEM Education through Scaffolded Curricula</i> (Mitch Malachowski, Jeff Osborn)</p> <p>2 - <i>The Biology Teaching Assistant Project: Theory of Change for a Network</i> (Elisabeth Schussler, Grant Gardner, Gili Marbach-Ad, Kristen Miller, Judith Ridgway)</p>	Woodlawn I
	<p>Session I, Chair: Stephanie Foster</p> <p>1 - <i>Transforming STEM gateway courses: or How we learned to stop worrying about just one approach and love the different pathways</i> (Shanna Shaked)</p> <p>2 - <i>On the RISE: Institutional transformation by harnessing synergies</i> (Gita Bangera)</p>	Fountainview

Conference Program

Friday, April 5

TIME	EVENT	LOCATION
8:30-9:30 a.m.	Breakfast, registration table opens at 9:00 a.m.	First Floor
9:30 - 11:00 a.m.	Panel on Funding Institutional Change Moderator: Panelists: David Asai, Andrea Nixon	Admiral
11:00 - 11:15 a.m.	Coffee break	First Floor
11:15 - 12:00 p.m.	Discussion Sessions <ul style="list-style-type: none"> • <i>Guiding Theories of Change (ASCN Working Group 1)</i>, Leaders: Tessa Andrews, Daniel Reinholz • <i>Aligning Incentives with Systemic Change (ASCN Working Group 6)</i>, Leaders: Christine Broussard, Emily Miller • <i>Learning Spaces</i>, Leader: Andrea Beach 	Fountainview Brighton 1/2 Brighton 3/4

Poster Presentations

Thursday, April 4, 2:45-3:30 p.m.

- (1) **Tommy Mayberry, Sarah Ruffell:** Promoting and Sustaining Inclusivity Through (Minor) Changes In Undergraduate Science Assessment
- (2) **Stephanie Chasteen:** Leading departmentally-based change initiatives: The Science Education Initiative Handbook
- (3) **Stacey Barnes, Jenifer N. Saldanha, MaKayla B. Schroeder, Andrew J. Sage, Jo Anne Powell-Coffman, Craig Ogilvie, Clark Coffman:** The Sky is the Limit: A Learning Community for Undeclared Students--A Sustainable Investment in Student Success and Retention
- (4) **Jessica Keating, Noah Finkelstein:** Building a better SET: An “outside-in” approach to developing and implementing improved student evaluations of teaching
- (5) **Jennifer Louten:** Development of an integrative, student-centered program to improve student progression and retention.
- (6) **Ivan Ceballos Madrigal, Emily Walter:** Exploring Teaching Behaviors of Faculty by Context: An Analysis of Organizational Climate
- (7) **Ekeoma Uzogara, Emily Pepper, Camila Guillen, Braxton Spriggs:** Thriving and surviving as non-traditional students: A Qualitative Study
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