



WORLD
FUTURE FORUM

TRANSITIONING TO
TOMORROW

APR 25 - 26,
2019 CHICAGO, IL

ABOUT WORLD FUTURE FORUM

World Future Forum is an international conference that provides a platform for research and discussions of excellence in high school and the transition into higher education and career paths. Situated in Chicago, World Future Forum will bring together a diverse group of secondary and post-secondary educators, administrators, academics, and other professionals to enrich their knowledge of preparing students for today's job market and workforce.

The conference covers the following independent areas:

- ◇ College Transition and Persistence
- ◇ Workforce Skills and Demands
- ◇ Next Generation High Schools
- ◇ College and Career Outcomes of High Schools
- ◇ Academic Preparation for College Readiness
- ◇ Post-High School Challenges
- ◇ Technology and Innovation in Education

TRANSITIONING TO TOMORROW: College and Career Readiness for Success is the theme of World Future Forum 2019. The goal of the Forum is to examine and fit together the following individual “pieces” of the complex puzzle that is secondary and post high school education.

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DAY 1

SCHEDULE

7:30 am - 8:30 am	Check-in and Breakfast	
8:30 am - 8:50 am	Welcoming Remarks and Student Performances	p. 6
8:50 am - 9:50 am	Panel Discussion: College Transition and Persistence	p. 7
10:00 am - 11:00 am	Breakout Session 1	p. 8-13
11:00 am - 11:20 am	Poster Presentations & Coffee Break	
11:25 am to 12:10 pm	Future Review Panel	p. 14
12:15 pm to 1:15 pm	Lunch	
1:15 pm to 2:15 pm	Breakout Session 2	p. 15-19
2:15 pm to 2:40 pm	Poster Presentations & Coffee Break	
2:40 pm to 3:40 pm	Breakout Session 3	p. 20-23
3:50 pm to 4:50 pm	Small Round-table Discussions with Industry Experts	p. 24
6:00 pm to 9:30 pm	Mystic Blue Cruise Dinner on Lake Michigan	

DAY 2

SCHEDULE

8:00 am to 8:50 am	Check-in, Continental Breakfast	p. 26
8:50 am to 9:50 am	Panel Discussion: Today's Workforce Skills and Demands	p. 27
10:00 am to 11:00 am	Breakout Session 4	p. 28-33
11:00 am to 11:20 pm	Poster Presentations & Coffee Break	
11:20 am to 12:20 pm	Breakout Session 5	p. 34-39
12:30 pm to 1:30 pm	Breakout Session 6	p. 40-44
1:30 pm to 2:30 pm	Lunch, Award Ceremony, Closing Remarks	p. 46-47
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	Platinum Sponsors	p. 25
	Poster Presenters	p. 48-52
	Bronze Sponsors & Exhibitors	p. 53

DAY 1

WELCOMING REMARKS



IARA ALDAPE

Master of Ceremonies for Welcoming

Event Coordinator, World Future Forum

Biography: Iara Arai Aldape recently graduated with a Communication Studies degree and a Spanish minor from the University of Texas-Rio Grande Valley in Edinburg, Texas. Prior to working at Future Institute, she completed a one year marketing/communications position in 30 states across the U.S.A. She recently relocated from South Texas to Chicago.



CHARLES R. FRANKLIN

**Welcoming Speaker
Vice President of the Future Institute Board**

Attorney, Franklin Law Group

Biography: Mr. Charles Franklin has been working as an attorney in an Illinois private practice since 1980. For the last five years, he has operated the Franklin Law Group, a general business law and litigation firm in Northfield, Illinois. Mr. Franklin was born in Grand Rapids, Michigan, but grew up overseas—living with his family in Vietnam, Thailand, Bangladesh, and Indonesia.



HSA MCKINLEY PARK CHOIR

Director: Ms. Amy Bearden

Biography: The HSA Advanced Choir is the newest ensemble to the Music Department at HSA McKinley Park. This group meets twice a week and is open to high school students and upper level middle school students. During rehearsals, this group works on the basics of singing in a choral ensemble, working up to singing more than one part at a time. They will present 3 concerts this school year, along with other community events and performances.

COLLEGE TRANSITION AND PERSISTENCE PANEL



MODERATOR

D. ANTONIO CANTU, PH.D.

Professor and Chairperson of the Department of Teacher Education at Bradley University – Illinois

Host of the **Future Insight Podcast**

Professor Cantu has over twenty-five years of experience in professional education from high school through the university level. Professor Cantu is the author of numerous research articles, book chapters, and books on history/social studies education and technology integration.



NIVINE MEGAHEID, PH.D.

President at National Louis University – Illinois, USA

Dr. Megahed has worked in higher education for over twenty-five years. She has served as a faculty member, a dean, and a president. In addition, she has overseen the administration of operations of multiple campuses for a number of proprietary institutions.



ELAINE MAIMON, PH.D.

President at Governors State University – Illinois, USA

For twelve years, Dr. Elaine P. Maimon has led transformative change at Governors State University (GSU). An upper-division institution until 2014, GSU is now a comprehensive university with a four-year undergraduate program reflecting the best research on general education.



EMILY KRONE PHILLIPS

Author of *The Make-or-Break Year* – Illinois, USA

Emily Krone Phillips is the communications director at the Spencer Foundation. She worked previously as an educator reporter and as the communications director at the University of Chicago Consortium on School Research.

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LIVE



**Future Insight
PODCAST**



BREAKOUT SESSION 1 10:00 AM - 11:00 AM

Topic: Workforce Skills and Demands



BARBARA PRIMM
Department Chairperson of General Education at Ranken Technical College – Missouri, USA

PAPER: A MIXED-METHOD INVESTIGATION OF PROBLEM-BASED LEARNING AND TECHNICAL STUDENTS IN GENERAL STUDIES COURSES AT A MIDWEST TECHNICAL COLLEGE

Abstract: This study investigated the relationship between problem-based learning, motivation and engagement (as measured by the Motivational and Attitudinal scale) self-directedness, and academic achievement of technical students enrolled in general studies courses at a Midwestern technical college. The intended purpose for the study was to identify if tactile learners, who currently spend 75% of their program in hands on instructional courses, would benefit from the implementation of a PBL model in general studies courses. Career Technical Education prepares students for the workforce. Creating an academic learning platform that mimics technical instruction where students solve real life problems can encourage students to take an active academic role in learning. This study highlighted if the PBL model in general studies courses creates an academic change in learning for technical students.

Biography: Barbara Primm is currently serving as the Department Chairperson of General Education and Bachelor of Science in Applied Management program at Ranken Technical College in St. Louis Missouri. Currently, she is a doctoral candidate in the Lindenwood University School of Education’s Instructional Leadership program with an emphasis in Andragogy, scheduled to graduate in May 2019. She is a member of Region 5 Marketing Committee for ACBSP (Accreditation Council for Business Schools and Programs).

Barbara also holds a Master’s in Educational Leadership from Northcentral University, and a Master’s in Business Administration from Lindenwood University. In addition, Barbara is the Founder and Executive Director of a 501c3 not for profit educational learning center with a focus on “Eliminating literacy barriers that keep communities socially and economically disadvantaged”. She is also a member of a public service organization, Delta Sigma Theta Sorority, Inc. Moreover, Barbara holds memberships with Kappa Delta Pi, International Honor Society in Education and the AAUW, American Association of University Women.



Topic: College Transition and Persistence



RICHARD GEBAUER
Executive Director of the First Year Experience and Student Transitions at Cabrini University – Pennsylvania, USA

PAPER: THE IMPACT OF LEARNING COMMUNITIES ON THE INTEGRATIVE LEARNING PRACTICES OF ACADEMICALLY AT-RISK STUDENTS

Abstract: The purpose of this study is to examine the impact of intentionally-designed first-year learning communities on the practice of integrative learning in academically at-risk students compared to non-at-risk students at a small private, catholic, liberal arts institution in the Mid-Atlantic. Drawing on the concept of integrative learning (AAC&U, 2009) as it exists within the structure of a learning community (Lardner & Malnarich, 2005), this quasi-experimental study used a quantitative survey instrument and an integrative learning rubric to examine students’ perceptions of their integrative learning practices, evaluate student performance on an integrative assignment, and investigate if a relationship exists between student perception and student performance to connect, synthesize, and transfer learning across contexts.

Biography: Dr. Richie Gebauer is the Executive Director of the First Year Experience and Student Transitions at Cabrini University. He also serves as the Faculty Director of the IMPACT (Leadership) Living and Learning Community teaching writing, social justice, English and leadership studies coursework.

Gebauer’s scholarship focuses on learning communities, the relationship between learning communities and the first-year seminar, first-year advising, and high impact practices. His current research, via the Center for Engaged Learning at Elon University, is focused on investigating the types of collaboration between academic and student affairs in residential learning communities that foster the practice of integrative learning among first-year college students.

Gebauer recently completed an Ed.D. in Educational Leadership from Cabrini University. His previous degrees include a M.Ed. in Counseling Psychology with a concentration in College Student Personnel Administration from James Madison University and a B.A. in Psychology from Franklin and Marshall College.



Topic: College and Career Outcomes of High Schools



CURT BAKER

Graduate Student at University of Southern California's Rossier School of Education – Pennsylvania, USA



PAPER: COLLEGE AND CAREER READINESS GUIDANCE: WHERE WE ARE TODAY AND WHERE WE NEED TO BE TOMORROW

Abstract: The study was designed to determine if public high school students are receiving adequate college and career readiness guidance and, if not, to characterize the nature, extent, and cause of the shortfall. A census survey of high school counselors, as well as district- and school-level administrators, was conducted in Pennsylvania, Virginia, and the District of Columbia. The study identified a number of issue areas, including high caseloads; limited counselor training; poorly defined counselor responsibilities; and modest organizational support for counselors, especially in the areas of goal setting, evaluation, and constructive feedback. Little variation was found when survey data were disaggregated by-state and by-district type (urban, suburban, or rural), suggesting that the identified issues are pervasive. While local solutions may temporarily ease some of the symptoms, fundamental changes are needed to address the root causes.

Biography: Curt Baker is an educational leader who has served as a senior executive in four school districts, twice as Superintendent of Schools.

In Moon Area School District, a 3,700 student, high-performing school system in Allegheny County, Pennsylvania, exceptional instructional results were achieved. In just two years, Moon moved from among the top 10% of Pennsylvania school districts in student achievement to among the top 5%. This was accomplished through the setting of clear and aspirational strategic goals for the organization, improved instructional practices, the effective use of data, and plain old hard work.

Earlier in his career, Curt was Deputy Superintendent for Roanoke City Public Schools (RCPS), a 13,000 student, primarily urban school district located at the southern end of the Shenandoah Valley in Virginia. During Curt's nearly seven years in Virginia, RCPS's on-time graduation rate improved from 59% to more than 80%, an increase of 21 percentage points. A major contributor to this success was the creation of Forest Park Academy, a highly innovative program dedicated to helping over-age and under-credited students graduate from high school.

Curt is currently pursuing a doctorate in Organizational Change and Leadership at the University of Southern California's Rossier School of Education. He will complete the program in May 2019. Curt's dissertation is an improvement study of college and career readiness guidance in public schools.

Topic: Technology and Innovation in Education



KHAWAR SHAKEEL

System Administrator at Jinnah Model High School – Punjab, Pakistan



PAPER: STATISTICALLY ENHANCED ACADEMIC RECOMMENDATIONS FOR EDUCATIONAL ENVIRONMENT TO REDUCE DROPOUT OF STUDENTS USING ENSEMBLE CLASSIFICATION

Abstract: Educational Data Mining (EDM) is an area of advancement in the educational setting, where decision making is based on technical facts extracted from education-related raw data using Data Mining (DM) techniques. In order to find out the hidden facts, statistical methods are adopted to promote accuracy of intelligent information systems for exploring the novel information, which was incompetent with traditional methods. These facts are to direct the teachers and administration to adopt measures to facilitate the students, and to provide statistical criteria for grouping based on their learning behaviors, so that the specific group of students may be helped timely on initial stages of degree programs. This study aims to examine the causes of poor performance of the students in a particular domain, or courses; to intimate the administration for taking necessary actions accordingly. Technically, the study also revealed that the accuracy levels were almost the same, when the Multilayer Perceptron as a single base classifier algorithm was compared to stacking as an ensemble classifier algorithm. Implementation of the proposed prediction model confirmed the statement.

Biography: Mr. Khawar Shakeel has completed his Master of Philosophy Degree from University of Gujrat, and his area of Interest is Educational Data Mining. He has presented many research papers in different international conferences in the USA, the UK and Pakistan. He is the System Administrator in an educational institution. He is also working on different research projects by focusing educational institution's raw data for useful information.

Topic: College Transition and Persistence



KOFI APPIAH OKYERE, PH.D.

Director of Graduate Accounting Programs at Syracuse University – New York, USA

BEST PRACTICE: ADVANCED EXPERIENCE: EARLY ACADEMIC AND PROFESSIONAL EXPOSURE AS TOOLS FOR COLLEGE SUCCESS

Abstract: Seeing is believing. Our initiatives operate around the assumption that if students are exposed to our profession before entering college, they are more likely to be certain that they are making choices of majors that they are truly interested in and have a support network for. Syracuse University has strong partnerships with over 200 high schools and over 700 teachers in serving about 12,000 high school students per year. We expose them to college credit courses that are the same courses that are taught at our accredited and ranked university - same course content, textbooks, and computing resources. We also provide business office visit opportunities and periodic networking events in partnership with global financial services companies and CPA firms where we hope to place these students once they complete college.

Biography: Dr. Kofi Appiah-Okyere directs a program at Syracuse University that, among other things, administers special programs for high school students who are preparing for college transition. He manages a leadership exposure program in partnership with a Big-4 CPA firm. He also leads the accounting section of the university’s college credit program; this program partners with a couple hundred high schools in six states and five other countries. He has partnered with CPA firms, the National Association of Black Accountants (NABA) and the American Institute of Certified Public Accountants (AICPA) to recruit, retain, and place diverse sets of students in the financial industry. Kofi earned his MBA from Indiana University and his PhD from University of Wisconsin-Madison. He is a licensed CPA with experience in Big-4 public accounting, corporate leadership and global educational consulting. He is actively engaged in the financial services profession and holds memberships in the American Accounting Association and Association of International Certified Professional Accountants. He has earned several awards for teaching, research and university services.



Topic: Academic Preparation for College Readiness



SUSAN SHORT

Director of Curriculum and Instruction at the Educational Service Center of Lake Erie West – Ohio, USA

BEST PRACTICE: WHY DOK MATTERS EVERY DAY!

Abstract: Standardized test items are coded to depth of knowledge (DOK) levels. State and common core teaching standards are coded to DOK levels. Major textbook companies are now coding lessons to DOK levels. This session will help participants understand why “DOK” is NOT a buzz-phrase but instead, is critical for understanding and eliminating the disconnect we see between what is happening in the classrooms and what is showing up as scores on high stakes tests.

Biography: Suzy Short is currently the Director of Curriculum and Instruction at the Educational Service Center of Lake Erie West in Toledo, Ohio. She has worked for the past 34 years as a classroom teacher, building and district administrator, and educational consultant. Suzy has extensive experience in curriculum writing, assessment literacy and in creating and providing professional development opportunities for teachers and school administrators. She is passionate about providing relevant and practical information to assist schools in being more productive and successful in “allowing students to show evidence of their knowledge” in every possible setting- including on high stakes tests.



**FUTURE REVIEW PANEL:
APPROACHES TO STUDYING STUDENT SUCCESS IN HIGHER EDUCATION**

This panel will highlight the work that is published in *Future Review*, our publication. Two of the first authors to publish in this journal will discuss their work on student success. The panel features both quantitative and qualitative research, and highlights the different ways of conceptualizing student success in higher education. Panelists will also discuss how their research can be used by practitioners in higher education, and why they chose *Future Review* as a venue for their research. See page 55 for more details on the journal.



JOHN KLATT, PH.D.

Assistant Dean for Student Development in the College of Agricultural and Life Sciences at University of Wisconsin-Madison Wisconsin, USA

Editor of the *Future Review: International Journal of Transition, College and Career Success*

In his role, John oversees co-curricular programming and college-wide student development initiatives. John's research interests center on understanding human potential and human well-being, particularly in the face of adversity.

MODERATOR



JASON BRYER, PH.D.

Executive Director & Principal Investigator Diagnostic Assessment & Achievement of College Skills at Excelsior College – New York, USA

He is also an Adjunct Associate Professor at the City University of New York teaching statistics in the Master's of Data Analytics program as well as a Research Consultant for New York State's implementation of Positive Behavior Intervention Supports (PBIS).



ADELE LOZANO, PH.D.

Assistant Professor of Student Affairs Administration at the University of Wisconsin-La Crosse – Wisconsin, USA

Her scholarship centers on the experiences of Latinx students at historically White institutions in the Midwest, with a focus on identity development, leadership development, and the role of cultural centers in Latinx student success.

Topic: Workforce Skills and Demands



ALEXANDER CHRISTOFORIDIS
Graduate Architecture Professor at University of Cincinnati – Ohio, USA



BREAKOUT SESSION 2 1:15 PM - 2:15 PM

PAPER: ENGAGING PROFESSIONALS IN PREPARATION FOR THE FIRST PROFESSIONAL EXPERIENCE

Abstract: How do we find an effective way to prepare a new college student to enter the profession of their choice? Most professions are associated with an academic major and at least a four year college degree, and no guarantee for success. To some degree students have to take a calculated risk. It does not have to be that way. A growing number of colleges have internships or better yet, integrated cooperative education programs. The University of Cincinnati developed an original faculty led co-operative education program in 1906 and continues to evolve. Today it is not enough provide connections for students to work in successful companies. To be competitive, students need to develop a good understanding of what it takes to be successful upon entering their first professional experience in order to show potential for growth and a trajectory toward professional success. This presentation will cover a program developed and proven over a twelve year period that engages professionals in the preparation of students before they enter their first professional work term. Although the program presented is for architecture, the methodology used can be applied to a variety of professions. Attendees will learn about a process that benefits students as well as the professionals who are engaged. We will discuss the method used to select critical topics that students need to be successful, and how those topics are learned through a series of practitioner-led workshops at their place of work. Benefits of this program and results through employer and student evaluations will be presented and we will discuss how this methodology can be applied to enhance an array of professionally - oriented academic programs.

Biography: Professor Alexander Christoforidis, AIA AICP LEEDap joined the Division of Career Education and Experience-based Learning faculty in February of 2006. He holds a Bachelor of Science in Architecture, a Master of Architecture, and a Master of City and Regional Planning from the Ohio State University. He became a certified planner in 1999, and has been a licensed- and nationally certified architect since 1998. In 2001, he started his own practice, Synthesis Architecture + Planning, where he has designed many residential, commercial and ecclesiastical projects, and provided planning consulting services for developers and other planning professionals. While in this capacity, he has employed several interns and co-op students from various universities, and has been awarded for his work.

Topic: College Transition and Persistence



BAHMAN GHORASHI, PH.D.
Professor at Tennessee Tech University – Tennessee, USA

PAPER: STUDENT SUCCESS AS MEASURED BY RETENTION AND GRADUATION RATES

Abstract: Over the last decade, an intense focus has been placed on enhancing the retention and graduation rates of college students. Numerous programs have been established and a deluge of funds have been unleashed to support various innovative programs, supported through the latest data analytics platforms and statistical models. Many states have restructured their funding formula for higher education in order to incorporate performance metrics that measure student progression, retention and graduation rates. National programs, as well as various state supported programs, have allocated substantial sums of money to reward and stimulate those efforts. However, the data shows that thus far, the results have been less than remarkable. In many instances, the programs that are constructed address various pedagogical and situational needs of different students within defined groups. These programs are often based on analytics and statistical analyses pertaining to those students in general, regardless of the uniqueness of the individuals within that group and their specific needs. What is proposed in this article is a recognition that different individuals, even within a defined group, may have vastly different needs; hence, customizing the institutions’ efforts to the specific needs of each individual student can enhance the retention and graduation rates of all students. As such, the premise is that each student has unique characteristics that can affect her/his learning style and, therefore, must be treated accordingly. This requires, among others, an incisive use of technology to mass-customize programs to the specific needs of end users. It is further suggested to form “Innovation Teams” to anticipate and address potential problems by continuously monitoring and improving the process.

Biography: Dr. Ghorashi has over twenty-five years of higher education administrative experience. He has served as assistant dean, chairman, associate dean, dean, executive director and provost of a comprehensive, nationally ranked doctoral/research institution and has a successful record of substantially increasing student enrollment, retention and graduation rates. At every institution that he has served, he has established leading- edge programs that have attracted many new students. Dr. Ghorashi has a very productive record of research accomplishments at the national and international levels with numerous publications. He is the author of the book: “How to Become an Exceptionally Successful Young Person – A Guide to Early Planning and A Roadmap to Success”. Dr. Ghorashi has received numerous awards and recognitions in the areas of service, teaching and research and has been recognized for his contributions in the fields of fluid mechanics, jet engine design, combustion, agile manufacturing and higher education.



Topic: Technology and Innovation in Education



RAFAEL ALBERTO MÉNDEZ-ROMERO, PH.D.



JENNIFFER LOPERA MORENO



MIGUEL ÁNGEL ORJUELA

PAPER: AUTOOBSERVER UR: AN EDUCATIONAL PURPOSE WEB/MOBILE APPLICATION FOR SELF-REGULATED LEARNING IN HIGHER EDUCATION

Abstract: autoObserver UR is an educational purpose application for promoting self-regulated learning strategies for higher education students. This application was designed as a result of research on self-regulated learning conceptions and practices by professors and students in a Colombian university. This application consists of a friendly and empathic digital ecosystem that allows the students to record and measure their perception (and justifications) about some items that characterize the self-regulation of their learning. The application also allows them to review punctual and cumulative results, and gives them relevant advices based on their interaction with the application over a time window. Thus, the use of the application responds to fundamental issues in self-regulation such as self-observation and self- judgement, and provokes student movement of self-reaction. This application is thought to be used by nearly 11,000 students in this university, from different academic programs. The information gathered from this application will be a significant material for our university in order to respond to one of its institutional directions: learning to learn. The results of this application (and research process) might inspire other universities and higher education institutions in Latin America to propose insightful reflections on what self-regulated learning might involve in Latin American higher education and aims.

Biographies:

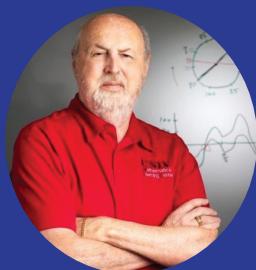
Dr. Méndez-Romero has been a professor at various universities in Bogotá. He was an honorary collaborating professor at the Universidad de Valladolid during the years 2014 and 2015. Since January 2017 he has been the Coordinator of the Mathematics Service of the Universidad del Rosario. At the present time he also acts as the Coordinator of the Applied Mathematics and Computer Science Program. In 2018, he was elected as distinguished professor of this university.

Jenniffer Lopera Moreno is an assistant professor and education researcher at the School of Human Sciences of the Universidad del Rosario in Bogotá, Colombia. At present she is a doctoral candidate at the School of Education of the Universidad de los Andes (Bogotá, Colombia).

Miguel Ángel holds an Engineering degree in Systems and Computing. He graduated in 2012 from the Universidad de Los Andes (Bogotá, Colombia). Since then, he has worked as data engineer, data architect, and applications developer for important companies in Colombia both in the private and public sectors.



Topic: College Transition and Persistence



WILLIAM SPEER, PH.D.
 Director of the University of Nevada, Las Vegas Mathematics Learning Center – Nevada, USA

BEST PRACTICE: REMEDIATION OR PREPARATION: A ROSE BY ANY OTHER NAME?

Abstract: The session will outline the goals and operation of the UNLV Mathematics Learning Center - a unit devoted to successful transition to college mathematics at an R1 university. Included in the discussion will be the unique nature and make-up of the MLC; the specifics of 12th grade conditions for College Ready status; early admission policies; New Student Orientation; placement tools; proctoring; Corequisites; and pathways through Gen Ed requirements.

Biography: William Renwick Speer is currently the Director of the UNLV Mathematics Learning Center with mission-critical initiatives focused on successful transition to college, student retention, program progression and degree completion. Previously, he served as the Dean of the College of Education, as a Professor of Mathematics Education, and Director of the Center for Mathematics, Science and Engineering Education at the University of Nevada Las Vegas. He also holds the title of Emeritus Professor of Mathematics and Computer Education from a twenty-year career at Bowling Green State University. His B.S. and M.S. Ed. degrees were achieved at Northern Illinois University in 1969 and 1971 while his Ph.D. was earned at Kent State University in 1976. Dr. Speer has lectured extensively throughout the United States, as well as lecturing and consulting in 37 countries on six continents. Perhaps most importantly, he has amassed classroom experience at each level and enjoys sharing and learning about how research informs teachers and how the classroom lends itself to generative studies of teaching and learning.



Topic: Academic Preparation for College Readiness



ISABELLE CHERNEY, PH.D.
 Dean of Education and Social Policy at Merrimack College – Massachusetts, USA

BEST PRACTICE: EARLY COLLEGES: PATHWAYS TO HIGHER EDUCATION FOR LOW-INCOME, FIRST GENERATION, UNDER-REPRESENTED STUDENTS

Abstract: This session will detail key findings from creating and researching an Early College at Merrimack College in Massachusetts, USA. Merrimack College is a private liberal arts college, and is the only such institution hosting a state-designated early college in Massachusetts. The over 150 students in the program are drawn from the city of Lawrence, MA, and are overwhelmingly from low-income families and of Latinx background. This program has blended university and high school resources to develop a program that has helped these students be more successful in the college classroom than freshmen at Merrimack, and students so far have earned 16 credits towards college free of cost to them and their families.

Biography: Dr. Isabelle Cherney is a researcher in the field of psychology and gender who has written over 40 articles in the field.



BREAKOUT SESSION 3 2:40 PM - 3:40 PM

Topic: Workforce Skills and Demands



DEBORAH SCHREIBER,
ED.D.

Professor at the
University of La Verne –
Washington DC, USA

PAPER: FUTURES THINKING IN ORGANIZATIONS AND PREPARATION OF FUTURE-ORIENTED LEADERS

Abstract: Preparing future-orientated leaders is a challenge for institutions of higher learning. Workforce skills and demands related to futures thinking are not well understood by most departments. Therefore, the purpose of this mixed method study was to first identify best practices of futures thinking in the field, and then examine the presence of higher education programs across the nation that address these practices in preparation of future-oriented leaders. This study applied both qualitative and quantitative methods. The qualitative portion explored 15 case studies recently published in an edited volume on futures thinking. The quantitative portion collected data through publicly available websites from 249 US graduate programs. The criteria for inclusion required that the program was located in an accredited nonprofit university; and the content of each program related to one or more of the following specialties, as determined by explicit terminology in the program title: advanced technology, alternative futures, business analytics, foresight, globalization, social justice, and workforce diversity. Analysis of the data yielded the following results: the qualitative findings described a pattern of knowledge and skills in four areas: observation and interpretation of signals, emerging new roles for employees and managers, realignment of organizational structure and function, and utilization of organizational policy to sustain efforts. The quantitative data showed that 19.6% of the sample programs addressed to some degree the identified knowledge and skills needed for futures thinking. Only 8.1% of this group however were determined to provide a full curriculum for literacy and proficiency of futures thinking. Study limitations included quantitative data collection from only publicly accessible websites and a sample of higher education programs that represented one country. Further research is needed to investigate multiple sources across multiple countries. Even with these limitations, this study provides important insight into transitioning today's graduate students to tomorrow's future-oriented leaders through higher education.

Biography: Dr. Deborah Schreiber is an experienced faculty member, educational leader and consultant in the field of higher education, organizational leadership, organizational futures thinking, instructional technology, and digital learning. She possesses thirty years of experience designing educational programs, developing curriculum, and teaching onsite and online for academic institutions, nonprofit organizations and corporate businesses. Dr. Schreiber's current focus includes coaching executive leaders in futures thinking, and developing best strategies for organizations to manage rapid change in technology, globalization and workforce diversity.



Topic: Post-High School Challenges



JENNIFER LAFFIER,
PH.D.

Associate Teaching
Professor at the
University of Ontario
Institute of Technology
– Ontario, Canada

PAPER: MENTAL HEALTH CHALLENGES FOR NEW POST-SECONDARY STUDENTS; EXPLORING INTERVENTIONS FOR SUCCESS

Abstract: Many children and youth are experiencing mental health problems across Canada and the United States. Some studies suggest that up to 75% of adult mental health problems began before the age of 24, and 50% of these difficulties surface before the age of 14 (Kessler, Berglund, Demler, Jin & Walters, 2005). This means that children and youth are experiencing and displaying mental health problems while in elementary and high school. These problems not only continue into post-secondary education settings but are often accentuated due to extra stressors of post-secondary education such as financial strain due to tuition fees, leaving home for the first time, or competitive academic programs. Most students are transitioning from a home and high school environment where they had more supervision to a less structured environment; they need to rely on their own problem solving and coping skills. This transition requires adjustment to a new lifestyle (Eisenberg, 2012). In the past decade, post-secondary students seeking assistance for serious mental health problems has intensified exponentially (Eisenberg, 2012). A quarter of university-age Canadians will experience a mental health problem, most often stress, anxiety or depression. Alarming, suicide is the second leading cause of death on post-secondary campuses (COU, 2007 Report on Mental Health Issues in Universities). If a student does not develop good coping mechanisms, find a healthy lifestyle or seek help they may experience continued mental health deterioration that is associated with low academic performance, low retention, stigmatization, high-risk behaviours, antisocial behaviours and suicide (Ibrahim, Kelly, & Adams, 2013). This presentation will examine the mental health difficulties high school students experience transitioning into post-secondary school as well as in their first year. Evidence based practices to support new students such as personal transition planning, mental health foundation courses and peer support programs are discussed in depth.

Biography: Dr. Jennifer Laffier is an Associate Teaching Professor at the University of Ontario Institute of Technology. She is also a licensed Psychotherapist, Art Therapist and Trauma Specialist with over 25 years experience in the mental health field. She researches in the areas of mental health across the lifespan, youth suicide, impacts of technology on mental health, bullying, emotional intelligence and learning theories. She has worked extensively with school boards and youth centres, and children's social services to support the well-being of children and youth, as well as the well-being of adults who work with children and youth.



Topic: College Transition and Persistence



MICHELLE ROSEMOND, PH.D.



JANN JOSEPH, PH.D.



PAPER: REIMAGINING SUMMER BRIDGE: INTEGRATING HEAD-START IN THE IU SOUTH BEND'S EARLY START SUMMER ACADEMY

Abstract: Integrating incoming high school students into a regional under resourced university is a complex process. To unpack this process, Indiana University South Bend (IUSB) used retention data and several types of analysis with stakeholders from academic and student affairs to understand how to close the gap between the high school-to-college transition. Our discoveries led to several retention initiatives and priorities rooted in unpacking the IUSB mission statement, the IUSB student profile and their link to resources or community. These findings were instrumental for program development, training development for staff, institutional resources and ultimate branding of the Early Start Summer Academy (ESSA). ESSA integrates all findings through an innovative head-start approach to help a collective of incoming students navigate the transition from high school-to-college successfully. This presentation expands the concept around “head-start” and how this differs from historical Summer Bridge programs.

Biographies:

Michelle Rosemond is the Executive Director of Retention Initiatives and Campuswide Advising at Indiana University South Bend in Indiana. She is a staunch and unwavering advocate for students — particularly those who could benefit from some additional guidance and support. As a result, Rosemond is a forward-thinking, consensus-building higher education administrator in love with student success. She uses her transformational leadership style that has brought tremendous volumes of energy in her role as the Executive Director of Retention Initiatives and Campuswide Advising at Indiana University South Bend (IUSB). In this capacity, she identifies best practices for systems in both student and academic affairs that yield higher levels of retention and belonging for students

Dr. Jann Joseph is the Interim Chancellor and the Executive Vice Chancellor at Indiana University-South Bend. She has been at IU-South Bend since July 2014 and has responsibility for Academic Affairs, Enrollment Services, and Student Services. Previously, she served as the Dean of the College of Education at Eastern Michigan University (EMU) and Associate Dean for Professional Development and Administration in the College of Liberal Arts and Sciences at Grand Valley State University (GVSU). Prior to serving as Associate Dean, Dr. Joseph was the Program Coordinator of the Integrated Science program at GVSU. She has more than 30 years of experience in higher education having earned her Ph.D. in Curriculum and Instruction (science education) from the University of Wisconsin.

Topic: Technology and Innovation in Education



MARGARET JOHNSON

Professor at the College of Business and Management at Northeastern Illinois University – Illinois, USA



BEST PRACTICE: ENTREPRENEURSHIP AS STEM-ED STIMULUS

Abstract: Entrepreneurship education is an innovative means to inspire students to enthusiastically engage in STEM education. By definition, entrepreneurship education emphasizes experiential learning. Much of entrepreneurship experiential learning is research-driven, focusing on innovation and technology, and requiring varying degrees of STEM knowledge and education.

Biography:

Clinical Faculty and Academic Experience: Clinical faculty for face-to-face, online and hybrid courses in the fields of strategy, innovation and entrepreneurship, management, leadership, and global marketing in the MBA programs at Northeastern Illinois University, Roosevelt University and Concordia University Chicago. Also consultant to university deans, community college presidents, and economic development officers, regarding entrepreneurship initiatives, including curriculum design, launch and management of centers for entrepreneurship, innovation and social entrepreneurship, accelerator and incubator launch and management, grant awards and corporate sponsorships. Prior to her current faculty positions, Ms. Johnsson taught entrepreneurship courses at Northwestern University’s Kellogg School of Management, Loyola University’s Quinlan School of Business and Illinois State University.

Entrepreneurship and Corporate Experience: Over the past twenty-five years, Marge Johnsson has founded and grown seven professional services ventures each of which combined both high-growth and social agendas.

Current: Founder and Executive Director of the Entrepreneurship Education Institute, dedicated to entrepreneurship education on a national basis. Her clients are universities, community colleges, including the National Association for Community College Entrepreneurship, (300 member community colleges across the U.S.), not-for-profit organizations and individual, high-growth and/or social entrepreneurs. Founder and CEO of Silver Lining Corporation, a start-up dedicated to helping persons age 50+ navigate the gig economy and transform their decades of industry experience into a legacy building, post-retirement career.

SMALL ROUND-TABLE DISCUSSIONS WITH INDUSTRY EXPERTS 3:50 PM - 4:50 PM



VIRGINIA ROUNDS

APPRENTICESHIPS AND WORK-BASED LEARNING

Topic: Workforce Skills and Demands

Director of Industry Consortium for Advanced Technical Training (ICATT)

Apprenticeships are an excellent alternative to the current 4-year college model, but not all apprenticeships are created equal. Virginia Rounds, Director of the Industry Consortium for Advanced Technical Training (ICATT) Apprenticeship Program, will lead the discussion on different apprenticeship models and what educators can look for to help identify the right program for their students.



DR. STACEY GONZALES

TOPIC: TECHNOLOGY AND INNOVATION IN EDUCATION

Top 30 Technology Transformers & Trailblazers in 2017 & Director of Curriculum of Orland Park Schools

Dr. Stacey Gonzales is a dynamic educator accredited with workshops and seminars both at state and national conferences. Her unique vision and experiences focus on schools enhancing student participation, school administration providing relevant instructional programs, and working with schools to uphold fiscal prioritization for plans benefiting 21st Century Learners.



ELIZABETH HOULIHAN

TOPIC: COLLEGE TRANSITION AND PERSISTENCE

Director of the Office of First-Year Initiatives at the University of Illinois-Chicago
Elizabeth oversees several programs which focus on first-year student success, including Transition Coaching, UIC Summer College, Community Partnerships and the Flames Leadership Network. OFYI specializes in supporting students throughout their transition from high school to college and has a particular emphasis on empowerment and self-actualization through a coaching model.



ROGER SANDERS

TOPIC: NEXT GENERATION HIGH SCHOOL

Valley Education for Employment System and Living miDream
Joined by Living miDream students

Engage in a discussion with high school students who see the world differently. Living miDream has empowered them to see people, the planet and profit in a new way. Living miDream challenges students and teachers to make a paradigm shift in how they see the high school experience.

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DAY 2

WELCOMING REMARKS



MICHELLE RELERFORD

Master of Ceremonies for Welcoming

General Assignment Reporter / Fill-In Anchor, NBC5 Chicago

Biography: Michelle Relerford returned home to Chicago as a reporter and fill-in anchor for NBC 5 News in September 2011.

Relerford was born in the South Side and raised in Chicago. She graduated from Whitney Young High School and attended the University of Illinois Urbana-Champaign and the University of Connecticut.



HSA MCKINLEY PARK ROBOTICS

Director: Mr. Oz

Biography: The HSA McKinley Park Robotics teams compete in many different robotics competitions throughout the school year. They will be giving a presentation on what they do as a team and a demonstration.

DAY 2

PANEL DISCUSSION: TODAY'S WORKFORCE SKILLS AND DEMANDS



VIRGINIA ROUNDS

MODERATOR

German American Chamber of Commerce of the Midwest – Illinois, USA

As the Director of the ICATT Apprenticeship Program, Virginia drives the strategic direction and maintains the operational excellence of the program. Additionally, she develops strategic partnerships and builds relationships with the ICATT Network Companies. Prior to joining the ICATT Apprenticeship Program team, Virginia worked for the German American Chamber of Commerce (GACC) Midwest for 10 years supporting German exporters and worked for a U.S. software company and as an intercultural trainer in Berlin.



CHAD GOUGH

Partner of 4Discovery Digital Forensics – Illinois, USA

Chad Gough, CISSP, EnCE, has over ten years of experience in all aspects of computer forensics and electronic discovery cases, including: forensic imaging, analysis, production for litigation support environments, affidavits, and declarations.



ALDERMAN JOE MOORE

Alderman of Chicago's 49th Ward – Illinois, USA

Known as a pioneer for political reform, governmental transparency and democratic governance, Joe Moore has represented Chicago's 49th Ward since 1991. Encompassing the majority of Chicago's Rogers Park community and a portion of the West Ridge community, the 49th Ward is one of the nation's most economically and racially diverse communities.



PAUL RIMINGTON

Emeritus CEO & Safety Officer for Diemasters Manufacturing, Inc. – Illinois, USA

With over 40 years of experience as an entrepreneur, owner, executive director of software, manufacturing, and non-profit entities, Paul uses an organized, hands-on, team building and value-centered approach to organization and process improvement.



THY NGUYEN

Executive Director, Career Center, University of Illinois at Chicago – Illinois, USA

Thy Nguyen has been involved in the field of career development for nearly 18 years and is currently the Executive Director for UIC's Career Center. Prior to coming to UIC, Thy held various roles in Career Services at Northwestern University.



HANS KRAUS

Corporate Director of Manufacturing at Richard Wolf Medical Instruments Corp. – Illinois, USA

Hans Kraus has been working in the Manufacturing Industry for almost 35 years, with nearly 25 years in the Medical Device Industry for Minimally Invasive Surgery. His experience includes Mechanical Engineering and Electronics, R&D, Service, Engineering and Product Safety Compliance, as well as Manufacturing Operations.

BREAKOUT SESSION 4 10:00 AM - 11:00 AM

Topic: Next Generation High Schools



MARK PAGANO, PH.D.



TONI PACE



VICTORIA BERGSAGEL



LOIS BERNSTEIN

PAPER: TACOMA HEALTH CAREERS HIGH SCHOOL COMMUNITY COLLABORATIVE

Abstract: Tacoma is the largest City in Pierce County, WA and in the County only 38 percent of adults have taken some type of college coursework and only 32 percent have earned a post-secondary degree. At the same time, the healthcare industry in Pierce County is booming, yet lacks qualified workers to meet community needs. As the county’s largest private industry, health care employs more than 15 percent of the population and is projected to increase annually over the next five years. Without a stronger pipeline, jobs for nurses, physicians, dentists, medical technicians, social workers, and many other health related careers will continue unfilled. To attack this issue head-on to alleviate this shortage, a group of engaged community organizations teamed up spring 2015 to begin to work towards a solution. Early in the process the team developed its mission and vision and the values that would define their work. With a vision to prepare Tacoma’s next generation of healthcare leaders, they agreed on six guiding principles: equitable access, a well-coordinated pipeline, sustained pathways, full partner collaboration, shared facilities, and community investment. After just three short years, the first cohort of Health Care High School Students has been launched at Stadium High School. A decision was made to move forward with a first cohort even though a new facility is not yet in place. The group determined it could increase momentum and learning by starting inside an existing school. Response has been outstanding, and the cohort is more diverse than the associated catchment area. The presentation will highlight the problem; describe the process of forming the partnership and determining a solution. The school curriculum will be described and by the time of the conference, almost an entire academic year of experiences will be reportable.

Biographies:

Mark Pagano serves as the sixth Chancellor of the University of Washington Tacoma. He has championed UW Tacoma’s urban-serving mission and worked hard to expand access to higher education and create an equitable campus for students, faculty and staff.

Toni Pace is the Assistant Superintendent of K-12 Support for Tacoma Public Schools (TPS) which is the third largest school district in Washington state with over 30,000 students and 5,000 staff.

Victoria Bergsagel is the founder and President of Architects of Achievement, an international educational design consultancy that serves communities throughout the U.S. and abroad. She has been a teacher, principal, adjunct professor and community relations director.

Lois Bernstein is the Chief Community Executive at MultiCare Health System. MultiCare is a not-for-profit health care organization with more than 18,000 team members, eight hospitals and an extensive ambulatory network serving both adults and children.

Topic: College Transition and Persistence



CAROL CUTLER WHITE, MPA, PH.D.



JUDITH L. MEECE, PH.D.

PAPER: VIRTUAL REALITY AND ARTIFICIAL INTELLIGENCE FOR INCREASING COLLEGE ASPIRATIONS AND ENROLLMENT BEHAVIORS

Abstract: College enrollment among first-generation, low-income, and rural populations continues to lag more affluent and non-rural populations. Utilizing federal funds, the University of North Carolina (UNC) System developed the GEAR UP VR phone app featuring a virtual reality (VR) tour, information on majors, degrees, college and financial aid applications, a direct link for communicating with campuses, and social media connections for all 16 UNC institutions. An artificial intelligent chatbot is available within the app to provide immediate answers 24/7. The GEAR UP VR app is a free download from the Apple and Google Play stores and the content is viewable with or without VR goggles. Objectives or purposes of the study: The purpose of the study is to assess the influence of the GEAR-UP VR app on first-generation, low-income, and rural population students’ aspirations and motivation to attend college. Perspective(s) or theoretical framework: The study is grounded in social capital and student aspiration theory. Methods, techniques, or modes of inquiry: The qualitative study conducted user feedback and focus groups with the identified populations. The session will include a discussion of plans for the randomized control trial assessing early outcomes of college applications, college enrollment, and transition to college. Results: Early results from the qualitative study indicate the GEAR UP VR app has a positive influence on student college aspirations. Scientific or scholarly significance of the study or work: In a practical sense, the VR experience and social capital connections may increase college enrollment and matching. In political terms, the efficiency and equity of the app is appealing due to reduced costs and 24/7 freely available content. No research exists on the use of virtual reality in college access.

Biographies:

Carol Cutler White holds a Ph.D. in Educational Research and Policy Analysis with a concentration in Workforce and Human Resource Education from North Carolina State University. Dr. White is currently an Assistant Professor of Community College Leadership at Mississippi State University. With over 20 years as a practitioner in higher education, workforce and economic development, Dr. White’s expertise lies in strategic systems thinking to improve outcomes.

Judith L. Meece is Professor of Education Emerita at the University of North Carolina at Chapel Hill. She currently serves as a research consultant to GEARUP NC. Her primary areas of research are student motivation, educational aspirations and attainment, and postsecondary transitions of underserved youth, including first generation college students and rural youth. She received a Ph.D. in Educational Psychology from the University of Michigan.



Topic: Post-High School Challenges



PEGGY SHERWIN, ED.D.

Adjunct Instructor in Psychology at Ranken Technical College – Missouri, USA



PAPER: THE DISCONNECT BETWEEN HIGH SCHOOL AND COLLEGE: A STUDY OF RETENTION OF STUDENTS WHO ARE AT RISK OF LEAVING COLLEGE BEFORE COMPLETING A DEGREE

Abstract: The purpose of my study was multi-tiered: (a) to determine if the community college is prepared to accommodate the challenges of the unprepared students; (b) to collect data to determine if the practices currently in place are working to retain students in college until they complete a degree; and (c) to interview faculty and students to collect their perceptions of the unprepared students and the best practices to facilitate academic achievement. The research involved in this study included a survey, informal conversations with faculty and students, and case studies of three students who tested in three developmental courses, which placed them in a program entitled Success Semester. The results of this study indicated that faculty and students report similar concerns from their respective positions. The case studies provided illustration of students’ developmental and academic challenges in their attempt to accomplish their goals. Surprisingly, the survey reports that students withhold information that might be beneficial to their academic success where students are lacking basic skills in at least one of the three basic areas of reading, mathematics, and English.

Biography: Dr. Sherwin research methods introduced the continuous issue of students who entered college after High School and left college before completing a degree. A Qualitative research methodology of; The Disconnection Between High School and College: A Study of Retention of Students Who are at Risk of Leaving College Before Completing a Degree.

Dr. Peggy Sherwin is currently an adjunct instructor in psychology at Ranken Technical College in St. Louis, Missouri.

Dr. Sherwin received her Doctoral degree from Lindenwood University, in Instructional Leadership as a student-focused educator, with a background as an instructor and counselor, supporting students academically, professionally, personally, and emotionally to achieve their goals and dreams. She maintains a strong working knowledge of classroom instruction principles, student success strategies, and student development. Peggy holds a M. S. Ed. in Counseling Education from Western Illinois University. Peggy also works as a substance abuse counselor and she is a board member for Social Justice in Action at St. Joachim and Ann Care Service.

Topic: College and Career Outcomes of High Schools



IRETI ALAO, PH.D.

Chief Lecturer in the Department of Educational Foundations and Counselling at Adeyemi College of Education – Ondo, Nigeria



PAPER: NIGERIA NATIONAL POLICY ON EDUCATION AND CAREER DEVELOPMENT OF STUDENTS IN ONDO TOWN

Abstract: Guidance and counselling are like two sides of a coin designed to assist individuals in their uniqueness to set realistic goals and work through the optimum capacity of their abilities to achieve them. The Nigeria National Policy on Education (2013), section 8 subsection 127:VI listed guidance and counselling as one of the educational support services to facilitate the implementation of educational policy, the attainment of policy goals and the promotion of effectiveness of the educational system. However the major emphasis of the policy on guidance and counselling, is on career development of the students (NNPE section 3: 35 &36). As laudable as this may be, the content of administration as specified in the document has not really captured the essence and potential capability of guidance and counselling in serving the supportive purpose. This notwithstanding, the paper presents the report of a study set out to assess the extent to which guidance and counselling have been employed in the school system in Ondo town and how far they have been able to affect the effectiveness of our educational system especially in the area of ensuring career development of the students. The extent of compliance with the National policy on education and the extent students are being assisted in preparation for work –life and further studies in the higher institution are the major focuses of the study. This in essence is to draw implications for orientation of guidance and counselling in order to provide direction on the roles of the school counsellor in the 21st century education system in Nigeria.

Biography: ALAO Ireti Folasade, Ph.D. is a Chief Lecturer in the Department of Educational Foundations and Counselling, School of Education at Adeyemi College of Education, Ondo Nigeria. She teaches Psychology, Guidance and Counselling to teachers in training. An experienced academic and School Administrator serving as author, editor of books and journals and at various times as Head of Department, Dean of School, Director Preliminary Programmes and lately Director of Academic Planning and Quality Assurance of the College. Research interests include School guidance services, teacher effectiveness, life satisfaction and well-being.

Topic: Workforce Skills and Demands



CHARLOTTE JOHNSON, PH.D.
Adjunct Professor of Business at Strayer University – Arizona, USA

PAPER: COMPLIANCE THROUGHOUT ORGANIZATIONAL CHANGE PROCESSES

Abstract: As organizational leaders, we must strive to understand what the key determinants are that drive change in projects within the organization (Parry, Kirsch, Carey, & Shaw, 2014). Many organizational change models exist that may not provide the urgency needed for continuous change nor provide a rapid response to the quickly changing business environment, especially in the case of compliance. In my practice as an online adjunct professor, I pose an interesting question to my student to help them understand the purposes of productive or opportunistic failure and how it benefits the organization. Research and practice must make substantive steps to evolve, but reliable failure data is needed to help practitioners understand what leads to failure and how to manage change successfully in order to capture failure data (Burnes, 2011 found in Parry, et al., 2014).

Biography: Dr. Charlotte C. Johnson a senior academic leader, faculty member and researcher with substantial experience in assessment of student learning, academic leadership, organizational change and development, research and scholarship, accounting, adult learning theory, and higher education, promoting lifelong learning and developing students/employees that influence change as community leaders. Dr. Johnson has worked in higher education for over twenty years. She has served as a faculty member, a college campus chair and a dean. In addition, she has overseen the administration of academics of multiple campuses for one of her previous employers. Johnson’s teaching philosophy focuses on understanding how organizational structures and change processes influence student learning as an outcome. Her passion is creating structures and opportunities for students to reach their full potential in higher education.



Topic: Technology and Innovation in Education



NI CHANG, ED.D.
Professor at School of Education at Indiana University South Bend – Indiana, USA

BEST PRACTICE: ONLINE FEEDBACK, WHAT DO STUDENTS LIKE?

Abstract: Electronic submissions become ordinary and seem largely adopted not only by those who teach complete online courses but also by those who employ blended instruction approaches. Providing electronic feedback (e-feedback) by instructors becomes one of the central concerns in higher education. However, there is limited research in students’ views of e-feedback provided on submissions. This study, part of a large study, was intended to fill the void. All undergraduate students from a Midwestern university were surveyed regarding what they support: e-feedback and handwritten feedback and what their perceptions on e-feedback based on the following five categories: accessibility, timeliness, legibility, quality and personal. Data were analyzed quantitatively and qualitatively. The results show that the majority of the respondents preferred e-feedback for accessibility, timeliness, and legibility. While there were not as many supporters as those for accessibility, timeliness, and legibility, the theme of quality was supported more than that of personal. In this presentation, addressed are also limitations, educational implications, and future research suggestions.

Biography: Dr. Ni Chang is a full professor at School of Education, Indiana University South Bend. Her areas of research interests include online feedback, online teaching and learning, and children’s drawings.



BREAKOUT SESSION 5 11:20 AM - 12:20 PM

Topic: Workforce Skills and Demands



CHRISTINE MUNCY



WANDA CURLEE, D.M.



MARIE HARPER, PH.D., CPC



CHRISTI SMITH

PAPER: EPORTFOLIO: MAKING THE ACADEMIC EXPERIENCE RELEVANT IN THE WORKPLACE

Abstract: Employers continue to express their concern regarding whether or not college graduates are prepared to transition into the workforce based on the skills that are required. In an effort to meet the demand, the Management Program at American Public University System has transitioned to an e-portfolio format for the end of program assessment. By moving to an e-portfolio students will complete their program with demonstrated skills that will assist them in interviewing and ultimately in gaining employment. The learning outcomes will require students to better market themselves in person as well as with social media. Students need to leave the university with applicable and current skills that will allow them to move their careers forward. This change from a traditional course comes directly from Industry Advisory Council (IAC) feedback, making it clear that future graduates need to come to the workplace with applicable and relevant skills in order to offer immediate value to organizations.

Biographies:

Christine Muncy is the Associate Vice President of Career Services at APUS. Throughout her career, she has focused on developing new programs and innovative services which benefit student development, typically focusing on the adult learner.

Dr. Wanda Curlee is an Associate Professor at American Public University in the School of Business. Dr. Curlee is active with the Project Management Institute's certification and standards teams. She currently serves on the Ethics Review Committee a Board sponsored position.

Dr. Marie Gould Harper is the Program Director of Management at American Public University System. She holds an undergraduate degree in psychology from Wellesley College, a master's degree in instructional systems from Pennsylvania State University and a doctorate in business from Capella University.

Christi Smith is a faculty member for the School of Business at American Public University Systems. She is also the Director of Strategy and Innovation for a nonprofit in Kansas.

Topic: College Transition and Persistence



PAULA HODGSON, PH.D.



JOSEPHINE CSETE, PH.D.

PAPER: MAXIMIZING ENTRY SURVEY RESULTS FOR PREDICTION AND SUPPORT FOR ACADEMIC SUCCESS

Abstract: Prior academic achievement and strong academic performance in the first year are key predictors of academic success in university study (Montmarquette, Mahseredjian, & Houle, 2001). High English proficiency is an additional factor contributing to academic performance for non-native English speaking (NNES) students taking programmes of study offered in English in higher education. Previous studies explore prior academic achievement as a predictor of student success (McKenzie & Schweitzer, 2001). This paper explores NNES student readiness for participating in additional English enhancement programmes as reported in an entry survey for all students in a university in Hong Kong in comparison to standardized English language proficiency test results. Findings suggest that for some disciplines of study there may be a gap between proficiency in English and readiness to participate in language enhancement activities. Several actions to encourage students most likely to benefit from participating in language enhancement programmes are suggested.

Biographies:

Dr. Hodgson was one of the pioneers in promoting and supporting e-Learning in the Hong Kong. She has been working in higher education since 1997, and served the Hong Kong Polytechnic University, University of Auckland, University of Hong Kong, City University of Hong Kong, Hong Kong Baptist University, and now at the Chinese University of Hong Kong (CUHK).

Josephine Csete has a PhD. In Educational Systems Development and more than 20 years experience in designing, developing and implementing educational innovations as well as teaching others to do so. She works at the Hong Kong Polytechnic University which has over 1,200 full time teaching staff and over 25,000 undergraduate and graduate students.



Topic: Technology
and Innovation in
Education



GUNJALI TRIKHA

Assistant Professor
of Marketing at
Marymount Manhattan
College – New York, USA



PAPER: INSTAGRAM'S SOCIAL AND DIGITAL INFLUENCE IN THE CLASSROOM

Abstract: While the debate regarding technology in the classroom rages on, social media has further bifurcated this issue. Technology in the classroom is no longer restricted to screens and smart pens, students can use Snap to circle an issue they're struggling with and send it to the Instructor in real time. One of the advantages of social technology is the increased interaction between students and content, creating greater engagement on the students' part. To test this, an Introduction to Marketing class completed a 15-week assignment via Instagram. They posted three new pieces of content on the platform each week, which were related to the theory or concept being studied in class. Along with the platform came its trappings – they liked and commented on each other's posts, spent a great deal of time walking around New York City to scour original content and re-wrote taglines to perfect the punch. The assignment effectively erased the classroom walls and allowed students to consume marketing content via the entire city as it transformed their learning into real life experiences, shared by them, with each other. Throughout the duration of the assignment, students showed greater interest in the class material being covered by posting more than the assignment required and linking several marketing concepts together in their posts. This successful use of Instagram as a platform for student engagement and learning is zero cost, highly scalable and greatly effective.

Biography: Gunjali Trikha, Assistant Professor of Marketing at Marymount Manhattan College, earned an MBA in Marketing and Finance from New York University, Leonard N. Stern School of Business, and a Bachelor of Arts in Psychology and Economics from Hollins University. Prior to joining Marymount Manhattan College, Trikha worked at the NYSE for thirteen years, most recently as Director of Corporate Social Responsibility, where she engaged with the world's largest companies on issues pertaining to women's leadership, financial capability, and environmental sustainability. At Marymount Manhattan College, Trikha teaches Marketing, Introduction to Business, Organizational Behavior, Leadership, Digital Marketing, Advertising and Business and Society. She also teaches Introduction to Corporate Social Responsibility and Women in Business Leadership at NYU.

Topic: Post-High
School Challenges



**GEORGIEANN
BOGDAN**

Director of Academic
Accessibility at
Greensboro College –
North Carolina, USA



BEST PRACTICE: UNIVERSAL DESIGN FOR LEARNING: CONQUERING LEARNING CHALLENGES

Abstract: Developed at the North Carolina State University College of Design in the 1980s, a group of architects, product designers, engineers, authors and environmental design researchers, collaborated to establish the Principles of Universal Design to guide a wide range of design disciplines including environments, products, and communications[1]. Universal Design for Learning (UDL) is a research-based set of principles intended to guide the design of learning environments that are accessible and effective for all. First articulated by CAST (Center for Applied Science and Technology) in the 1990s and now the leading framework in an international reform movement, UDL informs all of our work in educational research and development, capacity building, and professional learning. UDL is based on cognitive neuroscience and is intended to guide the development of flexible learning environments that can accommodate individual learning differences [2]. UDL asks educators to create curricula that provide: multiple means of representation, multiple means of expression and multiple means of engagement, while motivating all students to learn and succeed [3]. Greensboro College is unique in higher education in that it has committed to fully embracing UDL. Greensboro College uses UDL as a framework for successful academic and student development at a small, private, Methodist-affiliated, liberal arts college. Greensboro College has initiated its transformation to an institution that values and facilitates UDL across its curriculum. As The Mission Statement of Greensboro College points out, we as a college believe “Universal Design for Learning, at its core is a comprehensive educational framework that removes barriers to student learning and academic success. The principles of UDL recognize that variance in learning ability and style among individuals is the norm and not the exception. Therefore, curricula should be adaptable to individual learning differences rather than the other way around” [4]. Greensboro College has taken its first steps towards providing a learning environment for all students, which can be used as a model for launching a UDL initiative at a small, liberal arts, private college [5].

Biography: Georgiann Bogdan came to Greensboro College from Guilford College, where she had worked as associate coordinator and then coordinator of disability resources since 2008. Prior to Guilford College, she taught and served as science coordinator for three years at Guilford Day School/Noble Academy in Greensboro. She also had been a lecturer and laboratory supervisor in the Department of Anthropology at the University of North Carolina at Greensboro, a research staffer on a National Science Foundation research grant, and an education curator at the Museum of Anthropology at Wake Forest University. She holds a B.A. from the University of North Carolina at Greensboro and an M.A. from Wake Forest University.

Topic: Workforce Skills and Demands



MICHAEL JONES, PH.D.

Assistant Professor of Economics and Academic Director for the Master's in Applied Economics program at the University of Cincinnati – Ohio, USA



BEST PRACTICE: AUTOMATION-PROOF COLLEGE MAJORS

Abstract: Universities must prepare their students for a constantly evolving labor market. Using data from the US government on non-automatable occupational activities, we present new research that identifies those majors whose students are least likely to enter occupations which will be replaced by automation. We call these majors “automation-proof.” Occupations which are composed of non-automatable activities like creative thinking, judging, negotiating, motivating others, etc. should be immune from automation in the foreseeable future. We do not propose that universities encourage all students to study automation-proof majors; rather, we make the case that students need to develop non-automatable skills while studying their desired major. We also propose a metric for the “automation resistance” of a university, and we demonstrate our methodology through a case study of the University of Cincinnati.”

Biography: Michael Jones is an Assistant Professor of Economics and the Academic Director for the Master's in Applied Economics program at the University of Cincinnati. He earned his Ph.D. in Economics at the University of Notre Dame and his MBA from the University of Cincinnati. Prior to receiving his Ph.D., he worked as a Senior Research Analyst for the Nielsen Company and as a Senior Business Development Manager at Cincinnati Bell.

He has been an Emerging Education Policy Scholar with the Thomas B. Fordham Institute and the American Enterprise Institute (AEI). He has received funding from the Mellon Foundation to organize a seminar series on the Political Economy of K-12 Education Reform. He has served on the Board of Directors for the Association of Universities for Business and Economics Research (AUBER), and has published in the Economics of Education Review, the IZA Journal of Labor of Economics, and the Business Case Journal. As the former Director of Research at UC's Economics Center, he spoke on topics that included the economic business cycle, labor market dynamics, retail sales forecasting, and demographic trends. His interviews have been published in diverse media outlets including NPR, the Cincinnati Enquirer, Computerworld, Al Jazeera America, and Chinese Social Sciences today. His academic research interests include: labor economics, public economics, and the economics of education.

Topic: Technology and Innovation in Education



JUSTIN HODGSON, PH.D.



JILL GRAY



BEST PRACTICE: FROM ADOBE TO ASSESSMENT: BRINGING DIGITAL LITERACY & DIGITAL CREATIVITY INTO THE CURRICULUM

Abstract: This breakout session explores how industry partnerships and innovative pedagogical practices can help us reimagine higher education for a digitally creative landscape. It will provide a range of best-practices for developing and deploying digital literacy/digital creativity across the curriculum. The session itself will begin with an orientation toward the power/impact of digital media authoring for students (looking at specific examples and student stories) and then allow audience participation to determine where the session focuses its remaining time (offering corresponding strategies and guides). Potential target areas for this best-practices session include: higher education partnerships with Adobe (including discussions of the role Adobe Creative Cloud plays in the future of digital literacy), frameworks for bringing the digital into the classroom, assignment (re)design for digital literacy practices, enhancing teaching through digital media, easing student anxieties about digital assignments, and assessing digitally creative projects. While the format does not allow for coverage of all considerations, the allotted time should allow guided depth in at least 2 focal areas. Additionally, while this session will be led by a seasoned educator (Indiana University faculty member and Adobe Digital Literacy Thought Leader), it will also feature a member from Adobe (Senior Customer Success Manager over 5 Big Ten institutions) so that best-practices conversations around Adobe in higher education has representation from both the education and industry perspectives.

Biographies:

Justin Hodgson is an Assistant Professor of Digital Rhetoric in the English Department at Indiana University, the Founding Editor of The Journal for Undergraduate Multimedia Projects (jumpplus.net), an Adobe Education Leader (Adobe EdEx), and an Adobe Digital Literacy Thought Leader (Adobe Creative Campus). For the better part of 15 years, Dr. Hodgson's work has explored the intersections of rhetorical studies, digital learning and digital pedagogy, play and game theory, and art and aesthetics. He has produced a variety of digital media artifacts as scholarship, published a number of articles on experimental course designs and approaches, and his recent book, Post-Digital Rhetoric and The New Aesthetic (OSUP, March 2019), uses a contemporary aesthetic phenomena to offer a set of inventive guides for knowing, doing, and making in a post-digital culture.

Jill Gray has spent over 30 years in the Educational Technology industry, over 13 at Adobe. Currently Jill works with Higher Education institutions in partnership to build a successful strategy, provide insight to driving adoption of Adobe solutions, and driving measurable business outcomes for our customers.

BREAKOUT SESSION 6 12:30 PM - 1:30 PM

Topic: Workforce Skills and Demands



JEB GORHAM, PH.D.



STACEY HILLS, PH.D.



PAPER: A BUSINESS APPLICATION OF CLINICAL SKILLS ASSESSMENT: A FRAMEWORK TO MEET WORKFORCE SKILLS AND DEMANDS

Abstract: In medical education, Miller (1990) illustrates a framework for the assessment of clinical skills centered on Knowledge, Competence, Performance and Action. Outcome-based accreditors and business education programs often fall short at delivering students who possess the workforce skills that employers demand. If we define employability as an individual's capability, ability, success, chance, adaptability and competency to gain employment and be successful in their chosen occupation (Bhola and Dhanawade, 2012) and compare employability research (Hart Research, 2015; NACE, 2017), the supply and demand outcomes do not match. The skills valued by employers are lacking with less than 38% of managers reporting that college grads are prepared in essential skill areas placing proficiency in soft skills, specifically, critical thinking, decision-making, and problem solving. This indicates that the skills valued by employers are not being realized by the in-class achievement outcomes of accreditation structure and traditional business pedagogy. As in the medical education framework, the assumption that achievement of basic classroom knowledge and competence does not always translate or predict achievement in the real world in terms of performing and action. In our Business Program we have integrated cross-course real work in real time experiences to develop student competencies and their capacity for Knowing, Knowing How, Showing How and Doing. Our framework is built from longitudinal research and triangulated evidence supporting our pedagogy. Our approach provides a formative, scaffold assessment of a student's soft skills. It is delivered over multiple courses in the bachelor's degree program. Results of our research indicate that classroom strategies are effective and a contributing factor to developing skills associated with employability. Real work in real time service learning and community-partnered initiatives measure competency, comprehension, application and desired behavior. The end goal of our research is to share course structures and outcomes with impactful data and meaningful stories.

Biographies:

Dr. Jeb Gorham has been a professor of Business at Southern Vermont College (SVC) for seven years. Gorham currently holds the rank of Associate Professor. Jeb spent more than 10 years in Colorado working in the sports, health and fitness industry during and after the completion of his Ph.D. in Sport and Exercise Science – Sport Administration from the University of Northern Colorado.

Dr. Stacey Hills is Chair and Associate Professor at Southern Vermont College's McCormick Division of Business, where she specializes in marketing, strategy and economics. Her 20 year teaching career has exposed her to a range of undergraduate classrooms – from the independent study to the giant lecture hall, and from the liberal arts to the research-focused – and allowed her to develop scaffolded programs that are flexible to a range of student skills and employer needs.

Topic: Academic Preparation for College Readiness



SCOTT RICHARDSON,
P.T., PH.D.

Assistant Professor
at Franklin Pierce
University at Goodyear,
Arizona – Arizona, USA



PAPER: NON-COGNITIVE FACTORS AND ACADEMIC PERFORMANCE

Abstract: Is success in a post-high school program or career choice dependent on grade point average and test scores alone? Serving on the Admissions Committee for our university for 7 years (chair for 3 years), we continually ponder various admissions considerations to increase likelihood of success in a very rigorous program. My presentation is a facilitated discussion and presentation of research findings on non-cognitive factors such as emotional intelligence, resilience/grit, extraversion/introversion, chronotype, empathy and perceived stress. I have conducted research in this area and will discuss results as part of the presentation. Application of this information includes: 1. potential considerations for graduate school admissions. 2. identification of these factors can assist in providing resources to students. Learning objectives 1. Explore the question “does emotional intelligence change with specific professional experiences and coursework”? 2. Examine the effects of extraversion and emotional intelligence on interviewing skills. 3. Demonstrate understanding of the effect of personality type (extraversion) on graduate student academic performance. 4. Demonstrate understanding of the effect of chronotype on graduate student academic performance. 5. Demonstrate understanding of the effect of emotional intelligence on graduate students. Strategies to promote knowledge transition While the research being presented focuses mainly on DPT students as subjects, these non-cognitive factors are universal and generalizable to the entire session audience. Therefore, the expectation will be that session attendees will be able to consider application of content to their personal and professional lives. All attendees will be invited (optional) to take surveys to measure these factors. This session will be fun, interactive and informative as professionals from diverse backgrounds share insights into these interesting topics.

Biography: Dr. Richardson grew up in San Diego and ran cross country and track for San Diego State University. He is married with 4 children and 2 step-children. He graduated from Hahnemann University with a Masters in Physical Therapy in 1992. He received his PhD in Health Promotion and Wellness from Rocky Mountain University in 2016. His professional history includes owning a private orthopedic physical therapy practice for 13 years before entering academia. Personal interests include gardening, exercising and spending time with his wife Stephanie and children.

Topic: Technology and Innovation in Education



RAFAEL ALBERTO MÉNDEZ-ROMERO, PH.D.



MARÍA ANGÉLICA SUAVITA



VALÉRIE GAUTHIER



PAPER: THE SUBJECT OF “MATHEMATICAL IDEAS” AS AN INNOVATION PROJECT FOR CRITICAL MATHEMATICAL CITIZENS

Abstract: In the context of a pedagogical innovation project of the Universidad del Rosario, the specific needs of the School of Human Sciences were initially addressed to incorporate different spaces where the students of some programs of this School could learn mathematics and explain their use in each one of the sub-disciplines. After these needs were collected, the course in question was designed and developed and is currently in an evaluation and sustainability stage. Traditionally, mathematics has been part of the factors of dropout in Colombian Higher Education. There is also the imaginary that mathematics turns out to be useless in different disciplines. As an institutional effort, we have proposed technology-mediated innovations that bring students closer to the applicability of what they have learned (from the mathematical context) to break down these beliefs that lead to obstacles in the learning of mathematics. The subject of “mathematical ideas” is aimed at students of programs that do not have a mathematical focus. In this sense, it seeks to enable an approach, a reunion environment, and in some cases “reconcile” with mathematics.

Biographies:

Dr. Mendez-Romero is the Coordinator of the Applied Mathematics and Computer Science Program at the Universidad del Rosario in Bogota, Colombia. His lines of research are mathematics education, teacher training, models of teacher professional competencies and teacher excellence, social justice in mathematics and technological mediation in education, among others.

María Angélica Suavita is a professor at the Universidad del Rosario in Bogota, Colombia. She has taught in elementary and secondary schools, and also in university level. In her research she has explored issues related to ethnomathematics, didactic analysis, social justice and imaginaries about mathematics, B-Learning and virtual learning environments.

Valérie Gauthier is a mathematician at the Universidad de los Andes in Bogota, Colombia. Winner of a grant from the European Community in the Erasmus Mundus masters program: at University of Bordeaux I, France and Università degli Studi di Padova, Italy. She obtained her PhD in applied mathematics, in the area of post-quantum cryptography from Danmarks Tekniske Universitet (DTU).

Topic: Workforce Skills and Demands



CYNTHIA LOVE-WILLIAMS, RN, DNS



ANNMARIE KINSELLA, OTD, MS, OTR/L



DAWN EVANS, DPT



BEST PRACTICE: PREPARING A WORKFORCE FOR INTERPROFESSIONAL PRACTICE

Abstract: Health care reform around the world has called for interprofessional patient/client centered practice (World Health Organization, [WHO], 2010). Agencies such as the Institute of Medicine (IOM) has suggested in their initiatives that interprofessional education (IPE) must be integrated into the health care curriculum (Institute of Medicine [IOM], 2003). Higher education institutions are well positioned to foster a transition from a single disciplined approach to an integrated interdisciplinary approach in health professional education. This session will describe how one college is successfully preparing students with the skills necessary to meet the workforce demands associated with interprofessional collaborative practice in today’s health care environment.

Biographies:

Dr. Cynthia Love-Williams is an Associate Professor of Nursing at Utica College. She has worked in nursing education since 1996 in both associate and baccalaureate programs. Dr. Love-Williams educational background includes a baccalaureate degree from Mississippi University for Women, master’s degree from Wright State University and a doctoral degree from Russell Sage Graduate Schools. At the present, she is the Director of the Graduate Nursing Program at Utica College.

Annmarie Kinsella OTD, MS, OTR/L is an Assistant Professor of Occupational Therapy at Utica College. She entered into a faculty role with 23 years of clinical experience including school-based practice, sub-acute and acute rehabilitation and management.

Dawn Evans, DPT is a Professor of Practice at Utica College. Dr. Evans’ educational background includes a baccalaureate degree from the State University of New York in Physical Therapy and a post-professional Doctor of Physical Therapy from Utica College. Her areas of expertise are the musculoskeletal and neuromuscular systems.

Topic: College
Transition and
Persistence



VERONICA ARREOLA

Program Director
for the University of
Illinois at Chicago's
Latin@s Gaining
Access to Networks
for Advancement in
Science program –
Illinois, USA



BEST PRACTICE: BENEFITS OF PEER MENTORING DURING THE HIGH SCHOOL TO UNIVERSITY TRANSITION

Abstract: The transition from high school to university is rough for every student no matter the academic preparation. In fact, academics is often not the reason for students having a tough time adjusting. A low sense of belonging, adjusting to larger classrooms, and being surrounded by equally motivated students can all add up to feelings on inadequacies and imposter syndrome. Veronica I. Arreola who has directed two successful peer mentoring initiatives – one centered on women in STEM and another centered on Latinx students in STEM. She will share not just best practices, but common pitfalls that go along with incorporating students in your academic advising or coaching framework.

Biography: Veronica I. Arreola is the program director for the University of Illinois at Chicago (UIC) Latin@s Gaining Access to Networks for Advancement in Science program. Funded through a US Department of Education Hispanic Serving Institution STEM grant, L@s GANAS works to increase the number of Latinx-identified science students who excel at and graduate from UIC. L@s GANAS offers a number of initiatives including transition coaching, peer mentoring and a research fellowship. In her previous role as director of the UIC Women in Science and Engineering (WISE) program, WISE was recognized with a Presidential Award for Excellence in Science, Mathematics and Engineering Mentoring. Arreola's honors include being named Woman of the Year by the UIC Chancellor's Committee on the Status of Women and a Chicago Foundation for Women's Impact Award.



The Future Institute Research Center, a branch of Future Institute and Concept Schools, plans and conducts rigorous research, disseminates the findings leading to data driven decision making and supports graduate student research. Research is conducted by a national team of highly qualified research fellows focused on transition, college and career success.

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AWARDS CEREMONY & CLOSING REMARKS



NICHOLE PIENKA

Master of Ceremonies

Assistant to the Executive Director, Future Institute

Biography: Last year, Nichole Pientka received her master's degree in Writing, Editing, and Publishing from North Central College and has a BS in English and Psychology from Bradley University. She has previously worked as a Digital Content Editor for a digital marketing company.



DR. RADHI AL-MABUK

Closing Speaker

Director of the Future Institute Research Center
Professor of Education in the Department of Educational Psychology & Foundations at the University of Northern Iowa

Biography: His research interests focus on moral development of forgiveness, particularly the psychotherapeutic applications of forgiveness in contexts of deep personal hurt, psychology of revenge, conflict resolution, peer mentoring, transition to college, college dropout, and student and teacher motivation.



HSA MCKINLEY PARK BAND

Director: Ms. Kovatch

Biography: The HSA McKinley Park Band performs at a variety of events for the school, including sporting events.

AWARDS CEREMONY & CLOSING REMARKS

Awards will be given to conference presenters for the following achievements:

- 3 Best Paper Awards**
- 2 Best Poster Awards**
- 2 Best Practice Awards**



RAFER WEIGEL

Master of Ceremony for Awards Ceremony

Emmy Award-Winning Anchor & Reporter at Fox 32 Chicago

Biography: Rafer Weigel is currently the morning show anchor for Good Day Chicago, 4 to 6 a.m. weekdays. He's gained national notoriety for being on the forefront of the Jussie Smollett story in Chicago and has won an Emmy for anchoring his coverage of the unrest in Ferguson.

POSTER PRESENTERS

TOPIC: TECHNOLOGY AND INNOVATION IN EDUCATION



LOU AGOSTA, PH.D.

The Future of Empathy in Education is the Future of Education in Empathy

Lou Agosta, PhD, is an assistant professor of medical education at Ross Medical University at Saint Anthony Hospital in Chicago. He is the author of three best selling books on empathy, including Empathy Lessons. He went to college at the UChicago and completed a PhD in the philosophy department (UChicago) with a dissertation entitled Empathy and Interpretation. He is in private practice, working with a variety of organizations and individuals on expanding empathy in the community, near his home in Chicago, IL (USA).



CHYI CHUNG

Empower Students as Self-Guided Learners: Pre- and Post-lesson Assessments Outside the Classroom

Chyi Chung is an Associate Professor of Instruction of the Weinberg College of Arts and Sciences at Northwestern University. Chyi has taught Spanish and Chinese language and culture courses at Northwestern since 1997. She has received teaching awards and honors, and has participated and received grants in several academic research projects. Chyi is currently the Director of the Spanish Language Program at the Department of Spanish and Portuguese.



POSTER PRESENTERS

TOPIC: COLLEGE AND CAREER OUTCOMES OF HIGH SCHOOLS



BENJAMIN FORSYTH, PH.D.

Room for Improvement: Processes and Practices for Assisting Youth with Selecting Career Paths

Dr. Benjamin Forsyth is an Associate Professor and Department Head of Educational Psychology and Foundations at the University of Northern Iowa. His department works closely with the University's Educator Preparation Program which comprises nearly 160 faculty across four colleges, 2500 teacher education students majoring and minoring in 44 areas of study, and six graduate programs leading to licensure in education. His areas of research are focused in the cognitive sciences and include topics such as the transfer of learning, epistemic beliefs, and eye-tracking methodologies to investigate how experts and novices process information.



TJ WARREN

TJ Warren is an Assistant Director in the Office of Career Services at the University of Northern Iowa (UNI). In his position, TJ serves as the liaison to UNI's College of Social and Behavioral Sciences which consists of 2,500+ students majoring and minoring in 23 areas of study and eight graduate programs. He regularly offers career exploration, career management, and job searching assistance in a variety of ways throughout the college. In addition to his work at UNI, TJ coaches, speaks, writes, and facilitates workshops. His main areas of interest are helping people find their purpose and assisting organizations and teams with working productively with one another towards a common mission. TJ is a certified Life Coach and is certified to administer several self-discovery instruments to students and clients (Myers-Briggs Type Indicator, CliftonStrengths, Strong Interest Inventory, and MCORE).



POSTER PRESENTERS

TOPIC: WORKFORCE SKILLS AND DEMANDS



BRENDA DEAN, ED.D.

Developing the Soft and Hard Skills for 21st Century Success

Dr. Brenda Dean is an assistant professor at Carson-Newman University in educational leadership. She formerly worked as an assistant superintendent for curriculum and instruction and as a Career and Technical Education supervisor.

TOPIC: NEXT GENERATION HIGH SCHOOLS

Next Generation High School Students' Should be Equipped with New Skills

Sona Antonyan has been in the field of Education since 2003 working with all ages of students from elementary to college level. Sona holds a Master Degree in Educational Research, Measurement and Evaluation from Boston College and a Master Degree in Pedagogy of Mathematics from YSPU (Yerevan State Pedagogical University). She is the co-founder of Education Without Boundaries NGO in Armenia. In her work with high school, undergraduate and graduate students Sona is very passionate to help them develop strong and brave individuals who are not afraid of imperfections and unknown.



SONA ANTONYAN

TOPIC: COLLEGE TRANSITION AND PERSISTENCE

“Learning to Listen, Listening to Learn”: Two Way Discourse in Teacher Education Programming

Kerri Mulqueen is an Assistant Professor of Education and Clinical Practice Coordinator for Undergraduate Education Programs at Manhattan College in the Bronx, New York. She currently teaches courses on Methods and Curriculum for Secondary Teachers, Social Justice in an Educational Context, and Adolescent Language and Literacy. Her overarching concerns as a teacher educator are on the dissemination of culturally responsive pedagogy as well as forming mutually beneficial partnerships between high needs P-12 Bronx schools and the campus community. She earned her doctoral degree from St. John’s University and has worked previously as an urban Adolescent English teacher and school administrator.



KERRI MULQUEEN,
PH.D.

POSTER PRESENTERS

TOPIC: ACADEMIC PREPARATION FOR COLLEGE READINESS



JORDAN BALL

College Faculty Perceptions of Incoming Students' Academic Preparedness

Jordan is a first-year graduate student in the Omega Lab. During his undergraduate career at Erskine College, he conducted experiments concerning tattooed individuals. While this is still of interest to him, Jordan now researches college faculty and students for his graduate work. His goal is to create a more complete picture of this overburdened yet under-researched population and create a discourse that will inform future higher education understanding.



RADHI AL-MABUK,
PH.D.

Trainers' Perspectives Of Teacher Professional Development

Dr. Radhi. Al-Mabuk is professor of education in the Department of Educational Psychology at the University of Northern Iowa, Cedar Falls, Iowa—a position he has held since 1990. Dr. Al-Mabuk’s academic interests includes moral development, adolescent development, college transition and success indicators in college. Dr. Al-Mabuk serves on the editorial and review boards of a number of academic journals. He is the current director of the Future Institute Research Center.



HARUN PARPUCU

Dr. Harun Parpucu is currently teaching undergraduate classes as an adjunct instructor in the Department of Educational Psychology and Foundations at the University of Northern Iowa, Cedar Falls, Iowa. He holds an MA in educational psychology with development and learning emphasis. He has recently defended his dissertation on teacher professional development. Previously, Dr. Parpucu taught 2nd – 12th grades for ten years before transitioning into higher education.

POSTER PRESENTERS

TOPIC: ACADEMIC PREPARATION FOR COLLEGE READINESS

Preparing for the Fourth Industrial Revolution

Dr. Chetna Patel is a Professor of Chemistry at Aurora University, Chair of Physical Sciences department, and the Faculty Liaison to the John C. Dunham STEM Partnership School, grades 3-8, which opened in Aug 2014. She has taught undergraduate courses in general chemistry, organic chemistry, and physical science. She has also developed and taught graduate science courses for teachers in the master education programs. Chetna has been part of the team, consisting of faculty, school district teachers, corporate, and not-for-profit partners that designed and developed an innovative STEM curriculum for the STEM Partnership School.

Arin Carter is the Director of the John C. Dunham STEM Partnership School at Aurora University. She has been involved in K12 education for 20 years. She has taught multiple elementary grades in addition to being the administrator at the STEM Partnership School. Arin has experience in fostering partnerships and working collaboratively to develop innovative curriculum that meets the needs of a diverse population of students. She has led several committees such as the STEM Partnership Leadership Committee and the Curriculum Framework Committee.

The Werner H. Kirsten High School Internship Program: A Community Collaboration

Mrs. Duncan oversees internship and educational outreach programs for the National Cancer Institute (NCI) at Frederick. She is responsible for the implementation, coordination, and administration of a range of initiatives focusing on high school internships, including the longstanding Werner H. Kirsten Student Internship Program, through postdoctoral fellowships. In 2017, the Maryland State Department of Education honored the Werner H. Kirsten Student Intern Program with its outstanding business partner in secondary education award. The WHK SIP will celebrate its 30th year with the successful implementation of the 2019-2020 class. To date more than 1300 students have successfully completed this year-long training program.



CHETNA PATEL, PH.D.



ARIN CARTER



MARSHA DUNCAN

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ISBN (print): 2572-9179 ISBN (online): 2572-9187

The first issue of **The Future Review** has been published. It is available to read for free online (see link below) or in print (for a small fee) at World Future Forum in limited quantities.

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