

# **High Impact & Experiential Learning as Enhancing Quality on Campus**

Edited by

**Jeffrey R. Breese**

*Lorain County Community College*

**Kyle Keeler**

*Lafayette College*

**Michael Clump**

*Rockhurst University*

Series in Education



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# Introductory Chapter

Jeffrey R. Breese

*Lorain County Community College*

Not every College and University can be unique, but each can be special... To be the best in one's sector is to enter a race that is already crowded. To determine with informed and deep reflection what a college or university's passion is, what it can do best in the world, and then doing it is more likely to bring the necessary resources for true distinction within a peer group and among other institutional sectors.

-Shinn, 2017 (p.82)

This book is based on my sabbatical project, which was completed during the academic year 2022/23. The project focused on the trend in higher education of linking quality initiatives and projects to the mission, strategic plan and/or a regional accreditor's expectations for identifying ways to improve institutional quality. Many institutions have committed to experiential learning or one or more high-impact practices (HIPs) of student learning to frame and guide such plans for enhancing quality on campus. Emerging from my sabbatical research was an analysis of institutions (three of which are represented in this book) that had committed/linked themselves to the enterprise of HIPs/experiential learning because of some strategic planning process and prioritizing, and/or as a response to newly emerging accreditor expectations. Two regional accreditors, the Higher Learning Commission (HLC) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), that collectively encompass 30 states, have a "quality" focus for the institutions they affirm for accreditation. While the HLC offers an "Open Pathway" evaluation for reaffirmation, which includes a Quality Initiative (QI) project, the SACSCOC requires development of a Quality Enhancement Plan (QEP) for member institutions as part of the ongoing reaffirmation process. Such quality plans or initiatives, as Suskie (2015) notes, can serve to break down silos, encourage and support greater teaching and learning, fight complacency and tell meaningful stories of an institution's successes.

Shinn (2020) succinctly laid out the urgency for strategic thinking and planning due to what he refers to as the persistent external challenges to higher education. These challenges include, but are not limited to:

- a distressed financial model,
- significant demographic shift,
- a free-knowledge digital world, and
- transformation of the teaching and learning environment.

Offered in this book is a collection of best practices and models from institutions that have committed to HIPs/experiential learning because of some significant strategic planning effort and/or as an outgrowth of requirements laid out in either the QI or QEP of their respective accrediting body. The HLC website (2020) indicates that the QI “affords institutions the opportunity to pursue improvement projects that meet their current needs and aspirations.” The QI is an independent project, separate from other review processes. Institutions submit a formal proposal for the project, which is reviewed and approved by a panel of peer reviewers. It is suggested that the QI project “should suit the institution’s present concerns or aspirations.” HLC encourages institutions to use the Quality Initiative “to take risks, innovate, take on a tough challenge, or pursue a yet unproven strategy or hypothesis.... Genuineness of effort, not success of the initiative, constitutes the focus of the Quality Initiative review and serves as its sole point of evaluation” (HLC, 2020, p. 1). The HLC articulates that the QI can take one of three forms. One of the three suggests that the institution pursue a campus action project or new partnership that promotes civic awareness, community change, or service learning.

The SACSCOC’s website describes the QEP as

a document developed by the institution that (1) includes a process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement (Southern Association of Colleges and Schools Commission on Colleges, 2025).

The thirteen colleges and universities represented in this book vibrantly reflect the diversity of contemporary higher education in the United States. Public and private, small and large, selective and open access, religiously affiliated and non-sectarian, are all included here. The institutions provide a variety of creative examples of implementing experiential learning and the

myriad HIPs as identified by the American Association of Colleges and Universities (AAC&U; 2025):

- capstone courses and projects
- collaborative assignments and projects
- common intellectual experiences
- diversity/global learning
- eportfolios
- first-year seminars and experiences
- internships
- learning communities
- service learning/community-based learning
- undergraduate research
- writing-intensive courses

AAC&U identifies these various practices as “high impact” based on evidence of significant educational benefits for students who participate in them, including and especially those from demographic groups historically underserved by higher education (Kuh & O’Donnell, 2013). A common theme found in many of the institutions’ chapters emerges. That is, it is a trend in higher education in which a more integrated approach to strategic planning, with active groups or committees from across an institution’s organizational units work together in support of the mission, strategic goals, and objectives of both the institution and the accrediting body to whom they make reaffirmation efforts. High-impact initiatives also serve to shift the culture on a campus by helping students to engage and ultimately persist and succeed (Tippetts & Kirby, 2019). Connecting these experiential, high-impact programs to a regional accreditor’s expectations for assessment serves to both center outcomes in a pragmatic way (Zheng, 2023) and can provide a direct assessment of thoughtful, well-scaffolded learning designs and nurture habits of reflective practice (Hundley and Kahn, 2019). Kezar and Holcombe (2017) describe that strategic priorities and other quality-assurance processes often get centered on high-impact programming. The institutions represented in this book demonstrate creative “learning by doing” that is experiential learning, which, as Rosenberg (2023) notes, “has grown in importance within American higher education but remains very much on the periphery” (p. 149). These institutions place their exceptional examples front and center on their campuses.

Members of the faculty, staff, professionals, and administrators are represented among the authors of the book’s chapters. In several instances, these individuals

were recommended by a provost or president to take on the writing of the chapter due to their intimate understanding of the program being described in either its creation, implementation, or review stages. The programs run the range of newly created and on the cusp of being executed on the home campus, to well-established, iconic, legacy programs at the institutions, in some instances dating back decades. What connects all of them is a strong alignment between institutional mission and current academic and/or strategic priorities.

To ensure uniformity of design and flow of ideas, most of the chapters follow a unified approach based on the key elements that frame peer reviewers' analysis of QI projects for the HLC. These elements include:

1. Project's scope and significance
2. Clear expression of the purpose of the project
3. Evidence of the institution's commitment and capacity
4. The timeline for the implementation and execution of the project and how it was consistent with stated goals and aligned with the institution's priorities.

Given the expanded interest in experiential learning/high impact practices in higher education, as evidenced by the themes of many QI and QEP projects over the past decade, there is a readymade audience of staff, faculty and administrators for this book's focus. While much is available regarding high-impact learning for students, via disciplinary (such as applied sociology and the teaching of psychology) and national organizations (AAC&U, as one example), there is no scholarly effort that specifically links the expectations of accreditation to the larger frame of strategic planning and quality enhancement efforts of institutions. Faculty committed to experiential learning, administrators engaged in strategic planning development, and higher education professionals who are involved in institutional accreditation efforts will benefit from the content found in this book.

Contemporary American higher education has been described as in a period of "disruption" (Roberts, 2016), undergoing a "great upheaval" (Levine & Van Pelt, 2021). Nonetheless, as Roberts suggests, we shouldn't "...just sit back and wait for the dust to settle. Every crisis brings along with it opportunity" (p.5). The programs described in this book represent the 'not just sitting back' approach at its finest. The creativity, flexibility, and originality evident in the work at these campuses also serve to provide a voice for traditionally silenced groups (Kezar & Posselt, 2020). Higher education models focused on student-centered and experiential learning approaches offer innovative antidotes to contemporary campus concerns and entrenched structures (Rosenberg, 2023).

A caution to readers of this text: the programs and institutions that frame the body of the work are not meant to imply that all definitive and worthwhile activities and approaches to experiential learning and high-impact endeavors are represented here. Indeed, there are many institutions doing exceptional work in these domains. Vanderbilt University's "Center for Teaching" provides significant resources for faculty in the areas of service learning and community engagement. IUPUI's "Institute for Engaged Learning" promotes and supports undergraduates through pathways of connected and scaffolded curricular and co-curricular, applied, integrative, and experiential learning opportunities. Truman State University, nationally recognized as a leader in curriculum innovation, awards credit for intentionally designed, supervised, and evaluated service and experiences that provide clear preparation for life after graduation. Sterling College of Vermont offers an education centered on being narrowly focused and problem-oriented, with a mission to "advance ecological thinking and action through affordable experiential learning" with a curriculum focused on critical issues such as creating community, understanding the natural world and humans in the environment. Providence College has a "Center for Engaged Learning" and a tradition of being awarded nationally coveted college scholarships (such as Fulbrights) and post-doctoral awards for undergraduates. Elon University, a true thought leader in high-impact practices and engaged learning, also has a "Center for Engaged Learning" that was launched in 2012 as part of the master strategic plan. The 2025 Strategic Plan for the University of Georgia includes the following key areas of focus:

- Expand experiential learning opportunities for all students.
- Increase collaborative, community-focused research, scholarship, technical assistance, and training.
- Promote collaboration among academic units and between these units and external organizations to drive interdisciplinary research and commercial activity.
- Develop high-impact partnerships that engage and support areas of research and service excellence.
- Strengthen communications regarding how the institution supports and benefits communities through research, teaching, and public service.
- Transcript-eligible Experiential Learning opportunities.

I close this introduction with a special thanks to my co-editors, Kyle Keeler and Mike Clump, as well as a thank you to the contributors of each of these chapters, for providing a glimpse into the creativity, originality, impressive pedagogy, and curricular development at your respective institutions. You renew my faith in the enterprise of imaging (and reimaging) our students'

learning, engagement, and contributions to the campus and the larger communities where your exceptional institutions are housed.

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## About the Contributors

**Juan Amador** is a dedicated higher education professional and educator with a strong foundation in mathematics and a deep commitment to student success. A proud two-time graduate of Cleveland State University (CSU), his connection to CSU runs deep—not only as a student, but also as a scholar and mentor in the Operation STEM (OpSTEM) and Louis Stokes Alliance for Minority Participation (LSAMP) programs. Juan's journey with OpSTEM and LSAMP began as a scholar, later serving in multiple student support roles. He plays a pivotal part in recruiting and retaining diverse STEM scholars, designing & implementing professional development programming, and co-managing student employees who provide supplemental instruction to over 500 students each semester. As an educator, Juan teaches Developmental Mathematics (MTH 87) and New Engineering Student Orientation (ESC 100). He strives to offer the same support that helped him succeed as a student. He was recognized with the Distinguished Staff Award (2023) and Golden Apple Award (2020).

**Suzanne Ashworth** Ph.D., teaches early American literature, LGBTQ literature, film, queer theory, and gender and sexuality studies at Otterbein University in Columbus, Ohio. She is a recipient of multiple teaching, advising, and leadership awards, including Ohio Magazine's Excellence in Education and the Ohio LGBTQ Leadership awards. She is the author of *Perverse Feelings: Poe and American Masculinity* (2022). She is the faculty co-director of First Year Experience/Senior Year Experience programs and has been a faculty leader in the development of the READY Program.

**Jennifer Bechtold** holds a Bachelor of Arts in Communication from Michigan State University and a Master of Arts in College Student Personnel from Bowling Green State University. In her 15 years at Otterbein University, she has served as an Assistant Director of Admission, the Director of Student Involvement, and then an Executive Director and Assistant Provost for Student Success & Career Development (SSCD). As an Assistant Provost she provided oversight for the institution's retention initiatives, supplemental academic advising, career services, and study abroad. She also co-directed the First Year Experience and Senior Year Experience curriculum and was responsible for the development of Otterbein's four-year career and professional preparation program, Otterbein READY. She is currently the Director of Engagement at the John N. Gardner Institute for Excellence in Undergraduate Education.



**Peg Boulay** is a wildlife ecologist with a broad, applied background in research, conservation, management, planning, and policy. As Environmental Leadership Program Co-Director at University of Oregon, she creates and directs community-based experiential learning projects focused on conservation science, such as field-based data collection, habitat restoration and conservation planning. She teaches courses on environmental monitoring, wildlife ecology and policy, and environmental leadership. She emphasizes participatory, field-based teaching methods through which students can learn from community members and each other. She has won multiple teaching awards including UO's Thomas F. Herman Faculty Achievement Award, College of Arts and Sciences Career Faculty Excellence Award, and Sustainability Teaching Award.

**Keli Braitman** is an educator and academic administrator whose work centers on improving student learning through meaningful, applied experiences. She currently serves as Interim Vice President for Academic Affairs and Dean of Faculty at William Jewell College, where she supports faculty development, academic programs, and initiatives aimed at reducing barriers to student success. Her background includes more than a decade of faculty and departmental leadership in psychological science, during which she helped lead curriculum revisions that emphasized experiential learning and real-world engagement. Throughout her career, Dr. Braitman has remained interested in how students learn best—particularly when they are actively engaged in applying ideas beyond the classroom. She has mentored undergraduate researchers, supported faculty in exploring high-impact practices, and participated in national conversations around inclusive and student-centered teaching.

**Jeffrey R. Breese** Ph.D., is a sociologist who has completed significant work in service-learning and community-based research as a faculty member. He served as a chief academic officer for over a decade in private higher education, primarily at Catholic institutions. He is a past president of the Society for Applied Sociology. Currently he serves as the Dean of Accreditation and Assessment of Student Learning at Lorain County Community College. As the lead editor of this book, he based this work on a yearlong sabbatical project focused on experiential and high impact learning for students to support institutional quality initiative projects. He has extensive experience with accreditation and strategic planning linked to the themes of this book.

**Hande O. Buyuksahin** currently serves as the Capstone Program Partnership Manager at Portland State University's School of Business, where she empowers students and enriches community engagement through impactful learning initiatives. Collaborating closely with faculty, students, and community stakeholders, Hande orchestrates over 70 dynamic capstone projects annually, fostering real-world experiences that bridge academia and industry.

**Michael Clump**, Ph.D., is a psychologist who focused on the scholarship of teaching and learning while a full-time faculty member, but also engaged students in high impact practices by supervising students in research collaborations, internships, and teaching assistantships. He has served in numerous higher education leadership positions including department chair, director of a university's core/general education program, dean, associate provost, and vice provost during twenty-five years in higher education. Dr. Clump works with the university's honors program, library, dual credit program, global learning opportunities, institutional effectiveness, and teaching excellence center. Dr. Clump has been specializing in institutional and program assessment plus data analysis of academic fiscal effectiveness for the past ten years.

**Laura Craig** has over fifteen years of experience supporting career services and experiential learning. She currently serves as Director of Student Professional Development at Delaware Valley University (DeVal), where she leads efforts to support students in experiential learning and engages employers with opportunities to recruit DeVal students. Prior to DeVal, she held roles in career services and fellowship advising at Temple University, University of Virginia, and Hampden-Sydney College. She earned a Master of Education Degree in Higher Education Administration from Kent State University and a Bachelor of Science Degree in Journalism from Bowling Green State University. She has served as a Quality Enhancement Plan Reviewer for the Southern Association of Colleges and Schools Commission on Colleges, and as a member of the National Association of Colleges and Employers Career Pathways for Our Profession committee.

**Jessica Douglas Cunion** is a tireless supporter of student success with 18 years' experience working in higher education. Jessica is currently in the Student Affairs Administration and Leadership program at the University of Wisconsin La Crosse, where she anticipates earning her Ed.D. in May 2026. Beginning her career at the University of Mount Union, Jessica served for nearly 15 years in a variety of areas including career development, disability services, new student programs, student leadership and activities, student academic support, success, and retention, and transfer student services. While there, Jessica led Mount Union's High-Impact Practices team and attended the AAC&U Institute for High-Impact Practices in spring 2021. At Cleveland State University, Jessica's work focused on advising, student success, and growing experiential learning opportunities. There, she had the privilege of working with her co-authors in the College of Arts and Sciences, where the mathematics and OpSTEM programs reside. Currently, Jessica serves as the Assistant Dean of Students and Director of Student Accountability and Restorative practices at the University of Mount Union.

**Celine Fitzmaurice** is an Associate Teaching Professor and Faculty Support Facilitator in the University Studies Program at Portland State University. Her scholarly agenda focuses on the pedagogy of community engaged teaching and learning. She teaches Senior Capstone courses on a variety of themes including climate change and sustainable food systems. Celine has extensive experience facilitating workshops on community engaged learning pedagogy and is the co-author of the “All Together Now: Participatory Techniques for Community-Engaged Teaching and Learning” teaching tool.

**Stephane Frattantaro** is a Professor of Practice of Psychology at Gwynedd Mercy University where she has served in multiple roles in Academic Affairs and Student Services since 2000. In addition to her faculty appointment, Professor Frattantaro currently serves as the university's Director of General Education, providing leadership and support for the development and assessment of the core curriculum. She holds a master's degree in counseling and human relations from Villanova University, is a Nationally Certified Counselor, a Certified Clinical Trauma Professional, and a Licensed Professional Counselor in the state of Pennsylvania.

**Sara Froehlich** relocated to Cleveland, Ohio in 2021 after previously living and teaching in Montréal, Canada where she earned her M.S. and Ph.D. degrees in Mathematics from McGill University. Currently she is an Assistant Professor of Practice in the Department of Mathematics and Statistics at Cleveland State University (CSU). At CSU Sara's responsibilities include teaching a variety of mathematics courses, coordinating the precalculus and calculus course sequences, serving as the Director of the Operation STEM program, and overseeing the STEM Peer Teacher supplemental instruction program. It is her fundamental belief that introductory mathematics classes should ignite students' curiosity and interest in STEM, rather than acting as a barrier to the pursuit of their dreams. As evidence of her student-centered approach to teaching, she was awarded a CSU Golden Apple Award in 2023. Since access to course materials and student success go together, she is also a strong advocate of the utilization of Open Educational Resources (OER) in higher education.

**Wendy Sherman Heckler** holds a doctorate in teaching and learning from the Ohio State University and serves as Provost and Senior Vice President at Otterbein University where she is responsible for leading and supervising the work of the Academic Affairs Division. At Otterbein, she has taught courses in science teaching methods for pre-service and in-service teachers; Master's-level research methods; current issues in education; physical science; life science; integrative studies (energy and society); and women's leadership. Wendy has authored entries on Wittgensteinian perspectives of research related to student learning in science and most recently she authored a chapter on instructed action for *The Routledge International Handbook of Ethnomethodology*

(2025). One of Otterbein University's strategic "vision pillars" is a commitment to experiential and integrative education; as a Professor of Education and as Chief Academic Officer, Wendy is proud to share her affinity for innovative pedagogy and to champion READY Day as a signature Otterbein initiative.

**Ashley Helmstetter**, a graduate of Capital University in Columbus, Ohio, is the Associate Vice President for Advancement, Alumni, and Community Relations at Heidelberg University in Tiffin, Ohio. Ashley joined Heidelberg in 2007 as the Director of The Heidelberg Fund. Over her 20-year career, she has led Annual Giving, Alumni Engagement, Donor Relations, Major Gifts, Career Services, and created Heidelberg's alumni chapters and networks, the Student Alumni Association, and served on the development team for the HYPE Career Ready® and Placement program. Before coming to Heidelberg, Ashley worked as the Assistant Director of Annual Giving at Ohio Dominican University.

**Joseph M. Incandela** holds a Ph.D. in Religion from Princeton University. He has published scholarly articles in contemporary philosophy of religion, contemporary Christian ethics, as well as medieval theology. At Saint Mary's College in Indiana, he chaired the Department of Religious Studies and held an endowed professorship in theology. As Associate Dean, he was the principal architect of Saint Mary's revised general education program and its requirement in experiential education, a mode of pedagogy he long practiced in his own classroom instruction. Incandela left Saint Mary's to become the Dean of the College of Liberal Arts at Benedictine University in Illinois.

**Kyle Keeler**, Ph.D. is assistant professor of environmental sciences and studies at Lafayette College. His work has appeared in journals such as *American Literature*, *ISLE: Interdisciplinary Studies in Literature and the Environment*, and *Environment and Planning E: Nature and Space*; and popular venues such as *Slate Magazine*, *Cleveland Review of Books*, and *Edge Effects Magazine*. He is working on *Land Acts: Land's Agency and Native Sovereignties in American Literature, Law, and History* for University of Virginia Press, and *Unsettling Environments: Indigenous Sovereignty, Settler Colonialism, Environmental Humanities*, for University of Nebraska Press. He continues to partner with LaFarm in his courses, where students reflect on what it means to see land as an agent throughout American history and despite settler colonialism. Students partner with land to create life by growing corn, beans, squash, tobacco, wild bergamot, and coneflower. They reflect on what it means to work in camaraderie with land and the original people of the land they occupy, as these crops are shipped to Delaware Nation of Oklahoma, one of six federally recognized groups of Lenape peoples in the U.S. and Canada, for use in Ceremony.

**Seanna Kerrigan**, Ed.D. brings three decades of professional experience to her current position as the Capstone Program Director at Portland State University.

In this role, she works collaboratively with scores of faculty students and community-based organizations to create partnerships for over 150 community engaged Capstones annually, courses in which students meet a curricular graduation requirement while performing real-world projects on behalf of the urban community of which PSU is a part. Kerrigan promotes the concept of critical community engaged learning while publishing and presenting on issues related to this pedagogy, as well as civic engagement and assessment. She was named a Rising Scholar by the Kellogg Forum on Higher Education for the Public Good.

**David Lisenby** is professor of Spanish and director of the Honors Institute in Critical Thinking at William Jewell College. His teaching and research focus on Latin American literature and culture, literary translation, Spanish language, interdisciplinary critical thinking, and community-based experiential learning. His scholarly publications and literary translations appear in *Revista Canadiense de Estudios Hipánicos*, *A Contracorriente*, *Words Without Borders*, *Two Lines*, *The Mercurian*, *Chasqui*, *Afro-Hispanic Review*, and elsewhere. He is the recipient of a 2021 literary translation fellowship from the National Endowment for the Arts.

**Katie Lynch** is an environmental anthropologist whose work focuses on the interconnections between environmental and social justice. As Co-Director of the Environmental Leadership Program at the University of Oregon, she creates and directs community-based experiential learning projects focused on restoring student connections to the more-than-human world, and the reciprocal relationships between plants, people, and place. She teaches courses on environmental education, environmental leadership, and ethnobotany. She has worked in Peru, Ecuador, Indonesia, Mexico and the United States. She has won multiple teaching awards including UO's Distinguished Teaching Professorship, the Thomas F. Herman Faculty Achievement Award, and the Williams Fellowship.

**Harold McNaron** is committed to education as a tool for social justice. As Teaching, Learning and Engagement Associate in PSU's Office of Academic Innovation, he supports faculty teaching community-engaged learning courses via one-on-one consultations, syllabus reviews, interactive workshops and more. An alum of PSU's Graduate School of Education, Harold's work is informed by the theory and practice he has gathered from his time in activist spaces, the nonprofit sector and student affairs.

**Mark Miller, Ph.D.** is a Professor of Mathematics and Leadership Studies at Marietta College where he has worked since 1999. In addition to his faculty appointment, he has held various administrative positions at Marietta College including Associate Provost for Academic Administration, Interim Provost, and Secretary of the Board of Trustees. He is a former president of the Ohio Section

of the Mathematical Association of America. His mathematical interests are in finite combinatorial structures. More broadly his interests are in the intersections of mathematics, religion, philosophy, and leadership studies. He is active with lay ministry in the West Ohio Conference of the United Methodist Church, and he is a divinity student at the Methodist Theological School of Ohio.

**Holly Moulton** PhD. is an interdisciplinary environmental studies scholar specializing in feminist climate change adaptation, particularly in mountain regions. Her research focuses on Quechua women's everyday experiences of climate change adaptation and processes of future making in the glaciated Peruvian Cordillera Blanca. Dr. Moulton's teaching focuses broadly on issues of environmental and climate justice, global sustainability, and climate change adaptation in Latin America and the Global South. Both her teaching and research revolve around a deep commitment to generating collaborative, community-centered knowledge spaces and promoting intersectional environmental justice.

**Andrew Moyer** has over ten years of experience supporting student success and institutional transformation. He currently serves as the Dean of Student Success and Engagement at Delaware Valley University (DelVal), where he leads initiatives that enhance student retention, engagement, and student development. His work focuses on removing barriers and building accessible systems that support student success. Dr. Moyer oversees the nationally recognized Experience360 Program, DelVal's signature experiential learning initiative. Dr. Moyer holds a Doctor of Education in Educational Leadership from Delaware Valley University, a Master of Education in Higher Education and Student Affairs from the University of South Carolina and a Bachelor of Arts in History from Millersville University. His leadership and service are rooted in a deep commitment to student-centered education and community engagement.

**Dr. Ernest Nkansah-Dwamena** is a political ecologist and interdisciplinary scholar whose research focuses on the intersections of land, livelihoods, and justice in Sub-Saharan Africa. His work critically examines the impacts of large-scale land acquisitions, forest conservation strategies, circular agriculture, and human-wildlife coexistence, particularly as they relate to food and water security, natural resource governance, and local socio-ecological resilience. Dr. Nkansah-Dwamena brings to his research a systems-thinking lens, grounded in training across the natural and social sciences and shaped by years of community-engaged fieldwork in Ghana, Tanzania, and beyond. His scholarship is united by a commitment to amplifying local voices and advancing sustainability, equity, and inclusive development through critical praxis.

**Dr. Alexandra Perry** is the Dean of the McDonough Center for Leadership and Business at Marietta College and an Associate Professor of Leadership and Ethics. She also serves as the faculty advisor for the Student Government

Association (SGA) and on the Board of Trustees for the Bioethics Network of Ohio and the board of the Ely Chapman Educational Foundation. She has more than a decade of experience in clinical ethics consultation and healthcare administration. Her research centers on leadership, ethics, leadership in public service, and public health leadership, policy, and management, and on healthcare for rural, indigenous, and underserved populations, leadership development as a public health intervention, and ethical issues in neonatology, pediatrics, and ethical issues that result from the opioid epidemic. She is the author or editor of numerous articles and six books including two editions of *Ethical Leadership: A Primer* which she co-edited.

**Kathryn M. Plank** Ph.D., is Associate Provost for Curriculum, Teaching & Learning, and Mission at Otterbein University. In this role, she oversees the university's general education programs, including the curricular and co-curricular elements that comprise Otterbein READY. She also teaches the Senior Year Experience seminar that is part of READY. Other part of her role includes directing the Center for Teaching and Learning, collaborating with Student Affairs, and developing mission-related programming. She has worked in the field of educational development for 35 years at three different institutions, where she has also taught courses in writing, English literature, and college teaching. Her scholarship has focused on assessment, team teaching, educational development, equity and inclusion, and inclusive teaching in STEM. She is a past president of the POD Network in Higher Education and a past vice-president of the International Consortium for Educational Development.

**Courtney DeMayo Pugno** completed her Bachelor of Arts in History at Hartwick College in Oneonta, New York. Currently serving as the Vice President for Academic Affairs and Provost at Heidelberg University, Courtney completed her Ph.D. in History at the University of Houston. She joined the Heidelberg faculty in 2010 and founded Heidelberg's Center for Teaching Excellence in 2018. In 2020, Courtney merged the CTE with Heidelberg's academic support center to establish the Owen Center for Teaching and Learning, which includes academic support, academic advising, accessibility services, library services, study abroad programs, instructional technology support, and faculty development activities.

**David Reis** is Professor of Religious Studies at Hilbert College. His academic expertise lies in the fields of biblical studies and early Christianity, with special interest in rhetorical criticism and the intersections of knowledge, identity, and space. He was the Director of Hilbert's First-Year Experience Program for six years and now serves as the Director of the Blueprint Program. He teaches two courses in the Blueprint: Foundations Seminar for first-year students and Service Learning and Civic Engagement for sophomores. As a member of the Blueprint Committee, he helped revise the Blueprint, which included reframing

the first-year seminar around the principles of trauma responsiveness and universal design for learning, create the service-learning course around high-impact practices, and introduce a reflection project for the college's capstone courses. His religious studies courses examine ideas and practices within their socio-cultural contexts, with particular attention given to utilizing critical social justice theory to evaluate power relationships and voices on the margins.

**Leah Schuh** is the Senior Academic Success and Enrichment Specialist for the Stamps Eminence Scholarship Program at the Ohio State University. In this role, she works closely with high-achieving undergraduate scholars, supporting their academic and personal growth while helping them identify and pursue meaningful experiential learning opportunities. Leah is passionate about helping young leaders strengthen their skills, uncover their passions, and prepare for fulfilling lives beyond college. With a background in student development and academic advising, Leah brings a thoughtful and individualized approach to her work, ensuring each student finds purpose and direction both inside and outside the classroom. Channeling this, Leah previously served as the Assistant Director of Experiential Learning at Otterbein University where she helped develop Otterbein READY.

**Kelli Schutte** serves as Acting President at William Jewell College, where she has also served as Professor of Business, Dean of Innovation, and Division Head for the Business and Communication Department. With an undergraduate degree in Economics, an MBA in Finance, and a PhD from Michigan State University, her doctoral research focused on work/life studies, examining culture and work/life congruency. She has established herself as a thought leader in applied business education, contributing to the *Sloan Work/Family Encyclopedia*, *Human Resource Planning Society Journal*, numerous applied learning publications, and several textbooks. Her scholarly work bridges academic theory with practical application, particularly in workplace culture and organizational effectiveness. As a champion of high-impact educational practices, she has transformed student learning through extensive experiential education initiatives having mentored hundreds of students through applied projects and internships. By integrating cultural competency and career principles into curriculum design, she ensures graduates are equipped with both competencies and emotional intelligence necessary for modern leadership roles.

**Kristine L. Still** is a senior academic administrator and scholar with a distinguished record of leadership and research across the K-12 and higher education sectors. She currently serves as Associate Provost for Academic Administration at Youngstown State University. Previously, Dr. Still served as Provost at Hilbert College and Founding Dean of the College of Applied and Social Sciences at the University of Mount Union. Her earlier tenure at



Cleveland State University included roles as Associate Dean for Student Services and External Relations in the College of Education and Human Services and as Associate Professor of Early Literacy, where she led critical initiatives in educator preparation, student advising, accreditation, and community-based learning. Dr. Still's scholarly interests focus on technology-enhanced literacy instruction, early childhood education, and teacher professional development. She earned her Ph.D. and B.S. from the University of Akron and an M.A. from Walsh University.

**Erica Wagner**, Ph.D. is a Professor of Information Systems and an experienced administrative leader. During her tenure in administrative leadership, she was an advocate for Community-Engaged Learning as a High-Impact Practice that increases the likelihood of students' academic success. Her research has been published in various outlets, including *MIS Quarterly*, *The Journal of the Association for Information Systems*, *Information and Organization*, *Communications of the ACM*, and the *Journal of Management Studies*.

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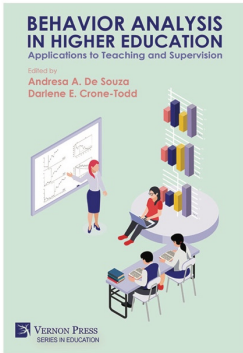






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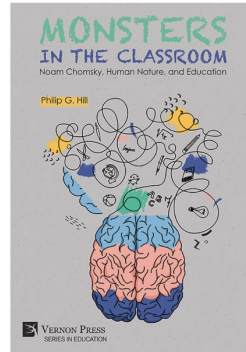
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