



S. ENGELHARD CENTER

**Leadership Coalition
Follow-up Conference
Nov. 6-7, 2009
The Dupont Hotel**

Bowling Green State University, Gettysburg College, Ithaca College, Morehouse College, Muhlenberg College, Pace University, Roosevelt University, Southern Arkansas University, State University of New York-College at Cortland, The College of Wooster, Eugene Lang College-The New School for Liberal Arts, Tufts University, Vancouver Island University, Widener University

CONFERENCE PROGRAM

Welcome to the Leadership Coalition Follow-up Conference.

The recent accomplishments of exemplary campus initiatives, including your own, suggest that a categorical shift of priorities and resources within the institution makes possible educational experiences that can be confirmed as truly transformative. As you know, such change has implications for the institutional culture, curriculum, pedagogy, assessment, and rewards that characterize the institution. This Follow-up Conference (following the Presidents Seminar "Campus Change for Learning" of April, 2009), will reflect what is gleaned from current research on learning, from studies of institutional change, and from your own work at institutions of various types and sizes. The organization of the conference reflects opportunities to consider what others sharing similar objectives are doing and how their achievements in moving from theory to practice inform your own.

The objective in forming the Leadership Coalition has been to encourage and support those institutions which are committed to providing successful models of how a campus culture focused on actively engaging students in learning, and evaluating their success in doing so, can address the full dimensions of the intellectual, emotional, and civic flourishing of students.

With the generous support of the S. Engelhard Center, the Charles Engelhard Foundation, the Christian A. Johnson Endeavor Foundation, and the Lumina Foundation, the Bringing Theory to Practice Project, an independent project in partnership with the Association of American Colleges and Universities, is committed to encouraging your plans and initiatives wherever your location on an "arc" of change. We extend congratulations and profound respect for the institutional achievements you have already gained and in anticipation of the recognition of your work.

Friday, Nov. 6, 2009

- 3:45 pm** **Registration**
- 4:00 pm** **Welcome and Introduction to the Leadership Coalition**
Dupont A **Objectives for the Follow-up Conference**
Don Harward, Project Director
- 4:30 pm** **Panel: “What Would Creating or Strengthening a Campus Culture for**
Dupont A **Change Mean”? And “What Would Be the Nature and Need for Change**
That Would Be Transforming?” (A broad, introductory, and provocative set
of observations to stimulate thinking and discussion the first evening.)
- Tori Haring-Smith (President, Washington & Jefferson College) to introduce and moderate panel of responses.*
1. Response: *Ken Ruscio, President, Washington & Lee University*
 2. Response: *Dick Hersh, former President, Trinity College, Hartford*
- 5:45 pm** **Open discussion and responses led by Tori-Haring Smith**
- 6:15 pm** **Break for dinner**
- 6:30 pm** **Reception and dinner.** Consultants, Panelists, Facilitators will be sitting with
Foxhall A/B designated teams getting acquainted with them and their plans. Post-dinner,
we'll briefly collectively consider a “charge” of questions regarding strategic
steps to be taken on campuses. The purpose will be to introduce issues, to get
individual teams to be considering their own planning, and to engage the
involvement of the full group.
*Moderated by Lee Knefelkamp (Distinguished Professor of Education, Teachers
College, Columbia University)*
- 8:00 pm** With refreshments, and informally distributed within dining area or in
Dupont A lounges, individual campus team discussions will occur regarding strategic
steps and their responses to the questions. (Conference leaders, facilitators,
etc. will be with each of the team groups.)

Saturday, Nov. 7, 2009

- 8:00 am** **Continental Breakfast**
Dupont A
- 8:30 am** **Workshop Session I**
Dupont A **“The Whole Student and the Horizontal Integration of Learning”**
Presenter: Rich Keeling, Principal, Keeling & Associates, NYC
- 9:45 am** **Break**

10:00 am **Workshop Sessions II (Concurrent Sessions)**

Group (A): **Group (A) "Assessment for Learning"**
Foxhall A *Dick Hersh, presenter*

Group (B): **Group (B) Moderated discussion responding to:**
Foxhall B/C **"The Processes of Transformative Change: Beginning and Leading
the Conversations; the Planning; and the Implementation of Change."**
Three Examples:

- *Dickinson College, Shalom Staub*
- *Georgetown University, Joan Riley*
- *Montclair State University, Dana Natale*

11:30 am **Luncheon**
Dupont A Begin working sessions over lunch with teams reviewing their own progress
and challenges.

12:30 pm **"Evaluation and Sustaining Patterns and Resources for Change"**
Dupont A *Presentation and discussion, Ashley Finley, BTtoP & AAC&U*

1:15 pm **Strategic Steps and Initiating Campus Change: Concurrent Constructive
Feed-Back Sessions.** Distributed into three groups of five campus teams in
each group; conference leaders, consultants and team members from the
other grouped institutions will respond to brief presentations made by each
team. Summary notes will be gathered and later distributed.

Group (1):
Foxhall A

Group (1) Facilitator: Rich Keeling

Group (2):
Foxhall B/C

Group (2) Facilitator: Lee Knefelkamp

Group (3):
Dupont A

Group (3) Facilitator: Carol Schneider, President, AAC&U

2:45 pm **Break**

3:00 pm **"How BTtoP and the Leadership Coalition Will Be of Assistance"**
Characterization of grant support, the new RFP, the progress and support
being used by other LC campuses. Reminder of January LC Conference for all
53 institutions which will feature faculty involvement in campus change.

3:30pm **Adjourn**

PARTICIPANT LIST

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PRESENTERS, PANELISTS, FACILITATORS, MODERATORS

Trey Avery

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Trey Avery joined Keeling & Associates in 2006 following his graduation with a Bachelor of Arts in American Cultural Studies from Fairhaven College at Western Washington University. Trey is frequently part of traveling project teams, developing reports and presentations for K&A and has co-authored several articles and chapters with Richard Keeling. Trey is currently applying for graduate studies in the Sociology of Education program at Steinhardt School of Culture, Education, and Human Development at NYU.

Barry Checkoway

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Barry serves as Professor of Social Work and Urban Planning at the University of Michigan. His research projects include "Involving Young People in Community Change" (Ford and Kellogg Foundation), "Community Initiatives to Promote Health of Older People in Latin America" (HelpAge International), "Leadership and Management of Community Health in Africa" (World Health Organization), and "Community Participation in Health Planning" (National Academy of Sciences). He is the founding director of the Edward Ginsberg Center for Community Service and Learning, and of the Michigan Neighborhood AmeriCorps Program involving graduate students and community-based organizations in Detroit neighborhoods. He previously taught at the University of California at Berkeley and University of Pennsylvania, and was a visiting scholar at the London School of Economics and Political Science and at the Hebrew University of Jerusalem.

Ashley Finley

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Ashley is the Director of Assessment for Learning at the Association of American Colleges and Universities and the National Evaluator for Bringing Theory to Practice where she oversees assessment protocols and the implementation of evaluation strategies on project sites, and has primary responsibility for the aggregation and dissemination of national findings. Before AAC&U, she was an Assistant Professor of Sociology at Dickinson College. Her current research focuses on the impact of engaged learning initiatives, such as learning communities, on college students' civic development and well-being, and the institutional-level costs of assessing forms of student disengagement on college campuses. Dr. Finley's previous research has focused broadly on issues of gender inequality, with specific emphasis on the interplay of relative poverty assessments and female-headed households in Mexico. She teaches courses in social inequality, gender issues, and quantitative methods.

Tori Haring-Smith

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Tori became Washington & Jefferson College's twelfth president in January 2005. Prior to coming to W&J, Haring-Smith was vice president for educational affairs at Willamette University in Salem, Oregon. As executive director of the Thomas J. Watson Foundation, Haring-Smith helped make it possible each year for sixty Thomas J. Watson Fellows to pursue independent research outside the United States for one year following their college graduation. She also served Willamette as dean of the College of Liberal Arts. Tori serves the Association of American Colleges and Universities (AAC&U) as a SAGE (Strategies for Achieving Greater Expectations) consultant and as a mentor and coach for the Institute on Campus Leadership for Sustainable Innovation. She was also a national panel member for Greater Expectations, AAC&U's national report on liberal education in the 21st century. Haring-Smith is a noted director, author, and speaker, having presented more than 150 lectures and workshops, published 10 books and numerous articles on topics ranging from curriculum reform to drama to pedagogy.

Donald W. Harward

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Don served as President of Bates College from 1989 thru June 2002, when he was appointed President Emeritus. Before taking office at Bates, Harward served as Vice President for Academic Affairs at the

College of Wooster, Ohio; preceding his tenure there, he taught and served in the Department of Philosophy at the University of Delaware, and subsequently designed and led the University Honors program. He holds a Ph.D. in philosophy from the University of Maryland. He is currently a Senior Fellow with AAC&U, Director of the Bringing Theory to Practice Project, and Executive Director of the S. Engelhard Center; he also serves on a variety of foundation and educational boards.

Richard H. Hersh

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Richard has served as President of Hobart and William Smith Colleges and Trinity College (Hartford), and Provost and Vice President for Academic Affairs at The University of New Hampshire and Drake University. He also served as Vice President for Research and Dean of the Graduate School at the University of Oregon and was Director of the Center for Moral Education at Harvard University. In his early career he was a high school teacher, professor and dean of teacher education. He has written extensively and consulted widely with regard to K-12 effectiveness and was co-author of the book, *The Structure of School Improvement*. The book examines the nature and quality of undergraduate education in the United States.

Richard P. Keeling

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Richard leads Keeling & Associates, LLC, a strategic and international consulting practice in higher education which works with colleges, universities, and professional organizations to promote student learning and strengthen institutional effectiveness. The Company believes that learning should be transformative, that learning must be at the core of the mission of colleges and universities, and that sound processes of institutional renewal can enable campuses to improve learning in its broadest sense. Dr. Keeling serves on the Board of Directors of the Council for the Advancement of Standards in Higher Education (CAS) and has been president of four professional organizations. He has received the highest awards of both the American College Health Association (ACHA) and the National Association of Student Personnel Administrators (NASPA).

L. Lee Kniefkamp

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Lee Kniefkamp is a Professor of Psychology and Education at Teachers College, Columbia University; she teaches in the programs of social-organizational psychology and higher education, and she has also held administrative posts as program coordinator and department chair. Lee also directed the student development graduate program at the University of Maryland, served as dean of the school of education at American University, and as academic dean of the faculty at Macalester College. For thirty years, Lee has researched and written about: student intellectual and ethical identity and intercultural development; curriculum transformation; issues of race, ethnicity, and gender; campus climate assessment; and the psychology of organizational change and resistance to change. She also serves as a senior scholar with AAC&U.

Dana Natale

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Dana is a Pre-Award Officer for the Office of Research and Sponsored Programs at Montclair State University. Dana assists faculty interested in preparing competitive proposals for state and federal grants, provides training to faculty, and acts as the liaison to funding agencies. Prior to joining the ORSP, Dana spent four years supporting experiential education and campus-community partnership development at MSU. As Assistant Director and Special Projects Coordinator for the Center for Community-Based Learning, Dana created a development plan and funding protocol, wrote grants, conducted research, and coordinated a variety of campus-community partnership projects. Before coming to MSU, Dana worked in research coordination and development positions for a number of non-profit organizations and Mount Sinai School of Medicine. Her work has been published in *High Plains Applied Anthropologist*, the *Journal of Palliative Medicine* and the *New England Journal of Medicine*. Dana holds an M.A. in Anthropology and a B.A.s in both Anthropology and Psychology.

Sally Engelhard Pingree*sep95@aol.com*

Sally is a Trustee of the Charles Engelhard Foundation. A graduate of Trinity College, her areas of interest have been health, education, and environmental affairs. She has served in public relations at the American Heritage Publishing Company and the Board of Trustees of the Potomac School (Virginia), St. Andrew's School (Delaware), Boston College, the Carter Center, and the African Wildlife Foundation. She is a member of the Advisory Council of AAC&U's/Campus Compact's Center for Liberal Education and Civic Engagement, the National Gallery of Art, and the Mental Health Task Force of the Carter Center.

Joan Riley*rileyj@georgetown.edu*

Joan Riley is an Assistant Professor in the Departments of Human Science and Nursing at the School of Nursing & Health Studies and a Nurse Practitioner in the Student Health Center at Georgetown University. She teaches courses on health promotion and disease prevention and conducts research on college health promotion and health literacy. She is a member of the Georgetown University Bringing Theory to Practice Project "Connecting Life and Learning: Engaging the Whole Person through the Integration of Student and Academic Affairs."

Kenneth P. Ruscio*KRuscio@wlu.edu*

Kenneth took office as the 26th president of Washington and Lee University on July 1, 2006. Ruscio served as the dean of the Jepson School of Leadership Studies at the University of Richmond from 2002 to 2006. Ruscio held both faculty and staff positions at W&L from 1987 to 2002. Ruscio earned his B.A. in politics from Washington and Lee in 1976, and a master of public administration (1978) and a Ph.D. in public affairs and public administration (1983) from Syracuse University's Maxwell School of Citizenship and Public Affairs. Ruscio has authored articles, book reviews, essays and a book, *The Leadership Dilemma in Modern Democracy* (2004). He has served as national president of Omicron Delta Kappa, the national leadership society begun at W&L in 1914 that now has chapters at over 300 campuses. He has led and served on dozens of academic, professional and civic committees.

Carol Geary Schneider*cgs@aacu.org*

Carol Schneider is president of the Association of American Colleges and Universities. With 1,100 institutional members, AAC&U is the leading national organization devoted to advancing and strengthening undergraduate liberal education. Under her leadership, AAC&U launched Liberal Education and America's Promise (LEAP), a ten-year public advocacy and campus action initiative designed to engage students and the public with what really matters in a college education for the twenty-first century. Dr. Schneider has published extensively on all the major areas of her educational work and has taught at the University of Chicago, DePaul University, Chicago State University and Boston University.

Shalom D. Staub*staubs@dickinson.edu*

Shalom currently serves as Assistant Provost at Dickinson College in Carlisle, Pennsylvania, where he has administrative responsibilities for supporting learning communities, service-learning and community-based research courses, and the Conflict Resolution Resource Center. He teaches in Sociology, Religion and Judaic Studies, including such courses as Conflict Resolution Studies; Religion, Conflict and Peacemaking; Ethnography of Jewish Experience; Saints and Demons: Jewish and Muslim Vernacular Religion in the Middle East; and The South Asian Diaspora in the U.S. Prior to his work at Dickinson, Staub had founded the Institute for Cultural Partnerships, a non-profit organization dedicated to inter-group relations and bridging differences.

The Dupont Hotel Washington DC

