

PROGRAM AT A GLANCE

AAC&U Core Commitments Summer Institute
University of Vermont, August 1-5, 2007

Wednesday, August 1

| | |
|-----------------|---|
| 9:00 am-1:30 pm | Institute Registration, <i>University Heights North Lobby</i> |
| 2:00-3:00 pm | Welcome, Introductions, and Framing, <i>Angell B106</i> |
| 3:15-5:00 pm | Cross-Institutional Clusters: Matrix Feedback Session, <i>locations listed on page 15</i> |
| 5:15-6:00 pm | Opening Reception, <i>Billings Student Center</i> |
| 6:00-7:30 pm | Opening Dinner, <i>Billings Student Center</i> |
| 7:30-9:00 pm | Evening Performance: Poet Naomi Shihab Nye, <i>CC (Campus Center) Theatre</i> |

Thursday, August 2

| | |
|-------------------|--|
| 7:00-8:15 am | Breakfast, <i>Harris Millis Dining Hall</i> |
| 8:30-9:45 am | Opening Plenary: "At the Intersections Where Worlds Collide..." <i>Angell B106</i> |
| 10:00 am-12:00 pm | Team Time and Consultations, <i>consultant room locations listed on page 16-18</i> |
| 12:00-1:30 pm | Lunch and Relaxation, <i>Harris Millis Dining Hall</i> |
| 1:30-3:00 pm | Readings Seminar I: Ethical and Moral Reasoning, <i>locations listed on page 19-21</i> |
| 3:15-5:15 pm | Concurrent Workshops 1, <i>descriptions and locations listed on page 6-7</i> |
| 5:30-6:30 pm | Dinner, <i>Harris Millis Dining Hall</i> |
| 7:00-9:30 pm | Film Screenings: <i>Babel, Angell B106, and Promises, Angell B112</i> |

Friday, August 3

| | |
|-------------------|---|
| 7:00-8:15 am | Breakfast, <i>Harris Millis Dining Hall</i> |
| 8:30-10:15 am | Team Time and Consultations, <i>consultant room locations listed on page 16-18</i> |
| 10:30 am-12:00 pm | Readings Seminar II: Taking Seriously the Perspectives of Others, <i>page 19-21</i> |
| 12:00-2:00 pm | Lunch and Relaxation, <i>Harris Millis Dining Hall</i> |
| 2:00-3:30 pm | Concurrent Workshops 2, <i>descriptions and locations listed on page 8-9</i> |
| 3:45-5:15 pm | Concurrent Workshops 3, <i>descriptions and locations listed on page 10-11</i> |
| 5:30-6:30 pm | Dinner, <i>Harris Millis Dining Hall</i> |

Saturday, August 4

| | |
|-------------------|---|
| 7:00-8:15 am | Breakfast, <i>Harris Millis Dining Hall</i> |
| 8:30-10:15 am | Team Time and Consultations, <i>consultant room locations listed on page 16-18</i> |
| 10:30 am-12:00 pm | Readings Seminar III: Contributing to a Larger Community, <i>page 19-21</i> |
| 12:00-2:00 pm | Lunch and Relaxation, <i>Harris Millis Dining Hall</i> |
| 2:00-3:30 pm | Concurrent Workshops 4, <i>descriptions and locations listed on page 12-14</i> |
| 3:45-5:15 pm | Team Time and Consultations, <i>consultant room locations listed on page 16-18</i> |
| 5:30-6:30 pm | Closing Night BBQ, <i>University Heights Amphitheatre (or Billings Student Center if raining)</i> |

Sunday, August 5

| | |
|------------------|---|
| 7:00-8:15 am | Breakfast, <i>Harris Millis Dining Hall</i> |
| 8:30-10:15 am | Cross-Institutional Clusters: Action Plan Presentations, <i>locations listed on page 15</i> |
| 10:30-11:00 am | Closing Remarks, <i>Angell B106</i> |
| 11:00 am-1:00 pm | Check Out, <i>University Heights North Lobby</i> |
| 11:30 am-1:00 pm | Lunch, <i>Harris Millis Dining Hall</i> |

PROGRAM OVERVIEW

| | Tuesday July 31 | Wednesday August 1 | Thursday August 2 | Friday August 3 | Saturday August 4 | Sunday August 5 | |
|-------|---------------------|---|--|---|--|--|---------------------------------------|
| 7:00 | | Breakfast 7:00-8:15 | Breakfast 7:00-8:15 | Breakfast 7:00-8:15 | Breakfast 7:00-8:15 | Breakfast 7:00-8:15 | |
| 7:15 | | | | | | | |
| 7:30 | | | | | | | |
| 7:45 | | | | | | | |
| 8:00 | | | | | | | |
| 8:15 | | Summer Institute Registration 9:00-1:30 (Lunch 11:30-1:00) | | | | | |
| 8:30 | | | Opening Plenary: Walter Fluker 8:30-9:45 | Team Time and Consultations 8:30-10:15 | Team Time and Consultations 8:30-10:15 | Cross- Institutional Clusters: Action Plan Presentations 8:30-10:15 | |
| 8:45 | | | | | | | |
| 9:00 | | | | | | | |
| 9:15 | | | | | | | |
| 9:30 | | | | | | | |
| 9:45 | | | | | | | |
| 10:00 | | | | Team Time and Consultations 10:00-12:00 | Readings Seminar II 10:30-12:00 | Readings Seminar III 10:30-12:00 | Closing Remarks |
| 10:15 | | | | | | | Checkout (Lunch 11:30-1:00) |
| 10:30 | | | | | | | |
| 10:45 | | | | | | | |
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| 11:15 | | | | | | | |
| 11:30 | | | | | | | |
| 11:45 | | | | | | | |
| 12:00 | | | Lunch & Relaxation 12:00-1:30 | Lunch & Relaxation 12:00-2:00 | Lunch & Relaxation 12:00-2:00 | | |
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| 12:45 | | | | | | | |
| 1:00 | | | | | | | |
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| 1:30 | | | | | | | |
| 1:45 | | | | | | | |
| 2:00 | | Welcome, Introductions, and Framing 2:00-3:00 | Readings Seminar I 1:30-3:00 | Concurrent Workshops 2 2:00-3:30 | Concurrent Workshops 4 2:00-3:30 | | |
| 2:15 | | | | | | | |
| 2:30 | | | | | | | |
| 2:45 | | | | | | | |
| 3:00 | | | | | | | |
| 3:15 | | | | | | | |
| 3:30 | | Cross- Institutional Clusters: Matrix Feedback Session 3:15-5:00 | Concurrent Workshops 1 3:15-5:15 | Concurrent Workshops 3 3:45-5:15 | Team Time and Consultations 3:45-5:15 | | |
| 3:45 | | | | | | | |
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| 5:00 | | | | | | | |
| 5:15 | | Reception 5:15-6:00 | | | | | |
| 5:30 | Dinner 5:30-6:30 | | Dinner 5:30-6:30 | Dinner 5:30-6:30 | Closing Night BBQ 5:30-6:30 | | |
| 5:45 | | | | | | | |
| 6:00 | | Opening Dinner 6:00-7:30 | | | | | |
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| 6:30 | | | | | | | |
| 6:45 | | | | | | | |
| 7:00 | | | | | | | |
| 7:15 | | | | | | | |
| 7:30 | | Evening Performance: Naomi Shihab Nye 7:30-9:00 | Film Screenings 7:00-9:30 | | | | |
| 7:45 | | | | | | | |
| 8:00 | | | | | | | |
| 8:15 | | | | | | | |
| 8:30 | | | | | | | |

PROGRAM COMPONENTS

Five types of sessions comprise the Summer Institute—sessions with cross-institutional clusters to discuss your matrix analysis and present your action plans; team time with consultations; readings seminars; workshops; and keynotes. All are designed to help further your Core Commitments goals.

MATRIX FEEDBACK & ACTION PLAN PRESENTATIONS

The Institute begins with teams meeting in *cross-institutional clusters* to discuss their *matrix analyses* and receive *feedback* from other Leadership Consortium institutions. Your findings from the matrix exercise and the feedback you receive should guide you in developing your 2007-08 *action plan*, which you will present on Sunday. We expect the plan to: (a) highlight how your action plan addresses gaps identified through the matrix analysis (i.e., how your plan will help to make education for personal and social responsibility more coherent and pervasive); (b) incorporate feedback received from the other Leadership Consortium teams in your cluster and from consultants; and (c) explicate the concrete steps you will take to implement your Core Commitments goals for the year, including holding campus dialogues and administering the PSRI Inventory. Your plan should also list who will be involved, how you will go about engaging others, and a timeline of activity.

Note: We will ask that you post your action plan to the Core Commitments Yahoo! Group in the weeks following the Institute. This is to allow you time to refine the plan after you have connected with “home team” members back on campus.

TEAM TIME & CONSULTATIONS

Team time provides you and your colleagues with dedicated time to work on your action plan and to tap the expertise of Institute consultants. Teams are not assigned specific locations for team time, but they can find meeting space in one of the many lobbies and lounges in the University Heights South residence hall or outside.

You and your team colleagues will decide the extent to which you will incorporate 30-minute *consultations* into team time. Our consultants are drawn from the Core Commitments Advisory Board, the Leadership Consortium Liaisons group, and AAC&U staff. Please review the consultant biographies that are included on the sign-up sheets as well as on pages 16-18 of the program. In the evenings (after 5:30 pm) until after breakfast (8:30 am), teams may sign up for consultants on the bulletin board in the University Heights South lobby. During the day, sign-up sheets for consultants will be located on the doors of the consultant meeting rooms. Your entire team is expected to meet in the consultant’s assigned room at the appointed consultation time. See pages 16-18 for more details about room locations and consultants’ availability, as not all consultants are able to be with us for the duration of the institute.

READINGS SEMINARS

Readings Seminars provide time for small-group exploration of three of the five dimensions of personal and social responsibility: developing competence in ethical and moral reasoning; taking seriously the perspectives of others; and contributing to a larger community. Readings Seminars take place once per day on Thursday, Friday, and Saturday. See the schedule (which starts on page 4) for times, and see pages 19-21 for your assigned seminar group and meeting location.

WORKSHOPS

Workshops offer focused learning on topics identified by Leadership Consortium teams and by Advisory Board members this spring. Both team members and consultants will present workshops. Please find workshop descriptions, times, and locations in on pages 6-7, pages 8-9, pages 10-11 and pages 12-14.

KEYNOTES

We help frame the Institute with two *keynote* talks. On Wednesday evening, award-winning poet Naomi Shihab Nye will read from her work, followed by a plenary Thursday morning by Morehouse College professor of philosophy and religion Dr. Walter Fluker. For more information on Ms. Nye and Dr. Fluker, see page 4 and 5 of the schedule.

PROGRAM SCHEDULE

Wednesday, August 1

9:00 am-1:30 pm **Institute Registration**
University Heights Pick up Institute binder and nametag. As a team, begin mapping out your Institute experience.
North Lobby

2:00-3:00 pm **Welcome, Introductions, and Framing**
Angell B106 *Carol Geary Schneider, Member, Core Commitments Advisory Board and President, AAC&U*
Caryn McTighe Musil, Director, Core Commitments and Senior Vice President, Office of Diversity, Equity, and Global Initiatives, AAC&U

3:15-5:00 pm **Cross-Institutional Clusters: Matrix Feedback Session**
Cluster The campus matrix your team completed prior to Vermont is designed to map your
assignments and institution's programs, structures, and processes related to education for personal and social
session locations responsibility. It is intended to help your team answer the crucial question: *How pervasive are our*
are listed on page *institution's attempts to educate for personal and social responsibility?*
15. During this session, you will be engaged in conversations within a cluster of Leadership
Consortium institutions of similar type and focus. This is an opportunity to present and
discuss the results of your matrix analysis, including the assets and gaps you have identified
vis-à-vis educating students for personal and social responsibility.
*Note: We recommend that each team take 20 minutes to briefly contextualize and introduce their project and
present the results of their matrix analysis, reserving the remaining time for cross-institutional discussion and
information-sharing. Cluster assignments and session locations are listed on page 15.*

5:15-6:00 pm **Reception**
Billings Student Join other participants in the historic Billings Student Center for light refreshments and
Center drinks. Peruse works by poet Naomi Shihab Nye, this evening's featured artist.

6:00-7:30 pm **Opening Dinner**
Billings Student Enjoy a welcome dinner with other participants in our beautiful setting, greet colleagues you
Center met in the spring, and meet new ones working on Core Commitments.

7:30-9:00 pm **Evening Performance: Poet Naomi Shihab Nye**
CC (Campus Describing herself as a "wandering poet," Nye has spent 33 years traveling the country and the
Center) Theatre world to lead writing workshops. Born to a Palestinian father and an American mother, she
grew up in St. Louis, Jerusalem, and San Antonio. Drawing on her Palestinian-American
heritage, the cultural diversity of her home in Texas, and her experiences traveling in Asia,
Europe, Canada, Mexico, Central and South America, and the Middle East, Nye uses her
writing to attest to our shared humanity. She is the author and/or editor of more than 20
volumes, and she has been a Lannan Fellow, a Guggenheim Fellow, and a Witter Bynner
Fellow, Library of Congress. She has received a Lavan Award from the Academy of American
Poets, the Isabella Gardner Poetry Award, the Lee Bennett Hopkins Poetry Award, the
Paterson Poetry Prize, four Pushcart Prizes, and numerous honors for her children's literature.
She is a regular columnist for *Organica* and poetry editor for *The Texas Observer*, and she has
been visiting writer at the University of Texas at Austin and the University of Hawai'i. This
evening's performance will include a poetry reading interspersed with Ms. Nye's reflections on
how her life and work relate to the themes of Core Commitments. *Ms. Nye's appearance is made
by arrangement with Steven Barclay Agency, www.barclayagency.com. A selection of her work will be on sale
before and after her reading, and Ms. Nye will be available to sign books following her reading.*

Thursday, August 2

7:00-8:15 am
Harris Millis
Dining Hall

Breakfast

8:30-9:45 am
Angell B106

Opening Plenary—*At the Intersections Where Worlds Collide: The Quest for Character, Civility, and Community*

Leadership in the new century will depend largely on how well new generations of ethical leaders develop morally anchored character, transformative acts of civility, and a sense of community. In the public sphere, issues such as class, gender, sexual orientation, race, ethnicity, and religion both form and inform how one understands the private self. Conversely, it is through public connections—a web of relationships and networks—that individuals are able to actualize their deepest dreams, hopes, ideals and aspirations. In this plenary, Dr. Fluker will discuss the potential of using narrative as a critical methodology to help leaders negotiate the “traffic” at the intersections of their public and private selves and inspire and guide others to create community.

Walter Earl Fluker, Member, Core Commitments Advisory Board and Coca-Cola Professor of Leadership Studies, Executive Director of the Leadership Center, and Professor of Philosophy and Religion, Morehouse College

In his role at Morehouse College, Walter Fluker has created innovative programs designed to strengthen civil society through ethical leadership. He has been a visiting scholar at Princeton Theological Seminary and Columbia Theological Seminary and is co-editor of *A Strange Freedom: The Best of Howard Thurman on Religious Experience and Public Life* and editor of *The Stones that the Builder Rejected: Essays on Ethical Leadership from the Black Church Tradition*.

10:00-12:00 pm

Team Time and Consultations

Use this time to process Wednesday’s matrix feedback session and discuss any points of interest that emerged from the morning plenary. Review workshop offerings so that you and your team colleagues can attend different sessions. Plan to report on workshop sessions during your next team time or over a meal.

Note: Teams with consultations should meet in their consultant’s assigned room (p. 16-18)

12:00-1:30 pm
Harris Millis
Dining Hall

Lunch and Relaxation

Note: The dining hall is open only until 1 pm. Feel free to use the extra time to relax, explore the campus, etc.

1:30-3:00 pm
See page 19-21 for
your Readings
Seminar group and
room location

Readings Seminar I: Ethical and Moral Reasoning

Readings Seminars are designed to give participants the opportunity to discuss, in more depth, the meanings behind three of the five dimensions of personal and social responsibility. Participants are assigned into groups that they will stay in for the three seminars (see page 19-21). Readings Seminar I focuses on *Developing Competence in Ethical and Moral Reasoning*. The supporting readings can be found behind the “Seminar I” tab in the spiral bound packet you received as part of the advance materials:

- Bok, D. 2006. Building character. In *Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should Be Learning More*. Princeton, NJ: University of Princeton Press: 146-171.
- Minnich, E. 2003. Teaching thinking: Moral and political considerations. *Change*, September/October: 19-24.
- Morrison, T. 2002. How can values be taught in the university? *Peer Review*, 4 (4): 4-7.

3:00 pm

Refreshment Break

Note: On your way to your selected workshop, pick up coffee and snacks at our coffee break station located in the alcove just up the stairs from our main plenary room, Angell B106.

3:15-5:15 pm

Concurrent Workshops I

Select workshops in view of the gaps and that you have identified through your matrix analysis. As a team, determine which sessions will be the most useful to help you develop your 2007-08 action plan.

Angell B106

Guided Dialogue: A Practice Session

In this session, participants will go through a dialogue experience as a way to help prepare for the Fall dialogues back on campus. First, a small group will engage in a guided dialogue related to taking seriously the perspectives of others, while remaining participants will observe the process using a set of questions. The whole group will then reflect on the immediate dialogue before turning to a "meta-discussion" about planning and implementing Fall dialogues that addresses issues of preparation, guidelines, process, and feedback.

L. Lee Knefelkamp, *Director of Dialogue and Assessment, Core Commitments; Professor of Psychology and Education, Teachers College, Columbia University; and Senior Scholar, AAC&U* and **Nancy O'Neill**, *Assistant Director, Core Commitments and Director of Programs, Office of Education and Institutional Renewal, AAC&U*

Torrey 201

Character, Civility, and Community: An Extended Conversation

This workshop will pick up on the themes brought out during the morning plenary and allow participants to delve further into the meaning and practice of developing character, engendering civility, and forming community.

Walter Earl Fluker, *Member, Core Commitments Advisory Board and Coca-Cola Professor of Leadership Studies, Executive Director of the Leadership Center, and Professor of Philosophy and Religion, Morehouse College*

Angell B112

Assessing Climate through the Core Commitments Project

In this workshop, participants will actively engage with the revised edition of the Personal and Social Responsibility Institutional Inventory (PSRII). Participants will review the history of the instrument and the assumptions used in developing it, as well as experience the web environment being created for campus participants. The group will also consider approaches to energizing campus participants and maximizing response rates, as well as facilitating the use of the data being generated.

Eric L. Dey, *Director of Research and Assessment, Core Commitments and Associate Professor, Center for the Study of Higher and Postsecondary Education, University of Michigan*

Cassie Barnhardt, *Research Assistant, Core Commitments, and Doctoral Student, Center for the Study of Higher and Postsecondary Education University of Michigan*

Chris Jensen, *Research Assistant, Core Commitments, and Doctoral Student, Center for the Study of Higher and Postsecondary Education, University of Michigan*

Veronica Vergoth, *Research Assistant, Core Commitments, and Master's Student, Center for the Study of Higher and Postsecondary Education, University of Michigan*

Votey 367

Rubrics as Tools for Assessing Personal and Social Responsibilities

As members of the Core Commitments Leadership Consortium, Institute participants are all dedicated to fostering personal and social responsibilities in our students. However, it may not be clear how to assess the extent to which we are successful in accomplishing these goals. In this session, participants will be introduced to rubrics as tools that can help: (1) articulate expectations for students' personal and social responsibilities; (2) assess the degree to which students are meeting those expectations; and (3) provide meaningful feedback to improve student learning. Following a short presentation, participants will discuss the benefits and challenges associated with creating and sharing personal and social responsibility rubrics at their home institutions.

Steven K. Jones, *Director of Academic Assessment, United States Air Force Academy*

Votey 220 ***Teaching at the Crossroads: Interdisciplinary Course Design and Pedagogy***
 Interdisciplinary courses can often entail at least two instructors with different areas of expertise whose goal is to present their disciplines in an integrated fashion, identifying and developing areas in which their disciplines intersect and can be synthesized as well as exploring areas of conflict. This workshop will focus on identifying best practices in designing and teaching interdisciplinary courses in the context of education for personal and social responsibility, with special attention paid to the logistics of team teaching, traits to look for or avoid in a team-teaching partner, and differences/similarities in team-teaching vs. solo teaching.
Mark Jareb, *Assistant Professor of Biology, Sacred Heart University*

Angell B112 ***Self-authorship: A Foundation for Learning and Development***
 Interest in the construct of “self-authorship” has increased dramatically in the last decade, in large part because it provides one of the relatively few holistic models of student development. Another attractive feature is that it maps a process of learning to take more responsibility for one’s beliefs, reactions, and behaviors by becoming the author “rather than merely the theatre” of one’s own life. This workshop will introduce participants to the major dimensions of self-authorship (cognitive, intrapersonal, and interpersonal) and show how attending to these dimensions provides a foundation for promoting students’ learning and development by taking into account their underlying assumptions and frames of reference. Illustrations will be drawn from the Wabash National Study of Liberal Arts Education and from Baxter Magolda and King’s recent book, *Learning Partnerships*.
Patricia M. King, *Member, Core Commitments Advisory Board and Professor, Center for the Study of Higher and Postsecondary Education, University of Michigan*

5:30-6:30 pm
 Harris Millis
 Dining Hall

Dinner

Note: The dining hall closes at 6:30 pm.

7:00-9:30 pm

Place, Identity, and Social Location: Core Commitments Film Screenings

We have selected two films—one fictional and one documentary—for viewing and discussion. Both raise important questions with respect to Core Commitments goals, and group discussions will be held in the respective viewing rooms following each screening.

Angell B106 ***Babel (2006)*** Dir. Alejandro González Iñárritu
Babel’s international production reflects a multi-perspective story about fragile associations, shifting power relations, and chain-reaction events that both bind and demarcate individuals and groups. Carina Chocano, writing in the *L.A. Times*, notes, “As its title implies, ‘Babel’ is about the difficulty of human communication, but although the stories unfold in four countries and in five languages—English, Arabic, Spanish, Japanese and sign—language is far from the principal barrier.”

Angell B112 ***Promises (2001)*** Dir. B. Z. Goldberg
 The seven children featured in *Promises* offer a compelling human portrait of the Israeli–Palestinian conflict. Aged 9-13, the children are less self-conscious and polite than teenagers and adults. They speak directly and without self-censorship and serve as both mirrors of their cultures and spokespeople for future generations of Israelis and Palestinians. Loren King, writing in the *Chicago Tribune*, notes, “Beautifully crafted and brutally honest, *Promises* offers an unexpected window into the complexities of prejudice.”

Friday, August 3

7:00-8:15 am
Harris Millis
Dining Hall

Breakfast

8:30-10:15 am

Team Time and Consultations

Use this time to process Thursday's readings seminar, workshops, and film screenings and to work on your 2007-08 action plan. Review the two sets of workshop offerings that are slated for the afternoon so that you and your team colleagues can attend different sessions.

Note: Teams with consultations should meet in their consultant's assigned room (p. 16-18).

10:30 am-12:00 pm
See page 19-21 for
your Readings
Seminar group and
room location

Readings Seminar II: Perspective Taking

Readings Seminars are designed to give participants the opportunity to discuss, in more depth, the meanings behind three of the five dimensions of personal and social responsibility. Participants are assigned into clusters that they will stay in for the three seminars (see page 19-21). Readings Seminar II focuses on *Taking Seriously the Perspectives of Others*. The supporting readings can be found behind the "Seminar II" tab in the spiral bound packet you received as part of the advance materials:

- Appiah, K.A. 2006. Introduction: Making conversation. In *Cosmopolitanism: Ethics in a World of Strangers*. New York, NY: W.W. Norton: xi-xxi.
- Association of American Colleges and Universities. 2006. *Academic Freedom and Educational Responsibility*. Washington, DC: Author.
- Gurin, P., B. Nagda, and G. Lopez. 2004. The benefits of diversity in education for democratic citizenship. *Journal of Social Issues*, 60 (1): 17-34.
- Nye, N.S. nd. Gate 4-A. [Unpublished, distributed via email.] / Nye, N.S. 2005. During a war. In *You & Yours*. New York, NY: BOA Editions. / Nye, N.S. 1994. Those whom we do not know. In *Red Suitcase*. New York, NY: BOA Editions.

12:00-2:00 pm
Harris Millis
Dining Hall

Lunch and Relaxation

Note: The dining hall is open only until 1 pm. Feel free to use the extra time to relax, explore the campus, etc.

2:00-3:30 pm

Concurrent Workshops II

Votey 220

"Daddy (Mommy), What Did You Do in the Culture Wars?": Reflecting on Moral Education, Ideology, and Professional Norms

Whether or not the "culture wars" are behind us, educating for personal and social responsibility has the potential to create controversy about, among many things, the relationship of politics and ideology to the academy. The Core Commitments initiative invites questions about moral and political education, and this workshop will offer some ways to consider these questions as campus teams progress in the project. **David Paris**, *Liaison*, Core Commitments Leadership Consortium; **Leonard C. Ferguson** Professor of Government, Hamilton College; and Senior Fellow, AAC&U

Angell B112

The Essential Core: Intellectual and Ethical Development

Understanding how students make meaning is essential to designing effective learning cultures—campus wide, in the classroom, in the co-curriculum, and in the community. Research demonstrates that students' developmental growth—from narrow and dualistic thinking, through more multiplistic thinking, to complex and constructed views of knowledge—affects content learning about other people and

cultures as well as the reasoning used in discerning ethical issues and making ethical judgments. This session will explore major models of intellectual and ethical development used in creating Core Commitments. Participants will review student interview data and examples of campuses that have used developmental models and simple qualitative data collection to design effective learning environments.

L. Lee Kniefkamp, *Director of Dialogue and Assessment, Core Commitments; Professor of Psychology and Education, Teachers College, Columbia University; and Senior Scholar, AAC&U*

Votey 105 ***Strategic Thinking to Foster Holistic Student Development***

Participants will consider how they can create a campus environment that encourages and guides students to focus on three major questions in their life journeys: Who am I?, How do I know?, and How do I want to relate to others? Participants will complete a 3 × 4 matrix that brings together three major domains of holistic student development (cognitive, intrapersonal, and interpersonal) and four dimensions of campus environment (culture, curriculum, co-curriculum, and community) as a way to think and plan strategically about how the campus as a whole can foster both student learning and development, particularly intercultural learning and development.

Larry Braskamp, *Member, Core Commitments Advisory Board; Professor Emeritus of Education at Loyola University Chicago; and Senior Fellow, AAC&U*

Votey 207 ***Incorporating Values, Ethics, and Social Policy into the Curriculum: A Whole College Initiative***

Since 1996, Middlesex Community College has required graduating students to complete a course that meets the college's general education "intensive value" in values, ethics and social policy. Courses that incorporate this intensive value are drawn from a host of disciplines and meet the value requirements in various ways, including community engagement course work. The integration of this intensive value into the college curriculum led campus leaders to develop an Institutional Student Learning Outcome that focuses on social responsibility and incorporates citizenship, community engagement, and ethical decision making. This workshop will focus on how to develop a college-wide curricular focus on values, ethics, and social policy. Attention will be paid to the need to reach consensus on definitions and outcomes, and participants will also brainstorm ideas about how to develop community buy-in.

Clea Andreadis, *Dean of Social Science and Human Services, Middlesex Community College*

Votey 367 ***Learning by Design: Constructing Assignments To Foster and Reveal Student Progress***

Core Commitments institutions will use the PSRI Inventory as a way to map where opportunities for learning about ethical and civic decisions are available across a student's college experience. But how might faculty find out about how well students are *actually achieving* new levels of learning about personal and social responsibility within individual courses? This interactive session will focus on how to design assignments across a given course to help assess student learning and to help students integrate and apply their learning along the way. Participants should leave the session with a wealth of examples of creative assignments and a sense of how to foster a developmental arc in student learning over the span of a semester.

Caryn McTighe Musil, *Director, Core Commitments and Senior Vice President for the Office of Diversity, Equity, and Global Initiatives, AAC&U*

Votey 209 ***Creating Connections for Civic Engagement***

How can campus leaders build connections across diverse programs and among diverse constituencies? This workshop will provide a brief overview of the five primary civic engagement programs at Allegheny College: (1) **Center for Economic and Environmental Development [CEED]**; (2) Center for Political Participation, Community Service and Service Learning; (3) Community Based Research; (4) Values, Ethics and Social Action; and (5) Engagement Through Writing. Then, using specific examples from CEED, participants will consider how to engage faculty, students, and community partners in a set of shared goals for community-based work.

Amara Geffen, *Professor of Art and Director of the CEED, Allegheny College*

3:30 pm

Refreshment Break

On your way to your selected workshop, pick up coffee and snacks at our coffee break station located in the alcove just up the stairs from our main plenary room, Angell B106.

3:45-5:15 pm

Concurrent Workshops III

Votey 209 ***Orphans No More: Establishing Personal and Social Responsibility as Essential Outcomes of College***

AAC&U's new Liberal Education and America's Promise (LEAP) initiative describes the educational goals addressed in the Core Commitments project as "essential outcomes" of a 21st century college education. Yet the research produced and/or consulted for LEAP shows that civic, intercultural, and ethical learning still rank comparatively low in students' own priorities for college and in faculty priorities as well. And there is abundant evidence that civic, ethical, and intercultural learning are not priorities for policy makers at all. This workshop will introduce participants to the LEAP findings and explore ways to move personal and social responsibility from the margins to the center, for students, campus colleagues and our publics.

Carol Geary Schneider, Member, Core Commitments Advisory Board and President, AAC&U

Angell B203 ***Student Pathways to Social Justice and Civic Engagement: The Example of Intergroup Dialogue***

In this workshop, participants will consider how to: (a) leverage diversity on their campuses and (b) develop and refine opportunities for community engagement, both as mechanisms to help students prepare to be citizens and leaders in a diverse democracy. Participants are encouraged to bring examples of such efforts from both the academic and student affairs arenas, especially ones they would like to see evaluated as part of their Core Commitments work. A national study of intergroup dialogue will be offered as one of these examples. This premise of this workshop is that students' ethical development requires thinking and feeling about inequality and about their obligations to build a more fair and humane society and world.

Patricia Y. Gurin, Member, Core Commitments Advisory Board and Nancy Cantor Distinguished University Professor Emerita of Psychology and Women's Studies, University of Michigan

Votey 207 ***Religious Diversity: Challenges and Opportunities***

Participants will explore the challenges and opportunities that religious diversity presents on college campuses, both in and beyond the classroom setting. They will consider how cultivating an appreciation for religious diversity is a key step in learning to take seriously the perspectives of others, and they will examine some of the roadblocks in this process. Collectively, the group will identify and share insights and strategies for confronting these roadblocks in ways that move us and our students from religious (in)tolerance and/or isolation to religious pluralism based on informed understanding, dialogue, and mutual respect.

Michelle Lelwica, Associate Professor of Religion, Concordia College-Moorhead

Votey 105 ***Faculty Learning Communities***

For seven years, Portland State University's Center for Academic Excellence has sponsored the Academic Innovation Mini-grant (AIM) program, which supports faculty and staff participation in learning communities focused on key initiatives, such as the scholarship of teaching, curriculum redesign involving civic engagement, and the internationalization of courses. PSU is using this model to realize social responsibility goals more systematically in the junior year of its four-year general education program. Participants will explore how these "AIM" communities work, including how they function in terms of both individual faculty/administrator development as well as broader institutional change. Participants will also consider how to translate this model back to their own campuses.

Candyce Reynolds, Director of Mentor Programs, University Studies, Portland State University

Angell B112 ***Intercultural Complexity and Sensitivity: Taking Seriously the Perspectives of Others***

“Taking seriously the perspectives of others” requires students to integrate multiple capacities: empathy, sensitivity, tolerance of ambiguity, awareness of self, awareness of others, and cognitive complexity. This session will explore (1) how these capacities are related and integrated, (2) student interview data that demonstrates levels of maturation and development, and (3) national and international data on student attitudes toward “others who are different” (culturally *and* intellectually). The group will also explore AAC&U’s 2006 statement on academic freedom and educational responsibility in context of this dimension of Core Commitments.

L. Lee Knefelkamp, *Director of Dialogue and Assessment, Core Commitments; Professor of Psychology and Education, Teachers College, Columbia University; and Senior Scholar, AAC&U*

Votey 367 ***Dropping Knowledge: Campus Dialogue and Big Questions***

This workshop will focus on Dropping Knowledge (www.droppingknowledge.org), a global dialogue platform designed to generate creative responses to the “big questions” facing the world today. Questions from the original Dropping Knowledge collection include, “Why is it socially acceptable to hoard wealth while so many go without basic needs?” The workshop facilitators will discuss the pedagogical benefits and limitations of DK as well as their own efforts to build this platform into the curriculum at St. Lawrence University. Participants will work collectively to generate their own “big questions” and to develop strategies for using the Dropping Knowledge model to forward the work of Core Commitments on their campuses.

Note: Participants of this workshop should bring a wireless enabled laptop, if possible.

John Collins, *Associate Professor of Global Studies* and **Traci Fordham-Hernandez**, *Assistant Professor of Communication Studies and Gender Studies, St. Lawrence University*

Votey 220 **Roundtable Discussions by Institutional Role**

This option is designed for participants to join one of five roundtable discussions by institutional role: student affairs staff, faculty, institutional researchers, center directors/staff, or senior administrators. These roundtables are less formal than other workshops and rely on participants to determine topics and flow of conversation.

5:30-6:30 pm
Harris Millis
Dining Hall

Dinner

*Note: **The dining hall closes at 6:30 pm.***

Saturday, August 4

7:00-8:15 am

Harris Millis
Dining Hall

Breakfast

8:30-10:15 am

Team Time and Consultations

Use this time to process Friday's readings seminar and workshops and to work on your 2007-08 action plan. Review the workshop offerings that are slated for the afternoon so that you and your team colleagues can attend different sessions. Map out your afternoon team time to finalize your action plan and develop your Sunday presentation.

*Note: **Teams with consultations** should meet in their consultant's assigned room (p. 16-18).*

10:30 am-12:00 pm

See page 19-21 for
your Readings
Seminar group and
room location

Readings Seminar III: Contributing to a Larger Community

Readings Seminars are designed to give participants the opportunity to discuss, in more depth, the meanings behind three of the five dimensions of personal and social responsibility. Participants are assigned into clusters that they will stay in for the three seminars (see page 19-21). Readings Seminar III focuses on *Contributing to a Larger Community*. The supporting readings can be found behind the "Seminar III" tab in the spiral bound packet you received as part of the advance materials:

- Colby, A., T. Ehrlich, E. Beaumont, and J. Stephens. 2003. Educating citizens in a pluralistic society (chapter 1). In *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*, 1-22. San Francisco: Jossey-Bass.
- Farmer, P. 2005. On suffering and structural violence. In *Pathologies of Power: Health, Human Rights, and the New War on the Poor*. Los Angeles: University of California Press.
- Joseph, J.A. 2002. Public values in a divided world: A mandate for higher education. *Liberal Education*, 88 (2): 6-15.
- Musil, C.M. 2003. Educating for citizenship. *Peer Review* 5 (3): 4-8.

12:00-2:00 pm

Harris Millis
Dining Hall

Lunch and Relaxation

*Note: **The dining hall is open only until 1 pm.** Feel free to use the extra time to relax, explore the campus, etc.*

2:00-3:30 pm

Concurrent Workshops IV

Votey 207

Listening to Others vs. Advocating to Others: What Students Mean By "Dialogue"

Participants will consider what it really means to "take others' perspectives seriously." Building on the workshop leader's research on student attitudes toward discussion, the group will examine the main challenges related to this core commitment. In particular, participants will discuss how these issues affect their own campus cultures and how they can use participation in the Core Commitments project to make positive changes.

Carol Trosset, Member, Core Commitments Advisory Board and Director of Institutional Research, Hampshire College

Votey 254

Leading Educational Transformation

Organizational culture is one of the most powerful factors impacting the success of major change initiatives such as Core Commitments. Many of the educational reforms being recommended today require organizational capabilities that are characteristic of

certain cultures but not of others. This workshop will explore the idea of stages of organizational culture development and its implications for leading educational reform on campus. Achieving institutional transformation requires understanding the current institutional situation and need for change, generating a shared vision for the future, and having a shared understanding of the key success factors that drive strategic change toward systemic institutional transformation.

Richard L. Hughes, *Transformation Chair, United States Air Force Academy*

- Angell B112 ***Assessing Student Learning & Development: Qualitative Measures of Growth***
How will each of the “CC” schools know that real developmental growth is taking place during students’ sojourns on campus? This workshop will highlight examples of qualitative assessments of student growth where data can be collected in settings such as the classroom, on-line, and the career development center. Using qualitative data samples, participants will also consider how developmental assessments can be used in conjunction with assessments of students’ content and conceptual learning.

L. Lee Knefelkamp, *Director of Dialogue and Assessment, Core Commitments; Professor of Psychology and Education, Teachers College, Columbia University; and Senior Scholar, AAC&U*

- Votey 367 ***Sustainability Education as a Catalyst for Personal and Social Responsibility***
Education for a sustainable future is learning how to help create healthy ecosystems, social systems, and economies through our daily decisions as consumers, investors, workers, and community members. It helps students, staff, and professors address difficult moral and ethical questions from multiple perspectives and offer students hands-on experience in contributing to the common good. In this session, participants will explore examples and resources related to sustainability education as a core conceptual and pedagogical means of catalyzing the learning of personal and social responsibility in the classroom and on campus.

Debra Rowe, *Professor of Sustainable Energies and Behavioral Sciences, Oakland Community College; President, U.S. Partnership for Education for Sustainable Development; and Senior Fellow, Association of University Leaders for a Sustainable Future*

- Votey 209 ***Education for Personal and Social Responsibility: Everyone’s Responsibility***
The vision guiding Core Commitments calls for education for personal and social responsibility to be “a shared endeavor among individuals and units responsible for the curriculum and co-curriculum,” but what does this look like in practice? In this workshop, participants will generate a set of concrete strategies for developing shared responsibility for Core Commitments efforts on campus. Special attention will be paid to the three “Cs” of communication, collaboration, and complementary action.

Nancy O’Neill, *Assistant Director, Core Commitments and Director of Programs, Office of Education and Institutional Renewal, AAC&U*

- Angell B203 ***The Moral Dimension of Education: Implications for Multidisciplinary Pedagogy***

It has been said that all teaching is inherently moral because education involves the engagement of one human with another, and is, by its nature, transformative. The most authentic teaching occurs when the instructor is conscious of that moral imperative—conscious of what she is teaching, how and why she is teaching it, and the personal, social, and moral implications of that instruction. However, the praxis has often proved to be more challenging than the theory, and the methods of instruction that may develop the moral ‘imperative’ in the academy can seem inaccessible or irrelevant. This workshop will explore both theory and praxis, as well as offer strategies and methods of articulating moral/ethical concepts and constructs in a multi-disciplinary range of pedagogy. Participants are encouraged to bring actual syllabi or course materials to explore possibilities of moral and ethical enrichment.

June-Ann Greeley, *Assistant Professor of Religious Studies and Director of the Center for Catholic Thought, Ethics and Culture, Sacred Heart University*

Votey 220 **Roundtable Discussions by Institutional Type**

This option is designed for participants to join one of five roundtable discussions by institutional type: community colleges, liberal arts colleges, master's comprehensive institutions, doctoral institutions, and service academies. These roundtables are less formal than other workshops and rely on participants to determine topics and flow of conversation.

3:30 pm

Refreshment Break

On your way to your selected workshop, pick up coffee and snacks at our coffee break station located in the alcove just up the stairs from our main plenary room, Angell B106.

3:45-5:15 pm

Team Time and Consultations

On Sunday morning, your team will present its campus action plan to the same cluster of Leadership Consortium institutions that provided feedback on your matrix analysis on Wednesday. Use this time to finalize your plan and presentation to maximize Sunday's session with other teams.

*Note: **Teams with consultations** should meet in their consultant's assigned room (p. 16-18).*

5:30-6:30 pm

Amphitheater
(Rain location:
Billings Student
Center)

Closing BBQ Dinner

In a lovely outdoor setting, join with other participants to celebrate your hard work and accomplishments at the Institute.

Note: The amphitheatre is located directly across from University Heights South residence hall on the way to the Harris Millis Dining Hall.

Sunday, August 5

7:00-8:15 am

Harris Millis
Dining Hall

Breakfast

8:30-10:15 am

Clusters and
session locations
are listed on page
15.

Cross-Institutional Clusters: Action Plan Presentations and Feedback

During this final session of the Institute, you will have the opportunity to present your campus action plan to your cross-institutional cluster. The other campus teams in your cluster will ask questions, seek clarification, and function as a sounding board for you as you return to your campus to put your plans into action.

Note: We recommend that each institution take 20 minutes for their presentations, reserving the remaining time for cross-institutional feedback and discussion. Clusters and session locations are listed on page 15.

10:30-11:00 am

Angell B106

Closing Comments

Caryn McTighe Musil, Director, Core Commitments and Senior Vice President, Office of Diversity, Equity, and Global Initiatives, AAC&U

11:00 am-1:00 pm

University Heights
North, Main Desk

Check Out

Please leave your keys in the Core Commitments key drop box located at the University Heights North lobby, right next to the main desk, where you first checked in. *Note: You are invited to eat lunch in the dining hall after you have checked out of your room. The dining hall is open 11:30 am - 1 pm.*

CROSS-INSTITUTIONAL CLUSTERS: MATRIX FEEDBACK & ACTION PLAN PRESENTATIONS

The Institute begins with your teams meeting in *cross-institutional clusters* to discuss your *matrix analyses* and receive *feedback* from other Leadership Consortium institutions. Your findings from the matrix exercise and the feedback you receive should guide you in developing your 2007-08 *action plan*, which you will present to your clusters on Sunday. Below are your cross-institutional clusters and room locations for these two sessions.

- Votey 367 Allegheny College, Pennsylvania
St. Lawrence University, New York
Wagner College, New York
- Votey 254 California State University – Northridge
Michigan State University
University of Central Florida
- Votey 223 Middlesex Community College, Massachusetts
Oakland Community College, Michigan
- Votey 207 Elizabethtown College, Pennsylvania
Concordia College–Moorhead, Minnesota
Saint Anselm College, New Hampshire
Saint Mary’s College of California
- Angell United States Military Academy, New York
B203 United States Air Force Academy, Colorado
- Votey 209 Babson College, Massachusetts
Rollins College, Florida
University of the Pacific, California
- Angell Bowling Green State University, Ohio
B104 Miami University, Ohio
Portland State University, Oregon
- Votey 220 University of Alabama at Birmingham
Sacred Heart University, Connecticut
Winthrop University, South Carolina

CONSULTANT GUIDE

LARRY A. BRASKAMP, *Member, Core Commitments Advisory Board; Professor Emeritus of Education at Loyola University Chicago; and Senior Fellow, AAC&U*

Consultation Room: Votey 105 ♦ Available: Thursday, 10:00 am-12:00 pm and Friday, 8:30-10:15 am

Braskamp is also a member of the Board of Trustees of Elmhurst College. From 2002 to 2005, he was Professor of Education at Loyola University Chicago, where he also directed a project on how church-related colleges develop students with purpose. He served as the Senior Vice President for Academic Affairs at Loyola University Chicago from 1998 to 2002. From 1997 to 1998, Braskamp was a professor in the College of Education and a faculty fellow in the International Center for Health Leadership Development at UIC. Braskamp is the co-author and coeditor of seven books, including *Putting Students First: How Colleges Develop Students Purposefully* (2006) and *Assessing Faculty Work* (2001). He has published more than one hundred research articles and papers.

ERIC DEY, *Director of Research and Assessment, Core Commitments and Associate Professor, Center for the Study of Higher and Postsecondary Education, University of Michigan, with University of Michigan Research Assistants*

Consultation Room: Angell B106 ♦ Available: See below

Dey's research is concerned with the ways that colleges and universities shape the experiences and lives of students and faculty. He was a member of the team of social scientists that provided research on the educational effects of diverse student bodies, which was foundational to the Supreme Court's decision supporting the continuing use of affirmative action in college admissions. In 1998, Dey was selected as one of forty "Young Leaders of the Academy" by *Change* magazine and received the Early Career Achievement Award from the Association for the Study of Higher Education (ASHE).

Eric's workshop, *Assessing Climate through the Core Commitments Project* (Thursday, 3:15-5:15 pm in Angell B112) is designed to provide essential information on the Personal and Social Responsibility Institutional Inventory (PSRII). Please plan on having at least one team member attend Eric's workshop. Consultant time is intended for follow-up questions and in order to resolve institution specific concerns that you may have.

Note: Teams will sign up for a time slot with one of one of the following Core Commitments research assistants. Eric will be on hand to answer questions regarding the implementation of the inventory.

- **Cassie Barnhardt**, Research Assistant, Core Commitments and Doctoral Student, Center for the Study of Higher and Postsecondary Education, University of Michigan ♦ **Available: Friday, 8:30-10:15 am**
- **Chris Jensen**, Research Assistant, Core Commitments and Doctoral Student, Center for the Study of Higher and Postsecondary Education, University of Michigan ♦ **Available: Friday, 8:30-10:15 am and Saturday, 8:30-10:15 am**
- **Veronica Vergoth**, Research Assistant, Core Commitments and Master's Student, Center for the Study of Higher and Postsecondary Education, University of Michigan ♦ **Available: Thursday, 10:00 am-12 pm and Friday 8:30-10:15 am**

PATRICIA Y. GURIN, *Member, Core Commitments Advisory Board and Nancy Cantor Distinguished University Professor Emerita of Psychology and Women's Studies, University of Michigan*

Consultation Room: Angell B203 ♦ Available: Thursday, 10:00 am-12:00 pm and Friday, 8:30-10:15 am

Gurin is a faculty associate of the Research Center for Group Dynamics at the Institute for Social Research and of the Center for African and Afro-American Studies. She directs research for the Program on Intergroup Relations, a curricular program co-sponsored by the College of Literature, Science, and the Arts, and the Division of Student Affairs. A social psychologist, Gurin's work has focused on social identity, political attitudes and behavior, motivation and cognition in achievement settings, and the role of social structure in intergroup relations. She is the author of eight books and monographs and numerous articles on these topics. She was an expert witness in the University of Michigan's defense of its undergraduate and law school admissions policies. In collaboration with Sylvia Hurtado, Eric Dey, and Gerald Gurin, all of the Center for Postsecondary and Higher Education at the University of Michigan, she provided the expert report on the educational value of diversity for these lawsuits.

PATRICIA M. KING, *Member, Core Commitments Advisory Board and Professor at the Center for the Study of Higher and Postsecondary Education, University of Michigan*

Consultation Room: Angell B104 ♦ Available: Thursday, 10:00 am-12:00 pm; Friday, 8:30-10:15 am; Saturday, 8:30-10:15 am

King's research focuses on learning and development among late adolescents and adults, including college students. She is especially interested in approaches to student development that explore the intersections among developmental domains, such as intellectual, identity and social development, and how these affect collegiate outcomes ranging from citizenship to intercultural maturity to character development. She has written more than fifty articles and two books. In 2004, she joined Marcia Baxter Magolda in editing *Learning Partnerships: Theories and Models of Practice to Educate for Self-Authorship*. She served as the founding editor of *About Campus*, a publication of ACPA-College Student Educators International and has served as Director of the Center for the Study of Higher and Postsecondary Education at the University of Michigan (2003-06) and Chair of the Department of Higher Education and Student Affairs at Bowling Green State University (1993-98).

L. LEE KNEFELKAMP, *Director of Dialogue and Assessment, Core Commitments; Professor of Psychology and Education, Teachers College, Columbia University; and Senior Scholar, AAC&U*

Consultation Room: Angell B112 ♦ Available: Thursday, 10:00 am-12:00 pm; Friday, 8:30-10:15 am; Saturday, 8:30-10:15 am and 3:45-5:15 pm

Knefelkamp teaches in the programs of social-organizational psychology and higher education, and she has also held administrative posts as program coordinator and department chair. She also directed the student development graduate program at the University of Maryland, served as dean of the school of education at American University, and served as academic dean of the faculty at Macalester College. For 30 years, she has researched and written about student intellectual, 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 has been a national panel member for AAC&U's American Commitments and Greater Expectations initiatives.

CARYN MCTIGHE MUSIL, *Director, Core Commitments and Senior Vice President, Office of Diversity, Equity, and Global Initiatives, AAC&U*

Consultation Room: Votey 367 ♦ Available: Thursday, 10:00 am-12:00 pm; Friday, 8:30-10:15 am; Saturday, 8:30-10:15 am and 3:45-5:15 pm

In addition to directing the Core Commitments project, Musil is working to mobilize three powerful and overlapping educational reform movements involving civic, diversity, and global learning to advance democratic competencies and commitments. Her areas of expertise include women in higher education, diversity in higher education, curriculum and faculty development, international education, and civic engagement, and she is a co-author of *Diversity in Higher Education: A Work in Progress* and principal author of *To Form a More Perfect Union: Campus Diversity Initiatives*. She served as Associate Director of AAC&U's major initiative, "American Commitments: Diversity, Democracy, and Liberal Learning," and directed its ninety-two institution Curriculum and Faculty Development Network. She has also directed two Bildner Foundation Campus Diversity Institutes for eight New Jersey institutions doing diversity work in a statewide initiative.

NANCY O'NEILL, *Assistant Director, Core Commitments and Director of Programs, Office of Educational and Institutional Renewal, AAC&U*

Consultation Room: Votey 223 ♦ Available: Thursday, 10:00 am-12:00 pm; Friday, 8:30-10:15 am; Saturday, 8:30-10:15 am and 3:45-5:15 pm

At AAC&U, O'Neill has served as the principal editor for a series of publications on diversity and institutional change developed through the Campus Diversity Initiative Evaluation Project and Making Excellence Inclusive initiatives. She has worked on AAC&U's efforts directed at underserved student success and served as a faculty liaison at the Greater Expectations Institute. O'Neill previously worked at the University of Maryland, where she directed arts and humanities-focused programs in the university's career center, directed the university's sexual harassment prevention program, and launched first-year focus, a learning community designed to support students outside honors and enrichment programs. She is trained in inter-group dialogue and is skilled in helping campus teams think through their institutional change efforts.

DAVID PARIS, *Liaison, Core Commitments Leadership Consortium; Leonard C. Ferguson Professor of Government, Hamilton College; and Senior Fellow, AAC&U*

Consultation Room: Votey 220 ♦ Available: Thursday, 10:00 am-12:00 pm; Friday, 8:30-10:15 am

Paris's scholarly areas include public policy, with particular emphasis on education policy, and political theory. He is the author of two books and numerous articles, including *Ideology and Education Reform: Themes and Theories in Public Education*. Paris served as VPAA/dean of faculty at Hamilton from 1999–2005. In that role, he oversaw several important educational reform efforts, including a comprehensive review and revision of curricular requirements, the development of a collaborative student-faculty research program, and a diversity strategic plan. He also oversaw a William and Flora Hewlett-supported “Pluralism and Unity” faculty development project. His current interests include issues of outcomes assessment, and he is a Teagle Scholar for assessment in conjunction with the Center for Inquiry into the Liberal Arts at Wabash College.

CAROL GEARY SCHNEIDER, *Member, Core Commitments Advisory Board and President, AAC&U*

Consultation Room: Votey 209 ♦ Available: Thursday, 10:00 am-12:00 pm; Friday, 8:30-10:15 am; Saturday, 8:30-10:15 am and 3:45-5:15 pm

With 1,100 institutional members, AAC&U is the leading national organization devoted to advancing and strengthening undergraduate liberal education. Under Schneider's leadership, AAC&U has 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. The LEAP campaign builds on AAC&U's major effort, Greater Expectations: The Commitment to Quality as a Nation Goes to College, a multi-year initiative designed to articulate the aims of liberal education and to identify comprehensive, innovative models that improve learning for all undergraduate students.

CAROL TROSSET, *Member, Core Commitments Advisory Board and Director of Institutional Research, Hampshire College*

Consultation Room: Votey 207 ♦ Available: Saturday, 8:30-10:15 am and 3:45-5:15 pm

Trosset has served in her current role since 2004. For nine years before that, she held the same position at Grinnell College. Her published research areas include student approaches to the discussion of diversity issues, student and faculty expectations of advising relationships, and the nature and validity of the information provided in student end-of-course evaluations. Trosset has conducted a variety of outcomes assessment consulting work, recently chaired the Higher Education Data Sharing Consortium's 2007 Forum on assessment, and is a member of the HEDS Board of Directors and co-chair of their Research Advisory Committee. She also regularly teaches pre-conference workshops on methods of qualitative analysis. Before entering institutional research, she held visiting faculty positions at the University of Arizona, Tulane University, the University of Virginia, Grinnell College, and Beloit College. Her academic research focused on aspects of Welsh culture, in Wales and among diaspora populations in Argentina and Australia. Trosset's publications include *Discovering What Students and Professors Expect from Advising Relationships* (in press); “Evaluating Quality of Engagement in Hampshire College's First-Year Plan” (*Peer Review*, 2006); and “Do Students Understand Liberal Arts Disciplines?” (*Liberal Education*, 2006).

READINGS SEMINAR GROUP ASSIGNMENTS

| NAME | | Group # | NAME, cont. | | Group # | NAME, cont. | | Group # |
|-----------|-------------------|---------|-------------|---------------|---------|-------------|---------------|---------|
| George | Agich | 1 | Norman | Graham | 6 | Micki | Meyer | 9 |
| Amer | Ahmed | 1 | June-Anne | Greeley | 6 | Tom | Moore | 7 |
| Thomas | Alexander, III | 10 | Pat | Gurin | 3 | Seth | Morton | 9 |
| Lois | Alves | 4 | Dennis | Hanno | 4 | Susan | Mosley-Howard | 6 |
| Shawny | Anderson | 1 | Karen | Hater | 7 | Gregg | Muilenburg | 6 |
| Clea | Andreadis | 6 | Scott | Hendrickson | 6 | Theresa | Mullin | 9 |
| Frank | Ardaiole | 1 | Todd | Henshaw | 5 | Rebecca | Newell | 10 |
| Julia | Barchitta | 9 | Marcia | Hernandez | 3 | Betsy | Newman | 10 |
| Margaret | Bass | 1 | Jim | Hoopes | 5 | John | Norton | 6 |
| Melissa | Bergeron | 9 | Carolyn | Hotchkiss | 6 | Joseph | Oravec | 3 |
| Toni | Blackwell | 1 | Richard | Hughes | 2 | Roberta | Orona-Cordova | 10 |
| Ann | Bomberger | 1 | Norma-May | Isakow | 8 | David | Paris | 5 |
| Douglas | Boone | 2 | Mark | Isham | 8 | Jennifer | Pigza | 4 |
| Larry | Braskamp | 4 | Mark | Jareb | 7 | Midge | Ray | 7 |
| Chris | Bucher | 5 | Chris | Jensen | 2 | Steven | Reif | 5 |
| Alice | Burmeister | 2 | Lisa | Johnson | 9 | Candyce | Reynolds | 9 |
| Marianne | Calenda | 4 | Dave | Jones | 1 | Douglas | Rigney | 2 |
| Kathleen | Campbell | 2 | Steve | Jones | 3 | Jane | Rosser | 4 |
| Jonathan | Cardinal | 2 | Peter | Judge | 10 | Debra | Rowe | 9 |
| Sharon | Carnahan | 4 | Bruce | Keith | 6 | Joanna | Royce-Davis | 7 |
| Nicole | Cauvin | 3 | Anne | Kellenberger | 8 | Maureen | Rubin | 4 |
| Mapy | Chavez-Brown | 2 | Scott | Kier | 7 | Tracy | Sadd | 8 |
| Lois | Cogdill | 2 | Pat | King | 1 | Richard | Schindler | 5 |
| Clarence | Coleman | 3 | Vicki | Kloosterhouse | 4 | Carol | Schneider | 8 |
| John | Collins | 3 | Brian | Klunk | 8 | Johnie | Scott | 5 |
| Annabell | Conroy | 2 | Kristi | Kneas | 7 | Kevin | Scott | 9 |
| David | Corliss | 3 | Lee | Knefelkamp | 1 | Judith | Sessions | 7 |
| Meg | Costello-Lambert | 1 | William | Knight | 2 | Daniel | Shea | 4 |
| Lloyd | Crews | 2 | Carolynn | Kohn | 6 | Bettina | Shuford | 5 |
| Catherine | Crosby-Currie | 4 | Sharron | Kollmeyer | 9 | Shawn | Smallman | 10 |
| Kevin | Cutright | 3 | Jacque | Kondrot | 6 | Nancy | Stanlick | 9 |
| Brent | Damrow | 3 | Denise | Krallman | 4 | Donald | Stearns | 1 |
| Tim | Daugherty | 8 | Mark | Krejci | 3 | Philip | Strong | 10 |
| Linda | DeMeritt | 2 | Kelly | Kruger | 7 | Suba | Subbarao | 8 |
| Joe | Doty | 4 | Marilyn | Kurata | 9 | David | Sul | 1 |
| Jim | Eck | 5 | Harold | LaRock | 8 | Frances | Sweeney | 2 |
| Hoyt | Edge | 3 | Valerie | Lehr | 6 | Pat | Sweeney | 10 |
| Rolf | Enger | 1 | Michelle | Lelwica | 4 | Adam | Swenson | 6 |
| Stephen | Esquith | 4 | Douglas | Little | 8 | Roger | Thibault | 6 |
| Douglas | Estry | 5 | Amanda | Lords | 7 | Shelly | Thompson | 7 |
| Xaomei | Feng | 4 | Michelle | Loris | 8 | Marti | Thornton | 8 |
| Mark | Figueroa | 5 | Jennifer | Lucas | 1 | Susan | Vaughn | 8 |
| Pamela | Flaherty | 5 | Chelle | Lyons Hanson | 5 | Veronica | Vergoth | 9 |
| Ron | Flores | 5 | Patti | MacKown | 6 | Heather | Watson | 10 |
| Traci | Fordham-Hernandez | 7 | Peter | Magolda | 5 | Philip | Way | 1 |
| Thomas | Forget | 5 | Kathryn | Mahoney | 10 | Diane | Weithofer | 10 |
| Lydia | Fox | 2 | Eric | Main | 7 | Kristin | Wetherbee | 10 |
| Christine | Francis | 3 | Martha | Marinara | 1 | Valerie | Wherley | 9 |
| Cass | Freedland | 3 | Lou | Matz | 10 | Larry | Wielk | 10 |
| Amara | Geffen | 3 | Denise | Maybank | 8 | Rob | Withers | 9 |
| Kathy | Gehly | 7 | Tim | McCaffery | 8 | Margaret | Yacobucci | 7 |
| Jeff | Gerwing | 7 | Mary Jane | McCarthy | 8 | Jen-chien | Yu | 10 |
| Nancy | Glenn | 3 | Ed | McGushin | 2 | Christine | Zimmerman | 9 |

READINGS SEMINAR LOCATIONS

| Group 1 | Votey 209 |
|---|-----------|
| Led by: George Agich , Bowling Green, OH | |

Amer Ahmed, Concordia College-Moorhead, MN
Shawny Anderson, Saint Mary's College of California, CA
Frank Ardaiole, Winthrop University, SC
Toni Blackwell, Babson College, MA
Ann Bomberger, Allegheny College, PA
Meg Costello-Lambert, Oakland Community College, MI
Rolf Enger, United States Air Force Academy, CO
Dave Jones, United States Military Academy, NY
Margaret Kent-Bass, St. Lawrence University, NY
Pat King, Consultant, AAC&U
Lee Knepfelkamp, Consultant, AAC&U
Jennifer Lucas, Saint Anselm College, NH
Martha Marinara, University of Central Florida, FL
Donald Stearns, Wagner College, NY
David Sul, University of the Pacific, CA
Philip Way, University of Alabama at Birmingham, AL

| Group 2 | Votey 220 |
|---|-----------|
| Led by: Frances Sweeney , Saint Mary's, CA | |

Douglas Boone, United States Military Academy, NY
Alice Burmeister, Winthrop University, SC
Kathleen Campbell, United States Military Academy, NY
Jonathan Cardinal, St. Lawrence University, NY
Mapy Chavez-Brown, Wagner College, NY
Lois Cogdill, Concordia College-Moorhead, MN
Annabell Conroy, University of Central Florida, FL
Lloyd Crews, Oakland Community College, MI
Linda DeMeritt, Allegheny College, PA
Lydia Fox, University of the Pacific, CA
Richard Hughes, United States Air Force Academy, CO
Chris Jensen, Research Assistant, AAC&U
William Knight, Bowling Green State University, OH
Ed McGushin, Saint Anselm College, NH
Douglas Rigney, University of Alabama at Birmingham

| Group 3 | Votey 223 |
|--|-----------|
| Led by: Hoyt Edge , Rollins College, FL | |

Nicole Cauvin, Sacred Heart University, CT
Clarence Coleman, Winthrop University, SC
John Collins, St. Lawrence University, NY
David Corliss, University of Alabama at Birmingham, AL
Kevin Cutright, United States Military Academy, NY
Brent Damrow, Babson College, MA
Christine Francis, Oakland Community College, MI
Cass Freedland, Wagner College, NY
Amara Geffen, Allegheny College, PA
Nancy Glenn, Saint Mary's College of California, CA
Pat Gurin, Consultant, AAC&U
Marcia Hernandez, University of the Pacific, CA
Steve Jones, United States Air Force Academy, CO
Mark Krejci, Concordia College-Moorhead, MN
Joseph Oravec, Bowling Green State University, OH

| Group 4 | Votey 367 |
|---|-----------|
| Led by: Marianne Calenda , Elizabethtown, PA | |

Lois Alves, Middlesex Community College, MA
Larry Braskamp, Consultant, AAC&U
Sharon Carnahan, Rollins College, FL
Catherine Crosby-Currie, St. Lawrence University, NY
Joe Doty, United States Military Academy, NY
Stephen Esquith, Michigan State University, MI
Xaomei Feng, Sacred Heart University, CT
Dennis Hanno, Babson College, MA
Vicki Kloosterhouse, Oakland Community College, MI
Denise Krallman, Miami University, OH
Michelle Lelwica, Concordia College-Moorhead, MN
Jennifer Pigza, Saint Mary's College of California, CA
Jane Rosser, Bowling Green State University, OH
Maureen Rubin, CSU-Northridge, CA
Daniel Shea, Allegheny College, PA

| Group 5 | Angell B203 |
|--|-------------|
| Led by: Pamela Flaherty , Middlesex, MA | |

Chris Bucher, Elizabethtown College, PA
Jim Eck, Rollins College, FL
Douglas Estry, Michigan State University, MI
Mark Figueroa, Saint Mary's College of California, CA
Ron Flores, St. Lawrence University, NY
Thomas Forget, Sacred Heart University, CT
Todd Henshaw, United States Military Academy, NY
Jim Hoopes, Babson College, MA
Chelle Lyons Hanson, Concordia College, MN
Peter Magolda, Miami University, OH
David Paris, Consultant, AAC&U
Steven Reif, Oakland Community College, MI
Richard Schindler, Allegheny College, PA
Johnie Scott, CSU-Northridge, CA
Bettina Shuford, Bowling Green State University, OH

| Group 6 | Angell B106 |
|--|-------------|
| Led by: Adam Swenson , CSU-Northridge, CA | |

Clea Andreadis, Middlesex Community College, MA
Norman Graham, Michigan State University, MI
June-Anne Greeley, Sacred Heart University, CT
Alexa Forrester, AAC&U, DC
Scott Hendrickson, Elizabethtown College, PA
Carolyn Hotchkiss, Babson College, MA
Bruce Keith, United States Military Academy, NY
Carolynn Kohn, University of the Pacific, CA
Jacquie Kondrot, Allegheny College, PA
Valerie Lehr, St. Lawrence University, NY
Patti MacKown, University of Central Florida, FL
Susan Mosley-Howard, Miami University, OH
Gregg Muilenburg, Concordia College-Moorhead, MN
John Norton, United States Air Force Academy, CO
Roger Thibault, Bowling Green State University, OH

| | |
|--|--------------------|
| Group 7 | Angell B104 |
| Led by: Traci Fordham-Hernandez, St. Lawrence | |

Kathy Gehly, Middlesex Community College, MA
Jeff Gerwing, Portland State University, OR
Karen Hater, Rollins College, FL
Mark Jareb, Sacred Heart University, CT
Scott Kier, Saint Mary's College of California, CA
Kristi Kneas, Elizabethtown College, PA
Kelly Kruger, United States Military Academy, NY
Michele Leaman, AAC&U, DC
Amanda Lords, United States Air Force Academy, CO
Eric Main, University of Central Florida, FL
Tom Moore, Winthrop University, SC
Midge Ray, University of Alabama at Birmingham, AL
Joanna Royce-Davis, University of the Pacific, CA
Judith Sessions, Miami University, OH
Shelly Thompson, CSU-Northridge, CA
Margaret Yacobucci, Bowling Green State University, OH

| | |
|--|--------------------|
| Group 8 | Angell B112 |
| Led by: Suba Subbarao, Oakland CC, MI | |

Tim Daugherty, Winthrop University, SC
Norma-May Isakow, University of Alabama at Birmingham, AL
Mark Isham, Portland State University, OR
Anne Kellenberger, CSU-Northridge, CA
Brian Klunk, University of the Pacific, CA
Harold LaRock, United States Military Academy, NY
Douglas Little, Rollins College, FL
Michelle Loris, Sacred Heart University, CT
Denise Maybank, Michigan State University, MI
Tim McCaffery, United States Air Force Academy, CO
Mary Jane McCarthy, Middlesex Community College, MA
Carol Schneider, AAC&U, DC
Tracy Sadd, Elizabethtown College, PA
Marti Thornton, St. Lawrence University, NY
Susan Vaughn, Miami University, OH

** Please note room changes for group 9 and 10.*

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| Group 9* | Thursday & Friday: Votey 105 Saturday: Votey 254 |
| Led by: Marilyn Kurata, University of Alabama, AL | |

Julia Barchitta, Wagner College, NY
Melissa Bergeron, United States Military Academy, NY
Lisa Johnson, Winthrop University, SC
Sharron Kollmeyer, CSU-Northridge, CA
Micki Meyer, Rollins College, FL
Seth Morton, Michigan State University, MI
Theresa Mullin, Middlesex Community College, MA
Caryn McTighe Musil, AAC&U, DC
Candyce Reynolds, Portland State University, OR
Debra Rowe, Oakland Community College, MI
Kevin Scott, Elizabethtown College, PA
Nancy Stanlick, University of Central Florida, FL
Veronica Vergoth, Research Assistant, AAC&U
Valerie Wherley, Sacred Heart University, CT
Rob Withers, Miami University, OH
Christine Zimmerman, St. Lawrence University, NY

| | |
|--|--|
| Group 10* | Thursday: Torrey 201 Friday & Saturday: Votey 207 |
| Led by: Lou Matz, University of the Pacific, CA | |

Thomas Alexander III, University of Alabama at Birmingham, AL
Peter Judge, Winthrop University, SC
Kathryn Mahoney, Saint Mary's College of California
Rebecca Newell, Middlesex Community College, MA
Betsy Newman, Babson College, MA
Nancy O'Neill, AAC&U, DC
Roberta Orona-Cordova, CSU-Northridge, CA
Shawn Smallman, Portland State University, OR
Philip Strong, Michigan State University, MI
Pat Sweeney, United States Military Academy, NY
Heather Watson, Elizabethtown College, PA
Diane Weithofer, Rollins College, FL
Kristin Wetherbee, University of Central Florida, FL
Larry Wielk, Sacred Heart University, CT
Jen-chien Yu, Miami University, OH