

## SCHEDULE AT A GLANCE

### Tuesday, July 22

9:00 am-3:00 pm	<i>Optional</i> Team Time
12:00-5:00 pm	Institute Registration, <i>Ondine and Broadway Residence Halls lobby areas</i>
1:30-2:30 pm	Consultant Meeting, <i>Ondine 201</i>
3:00-4:30 pm	Team Leader Meeting, <i>Ondine 201</i>
5:00-5:30 pm	Institute Welcome & Consultant Introductions, <i>Parkway North, Smith First Floor</i>
5:30-6:30 pm	Poster Session & Reception, <i>Parkway North, Smith First Floor</i>
6:30-7:30 pm	Opening Dinner, <i>Park Blocks (lawn) in front of Cramer and Lincoln Halls</i>
7:45-9:30 pm	Opening Performance & Audience Talk Back, <i>Lincoln Performance Hall</i>

### Wednesday, July 23

7:00-8:00 am	Breakfast Buffet, <i>Parkway North, Smith First Floor</i>
8:00-8:30 am	Institute Framing, <i>Smith 327/8/9</i>
8:30-9:30 am	Opening Plenary – Anne Colby: “A Common Foundation” <i>Smith 327/8/9</i>
9:30-10:30 am	Team Time
10:30 am-12:00 pm	Readings Seminar I, <i>groups and locations begin on page 22</i>
12:00-1:30 pm	Lunch on your own
12:15-1:15 pm	<i>Optional</i> PSRII Lunch Discussion, <i>Smith 333</i>
1:30-3:00 pm	Concurrent Workshops I, <i>topics and locations begin on page 7</i>
3:30-5:30 pm	PSRII Data Forums, <i>topics and locations listed on pages 8-9</i>
5:30-6:00 pm	Check-in for Readings Seminars Discussion Leaders, <i>Smith 229</i>
6:00-7:30 pm	Dinner on your own
7:30-8:30 pm	<i>Optional</i> Film Screening: “Chocolate City,” <i>Cramer 101</i>

### Thursday, July 24

7:00-8:00 am	Breakfast Buffet, <i>Parkway North, Smith First Floor</i>
7:15-8:00 am	<i>Optional</i> LEAP Discussion, <i>Parkway North, Smith First Floor</i>
8:00-8:30 am	Framing of the Day, <i>Smith 327/8/9</i>
8:30-10:30 am	Team Time and Consultations, <i>sign up information and consultant locations listed on page 18</i>
10:30 am-12:00 pm	Readings Seminar II, <i>groups and locations begin on page 22</i>
12:00-1:30 pm	Lunch on your own
1:30-3:00 pm	Concurrent Workshops II, <i>topics and locations begin on page 11</i>
3:00-6:00 pm	Team Time and Consultations, <i>sign up information and consultant locations listed on page 18</i>
6:00 pm	Dinner on your own & free evening

### Friday, July 25

7:00-8:00 am	Breakfast Buffet, <i>Parkway North, Smith First Floor</i>
8:00-8:30 am	Framing of the Day, <i>Smith 327/8/9</i>
8:30-9:30 am	Closing Plenary – Carlos E. Cortés: “Why Don’t They Think Like Us?” <i>Smith 327/8/9</i>
9:30 am-12:15 pm	Team Time and Consultations, <i>sign up information and consultant locations listed on page 18</i>
12:15-1:30 pm	Lunch on your own
1:30-3:00 pm	Concurrent Workshops III, <i>topics and locations begin on page 13</i>
3:30-5:30 pm	Team Presentations, <i>groups and locations listed on page 25</i>
5:30-6:00 pm	Debrief for Consultants, <i>Smith 323</i>
6:30-9:30 pm	Dinner Cruise, <i>Portland Spirit, location and directions listed on page 15</i>

## PROGRAM OVERVIEW

	Tuesday July 22	Wednesday July 23	Thursday July 24	Friday July 25
<b>Time</b>				
<b>7:00</b>	<i>Optional Team Time</i>	Breakfast (7:00-8:00am)	Breakfast (7:00-8:00am) <i>Optional LEAP discussion</i>	Breakfast (7:00-8:00am)
7:15				
7:30				
7:45				
<b>8:00</b>		Framing (8:00-8:30am)	Framing (8:00-8:30am)	Framing (8:00-8:30am)
8:15				
8:30		Anne Colby Opening Plenary (8:30-9:30am)	Team Time & Consultations (8:30-10:30am)	Carlos E. Cortés Closing Plenary (8:30-9:30am)
8:45				
<b>9:00</b>		Team Time (9:30-10:30am)	Readings Seminar II (10:30am-12pm)	Team Time & Consultations (9:30am-12:15pm)
9:15				
9:30				
9:45				
<b>10:00</b>				
10:15				
10:30	Readings Seminar I (10:30am-12pm)	Readings Seminar II (10:30am-12pm)	Team Time & Consultations (9:30am-12:15pm)	
10:45				
<b>11:00</b>	Registration (12:00-5:00pm)	Lunch on your own (12:00-1:30pm) <i>Optional PSRII discussion</i>	Lunch on your own (12:00-1:30pm)	Lunch on your own (12:15-1:30pm)
11:15				
11:30				
11:45				
<b>12:00</b>				
12:15				
12:30	Consultant Meeting (1:30-2:30pm)	Concurrent Workshops I (1:30-3:00pm)	Concurrent Workshops II (1:30-3:00pm)	Concurrent Workshops III (1:30-3:00pm)
12:45				
<b>1:00</b>	Team Leader Meeting (3:00-4:30pm)	Break (3:00-3:30pm)	Team Time & Consultations (3:00-6:00pm)	Break (3:00-3:30pm)
1:15				
1:30				
1:45				
<b>2:00</b>				
2:15				
2:30	PSRII Data Forums (3:30-5:30pm)	Team Time & Consultations (3:00-6:00pm)	Team Presentations (3:30-5:30pm)	
2:45				
<b>3:00</b>	Welcome (5:00-5:30pm)	Check-in for Discussion Leaders (5:30-6:00pm)	Team Time & Consultations (3:00-6:00pm)	Consultant Debriefing (5:30-6:00pm)
3:15				
3:30	Poster Session & Reception (5:30-6:30pm)	Dinner on your own	Team Time & Consultations (3:00-6:00pm)	Dinner Cruise, Performance & Closing Remarks (6:30pm boarding, 7:00-9:30pm cruise)
3:45				
<b>4:00</b>				
4:15				
4:30				
4:45				
<b>5:00</b>	Dinner & Performance (6:30-9:30pm)	Dinner on your own	Dinner on your own & free evening	Dinner Cruise, Performance & Closing Remarks (6:30pm boarding, 7:00-9:30pm cruise)
5:15				
5:30	Dinner & Performance (6:30-9:30pm)	Dinner on your own	Dinner on your own & free evening	Dinner Cruise, Performance & Closing Remarks (6:30pm boarding, 7:00-9:30pm cruise)
5:45				
<b>6:00</b>	Dinner & Performance (6:30-9:30pm)	Dinner on your own	Dinner on your own & free evening	Dinner Cruise, Performance & Closing Remarks (6:30pm boarding, 7:00-9:30pm cruise)
6:15				
6:30	Dinner & Performance (6:30-9:30pm)	Dinner on your own	Dinner on your own & free evening	Dinner Cruise, Performance & Closing Remarks (6:30pm boarding, 7:00-9:30pm cruise)
6:45				
<b>7:00</b>	Dinner & Performance (6:30-9:30pm)	Dinner on your own	Dinner on your own & free evening	Dinner Cruise, Performance & Closing Remarks (6:30pm boarding, 7:00-9:30pm cruise)
7:15				
7:30	Dinner & Performance (6:30-9:30pm)	Dinner on your own	Dinner on your own & free evening	Dinner Cruise, Performance & Closing Remarks (6:30pm boarding, 7:00-9:30pm cruise)
7:45				
<b>8:00</b>	Dinner & Performance (6:30-9:30pm)	Dinner on your own	Dinner on your own & free evening	Dinner Cruise, Performance & Closing Remarks (6:30pm boarding, 7:00-9:30pm cruise)
8:00				

## PROGRAM COMPONENTS

### Institute Prep- & Check-in Meetings

We encourage teams to meet on Tuesday before the Institute officially begins to make the most of the week. On Tuesday afternoon, consultants will meet for an overview of the Institute, the consultation sign-up procedure, and their roles throughout the week. Also on Tuesday, team leaders will meet with AAC&U staff for an overview of Institute activities and to prepare for a successful team experience. On Wednesday afternoon, Readings Seminars discussion leaders will gather to check in about Seminar I and to prepare for Seminar II. On Friday afternoon, consultants will gather to reflect on the Institute and share recommendations for next steps in the project.

### Performances & Plenaries

Several times throughout the Institute, the entire group – teams, consultants, and AAC&U staff, along with special guests – will come together as a whole to talk and learn together. The Institute kicks off on Tuesday evening with a welcome and poster reception followed by dinner together out on the PSU Park Blocks. Following dinner, participants will move inside for an opening evening artistic performance (see pages 4-5 and 16-17 for more information). Plenary sessions will form “bookends” to the Institute on Wednesday and Friday mornings (see page 6 and page 13 for details). Finally, on Friday evening the group will celebrate their hard work with a dinner cruise and on-board entertainment (see page 15).

### Cross-Institutional Activities

During the Tuesday evening reception, teams will highlight their efforts of the past year and data findings with posters and through “takeaway” materials. To deepen the discussions that begin during the poster session, team members will participate in PSRII data forums on Wednesday afternoon, which will start off with mini-presentations of specific institutional uses of the PSRII data. These forums are designed to launch brainstorming conversations around specific topics (see pages 8-9 for details). On Friday afternoon, similar to last year’s Institute, clusters of teams will present action plans that are developed over the course of the Institute and receive feedback from their peers and from an Institute consultant (see page 25 for details).

### Daily Framings

Daily framings will provide the group with brief time every morning to check in, have logistical questions answered, and reflect on Institute activities with each other. What issues have arisen? What are some important insights that have developed? What questions remain? This daily framing time also offers teams an opportunity to focus on their goals for the day ahead.

### Team Time & Consultations

While there are numerous blocks of team time for teams to discuss issues of particular relevance to their projects, teams may also want to explore ways to expand on these hours during meals and in the evening. For suggested coffee shops to gather during team time, please see the second tab titled ‘Participant Information.’ Within team time, teams will also be able to meet with national consultants who will be present throughout the Institute. These consultations will allow teams to tap the particular expertise of different consultants and to engage them in problem-solving. Review the consultation sign-up process and consultant biographies beginning on page 18.

### Readings Seminars

Readings Seminars are designed to explore the intellectual underpinnings of the Core Commitments work. This year, Seminar I is titled “The Self in Community: Developing Public and Private Moral Commitments” and Seminar II is titled “Getting Perspective: Traversing Walls Within and Without.” The seminars will help participants hone in on two dimensions of personal and social responsibility, Taking Seriously the Perspectives of Others and Developing Competence in Moral and Ethical Reasoning. Please review the summaries of the readings and guiding questions for each of the seminars, which are located behind Tab 3 titled ‘Resources’ of the advance materials packet. For details about reading group assignments and room locations, please see pages 22-24. Come to the seminars ready to share insights and questions!

### Concurrent Workshops

This year’s Institute features an exciting array of workshops, all of which are designed to be engaging and interactive. Topics emerged from proposals by Leadership Consortium members as well as from the consultants. The workshops will be rich in campus practices and new research on student learning to help teams implement educational reform related to Core Commitments goals. Teams are encouraged to review workshop descriptions ahead of time and have team members attend different sessions and report out during team time or over a meal. For more information on the workshops, please see the detailed program beginning on page 4.

## DETAILED PROGRAM

Tuesday, July 22

**12:00-5:00 pm**

Ondine and Broadway  
Residence Halls, lobby  
areas

### **Institute Registration and Housing Check-In**

In the lobby of participants' assigned residence hall, check in and pick up a nametag, Institute binder, room key, and housing information. Teams should use any remaining time before 5:00 pm to begin mapping out their Institute activities and future campus work.

**1:30-2:30 pm**

Room 201,  
Ondine Hall

### **Consultant Meeting**

Institute consultants will meet for an overview of the Institute, the consultation sign-up procedure, and their roles throughout the week.

**3:00-4:30 pm**

Room 201,  
Ondine  
Residence Hall

### **Team Leader Meeting**

At least one team leader from each institution must attend this meeting. Core Commitments staff will provide an overview of the Institute, discuss Institute components, and explain the consultation sign-up process. Team leaders will also learn more about the team presentations scheduled for Friday from 3:30 to 5:30 pm (*see page 15 for more information*).

**5:00-5:30 pm**

Parkway North, first  
floor, Smith Memorial  
Student Union

### **Institute Welcome and Consultant Introductions**

Leaders of Portland State University and AAC&U will welcome participants and introduce Institute consultants. Consultants will provide a brief description of their areas of expertise. Teams should use this information to plan for consultations during team time.

**Shawn Smallman**, *Vice Provost for Instruction and Dean of Undergraduate Studies, Portland State University*

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

**5:30-6:30 pm**

Parkway North, first  
floor, Smith Memorial  
Student Union

### **Poster Session and Reception**

In this session, teams will highlight their Core Commitments efforts through a poster display and takeaway materials. Participants are encouraged to talk across institutions and pick up useful ideas to take home. *Note: A limited number of handouts will be available from each team. Handouts will also be posted on the web forum after the Institute.*

**6:30-7:30 pm**

Park blocks (lawn), in  
front of Cramer and  
Lincoln Halls

### **Opening Dinner**

Join other participants for a casual outdoor Southwestern BBQ dinner and conversation on the beautiful green Park Blocks of Portland State University.

*Note: The rain site for the dinner is the Parkway South room on the first floor of the Smith Memorial Student Union.*

**7:45-9:00 pm**

Lincoln Performance  
Hall, first floor,  
Lincoln Hall

### **Opening Performance – DIRT**

A play written by **Robert Schneider**, performed by **Christopher Domig**, and directed by **David Robinson**

“The lights go down, and a man in darkness tells his story – DIRT – a play about racism and the havoc it wreaks on the human spirit.” Sad is a 30-year-old Iraqi man living illegally in the United States. He is thankful for the life he is “allowed” to live in this country, but also sensitively aware of his lack of rights. Vigilant in what he says and does, Sad points out repeatedly that he has never once sat on a public park bench. To Sad, these benches are reserved for the people he at once admires and abhors, many of whom refuse to look him in the eye. He resents them yet feels obligated to respect them, and the exploration of this conflict drives the entire play.

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For more information about **DIRT**, see [www.dirt-nyc.com](http://www.dirt-nyc.com) and pages 16-17 for an excerpt from the script and a letter from an audience member.

**Christopher Domig's** recent credits include first national tour of *Great Expectations (Pip)* with *TheatreworksUSA*; world premiere of *Secrets, (Karl Jung) at the Player's Club*; *Colorado Shakespeare Festival*; *Der Kleine Hobbit*; *Der Zerrissene*; and *Lystrata*. He earned an MFA from Southern Methodist University.

**David Robinson** has 20 years of professional directing experience and uses theater techniques and other arts-based methods to design educational programs for academic and corporate environments. Recent credits include *God's Country*, *Coriolanus*, *Into the Woods*, *Blinding Light*, *Sisyphus*, *Revenge*, *Un-conscious*, *Lovers and Madmen* at venues such as *Seattle Shakespeare*, *Greenstage*, *American Play Lab*, *Brit/American Theatre Festival*, *Dimensions Theatre Project*.

Special thanks to the School of Fine & Performing Arts at Portland State University for use of the Lincoln Performance Hall.

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**9:00-9:30 pm**  
Lincoln Performance  
Hall, first floor,  
Lincoln Hall

**Audience Talk Back – Discussion of the play DIRT and implications for dimension 4, Taking Seriously the Perspectives of Others**

Audience members are invited to share insights from the play with each other and pose questions to actor **Chris Domig** and director **David Robinson**, who will facilitate the conversation. In addition to 20 years of professional directing experience, Robinson has consulted broadly with companies and non-profit institutions on issues of diversity and inclusion. Specifically, he organizes “experiential diversity, inclusion, and leadership training” utilizing theater techniques, narrative, and myths and metaphors to explore organizational behavior and organizational change.

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## Wednesday, July 23

### 7:00-8:00 am

Parkway North,  
first floor, Smith  
Memorial Student  
Union

### Breakfast Buffet

Join colleagues from other consortium campuses for informal conversation over breakfast. The breakfast buffet includes scrambled eggs, sausages, grilled red potatoes, buttermilk biscuits, muffins (including vegan varieties), yogurt, granola, and fresh fruit. Available beverages include coffee, tea, orange juice, and ice water.

### 8:00-8:30 am

Room 327/8/9,  
Smith Memorial  
Student Union

### Institute Framing – “*Minding the Gap*”: A Reflective Approach to Developing Institutional Pervasiveness

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

### 8:30-9:30 am

Room 327/8/9,  
Smith Memorial  
Student Union

### Opening Plenary – A Common Foundation for the Core Commitments Five Dimensions of Personal and Social Responsibility

In this opening session, Core Commitments Advisory Board member Anne Colby will draw on her studies of professional education and undergraduate moral and civic education to explore the deep interconnections among the five dimensions of personal and social responsibility. While these dimensions are distinct and discrete in many respects, Colby will argue that they also share some underlying dynamics and sources. In her view, understanding this common foundation helps explain why colleges and universities have difficulty making education for personal and social responsibility a priority and how shifting them toward the center would strengthen undergraduate education as a whole.

**Anne Colby**, Senior Scholar, The Carnegie Foundation for the Advancement of Teaching and Member, Core Commitments Advisory Board

Colby co-directs the foundation's Political Engagement Project, Preparation for the Professions Program, and Business, Entrepreneurship, and Liberal Learning project. Prior to joining the Carnegie Foundation in 1997, she was director of the Henry Murray Research Center, a longitudinal studies data archive at Radcliffe College. She has co-authored seven books, including *Some Do Care: Contemporary Lives of Moral Commitment*, *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*, *Educating Lawyers: Preparation for the Profession of Law*, *Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement*, and *Educating Engineers: Designing for the Future of the Field*. She is also co-editor of three books. A life-span developmental psychologist, Colby holds a Ph.D. in psychology from Columbia University. Last year she received the Kuhmerker Career Award from the Association for Moral Education for her contributions to research on moral development and education.

### 9:30-10:30 am

### Team Time

Teams may use this time to discuss the morning plenary and to map out their time at the Institute. Teams can review consultant biographies and sign up for consultation time slots. They can also review workshop offerings so that team members can attend different sessions and report on them during the following team time or over a meal. *Note: For instructions on how to sign-up for consultations and consultant biographies, please see page 18.*

### 10:30 am-12:00 pm

Please see pages 22-24 for your Readings Seminar group and room location

### Readings Seminar I – *The Self in Community: Developing Moral Commitments both Public and Private*

Readings seminars are designed to give participants the opportunity to discuss in more depth the intellectual underpinnings of Core Commitments and the five dimensions of personal and social responsibility. *Note: Participants are assigned into groups that they will stay in for both seminars (see pages 22-24). These readings can be found behind the “Seminar I” tab in the advance materials packet.*

Seminar I Readings:

- Colby, Anne and William Damon. 1992. Mysteries of moral commitment. In *Some Do Care*. New York: The Free Press, 1-24.

- Cannon, Katie G. 1988. Introduction. In *Black Womanist Ethics*. Eugene, OR: Wipf and Stock Publishing, 1-30.
- Terkel, Studs. 2004. Teachers: Deborah Bayly. In *Hope Dies Last: Keeping the Faith in Troubled Times*. New York: The New Press, 173-179.
- Joseph, James A. 2002. Public values in a divided world: A mandate for higher education. *Liberal Education*, 88 (2): 6-15.
- Minnich, Elizabeth. 1985. Why not lie? *Soundings: An Interdisciplinary Journal*, 68 (4): 493-508.

**12:00-1:30 pm**

**Lunch on your own**

There are a number of lunch options on and in the vicinity of the PSU campus. For suggestions of places in the area to go for lunch, please see tab two titled "Participant Information."

**12:15-1:15 pm**

Room 333,  
Smith Memorial  
Student Union

**Optional – PSRII Lunch Conversation with Eric Dey and L. Lee Knefelkamp**

Eric Dey and Lee Knefelkamp will be available for an informal discussion of PSRII data oriented towards institutional researchers and other interested team members. Lunch is not provided, so please be sure to bring it to the discussion along with questions, ideas, or concerns.

**1:30-3:00 pm**

**Concurrent Workshops I**

Room 327,  
Smith Memorial  
Student Union

***"Shift Happens": Examining the Relationship between Campus Diversity & Core Commitments***

The purpose of this workshop is to inspire deeper consideration of how Core Commitments might serve as a solid foundation to address campus diversity. The workshop will first highlight examples of how diversity, in its many manifestations, plays out on campuses across the nation, with examples including *YouTube* videos that illustrate how college students experience and construct race relations. Participants will then discuss important shifts in U.S. higher education that affect campus climate for diversity. The presented information will serve to stimulate structured participant discussion about the "ought" and the "is" of campus diversity.

***Mitchell J. Chang***, Professor of Higher Education and Organizational Change, University of California, Los Angeles and Member, Core Commitments Advisory Board

Room 333,  
Smith Memorial  
Student Union

***From Small Stones to a Big Picture: Building a Mosaic Using the PSRII***

Building a mosaic involves forming a picture from numerous small stones. Likewise, making meaning from the individual bits of data generated by the PSRII is an important, creative goal of the Core Commitments effort. In this session, participants will learn about current analytical efforts to refine our understandings of what (and how) the PSRII data are telling us about the leadership consortium as a whole. Participants will also be invited to share their own campus-focused approaches to analyzing the data. The group will discuss plans to refine the data collection and potential avenues for extending the collaboration.

***Eric Dey***, Associate Professor in the Center for the Study of Higher and Postsecondary Education, University of Michigan, and Director of Research and Assessment, Core Commitments and ***L. Lee Knefelkamp***, Professor of Psychology and Education, Teachers College, Columbia University, Senior Scholar, AAC&U, and Director of Dialogue and Assessment, Core Commitments

Room 323,  
Smith Memorial  
Student Union

***Mindfulness Practice as a Resource for Cultivating Personal and Social Responsibility***

This workshop will introduce participants to the practices of mindfulness as an educational resource to foster students' personal and social responsibility. To be mindful is to be present to what is happening in one's mind, body, feelings, behavior, and the world one inhabits, and it involves a different way of knowing than is typically cultivated in classrooms. Developing mindfulness can (a) motivate students to live in ways that support their mental health while helping to alleviate the suffering of others, (b) help build students' capacity for sustained attention, which is crucial for academic success, (c) foster the development of empathic behaviors that can help students navigate the complexity of human similarities and differences, and (d) provide a framework for ethical action. Participants will be invited to engage in some simple mindfulness exercises.

***Michelle Letwica***, Associate Professor, Concordia College, Moorhead and ***Amer Ahmed***, Associate Director, Multi-Ethnic Student Affairs (MESA), University of Michigan - Ann Arbor

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Room 328,  
Smith Memorial  
Student Union

***Models of Collective Engagement: Sustaining Collaboration between Academic and Student Affairs***

The university experience should be one that meets students where they are and engages them in an academic, intellectual, reflective, and co-curricular life. Fostering student development along such holistic lines requires collaboration throughout levels of campus culture and across academic and student affairs. In this workshop, participants will learn about two models of collective engagement across academic and student affairs, one from Winthrop University and one from Saint Mary's College of California. Participants will also assess the state of collaboration on their own campuses and then use these models to consider ways in which they can enhance delivery and organizational systems to deepen community among students, faculty, and student affairs staff.

**Lisa Johnson**, *Assistant Professor, Winthrop University* and **Jane Camarillo**, *Vice Provost for Student Life, Saint Mary's College of California*, with **Frances M. Sweeney**, *Vice Provost for Academic Affairs, Saint Mary's College of California* and **Tom Moore**, *Vice President for Academic Affairs*, **Frank Ardiolo**, *Vice President for Student Affairs*, and **Tim Daugherty**, *Associate Dean, University College, all of Winthrop University*

Room 229,  
Smith Memorial  
Student Union

***Creating a Culture of Integrity: Strategies and Practice***

In this workshop, presenters representing academic affairs, student affairs, and students will highlight a data-driven and collaborative approach to building a campus-wide culture of integrity. This approach centers on the development and implementation of a college-wide modified honor code and the integration of an ethical decision-making framework into required coursework. In small groups, session participants will develop strategies for creating a culture of integrity at their own institutions and present their ideas to the whole. The session will challenge participants to think about ways to foster collaboration in different kinds of organizational environments and consider which approaches will have the greatest possible impact on the overall campus ethical climate.

**Betsy Newman**, *Dean of Students*, **Dennis Hanno**, *Dean, Undergraduate School*, and **Marissa Ferber**, *Student, all of Babson College*

Room 329,  
Smith Memorial  
Student Union

***Learning How College Works: Promoting Personal Responsibility in First-Generation Students***

Research has shown that first-generation students do not enter college understanding the culture of higher education at the same levels as students whose parents have gone to college. This, in turn, can impact their levels of personal responsibility when it comes to class assignments and other critical elements of college life. In this session, presenters will share strategies for working with first-generation students to advance their understanding of "how college works" and their ability to grapple with issues of personal responsibility and ethics. Participants will view PSU's pilot on-line student support system, focusing on components that "unpack" some of higher education's implicit assumptions and that connect first-generation students to the values of PSU's core curriculum, University Studies.

**Peter J. Collier**, *Associate Professor of Sociology and Director, Students First Mentoring Project*, **Shawn Smallman**, *Vice Provost for Instruction and Dean of Undergraduate Studies*, **Sukhwant Jhai**, *Director, University Studies Program*, **Janelle Voegele**, *Assistant Director for Teaching and Learning, Center for Academic Excellence*, and **Collin Fellows**, *Project Manager, Students First Mentoring Project*

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3:00-3:30 pm

**Break**

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3:30-5:30 pm

**Meanings and Implications of the PSRII Data: Five Forums**

Team members are invited to join one of five forums discussing aspects of the PSRII data: (1) how to pose questions about the data, (2) how to gather additional information to illuminate existing PSRII data, (3) how to leverage data for institutional action/change, (4) how to make data accessible for different audiences, and (5) how to use data to inform student learning in and out of the classroom. Each forum will begin with mini-presentations from two campuses, which will turn into broader discussion moderated by institute consultants that draw on promising practices from all 23 Consortium campuses.

Room 229, Smith Memorial Student Union	<b>Forum I</b> – How do we pose questions about the PSRII data? <b>United States Air Force Academy</b> and <b>Bowling Green State University</b> <b>L. Lee Knefelkamp</b> , <i>Professor of Psychology and Education, Teachers College, Columbia University, Senior Scholar, AAC&amp;U, and Director of Dialogue and Assessment, Core Commitments</i>
Room 327, Smith Memorial Student Union	<b>Forum II</b> – How do we gather additional information to illuminate existing data? <b>University of Alabama at Birmingham</b> and <b>Michigan State University</b> <b>Eric Dey</b> , <i>Associate Professor in the Center for the Study of Higher and Postsecondary Education, University of Michigan, and Director of Research and Assessment, Core Commitments</i>
Room 328, Smith Memorial Student Union	<b>Forum III</b> – How do we leverage data for institutional action and change? <b>United States Military Academy</b> and <b>Babson College</b> <b>Larry A. Braskamp</b> , <i>Professor Emeritus of Education at Loyola University Chicago, Senior Fellow, AAC&amp;U, and Member, Core Commitments Advisory Board</i>
Room 329, Smith Memorial Student Union	<b>Forum IV</b> – How do we make the PSRII data accessible to different audiences? <b>Middlesex Community College</b> and <b>Rollins College</b> <b>Mitchell J. Chang</b> , <i>Professor of Higher Education and Organizational Change, University of California, Los Angeles and Member, Core Commitments Advisory Board</i>
Room 333, Smith Memorial Student Union	<b>Forum V</b> – How do we use the data to inform student learning in and out of the classroom? <b>Sacred Heart University</b> and <b>Miami University</b> <b>Patrick T. Terenzini</b> , <i>Distinguished Professor of Education, Higher Education Program and Senior Scientist, Center for the Study of Higher Education, Pennsylvania State University and Member, Core Commitments Advisory Board</i>
<b>5:30-6:00 pm</b> Room 229, Smith Memorial Student Union	<b>Check-in for Readings Seminars Discussion Leaders</b> Readings Seminars discussion leaders are asked to attend this meeting with Core Commitments staff to check-in about Seminar I and prepare for Seminar II.
<b>6:00 pm –</b>	<b>Dinner on your own</b> See the “Participant Information” tab for dinner options and Portland neighborhoods to explore.
<b>7:30 pm</b> Room 101, Cramer Hall	<b>Optional – Screening of <i>Chocolate City</i></b> Washington, DC, is a rapidly changing landscape — soaring property prices and wide-scale development are literally forcing residents out of the city. <i>Chocolate City</i> explores the rapid gentrification of the U.S. capital through the eyes of a group of black women forced from their city centre homes to make way for massive building projects. With the symbols and monuments of the world’s most powerful democracy on their doorsteps, their story dramatizes the gap between aspirations and actuality. Copies of <i>Chocolate City</i> will be available for purchase (\$10) after the screening. <b>About the filmmakers:</b> <b>Ellie Walton</b> is from Washington, DC and has a background in radio journalism. She started making films with youth groups in Edinburgh and has recently completed an M.A. in Screen Documentary at the University of London. She is currently working on a documentary project based in several UK prisons. <b>Sam Wild</b> is from London and has a background in print journalism (The Times and The Independent). He began to make films during the anti-G8 protests in Genova (Italy) in July 2001 and has recently completed an M.A. in Screen Documentary at the University of London. He has recently completed a film for the WWF (Switzerland) and is currently finishing a film about wolves in Ticino.

## Thursday, July 24

**7:00-8:00 am**

Parkway North, first floor, Smith Memorial Student Union

### **Breakfast Buffet**

Join colleagues from other consortium campuses for informal conversation over breakfast. The breakfast buffet includes vegetarian quiche, grilled red potatoes, various breakfast breads, muffins (including vegan varieties), yogurt, granola, and fresh fruit. Available beverages include coffee, tea, orange juice, and ice water.

**7:15-8:00 am**

Parkway North, first floor, Smith Memorial Student Union

### **Optional – LEAP Discussion with AAC&U President Carol Geary Schneider**

Interested team members are warmly welcomed to join AAC&U's president, **Carol Geary Schneider**, for a discussion on the latest developments in **AAC&U's Liberal Education and America's Promise (LEAP) Initiative**. Look for the table marked "LEAP Discussion" in the Parkway North room.

**8:00-8:30 am**

Room 327/8/9, Smith

### **Framing of the Day**

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

**8:30-10:30 am**

### **Team Time and Consultations**

Teams can use this time to process Wednesday's sessions and to work on action plans. Review the set of afternoon workshop offerings so that team members can attend different sessions.

*Note: Teams with consultations should meet in their consultant's assigned room (see page 18).*

**10:30 am-12:00 pm**

Please see pages 22-24 for your Readings Seminar group and room location

### **Readings Seminar II – *Public and Private Walls: Facing Ourselves and Taking Seriously the Perspectives of Others***

Reading seminars are designed to give participants the opportunity to discuss in more depth the intellectual underpinnings of Core Commitments and the five dimensions of personal and social responsibility. *Note: Participants are assigned into groups that they will stay in for both seminars (see pages 22-24). These readings can be found behind the "Seminar II" tab in the advance materials packet.*

Seminar II Readings:

- Banksy. 2005. Segregation wall: Palestine. In *Wall and Piece*. London: Random House UK, Ltd., 111-117.
- Anzaldúa, Gloria. 1999. To live in the Borderlands means you. In *Borderlands/La Frontera: The New Mestiza*. San Francisco, CA: Aunt Lute Books, 216-217.
- Tripp, Aili Mari. 2006. Challenges in transnational feminist mobilization. In Myra Ferree and Aili Mari Tripp (eds.), *Global Feminism: Transnational Woman's Activism, Organizing, and Human Rights*. New York: New York University Press, 296-312.
- Wong, Shawn. 2008. *Homebase*. Seattle, WA: University of Washington Press.
- Knefelkamp, Lee and Carol Geary Schneider. Graphics. 1997. Education for a world lived in common with others. In Robert Orrill (ed.), *Education and Democracy: Re-imagining Liberal Learning in America*. New York: The College Board, 327-344.

**12:00-1:30 pm**

### **Lunch on your own**

There are a number of lunch options on and in the vicinity of the PSU campus. For suggestions of places in the area to go for lunch, please see the second tab, "Participant Information."

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1:30-3:00 pm

Concurrent Workshops II

Room 333,  
Smith Memorial  
Student Union

***Educating Undergraduates for Political Understanding and Engagement***

In this workshop, based on Colby and Ehrlich's recent book, *Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement*, participants will learn how to move beyond supporting students' apolitical civic engagement to fostering open-minded, informed, and responsible political engagement, broadly defined. The workshop will cover the central goals and pedagogical strategies of education for political development as well as how to avoid ideological bias and establish a climate of open-minded consideration of diverse perspectives.

**Anne Colby**, Senior Scholar, *The Carnegie Foundation for the Advancement of Teaching* and Member, *Core Commitments Advisory Board* and **Thomas Ehrlich**, Senior Scholar, *The Carnegie Foundation for the Advancement of Teaching* and Member, *Core Commitments Advisory Board*

Room 329,  
Smith Memorial  
Student Union

***"But Not in Class": Making a Strictly Academic Case for Personal and Social Responsibility as Core Elements of Liberal Learning***

In this session, Elizabeth Minnich invites participants to take seriously the need to think through myriad challenges to the intellectual importance, thence specifically *academic* appropriateness, of focusing on education for personal and social responsibility. Participants will explore philosophical as well as political and practical approaches to these particular "core commitments."

**Elizabeth K. Minnich**, Senior Scholar, *AAC&U and Liaison*, *Core Commitments Leadership Consortium*

Room 328,  
Smith Memorial  
Student Union

***Seeing the Big Picture: Thinking Systemically About Educating Students for Personal and Social Responsibility***

In this workshop, the presenter will highlight a comprehensive model to guide thinking about how institutions can promote student learning for personal and social responsibility. The model takes into account students, faculty, and internal organizational policies, structures, and practices. Participants will have an opportunity to apply the model to their own campus contexts.

**Patrick T. Terenzini**, Distinguished Professor of Education, *Higher Education Program and Senior Scientist*, *Center for the Study of Higher Education*, *Pennsylvania State University* and *Core Commitments Advisory Board*

Room 327,  
Smith Memorial  
Student Union

***Cultivating and Assessing Intercultural Sensitivity in Students: Nuts and Bolts***

Where students "are" with respect to their intellectual development matters a great deal in how well they can take seriously the perspectives of others. In this session, the facilitators will explore the important connections between dimension 4, Taking Seriously the Perspectives of Others, theories of intellectual development, and principles that underpin Bennett's Developmental Model of Intercultural Sensitivity and its related assessment instrument, the Intercultural Development Inventory (IDI). In this interactive session, participants will review the model, examine and discuss examples of data collected from students that highlight different stages of the development of intercultural sensitivity, and think about how they can use the model and/or instrument to assess intercultural sensitivity at the classroom, program, and institutional level.

**Milton J. Bennett**, *President of Communication Perspectives and Co-Founder of The Intercultural Communication Institute* and **L. Lee Knefelkamp**, *Professor of Psychology and Education*, *Teachers College*, *Columbia University*, *Senior Scholar*, *AAC&U*, and *Director of Dialogue and Assessment*, *Core Commitments*

Room 229,  
Smith Memorial  
Student Union

***Core Commitments Chat Room: A Model for Deliberative Dialogue***

Chat rooms based on a model of deliberative dialogue can be a valuable tool for (a) discussing campus issues with large groups in a small group fashion, (b) hearing the voices of all campus stakeholders, (c) lessening issues of power and privilege across stakeholders, and (d) developing strategic plans and timelines for action. While chat rooms are useful for addressing a variety of campus needs and initiatives, this session will focus on Saint Mary's Core Commitments chat room, which has been used to disseminate PSRII data, prioritize key items, and develop action plans to improve personal and social responsibility based on the data. Attendees will participate in a chat room experience using PSRII data from the national report and then be asked to consider their own key survey items in light of their institutional contexts and norms of communication and decision-making. The session will conclude with strategies to host their own chat room.

**Mark Figueroa**, *Director of Institutional Research*, **Shawny Anderson**, *Associate Dean of Liberal Arts*, **Nancy Glenn**, *Associate Director of Counseling Center*, **Scott Kier**, *Dean of Students*, and **John Ely**, *Associate Professor of Sociology*, *all of Saint Mary's College of California*

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Room 323,  
Smith Memorial  
Student Union

***From “Collecting” to “Connecting” the Dots: Integrating Academic, Student Affairs, and Co-Curricular Learning Experiences to Achieve Deep Learning***

Many of us remember Pac-Man, the arcade game in which the goal was to quickly “gobble up” as many “dots” as possible. Unfortunately, for many of today’s students, college is like the Pac-Man experience—moving through lines of isolated experiences, some of which are documented on a college transcript. AAC&U suggests that college can and should be much more than the mere “collection of dots.” In this workshop, presenters from USAFA will share a strategy for *connecting* the dots, in which academic, student affairs, and co-curricular learning experiences intentionally promote deep learning that has a sustained, substantial, and positive influence on how students think, act, and feel. Presenters will share a concrete example designed to help students take seriously the perspective of others and develop respect for human dignity and will help participants wrestle with ways in which this approach can be implemented at their own institution.

***Rolf Enger***, *Director of Education* and ***Gary Packard***, *Permanent Professor and Head, Department of Behavioral Sciences and Leadership, both of the United States Air Force Academy*

Room 159,  
Cramer Hall

***eChautauqua: Creating Online Venues for Public Dialogue***

Michigan State University’s Chautauqua project attempts to foster personal and social responsibility by creating venues for students to engage in and explore the nature of public dialogue. This workshop explores how Web 2.0 and social networking technologies can extend and enrich face-to-face dialogue about social issues. In a computer lab, small groups will explore social issues using the wiki platform, demonstrating how wikis and other technologies can facilitate public dialogue. Participants will reflect on their experiences: Do online discussion venues offer any unique affordances for public dialogue? Do they impose unique limitations on dialogue? How can institutions create appropriate spaces to encourage dialogue among the constituencies they serve?

***David Sheridan***, *Assistant Professor*, ***Douglas Estry***, *Associate Provost for Undergraduate Education & Dean of Undergraduate Studies*, and ***Denise Maybank***, *Associate Vice President and Director of Student Life*, all of Michigan State University

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**3:00-6:00 pm**

**Team Time and Consultations**

Use this time to process today’s readings seminar and workshops and to work on action plans. Review the workshop offerings that are slated for tomorrow so that team members can attend different sessions. *Note: Teams with consultations should meet in their consultant’s assigned room (see page 18).*

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**6:00 pm-**

**Dinner on your own and free evening**

Please see tab two titled “Participant Information,” for dinner options and Portland neighborhoods to explore.

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## Friday, July 25

**7:00-8:00 am**

Parkway North,  
first floor, Smith

### **Breakfast Buffet**

Join colleagues from other consortium campuses for informal conversation over breakfast. The breakfast buffet includes cinnamon French toast with fruit compote hazelnut butter, and maple syrup, bacon, muffins (including vegan varieties), yogurt, granola, and fresh fruit and beverages.

**8:00-8:30 am**

Room 327/8/9,  
Smith

### **Framing of the Day**

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

**8:30-9:30 am**

Room 327/8/9,  
Smith Memorial  
Student Union

### **Closing Plenary – “Why Don’t They Think Like Us?” Inevitable Challenges of Diversity and Ethical Perspectives**

According to Confucius, “All people are pretty much alike. It is merely their beliefs and behavior that are different.” This means, of course, that life amid diversity will bring the inevitable challenge of engaging alternate perspectives. How can we do so constructively, building greater understanding and cultivating an awareness of the ethical dilemmas involved?

**Carlos E. Cortés**, *Professor of History Emeritus, University of California, Riverside*

Since 1990, Cortés has served on the summer faculty of the Harvard Institutes for Higher Education and since 1995 on the summer faculty of The Intercultural Communication Institute. He has lectured widely throughout the United States, Latin America, Europe, Asia, and Australia on such topics as: race and ethnicity; multiculturalism; diversity in the media; multicultural, global, bilingual, and social studies education; media literacy; Hispanic culture; film-and-history; Latin American and Chicano history; and the implications of diversity for education, government, and private business. A consultant to many government agencies, school systems, universities, mass media, private businesses, and other organizations, he has written film and television documentaries, has appeared as guest host on the PBS national television series, *Why in the World?*, is the featured presenter on the Video Journal of Education’s 1994 training video *Diversity in the Classroom*, and is a creative/cultural advisor for two Nickelodeon pre-school series, *Dora the Explorer* and *Go, Diego, Go!*

**9:30 am-12:15 pm**

### **Team Time and Consultations**

Use this time to process Thursday’s readings seminar and workshops and to work on action plan presentations. Review the workshop offerings that are slated for the afternoon so that team members can attend different sessions. *Note: Teams with consultations should meet in their consultant’s assigned room (see page 18).*

**12:15-1:30 pm**

### **Lunch On Your Own**

**1:30-3:00 pm**

### **Concurrent Workshops III**

Room 333,  
Smith Memorial  
Student Union

#### **“A Conversation with Alana”: One Boy’s Multicultural Rite of Passage, written and performed by Carlos E. Cortés**

“A Conversation with Alana” is a one-hour, one-person autobiographical play written and performed by Carlos E. Cortés, Professor Emeritus of History at the University of California, Riverside. In the play, Cortés presents his story of growing up as a young man of mixed ancestry in racially segregated, religiously divided post-World War II Kansas City, Missouri. The son of a Mexican Catholic immigrant father and an American-born Jewish mother whose parents came from Austria and the Ukraine, Cortés had to learn to navigate Kansas City’s rigid racial, ethnic, and religious fault lines while simultaneously dealing with the internal conflicts of his own divided family. Participants should walk away with a deeper understanding of how larger, public societal differentiations play out within private arenas of individuals and families, what taking seriously the perspectives of others actually entails, and the power of art to convey key Core Commitments’ principles. There will a discussion period with the audience following the play.

**Carlos E. Cortés**, *Professor of History Emeritus, University of California, Riverside*

Room 328,  
Smith Memorial  
Student Union

### ***The Twin Goals of Learning and Development***

Students can possess significant content knowledge yet lack sophisticated intellectual, moral, or intercultural frameworks through which to understand and apply this knowledge. Likewise, they can possess sophisticated frameworks yet not have sufficient breadth or depth of knowledge to employ in the world. In this session, participants will revisit the connections between learning and development, and how institutions can build their capacity to strengthen both in students. Participants will first discuss the connections and the distinctions between these two domains, and then examine students' actual classroom work to get a feel for when both are being activated and cultivated. They will then discuss the implications for pedagogy and in- and out-of-classroom learning environments, as well as for the Leadership Consortium's quest to make education for personal and social responsibility pervasive in all aspects of the institution and for all students.  
**L. Lee Kniefkamp**, *Professor of Psychology and Education, Teachers College, Columbia University, Senior Scholar, AAC&U, and Director of Dialogue and Assessment, Core Commitments*

Room 327,  
Smith Memorial  
Student Union

### ***Authentic Partnerships: Building a Context for Student Learning***

This workshop will summarize the findings of Portland State University's National Partnership Forum (March 2008), including perspectives of both higher education and community partners for developing authentic partnerships. While challenging, outlining the differences in perspectives between higher education and community partners can become a process for developing reciprocal relationships. In this session, participants will work in groups to brainstorm and share experiences as they compare higher education and community on the following issues: decision-making processes; pace; misconceptions of image; knowledge production; and work culture. Handouts will include PSU's *Guide to Reciprocal Partnerships* and a bibliography of related literature. By attending this workshop, participants will be able to explain the challenges of authentic partnerships, describe strategies for addressing these challenges, and value authentic partnerships as a context that supports student learning for responsible citizenship.  
**Amy Spring**, *Assistant Director, Community-University Partnerships* and **Amy Driscoll**, *Senior Scholar, Center for Academic Excellence, both of Portland State University*

Room 329,  
Smith Memorial  
Student Union

### ***Creating Campus Environments to Support Global Learning and Student Development***

Using a case study of a college that has student response data from a survey on global perspectives, participants will discuss and plan how to create institutional cultures, curricula, co-curricula, and communities that optimally foster students' global learning as well as their development.  
**Larry A. Braskamp**, *Professor Emeritus of Education at Loyola University Chicago, Senior Fellow, AAC&U, and Member, Core Commitments Advisory Board*

Room 229,  
Smith Memorial  
Student Union

### ***Ethics and Narrative***

In this session, participants will learn about a required senior-level course at University of the Pacific that develops students' capacities for ethical reasoning and self-reflection. Participants will become familiar with the structure, readings, and assignments of the course, the kinds of faculty development support that is offered, and student and faculty reactions to the course. The session leaders will also discuss the future role of an e-portfolio as part of this culminating general education experience. This course is intended to serve as a model for other institutions seeking to create new courses or to improve existing courses that address dimensions of personal and social responsibility. As such, workshop participants will examine their own institutions' use of the curriculum to promote personal and social responsibility.  
**Lou Matz**, *Associate Dean and Director of General Education*, and **Brian Klunk**, *Associate Professor of Political Science, both of University of the Pacific*

Room 323,  
Smith Memorial  
Student Union

### ***"That's Not My Job": Education for Personal and Social Responsibility and the Professional Responsibilities of Faculty***

In this workshop, participants will discuss the professional responsibilities of the faculty—including striving for neutrality in the classroom and the demands of tenure—that can sometimes impede efforts to educate students for personal and social responsibility. Participants will also consider how new definitions of "professionalism" could open up space for more faculty to make education for personal and social responsibility central to the teaching and learning enterprise.  
**David Paris**, *Leonard C. Ferguson Professor of Government, Hamilton College, Senior Fellow, AAC&U, and Liaison, Core Commitments Leadership Consortium*

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Room 159,  
Cramer Hall

***Assessing Ethics and Socially Responsible Learning Outcomes from Portfolios of Student Work***

In this workshop, facilitators will describe AAC&U's VALUE (Valid Assessment of Learning in Undergraduate Education) project and then present PSU's approach to portfolio review, giving participants the opportunity to use an Ethics and Social Responsibility rubric to score student work samples. As part of VALUE, AAC&U staff members are collecting and synthesizing rubrics for ethical reasoning and action. The goal is to create a "metarubric" that represents a summary of important criteria for judging the quality of student work. This metarubric will be piloted at twelve leadership campuses, including Portland State University, where Ethics and Social Responsibility has been one of four general education goals for the past fourteen years. At PSU, student progress is assessed by scoring portfolios on a six point rubric, combined with quantitative analysis of the number and types of work samples included the portfolios.

**Jeffrey Gerwing**, *Assistant Professor of University Studies*, **Ann Fallon**, *Interim Director & Assistant Professor of University Studies*, **Rowanna Carpenter**, *Assessment Coordinator, University Studies Program, all of Portland State University*, with **Terrel Rhodes**, *Vice President for Quality, Curriculum, and Assessment* and **Wende Morgaine**, *Research Associate, Valid Assessment of Learning in Undergraduate Education (VALUE) Project, both of AAC&U*

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**3:00-3:30 pm**

**Break**

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**3:30-5:30 pm**

See page 25 for  
group assignments  
and room locations

**Team Presentations – *Minding the Gap: Aligning Actualities with Aspirations***

As the culminating activity of the summer institute, this time slot is devoted to campus action plans. Organized in clusters of institutions, each school will have the opportunity to present to one of our consultants and other Leadership Consortium colleagues on how the college plans to close the gap between expressed aspirations for educating for personal and social responsibility and actual opportunities for such learning. Each action plan should draw from the insights gained while preparing poster sessions on PSRII analysis, additional insights gleaned from the Institute itself, and anticipated new information gathered through dialogues and other methods in the coming year. Each team will have 10-12 minutes to present followed by 20 minutes of responses from the consultant and Core Commitments colleagues. *Note: Please see page 25 for group assignments and locations.*

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**5:30-6:00 pm**

Room 323, Smith  
Memorial Student  
Union

**Debrief for Consultants**

Consultants are asked to gather and reflect on the Institute.

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**6:30-9:30 pm**

**Willamette River Dinner Cruise and Closing Remarks**

Join colleagues to celebrate the hard work teams have done at the institute. Please arrive at the *Portland Spirit* dock and be ready to board at 6:30 pm. The boat ride will last from 7:00-9:30 pm. The *Portland Spirit* boarding dock is located at the *Salmon Street Springs Fountain*, SW Salmon Street and Naito Parkway. From the Ondine and Broadway residence halls, walk north on SW 6<sup>th</sup> Avenue to SW Salmon Street. Turn right on SW Salmon Street and walk about 5 blocks to Tom McCall Waterfront Park and the *Portland Spirit* dock. Walking time from the PSU residence halls is approximately 20 minutes.

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**8:00-9:00 pm**

**On-board Improvisational Theatre – *FunnybusinessPDX***

*FunnybusinessPDX* began in 2005 as a way for this rag tag troupe of long time talented Portland improvisers to play together regularly. The result has been a group with amazing chemistry and comic genius. *FunnybusinessPDX* has been performing to regular audiences at Mississippi Studios in Portland's Mississippi neighborhood, as well as at private events. They have also performed with acclaim at the Seattle Festival of Improv Theater. Members of *FunnybusinessPDX* include Brad Fortier, Phil Incorvia, Kent McCarty, and Brandan McClain. *Note: Troupe member biographies can be found on page 17.*

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Special thanks to *Portland State University, School of Fine and Performing Arts* for use of the Lincoln Performance Hall.

**Excerpts from the play DIRT:**

I start with the premise that the war was important. Even necessary. The great cities of America. The beautiful people with the pale skin. The culture and democracy. What can we do in the face of that? In pre-colonial conditions. That just has to be said. Cities without hygiene, without any infrastructure, and with a lot of desert, and practically no democracy. And backwards with regard to moral values. I say that because it's the truth. Sociologists and economists have proven it often enough. I see that myself. When one compares the pictures of the great American cities with the pictures of our cities. The pictures of the beautiful people with pale skin. Then the war has meaning. That's the premise I start with (12-13).

At that time there was a great war. Not to be compared with our war. The park-bench people were drawn in innocently. Lost their sons and families. You can't compare that with our war. First, because we stand behind our president—one merely has to look at the news agency pictures with the jubilant people—and second, because it's of no great consequence if an Arab mother loses her son. That's the truth. First of all there are lots of Arabs, and there are constantly more and more, and second of all an Arab mother can't really mourn. That's a sociological phenomenon related to the more primitive level of development. Third of all, and this also needs to be said, there's a big difference between a boy with pale skin being shot and one with dark skin. Because of the culture and democratic system. That has to be said, and if that's too profound a thought for anybody, he should just pack up and leave (14-15).

My name is Sad. My name is Saddam. Actually my name is Saddam. Saddam is a first name. Adolf is also a first name, or Jesus. I have no right to speak these names in one breath. I don't regret having said Adolf or Jesus. I only wanted to say that Saddam is a first name. That's why I call myself Sad. In English Sad means sad. I'm not sad. Am I sad, huh? (46).

**Letter from an audience member of DIRT performed in New York City:**

Dear Chris Domig,

I'm writing to commend you on your performance last night. I stumbled upon "Dirt" rather haphazardly, and was unsure of what to expect. I can tell you honestly though, I was incredibly moved by the show. It is a brilliant piece of writing as is, but the way you embodied the character of Sad turned a poetic monologue into an incredibly jarring, intense and profoundly heart wrenching journey for the audience.

Even though this is New York City, arguably the immigrant capital of the world, the plight of immigrants in this city remains greatly misunderstood, oversimplified, romanticized, unknown. This is especially the case for Arabs and other immigrants of color who woke up to a NYC that was deeply distrusting of them following the events of 9-11. People may understand that the immigrants of this country and this city are struggling, but they know precious little of what this struggle looks like, where it comes from, the person waging it, staggering under the burden of it. The "immigrant debate" taking place in the U.S. right now, is not a discussion of personal struggle and human dignity, it isn't a debate about people, their stories, conditions, fears, hopes, or dreams, it seeks to dehumanize people for purposes of sterilizing the discussion.

This is why I think your performance was and is so incredibly important. I teach ESL in the South Bronx, and many of my students are undocumented immigrants. Even in one of the most progressive cities in the world, I saw so much of my students in your portrayal of Sad. Most are Mexicans, who like Sad, work demeaning jobs where they are rarely acknowledged as people, addressed with eye contact, engaged in conversation. Your performance made me cry. I recognize that loneliness, that alienation, that desperation, in my students. It's hard to keep facing it, to keep engaging it, to not turn away even when it's uncomfortable. Your show made me squirm on the inside, and that's good. We all need to be continuously forced to squirm. It's so easy to sink back into comfortable numb acceptance. So to me, your performance is priceless.

This show is sorely needed. I hope you know that. We are living in a country where attacks on immigrants are increasing every single day. Cruelly named "return to sender" ICE raids across the country are viciously tearing families apart, leaving children and family members behind to worry, unable to access lawyers, unable to fill out forms, unable to trust authorities with information on their loved ones. They are vulnerable. They need a voice. You provided that last night.

I am encouraging all my friends to go see your show. The ending of the show was so awesomely inspiring. It forced you to be confronted with Sad's acceptance of everything, with your own acceptance of everything that's going on. You were alarmed at Sad's declaration that he will quietly acquiesce, that he must not fight back, that he must accept, that he is deserving. But in being alarmed with that sentiment, you are made aware of your own passive acceptance of this logic and how utterly f-ed up it is.

People do not deserve this, and should not take this. Humanity is under attack in our own country and around the world. War rages on in Afghanistan and Iraq. At home, the distrustful bitter paranoid xenophobic sentiment is growing. Hurricane Katrina survivors have been forgotten. Plans are being made for war with Iran. Homosexuals are being openly attacked and denied basic citizen rights.

How all of this will be decided, whether it will continue, will all be decided by whether we take Sad's advice and stand quiet while the people of the world are bludgeoned, battered and degraded. I for one will not be silent. Thank you for reminding me of why I made that choice. I know you will inspire similar feelings in others, and I feel grateful for that.

Thank you again for last night's experience.

Sincerely,  
A. G.

#### Closing Night Performance – *FunnyBusinessPDX* Biographies

**Brad Fortier** has been teaching and directing improvisation for *The Brody Theater* since 1998. He has been performing improv since 1996 and helped found the Brody. He represented the Brody at numerous festivals across the U.S., Canada, and Europe. This past May he appeared in Antwerp Belgium. Brad received his M.A. in the anthropology of improvisational theater through Portland State University's interdisciplinary program. He was also an integral part of curriculum development and pedagogical training for the Mentor Development and Training program from 2003 to 2007 for the University Studies Department at Portland State University. Brad is also a "resident expert" for Portland Walking Tours.

**Phil Incorvia** was raised in the birthplace of modern improv, Chicago. This gave him a taste for making things up. As founder of, and participant in many improvised ventures, Phil has had the honor of performing on four continents in large groups, intimate ensembles, and solo shows alike. One of his most exciting moments was being invited to join the cast of Chicago's Second City for their traditional Saturday night improv set. A technology trainer, multimedia producer and corporate branding consultant, Phil uses the power of improvisation—active listening, engaging an audience, comfort with looking like a clown, etc.—daily in both his professional and personal life.

**Kent McCarty** has been improvising for over twenty years. He started as a freshman in high school. He has improvised with various groups over the years, doing both short and long form improv. Kent has worked improvising into sketch comedy. He has directed and taught others to improvise for over a decade....Kent loves performing slightly more than breathing.

**Brandan McClain** joined a campus improv troupe at Grinnell College in 1989 and immediately became obsessed with this sometimes obscure art form. He understands that the principles of improvisation—being in the moment, saying yes to new experiences, using your full intelligence, collaborating as part of an ensemble—are essential to living life fully. Brandan helped found *The Brody Theater* in Portland, where he spent more than three years directing, teaching, and performing every week. Hoping to turn his passion for helping others learn, grow, and collaborate with one another into a profession that would pay the bills, he enrolled in University of Portland's Master of Arts in Teaching program. Brandan has just completed his fifth year as a middle school teacher with Portland Public Schools. When Brandan's students occasionally got bored during the most recent school year, instead of asking to watch a movie or go outside, they would whine, "Mr. McClain, can we *please* do an improv workshop?"

## Consultation Guide

### Guidelines for Consultation Sign-ups:

- Each team must visit consultants as a full team—please do not meet with more than one consultant during a consultation slot.
- On Wednesday, we ask that teams sign up for meetings with up to three different consultants – this is to ensure that all teams have a fair chance to select from a broad group of consultants. *Note: Core Commitments staff will review the sign-up lists on Wednesday evening, and if teams are signed up with more than three consultants or signed up with any consultant more than once, the staff will delete these additional sign-ups.*
- On Thursday, teams may sign up for any open slots that are remaining in the system. *Note: Earlier sign-ups that had been deleted will not be added back in by staff.*
- Contact Katie (847.602.1415) if you have any questions about or difficulties with the sign up process.
- If a team wishes to meet with a consultant and is not able to schedule a time online, consider inviting the consultant to meet over breakfast or lunch.

### To sign up for a consulting time:

1. Visit [www.mysignup.com/core\\_commitments](http://www.mysignup.com/core_commitments).
2. Find the consultant and time slot you wish to sign up for.
3. Click “select this time.”
4. Enter the required information (institution, email, contact phone number, and password). *Note: email addresses and phone numbers will only be used by AAC&U staff or consultants to contact the team about their consultation.*
5. Click “confirm.”

### If you wish to change your consultation time or consultant:

1. Click “undo” under the consultation you wish to change or delete.
2. Enter the password chosen when you initially signed up for that slot.
3. Click “Please free up this time slot.”

Sign up for consultant time slots online at [www.mysignup.com/core\\_commitments](http://www.mysignup.com/core_commitments)

CONSULTANT	LOCATION	CONSULTANT	LOCATION
Larry A. Braskamp	Cramer 103	Patrick T. Terenzini	Cramer 196
Mitchell J. Chang	Cramer 147	L. Lee Knefelkamp	Cramer 101
Anne Colby	Cramer 154	Caryn McTighe Musil	Smith 229
Thomas Ehrlich	Cramer 159	Nancy O’Neill	Smith 323
Elizabeth K. Minnich	Cramer 187	Terrel Rhodes	Smith 333
David C. Paris	Cramer 194	Carlos E. Cortés	Cramer 145, Friday only

## Consultant Biographies

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

Braskamp is professor emeritus at Loyola University Chicago. He currently is a senior fellow at the Association of American Colleges and Universities and a senior scientist at The Gallup Organization. He received his B.A. from Central College in Pella, Iowa and M.A. and Ph.D. from the University of Iowa. He has served as a faculty member and assistant to the chancellor at the University of Nebraska-Lincoln, associate vice chancellor for academic affairs and acting dean of the college of applied life studies at the University of Illinois at Urbana-Champaign, dean of the college of education at the University of Illinois at Chicago, executive director of the Council for Higher Education Accreditation, and senior vice president for academic affairs at Loyola University Chicago. He is the co-author of *Putting Students First: How Colleges Develop Students Purposefully*, *Assessing Faculty Work*, and the *Global Perspective Inventory*.

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**MITCHELL J. CHANG**, *Professor of Higher Education and Organizational Change at the University of California, Los Angeles and Member, Core Commitments Advisory Board*

Chang is professor of higher education and organizational change at the University of California, Los Angeles. His research focuses on the educational efficacy of diversity-related initiatives on college campuses and how to apply those best practices toward advancing student learning and democratizing institutions. He has written more than fifty articles and book chapters, including works cited in the U.S. Supreme Court ruling of *Grutter v. Bollinger*, one of two cases involving the use of race-sensitive admissions practices at the University of Michigan. Chang received a National Academy of Education/Spencer Fellowship in 2001 and was awarded the Outstanding Outcomes Assessment Research Award, 1999-2000 by the American College Personnel Association. He was also profiled as one of ten scholars named as a 2006 Emerging Scholar by *Diverse: Issues in Higher Education* and received the 2008 ACPA Asian Pacific American Network Outstanding Contribution to APIDA Research Award.

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**ANNE COLBY**, *Senior Scholar, The Carnegie Foundation for the Advancement of Teaching and Member, Core Commitments Advisory Board*

Colby co-directs the foundation's Political Engagement Project, Preparation for the Professions Program, and Business, Entrepreneurship, and Liberal Learning project. Prior to joining the Carnegie Foundation in 1997, she was director of the Henry Murray Research Center, a longitudinal studies data archive at Radcliffe College. She has co-authored seven books, including *Some Do Care: Contemporary Lives of Moral Commitment*, *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*, *Educating Lawyers: Preparation for the Profession of Law*, *Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement*, and *Educating Engineers: Designing for the Future of the Field*. She is also co-editor of three books. A life-span developmental psychologist, Colby holds a Ph.D. in psychology from Columbia University. Last year she received the Kuhmerker Career Award from the Association for Moral Education for her contributions to research on moral development and education.

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**CARLOS E. CORTÉS**, *Professor of History Emeritus, University of California, Riverside*

Since 1990 Cortés has served on the summer faculty of the Harvard Institutes for Higher Education and since 1995 on the faculty of the Summer Institute for Intercultural Communication. He has lectured widely throughout the United States, Latin America, Europe, Asia, and Australia on such topics as: race and ethnicity; multiculturalism; diversity in the media; multicultural, global, bilingual, and social studies education; media literacy; Hispanic culture; film-and-history; Latin American and Chicano history; and the implications of diversity for education, government, and private business. A consultant to many government agencies, school systems, universities, mass media, private businesses, and other organizations, he has written film and television documentaries, has appeared as guest host on the PBS national television series, *Why in the World?*, is the featured presenter on the Video Journal of Education's 1994 training video *Diversity in the Classroom*, and currently serves as Cultural Consultant for Nickelodeon's pre-school series, *Dora the Explorer*.

**Note: Carlos Cortés will be available for consulting on Friday, July 25 only.**

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**THOMAS EHRLICH**, *Senior Scholar, The Carnegie Foundation for the Advancement of Teaching and Member, Core Commitments Advisory Board*

Ehrlich is a senior scholar at The Carnegie Foundation for the Advancement of Teaching, where he co-directs the Political Engagement Project and the project on Business, Entrepreneurship, and Liberal Learning. He has previously served as president of Indiana University, provost of the University of Pennsylvania, and dean of Stanford Law School. He was also the first president of the Legal Services Corporation in Washington, DC, and the first director of the International Development Cooperation Agency, reporting to President Carter. Before coming to The Carnegie Foundation, he was a distinguished university scholar at California State University and taught regularly at San Francisco State University. He is author, co-author, or editor of twelve books, including *Higher Education and Civic Responsibility* (2000), *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility* (2003), *Reconnecting Education and Foundations: Turning Good Intentions into Educational Capital* (2007), and *Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement* (2007). He is a trustee of Mills College, and has been a trustee of the University of Pennsylvania and Bennett College. He is a graduate of Harvard College and Harvard Law School and holds five honorary degrees.

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

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 as academic dean of the faculty at Macalester College. For thirty 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 is a senior scholar with AAC&U and served as a national panel member for the American Commitments and Greater Expectations initiatives.

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

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, global learning, 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.

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**ELIZABETH K. MINNICH**, *Senior Scholar, AAC&U and Liaison, Core Commitments Leadership Consortium*

Minnich has been a dean and/or director as well as faculty member at Barnard, Sarah Lawrence, Hollins and New School colleges as well as the Union Institute & University's interdisciplinary graduate school. Special appointments have included the Hartley Burr Alexander Chair for Public Philosophy at Scripps College; visiting scholar, the Getty Institute for the History of Art and the Humanities; Thomas P. Johnson Distinguished Visiting Professor, Rollins College; and the Whichard Visiting Distinguished Professor of Humanities and Women's Studies, East Carolina University. Minnich's book, *Transforming Knowledge* (Temple, 1990), received the Association of American Colleges and Universities' Frederick W. Ness Award for "best book in liberal learning" for that year. An extensively revised 2<sup>nd</sup> edition was issued in 2005. Her essays appear in sixteen anthologies and three textbooks, and she serves on the editorial boards of six academic journals. Most recently, she co-authored *The Fox in the Henhouse: How Privatization Threatens Democracy* with Si Kahn (2005).

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

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 initiative. She has worked on the Association'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 has worked on numerous diversity and campus climate initiatives.

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

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 to 2005. While there, 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.

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**TERREL RHODES**, *Vice President for Quality, Curriculum, and Assessment, AAC&U*

Rhodes received his B.A. at Indiana University in Bloomington, and his M.A. and Ph.D. in Political Science at the University of North Carolina at Chapel Hill. He has held appointments at St. John's University in Minnesota, the University of North Carolina at Charlotte, and Portland State University. Prior to coming to AAC&U, he was vice provost for curriculum and dean of undergraduate studies at Portland State University and vice chancellor for academic affairs and director of student academic services at UNC Charlotte. In these roles, he oversaw the curriculum process, served as the institutional liaison for accreditation, oversaw the community college relations initiative, alignment of student learning expectations on campus with the Oregon University System Proficiency-based Admissions Standards System (at PSU), assessment of student learning outcomes, the undergraduate research program, and faculty vitality and course redesign initiatives. He is the author of three books and numerous articles, book chapters, and grant proposals.

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**PATRICK T. TERENCEZINI**, *Distinguished Professor of Education, Higher Education Program and Senior Scientist, Center for the Study of Higher Education, The Pennsylvania State University, and Member, Core Commitments Advisory Board*

Terenzini's areas of focus include the effects of college on students, institutional research, and assessment of student outcomes. His research examines the effects of college on student learning and development, persistence and educational attainment, and the college experience and outcomes for low income and first-generation students. He has also conducted extensive research on learning among undergraduate engineering students. Terenzini is a former editor-in-chief of *New Directions for Institutional Research*, associate editor of *Higher Education: Handbook of Theory and Research*. He has been an editorial board member for *The Review of Higher Education* for twenty-five years. He is co-author (with Ernest T. Pascarella) of *How College Affects Students* (1991, 2005), the two-volume synthesis of more than thirty years of research on the impacts of the college experience on students. Terenzini has also published more than 120 articles in refereed journals and delivered more than 250 presentations at scholarly and professional conferences.

**Also available at the Institute will be:**

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

With more than 1150 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.

**Note: Carol Geary Schneider will be available to meet during team time on Thursday, July 24. She is not listed in the online sign-up system – please stop by the LEAP breakfast Thursday morning to arrange a meeting.**

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

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).

**Note: Eric Dey will be attending the Institute on Tuesday, July 22 and Wednesday, July 23 only. However, Mary Antonaros, who works with Eric to analyze the PSRII data, will be available to answer questions all week.**

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**WENDE MORGAINE**, *Research Associate, Valid Assessment of Learning in Undergraduate Education (VALUE) Project, AAC&U*

Morgaine manages the VALUE Project, which is piloting common e-portfolio assessment in higher education. Morgaine also teaches film and popular culture classes at Portland State University, including "The American Family on Television" and "The City in Film". Before working at AAC&U, she served as a faculty member at PSU since 1992. In 2005 and 2006, she was the chief portfolio architect and faculty team leader for ePortfolio Expansion at PSU, working on spreading and digitizing existing portfolio practices across campus. Since then, she has consulted with numerous colleges and universities to implement e-portfolios on their campuses.

**Note: Wende Morgaine will be available informally to talk with teams over breakfast or lunch. Please seek her out or ask a staff person for assistance in setting up a meeting.**

## Readings Seminar Groups and Locations

<b>Group 1</b>	<b>Cramer 101</b>
<b>Discussion Leader: Larry A. Braskamp, Loyola Chicago</b>	

**Thomas Alexander**, University of Alabama at Birmingham  
**Lois Cogdill**, Concordia College  
**Doug Estry**, Michigan State University  
**Mark Gromko**, Bowling Green State University  
**Rich Hughes**, US Air Force Academy  
**Andrew Litz**, Saint Anselm College  
**Karl Schonberg**, St. Lawrence University  
**Johnie Scott**, California State University, Northridge  
**Amy Spring**, Portland State University  
**Nancy Stanlick**, University of Central Florida  
**Suba Subbarao**, Oakland Community College  
**David Valentine**, Allegheny College

<b>Group 4</b>	<b>Cramer 187</b>
<b>Discussion Leader: Peter Judge, Winthrop University</b>	

**George Agich**, Bowling Green State University  
**Marianne Calenda**, Elizabethtown College  
**Melissa Clark**, Michigan State University  
**Hoyt Edge**, Rollins College  
**Mark Figueroa**, Saint Mary's College of California  
**Norma-May Isakow**, University of Alabama at Birmingham  
**Harry Jackson**, Wagner College  
**Steven Jones**, US Air Force Academy  
**Christopher Nolan**, St. Lawrence University  
**Bonnie Paller**, California State University, Northridge  
**Marian Sherwood**, Allegheny College  
**Caleb Ward**, AAC&U

<b>Group 2</b>	<b>Cramer 154</b>
<b>Discussion Leader: Caryn McTighe Musil, AAC&amp;U</b>	

**Peter Collier**, Portland State University  
**Rolf Enger**, US Air Force Academy  
**Amara Geffen**, Allegheny College  
**Lorie Mackenzie**, St. Lawrence University  
**Patricia MacKown**, University of Central Florida  
**Larry Papenfuss**, Concordia College  
**Midge Ray**, University of Alabama at Birmingham  
**Leslie Roberts**, Oakland Community College  
**Mike Scott**, Miami University  
**David Sheridan**, Michigan State University  
**Adam Swenson**, California State University, Northridge  
**Roger Thibault**, Bowling Green State University

<b>Group 5</b>	<b>Cramer 194</b>
<b>Discussion Leader: Nancy O'Neill, AAC&amp;U</b>	

**Clea Andreadis**, Middlesex Community College  
**Cass Freedland**, Wagner College  
**Chris Glass**, Michigan State University  
**Dennis Hanno**, Babson College  
**Vicki Kloosterhouse**, Oakland Community College  
**Marilyn Kurata**, University of Alabama at Birmingham  
**Douglas Little**, Rollins College  
**Jane Nini**, Elizabethtown College  
**Joanna Royce-Davis**, University of the Pacific  
**Marshall Welch**, Saint Mary's College of California  
**Edward Whipple**, Bowling Green State University  
**Christine Zimmerman**, St. Lawrence University

<b>Group 3</b>	<b>Cramer 159</b>
<b>Discussion Leader: Terry Rhodes, AAC&amp;U</b>	

**Christina Bucher**, Elizabethtown College  
**Jane Camarillo**, Saint Mary's College of California  
**Liam Delahanty**, St. Lawrence University  
**Thomas Eatmon, Jr.**, Allegheny College  
**Kalani Efstathiou**, Sacred Heart University  
**Matt Fifolt**, University of Alabama at Birmingham  
**Chrisine Francis**, Oakland Community College  
**Joan Jagodnik**, Portland State University  
**Amanda Lords**, US Air Force Academy  
**Kristin Wetherbee**, University of Central Florida  
**Kent Workman**, Michigan State University  
**Margaret Yacobucci**, Bowling Green State University

<b>Group 6</b>	<b>Cramer 196</b>
<b>Discussion Leader: Denise Maybank, MSU</b>	

**Clarence Coleman**, Winthrop University  
**Margaret Costello Lambert**, Oakland Community College  
**David Cushen**, US Military Academy  
**John Ely**, Saint Mary's College of California  
**Micki Meyer**, Rollins College  
**Elizabeth Newman**, Babson College  
**Joseph Oravec**, Bowling Green State University  
**Douglas Rigney**, University of Alabama at Birmingham  
**Peggy Rosson**, University of the Pacific  
**Dan Stuckart**, Wagner College  
**Shelly Thompson**, California State University, Northridge  
**Susan Weintraub**, Saint Anselm College

## Readings Seminar Groups and Locations (cont.)

<b>Group 7</b>	<b>Smith 229</b>
<b>Discussion Leader: Maureen Rubin, CSU-Northridge</b>	

**Lois Alves**, Middlesex Community College  
**Mary Antonaros**, University of Michigan  
**Julia Barchitta**, Wagner College  
**Kathleen Campbell**, US Military Academy  
**Timothy Daugherty**, Winthrop University  
**James Hoopes**, Babson College  
**Brian Klunk**, University of the Pacific  
**Suzanne Labadie**, Oakland Community College  
**Gerri Mosley-Howard**, Miami University  
**Nicole Pepin**, Sacred Heart University  
**Frances Sweeney**, Saint Mary's College of California  
**Philip Way**, University of Alabama at Birmingham

<b>Group 10</b>	<b>Cramer 147</b>
<b>Discussion Leader: Michèle Leaman, AAC&amp;U</b>	

**Alice Burmeister**, Winthrop University  
**Bruce Keith**, US Military Academy  
**Mark Krejci**, Concordia College  
**Kathryn LaFontana**, Sacred Heart University  
**Jennifer Lucas**, Saint Anselm College  
**Lou Matz**, University of the Pacific  
**Jennifer Pigza**, Saint Mary's College of California  
**Shawn Smallman**, Portland State University  
**Lisa Thomas**, Babson College  
**Susan Vaughn**, Miami University  
**Alvin Wang**, University of Central Florida  
**Melissa Welch**, Middlesex Community College

<b>Group 8</b>	<b>Smith 323</b>
<b>Discussion Leader: Chelle Lyons Hanson, Concordia</b>	

**Allison Bridgeman**, Elizabethtown College  
**Katherine Gehly**, Middlesex Community College  
**Meghan Harte**, Rollins College  
**Marcia Hernandez**, University of the Pacific  
**Sukhwant Jhaj**, Portland State University  
**Thomas Judd**, US Military Academy  
**Scott Kier**, Saint Mary's College of California  
**Michelle Loris**, Sacred Heart University  
**Thomas Moore**, Winthrop University  
**Rachel Reiser**, Babson College  
**Patricia Schoknecht**, Wagner College  
**Judith Sessions**, Miami University

<b>Group 11</b>	<b>Smith 329</b>
<b>Discussion Leader: Elizabeth K. Minnich, AAC&amp;U</b>	

**Frank Ardaiole**, Winthrop University  
**Marissa Ferber**, Babson College  
**Pamela Flaherty**, Middlesex Community College  
**Nancy Glenn**, Saint Mary's College of California  
**Mark Jareb**, Sacred Heart University  
**Mark Jensen**, Concordia College  
**L. Lee Knefelkamp**, Columbia University  
**Denise Krallman**, Miami University  
**Kelly Kruger**, US Military Academy  
**John Norton**, US Air Force Academy  
**Laura Stockbridge**, University of Central Florida  
**David Sul**, University of the Pacific

<b>Group 9</b>	<b>Smith 333</b>
<b>Discussion Leader: Ed McGushin, Saint Anselm College</b>	

**Christopher Aston**, California State University, Northridge  
**Kate Bowers**, Saint Mary's College of California  
**Heather Dunn Carlton**, University of the Pacific  
**Thomas Forget**, Sacred Heart University  
**Todd Henshaw**, US Military Academy  
**Lisa Johnson**, Winthrop University  
**Peter Magolda**, Miami University  
**Eric Main**, University of Central Florida  
**Mary-Jane McCarthy**, Middlesex Community College  
**Gregg Muilenburg**, Concordia College  
**Elizabeth Thornton**, Babson College  
**Janelle Voegelé**, Portland State University

<b>Group 12</b>	<b>Smith 328</b>
<b>Discussion Leader: David Paris, AAC&amp;U</b>	

**Shawny Anderson**, Saint Mary's College of California  
**Douglas Boone**, US Military Academy  
**Kelly Funk**, Michigan State University  
**Carol Geary Schneider**, AAC&U  
**Jeffrey Gerwing**, Portland State University  
**Michael Jenkins**, St. Lawrence University  
**Patrick Kenney**, Middlesex Community College  
**Michelle Letwica**, Concordia College  
**Nestor Marquez-Diaz**, University of Central Florida  
**MaryJo Mason**, Sacred Heart University  
**Gary Packard**, US Air Force Academy  
**Jane Rosser**, Bowling Green State University

**Readings Seminar Group Assignments by last Name**

**GP# NAME**

4 Agich, George  
 1 Alexander, Thomas  
 7 Alves, Lois  
 12 Anderson, Shawny  
 5 Andreadis, Clea  
 7 Antonaros, Mary  
 11 Ardaiole, Frank  
 9 Aston, Christopher  
 7 Barchitta, Julia  
 12 Boone, Douglas  
 9 Bowers, Kate  
 1 Braskamp, Larry  
 8 Bridgeman, Allison  
 3 Bucher, Christina  
 10 Burmeister, Alice  
 4 Calenda, Marianne  
 3 Camarillo, Jane  
 7 Campbell, Kathleen  
 4 Clark, Melissa  
 1 Cogdill, Lois  
 6 Coleman, Clarence  
 2 Collier, Peter  
 6 Costello Lambert, Margaret  
 6 Cushen, David  
 7 Daugherty, Timothy  
 3 Delahanty, Liam  
 9 Dunn Carlton, Heather  
 3 Eatmon, Jr., Thomas  
 4 Edge, Hoyt  
 3 Efstathiou, Kalani  
 6 Ely, John  
 2 Enger, Rolf  
 1 Estry, Doug  
 11 Ferber, Marissa  
 3 Fifolt, Matt  
 4 Figueroa, Mark  
 11 Flaherty, Pamela  
 9 Forget, Thomas  
 3 Francis, Christine  
 5 Freedland, Cass  
 12 Funk, Kelly  
 12 Geary Schneider, Carol  
 2 Geffen, Amara  
 8 Gehly, Katherine  
 12 Gerwing, Jeffrey  
 5 Glass, Chris  
 11 Glenn, Nancy  
 1 Gromko, Mark  
 5 Hanno, Dennis  
 8 Harte, Meghan  
 9 Henshaw, Todd  
 8 Hernandez, Marcia

**GP# NAME**

7 Hoopes, James  
 1 Hughes, Rich  
 4 Isakow, Norma-May  
 4 Jackson, Harry  
 3 Jagodnik, Joan  
 11 Jareb, Mark  
 12 Jenkins, Michael  
 11 Jensen, Mark  
 8 Jhaj, Sukhwant  
 9 Johnson, Lisa  
 4 Jones, Steven  
 8 Judd, Thomas  
 4 Judge, Peter  
 10 Keith, Bruce  
 12 Kenney, Patrick  
 8 Kier, Scott  
 5 Kloosterhouse, Vicki  
 7 Klunk, Brian  
 11 Knefelkamp, L. Lee  
 11 Krallman, Denise  
 10 Krejci, Mark  
 11 Kruger, Kelly  
 5 Kurata, Marilyn  
 7 Labadie, Suzanne  
 10 LaFontana, Kathryn  
 10 Leaman, Michèle  
 12 Lelwica, Michelle  
 5 Little, Douglas  
 1 Litz, Andrew  
 3 Lords, Amanda  
 8 Loris, Michelle  
 10 Lucas, Jennifer  
 8 Lyons Hanson, Chelle  
 2 Mackenzie, Lorie  
 2 MacKown, Patricia  
 9 Magolda, Peter  
 9 Main, Eric  
 12 Marquez-Diaz, Nestor  
 12 Mason, MaryJo  
 10 Matz, Lou  
 6 Maybank, Denise  
 9 McCarthy, Mary-Jane  
 9 McGushin, Ed  
 2 McTighe Musil, Caryn  
 6 Meyer, Micki  
 11 Minnich, Elizabeth  
 8 Moore, Thomas  
 7 Mosley-Howard, Gerri  
 9 Muilenburg, Gregg  
 6 Newman, Elizabeth K.  
 5 Nini, Jane  
 4 Nolan, Christopher

**GP# NAME**

11 Norton, John  
 5 O'Neill, Nancy  
 6 Oravec, Joseph  
 12 Packard, Gary  
 4 Paller, Bonnie  
 2 Papenfuss, Larry  
 12 Paris, David  
 7 Pepin, Nicole  
 10 Pigza, Jennifer  
 2 Ray, Midge  
 8 Reiser, Rachel  
 3 Rhodes, Terry  
 6 Rigney, Douglas  
 2 Roberts, Leslie  
 12 Rosser, Jane  
 6 Rosson, Peggy  
 5 Royce-Davis, Joanna  
 7 Rubin, Maureen  
 8 Schoknecht, Patricia  
 1 Schonberg, Karl  
 1 Scott, Johnie  
 2 Scott, Mike  
 8 Sessions, Judith  
 2 Sheridan, David  
 4 Sherwood, Marian  
 10 Smallman, Shawn  
 1 Spring, Amy  
 1 Stanlick, Nancy  
 11 Stockbridge, Laura  
 6 Stuckart, Dan  
 1 Subbarao, Suba  
 11 Sul, David  
 7 Sweeney, Frances  
 2 Swenson, Adam  
 2 Thibault, Roger  
 10 Thomas, Lisa  
 6 Thompson, Shelly  
 9 Thornton, Elizabeth  
 1 Valentine, David  
 10 Vaughn, Susan  
 9 Voegele, Janelle  
 10 Wang, Alvin  
 4 Ward, Caleb  
 7 Way, Philip  
 6 Weintraub, Susan  
 5 Welch, Marshall  
 10 Welch, Melissa  
 3 Wetherbee, Kristin  
 5 Whipple, Edward  
 3 Workman, Kent  
 3 Yacobucci, Margaret  
 5 Zimmerman, Christine

**Action Plan Presentation Groups and Locations**

<b>Smith 229</b>	<p><b>Saint Anselm College</b>  <b>Wagner College</b>  <b>Winthrop University</b></p> <p>Moderated by <b>Anne Colby</b>, <i>Senior Scholar, The Carnegie Foundation for the Advancement of Teaching and Member, Core Commitments Advisory Board</i></p>
<b>Smith 329</b>	<p><b>Middlesex Community College</b>  <b>University of Alabama at Birmingham</b>  <b>University of Central Florida</b></p> <p>Moderated by <b>Mitchell J. Chang</b>, <i>Professor of Higher Education and Organizational Change, University of California, Los Angeles and Member, Core Commitments Advisory Board</i></p>
<b>Smith 327</b>	<p><b>California State University—Northridge</b>  <b>Michigan State University</b>  <b>Oakland Community College</b></p> <p>Moderated by <b>Patrick T. Terenzini</b>, <i>Distinguished Professor of Education, Higher Education Program and Senior Scientist, Center for the Study of Higher Education, Pennsylvania State University and Member, Core Commitments Advisory Board</i></p>
<b>Smith 333</b>	<p><b>Concordia College – Moorhead</b>  <b>Elizabethtown College</b>  <b>Saint Mary’s College of California</b></p> <p>Moderated by <b>Thomas Ehrlich</b>, <i>Senior Scholar, The Carnegie Foundation for the Advancement of Teaching and Member, Core Commitments Advisory Board</i></p>
<b>Smith 323</b>	<p><b>United States Military Academy</b>  <b>United States Air Force Academy</b></p> <p>Moderated by <b>Carlos E. Cortés</b>, <i>Professor of History Emeritus, University of California, Riverside</i></p>
<b>Smith 328</b>	<p><b>Allegheny College</b>  <b>Rollins College</b>  <b>University of the Pacific</b></p> <p>Moderated by <b>David Paris</b>, <i>Leonard C. Ferguson Professor of Government, Hamilton College, Senior Fellow, AAC&amp;U, and Liaison, Core Commitments Leadership Consortium</i></p>
<b>Cramer 101</b>	<p><b>Babson College</b>  <b>Sacred Heart University</b>  <b>St. Lawrence University</b></p> <p>Moderated by <b>Elizabeth K. Minnich</b>, <i>Senior Scholar, AAC&amp;U and Liaison, Core Commitments Leadership Consortium</i></p>
<b>Cramer 103</b>	<p><b>Bowling Green State University</b>  <b>Miami University</b>  <b>Portland State University</b></p> <p>Moderated by <b>Larry A. Braskamp</b>, <i>Professor Emeritus of Education at Loyola University Chicago, Senior Fellow, AAC&amp;U, and Member, Core Commitments Advisory Board</i></p>