



Association
of American
Colleges and
Universities

Network for Academic Renewal

Educating for Personal and Social Responsibility: Deepening Student and Campus Commitments

Hilton Minneapolis, Minnesota
October 1-3, 2009

Personal integrity and ethics cannot be developed in isolation from a commitment to and engagement with others, and students' ethical, civic, and moral development must be addressed as part of their basic responsibilities as learners. At a time when our nation faces ethical and civic challenges of daunting complexity, it is crucial that we return to the core commitments of personal and social responsibility inherent in liberal education.

Colleges and universities widely espouse the pursuit of excellence, integrity, and civic responsibility with their students, and many have taken active steps to address these issues on campus. Yet a gulf remains between our collective aspirations and our current practices. Despite strong agreement that education for personal and social responsibility should be a major focus of college, explorations of values, ethics, and civic responsibility frequently occur in "pockets" within the curriculum and co-curriculum and are typically undertaken by already-interested students, faculty, and student affairs staff. As part of this conference, participants will work together to consider how to take their most promising practices to the "next level" of institutional pervasiveness.

The conference is shaped by the ongoing work of the AAC&U initiative, *Core Commitments: Educating Students for Personal and Social Responsibility*, which calls on colleges and universities to be more explicit, purposeful, and consistent in creating environments that enhance all students' competencies in personal and social responsibility. It is also informed by AAC&U's *Shared Futures: Global Learning and Social Responsibility* initiative, which is focused on curriculum development to deepen students' global knowledge, and by a partnership with the Council of Europe to promote education for democracy, human rights, and civic responsibility. An AAC&U-affiliated project, *Bringing Theory to Practice*, has also generated new research and promising practices related to the role of engaged learning and civic involvement in helping students make responsible choices in their personal lives.

Educating for Personal and Social Responsibility: Deepening Student and Campus Commitments offers opportunities for faculty, student affairs personnel, academic administrators, students, and others to explore how to move education for personal and social responsibility to the center of institutional culture and academic practice. We look forward to continuing the conversation with you throughout the next few days and beyond.

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Chair, Psychology

UNIVERSITY OF WISCONSIN – OSHKOSH

Joshua Garrison
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Alice Kyburg
Professor of Philosophy

**UNIVERSITY OF WISCONSIN-
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WINONA STATE UNIVERSITY

Connie Gores
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ACADEMIC PARTNERS

Academic Partners are colleges, universities, associations, or non-profit organizations with missions and programs related to the conference theme. They contribute to the success of the conference in a variety of ways -- developing the program, reviewing proposals, sharing information about the conference with their constituencies, sponsoring a session during the conference, and sharing materials about their organization at the conference.

The Center for Academic Integrity

The Center for Academic Integrity provides a forum to identify, affirm, and promote the values of academic integrity among students, faculty, teachers and administrators. Affiliated with the Robert J. Rutland Institute for Ethics at Clemson University, this consortium of over 360 schools is the premier organization dedicated to issues of academic integrity. The primary focus of the Center is to provide resources and catalyze commitment to academic integrity in educational institutions, with emphasis on higher and secondary education.

Higher Education Consortium for Urban Affairs (HECUA)

Begun in 1971, HECUA is a consortium of twenty colleges, universities, and associations cooperating to foster and practice education for social justice and civic engagement. HECUA builds academic-community partnerships for social change and demonstrates an inter-institutional commitment to address the challenges and possibilities in our communities, nation, and world. HECUA programs are rooted in domestic and international sites of activity that provide dynamic contexts for integrated learning and collaborative action, and they equip students with skills and knowledge for building just communities and democratic societies.

Minnesota Campus Compact

Minnesota Campus Compact leverages the collective assets of our higher education institutions in partnerships with our communities to expand civic engagement across Minnesota. More than 50 member colleges and universities build partnerships and educate students to develop creative solutions to society's most pressing issues. Minnesota Campus Compact is affiliated with Campus Compact, a national network of more than 1,100 campuses, 35 state Compacts, and a national office.

NASPA - Student Affairs Administrators in Higher Education

NASPA is the leading voice for student affairs administration, policy and practice and affirms the commitment of student affairs to educating the whole student and integrating student life and learning. NASPA members are committed to serving college students by embracing the core values of diversity, learning, integrity, collaboration, access, service, fellowship, and the spirit of inquiry.

Project Pericles

Project Pericles is a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include education for social responsibility and participatory citizenship as an essential part of their educational programs, in the classroom, on the campus, and in the community.

The Democracy Imperative

TDI is a national network of multidisciplinary faculty members, campus leaders, and civic leaders who are committed to strengthening public life and democracy in and through higher education. We work to increase (1) *understanding* about democracy's ideals and challenges, (2) the *capacity* of individuals to participate in a deliberative democracy, and (3) the role of colleges and universities as *models* of democratic leadership, decision-making and change. We sponsor national conferences, regional meetings, workshops, and working groups.

NETWORK FOR ACADEMIC RENEWAL STAFF

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FUTURE NETWORK FOR ACADEMIC RENEWAL CONFERENCES

Integrative Learning: Addressing the Complexities	October 22-24, 2009	Atlanta, GA
General Education and Assessment: Maintaining Momentum, Achieving New Priorities	February 18-20, 2010	Seattle, WA
Faculty Roles in High Impact Practices	March 25-27, 2010	Philadelphia, PA
Diversity, Learning, and Inclusive Excellence	October 21-23, 2010	Houston, TX

SAVE THE DATES

January 20-23, 2010

AAC&U ANNUAL MEETING

**Grand Hyatt Hotel,
Washington, DC**

*The Wit, The Will...and The Wallet:
Supporting Educational
Innovation, Shaping our Global
Futures*

June 16-20, 2010

**AAC&U GREATER EXPECTATIONS
INSTITUTE**

**Vanderbilt University,
Nashville, Tennessee**

*Leadership to Make Excellence
Inclusive*

For more information visit www.aacu.org/meetings or call 202.387.3760

LIBERAL EDUCATION AND AMERICA'S PROMISE FEATURED SESSIONS

The LEAP Featured Session designation is intended to spotlight the innovative work of colleges and universities that are members of the LEAP Campus Action Network (CAN). CAN brings together colleges, universities, and organizations committed to liberal education; helps them to improve their efforts to ensure that all students achieve essential outcomes; and highlights their effective practices. By recognizing Campus Action Network examples, AAC&U aims to share promising practices that help students achieve the essential learning outcomes outlined in the LEAP report. Stop by the registration desk for information about becoming a LEAP CAN member or visit www.aacu.org/advocacy/leap

Friday, October 2, 4:15 – 5:30 p.m.; Marquette III, Second Floor

CS 28: From Capstone to Keystone: Pathways to Infusing Personal and Social Responsibility throughout the Educational Experience

Edgewood College

Saturday, October 3, 8:00 – 9:00 a.m.; Marquette II, Second Floor

CS 34: Liberal Education, Leadership Competencies, and Integrated Curricular and Co-Curricular Development

University of Maryland and Morningside College

Saturday, October 3, 9:15 – 10:45 a.m.; Marquette III, Second Floor

CS 44: Great Problems Seminar: Using “Impossible” Problems to Promote Social Awareness and Personal and Community Responsibility

Worcester Polytechnic Institute

SCHEDULE AT A GLANCE

Thursday, October 1, 2009

- 10:00 A.M. – 7:00 P.M. **Conference Registration**
- 2:00 – 5:00 P.M. **Pre-conference Workshops** (separate registration and fee required)
- 7:00 – 8:30 P.M. **Keynote**
Character and Competence: Realigning the Core Commitments of Higher Education
Anne Colby—The Carnegie Foundation for the Advancement of Teaching
- 8:30 – 9:30 P.M. **Poster Sessions and Reception**

Friday, October 2, 2009

- 7:30 – 8:30 A.M. **Continental Breakfast**
- 8:00 – 9:00 A.M. **Concurrent Sessions**
- 9:15 – 10:15 A.M. **Plenary**
Perspective-Taking: The Doorway to Civic & Moral Development
José Z. Calderón—Pitzer College; Patricia Y. Gurin—University of Michigan; and L. Lee Knefelkamp—Teachers College, Columbia University and Senior Scholar—AAC&U
- 10:45 A.M. – 12:15 P.M. **Concurrent Sessions**
- 1:00 – 2:00 P.M. **Plenary**
Creating a Culture of Integrity on Campus
Donald L. McCabe—Rutgers, The State University of New Jersey and Teresa “Teddi” Fishman—Clemson University
- 2:15 – 3:45 P.M. **Concurrent Sessions**
- 4:15 – 5:30 P.M. **Concurrent Sessions**
- 5:30 – 7:15 P.M. **Democracy Forum**
The Democracy Movement, Student Engagement, Higher Education's Role
Nancy Thomas—The Democracy Imperative

Saturday, October 3, 2009

- 7:30 – 8:30 A.M. **Continental Breakfast**
- 8:00 – 9:00 A.M. **Concurrent Sessions**
- 9:15 – 10:45 A.M. **Concurrent Sessions**
- 11:00 A.M. – NOON **Plenary**
Education and Acting Well: Reflection, Judgment, Courage
Elizabeth K. Minnich—AAC&U

Program of Events

THURSDAY, OCTOBER 1, 2009
10:00 A.M. – 7:00 P.M.

Conference Registration

Red Wing, Third Floor

2:00 – 5:00 P.M.

Pre-conference Workshops *Separate registration and fee required, space limited*

Workshop 1: Infusing Personal and Social Responsibility throughout the Curriculum and Co-Curriculum

Marquette I, Second Floor

This workshop will highlight strategies for infusing personal and social responsibility into the curriculum and co-curriculum through (a) faculty and staff development, (b) effective pedagogies, and (c) assignment design. The facilitators will share several examples and engage participants in sharing additional examples. Participants will draft implementation plans for each of these areas.

Christine L. Krueger, Associate Professor of English and Director, *Who Counts Project*—Marquette University; and **Jane Rosser**, Director of Service-Learning—Bowling Green State University

Workshop 2: Cultivating Personal and Academic Integrity

Marquette II, Second Floor

Susan Blum suggests that competing notions of academic integrity and “solidarity” can push students toward violations of academic and social codes of conduct (*Chronicle of Higher Education*, Feb. 20 2009). This workshop will examine how questions of honesty and authenticity can help students make ethical choices, and participants will explore academic integrity seminars and other classroom- and campus-based initiatives.

Joyce Bylander, Special Assistant to the President for Institutional and Diversity Initiatives—Dickinson College; **Patricia MacKown**, Assistant Vice President for Campus Life and Director, Office of Student Rights and Responsibilities, and **Nancy Stanlick**, Associate Professor and Assistant Chair, Department of Philosophy—both of University of Central Florida

Workshop 3: Framing and Assessing Personal and Social Responsibility Outcomes

Marquette III, Second Floor

This workshop will introduce participants to well-researched conceptual frameworks that illuminate connections between student development, learning principles, and individual- and program-level assessment design. From this discussion, participants will critique tools they currently use to assess personal and social responsibility and develop strategies for improving prompts and feedback to better guide students in developing these important outcomes. Participants will also practice bridging assessment of personal and social responsibility with assessment of knowledge, intellectual, interpersonal, and practical skills required in majors, careers, and civic life.

Patricia M. King, Professor of Higher Education—University of Michigan; and **Marcia Mentkowski**, Professor of Psychology—Alverno College

Workshop 4: Academic and Student Affairs Partnerships: Models of Collective Engagement

Marquette IV, Second Floor

The university experience should be one that engages students seamlessly across academic, personal, and social domains. Fostering student development along such holistic lines requires collaboration across academic and student affairs. In this workshop, facilitators will highlight two

models of collective engagement that break down barriers while connecting and deepening personal and social responsibility initiatives across administrative divisions. Participants will: (a) assess the state of collaboration on their own campuses and (b) learn to utilize the two models to enhance delivery and organizational systems.

Jane Camarillo, Vice Provost for Student Life, **Frances M. Sweeney**, Vice Provost for Academic Affairs—both of Saint Mary's College of California; **Tom Moore**, Vice President for Academic Affairs, and **Frank Ardaio**, Vice President for Student Affairs—both of Winthrop University

Workshop 5: Fostering a Culture of Institutional Self-Reflection and Capacity-Building

Marquette V, Second Floor

What would a campus that is committed to personal and social responsibility look like and how might institutions strengthen their existing efforts to educate students for these important outcomes? This workshop will help participants use data as a mechanism to foster institutional self-reflection and build capacity to deepen education for personal and social responsibility for all students. Drawing upon data from a new campus climate survey involving students, faculty, student affairs staff, and academic administrators, participants will examine assets and gaps in their own institutions' efforts to foster education for personal and social responsibility and develop specific strategies to make this education more pervasive. Particular attention will be paid to administrative structures, incentives, and rewards.

Eric L. Dey, Professor, Center for the Study of Higher and Postsecondary Education—University of Michigan; and **L. Lee Knefelkamp**, Professor of Psychology and Education—Teachers College, Columbia University and Senior Scholar—AAC&U

Student Leadership Workshop *Separate registration and fee required.*

Ethical Identity and Imagination

Conrad A, Conference Center

Participants in this workshop – designed for students – will explore how to competently and courageously position themselves in support of a more ethical and just world. The workshop will focus on building skills for collaborative leadership and engage participants in complex moral dilemmas, practice ethical evaluation and decision-making, and share strategies for bringing ethical considerations into their private, public, and professional lives. For more information, visit www.aacu.org/core_commitments/studentworkshop.

Ligia Deca, Chairperson—European Students' Union; **Jeff Wirth**, Founder and Director of the Interactive Performance Lab, Department of Digital Media, University of Central Florida; and **Michèle E. Leaman**, Program Associate, Office of Diversity, Equity and Global Initiatives—AAC&U

7:00 – 8:30 P.M.

Keynote Address

Character and Competence: Realigning the Core Commitments of Higher Education

Salon EFG, Third Floor

Dr. Colby will draw on her studies of undergraduate and professional education to explore central dimensions of personal and social responsibility, their interconnections, and their place within undergraduate education. She will argue that students cannot be educated for satisfying and productive work, citizenship, or personal lives without the development of their moral identity, sense of purpose, and capacity to apply good judgment to complex problems. Dr. Colby will point to widespread misconceptions that hinder the appreciation of moral and civic growth as essential goals of higher education and suggest ways to shift these goals to the center of the educational enterprise in order to strengthen undergraduate education overall.

Anne Colby, Senior Scholar, The Carnegie Foundation for the Advancement of Teaching

Posters and Reception

Symphony Ballroom, Second Floor

Curricular and Co-Curricular Designs and Pedagogies

POSTER 1: Enhancing Academic Integrity through a Deliberative Process

This poster will highlight an innovative approach to enhancing a culture of academic integrity at a small liberal arts college. The approach is derived from the work of Paine (1994), who distinguished between cultures of compliance and cultures of integrity. At Emmanuel College, the Academic Integrity Committee took a culture of integrity approach rather than a compliance approach, where recommended changes would reflect a shared commitment to integrity and trust rather than a shared acceptance of standards and rules. The poster will describe the work of the committee, which includes students, faculty, and staff; the policies, practices, and procedures that have been changed; and some initial survey data related to academic integrity on campus. The facilitators will also talk with conference attendees about academic integrity generally, as well as the applicability of their approach and recommendations to other college settings.

Diana Stork, Associate Professor and Chair of Management/Economics—Emmanuel College

Curricular and Co-Curricular Designs and Pedagogies

POSTER 2: Preparing Students as Citizens and Stewards

In preparing students to become effective, informed, and ethical citizens, Augsburg College's core curriculum seeks to cultivate students' transformative discovery of, and appreciation for, their places of leadership and service in a diverse world. It strives to unite liberal and practical education, connect general education with the major, and help students enact their learning with the community. This is accomplished most explicitly and visibly in two "bookend" requirements in the curriculum: "Engaging Minneapolis" and the "Augsburg Experience." This poster will describe these structures as well as the collaboration undertaken between staff and faculty to create community-based learning opportunities for students. The presenters will talk about the lessons learned from these experiential components for both first-semester and advanced students.

Mary Laurel True, Associate Director, Center for Service, Work and Learning—Augsburg College

Curricular and Co-Curricular Designs and Pedagogies

POSTER 3: Developing Students' Responsibilities as Engaged Citizen-Communicators: A Model for Large-Scale Community-Based Learning

In 2007, faculty leaders at the University of St. Thomas created a new joint major and curriculum in communication and journalism, which included a new introductory course, "Communication and Citizenship." At the center of the course is a large-scale, community-based learning project developed in conjunction with Minneapolis' Cristo Rey High School, a college-prep school that serves some of the Twin Cities' most impoverished youth. Designed to bring issues of communication and citizenship to life, the community-based component has college students working side-by-side with more than 120 Cristo Rey students on one of three projects, including the yearbook and student newspaper. The projects are designed to encourage participants to consider their own and others' personal, social, and cultural identities as citizens, human beings, and communicators. The poster will describe the course and the community-based component, and the facilitators will share lessons learned about succeeding in a large-scale collaboration.

Carol J. Bruess, Associate Professor of Communication and Journalism, **Wendy N. Wyatt**, Assistant Professor of Communication and Journalism, **Angeline Baretta-Herman**, Associate Academic Vice President, and **Barb Baker**, Program Manager, Service Learning—all of University of St. Thomas

POSTER 4: Connecting Academic Learning and Community Work through a Community Leadership Program

This poster will highlight Saint Catherine University's newly developed Community Leadership Program, a unique off-campus student employment opportunity coordinated through the Center for Community Work and Learning. The program focuses on connecting students to the community through meaningful work, developing leadership and professional skills, and positively impacting the community while also deepening students' academic experience. The Community Leadership Program is an example of collaborative work across curricular and co-curricular areas and involves a wide array of faculty and staff. Participants will discover the different types of roles students have in the community; how community-based leadership and skill development enhances students' overall college experience; and how the program contributes to students' understanding of the world and to their personal and social responsibility. College student and staff viewpoints will be shared.

D'Ann Urbaniak Lesch, Program Coordinator, Center for Community Work and Learning—Saint Catherine University

POSTER 5: Bringing the U.S. Constitution to Life

"We, the People" is a congressionally funded curriculum designed to educate elementary, middle, and high school students about the U.S. Constitution with the goal of fostering critical thinking about the U.S. government while also mobilizing meaningful citizenship. At John Carroll University, students enrolled in political science and communications classes provide weekly instruction to 5th and 8th graders in urban schools with constrained resources. In this poster presentation, students and faculty participating in this community-based learning project will reflect on the ways in which and extent to which the tutoring experience deepens understanding of course content and challenges participants to examine the politics of race, class, and education. The initiative is innovative in that service learning is more intentionally linked to course content and because "We, the People" is usually utilized by classroom teachers in well-resourced schools.

Margaret Finucane, Director of Center for Service and Social Action, **Jamie Filicko**, Student, and **Alexandra Audi**, Student—all of John Carroll University

POSTER 6: Leadership Development as a Strategy to Educate for Personal and Social Responsibility

Concordia College has created a leadership development program for all students designed to deepen their own capacity for leadership as well as their responsibility to their communities and to the larger world. LeadNow is based on Astin et al.'s Social Change Model of Leadership Development, Bennett's Developmental Model of Intercultural Sensitivity, and Komives et al.'s Leadership Identity Development Model. The program engages students in an integrated series of workshops, reflection activities, and experiential learning opportunities, and the program complements Concordia's mission, goals for liberal learning, and core curriculum, "Becoming Responsibly Engaged in the World." One critical feature of LeadNow is the significant collaboration among faculty and student affairs staff. LeadNow sessions and experiences are facilitated by staff members, while faculty serve as Leader Mentors, helping students reflect on and assess their learning. The facilitators will demonstrate how leadership development can be a framework for teaching and learning about personal and social responsibility, reinforcing the five dimensions outlined in AAC&U's Core Commitments initiative. This poster will provide an overview of LeadNow and examples of how the dimensions can be intentionally taught through

engaged learning experiences outside of the classroom. The facilitators will also share examples of faculty–staff collaboration as well as quantitative and qualitative data regarding the impact of LeadNow experiences on students.

Chelle Lyons Hanson, Assistant Dean of Student Leadership and Service, and **Linda Keup**, Associate Professor, Concordia Business School—Concordia College

Curricular and Co-Curricular Designs and Pedagogies

POSTER 7: Using Meaningful Reflection to Enhance Learning for Social Responsibility

John Dewey said, “We do not learn from experience...we learn from reflecting on experience.” Large numbers of students each year participate in volunteer community service programs, curricular service learning, and immersion experiences, but the service is often not a sufficient tool for advancing education for personal and social responsibility. How do campus leaders go about creating time for reflection in and out of the classroom? How does reflection shape attitudes, dispositions, and behaviors? These questions shape this poster presentation, which will explore meaningful reflection as a key method for deepening students’ social responsibility. The poster will feature: (a) evolving definitions of reflection and how it can enhance learning; (b) models for good pedagogical practice; and (c) pre- and post-service reflection activities. The poster will also feature creative exercises which can be used to surface students’ ethical and moral values in relation to their service experiences.

Susan M. Mountin, Director of the Manresa Project, **Kim Jensen Bohat**, Director of Service Learning, and **Terence Miller**, Director, Office of International Education—all of Marquette University

Curricular and Co-Curricular Designs and Pedagogies

POSTER 8: Deepening Student Commitments through Campus Earth Day Events

To be followed Friday morning by a facilitated discussion on the same topic, this poster will help participants explore more fully how campus Earth Day activities can be used to simultaneously deepen students’ personal and social responsibility. The University of Wisconsin-Eau Claire and the University of Wisconsin-Whitewater have developed their Earth Day activities along very different lines, but both have significant student involvement at all levels of planning, promotion, and implementation. Earth Day draws students from a variety of majors and from different ideological perspectives into collaborative action, and yet students must also take individual responsibility for their parts, whether that means giving an interview on a local radio show or contacting local businesses to showcase environmentally friendly services. Faculty planners and student leaders will demonstrate approaches to better utilizing this event to foster students’ personal and social responsibility.

George Savage, Associate Professor of Languages and Literatures, and **Patrick Broderick**, Student—both of University of Wisconsin-Whitewater; **Crispin Pierce**, Faculty Advisor, Student National Environmental Health Association and UW–Eau Claire Conservationists, **Katrina Smith**, Student and President, UW–Eau Claire Conservationists, and **Hickory Tate**, Student and Treasurer, UW–Eau Claire Conservationists—all of University of Wisconsin–Eau Claire

Curricular and Co-Curricular Designs and Pedagogies

POSTER 9: Intrinsic Motivation, Personal Responsibility, and Academic Integrity

To be followed by a facilitated discussion Friday morning on the same topic, this poster will explore the relationship between intrinsic motivation, personal responsibility, and academic integrity. Colleges and universities focused on preventing academic dishonesty have adopted a variety of emerging technologies to detect cheating and plagiarism, turning to anti-plagiarism software such as “Turnitinn” or creating high-tech testing centers that include surveillance cameras and special “cheat proof” computers. These efforts, however well-intentioned, compel students to comply because they fear the external consequences of non-compliance. This poster will instead focus on techniques that nurture and cultivate students’ innate desire for competence, meaning, and purpose in their lives. The poster will highlight (a) research on motivation theory

that can be brought to bear on the issue of personal responsibility and academic integrity and (b) student-led projects that use emerging technologies to cultivate intrinsic motivation.

Hope Elizabeth May, Associate Professor of Philosophy and Director of the Center for Professional and Personal Ethics, **Amanda Curler**, Student, **Nicholas Brousseau**, Student, **Emily Hagen**, Student, and **Sandra Joy Russell**, Graduate Student—all of Central Michigan University

Institutional Self-Reflection

POSTER 10: Including Community Voices to Improve Community–Campus Partnerships

Despite the myriad connections colleges and universities have made with communities through student service learning, community-based scholarship, and new administrative units, navigating campus structures can be daunting for community members looking to communicate their needs. Though much has been written about campus challenges for partnering in communities, fewer studies engage community voices on how universities can be better partners. This poster presentation will highlight a qualitative study of community perspectives on community–campus partnerships, to guide faculty and staff when they set out to organize, implement, and sustain social action beyond their institutions. The facilitators will share five themes gleaned from interviews with community partners involved in a program assessment, including better formulation of roles and expectations. Participants will consider ways they can make community voices more central to their own ongoing program improvement.

Chris R. Glass, Research Assistant, National Center for the Study of University Engagement—Michigan State University; and **Elizabeth Hudson**, PhD Candidate, Center for the Study of Postsecondary Education—University of Michigan

Institutional Self-Reflection

POSTER 11: Taking Inventory: Using Collaborative, Web-Based Tools to Catalog and Assess Civic Engagement Activities

This poster will describe how the University of North Texas (UNT) used collaborative, web-based tools to take inventory of, and assess, existing programs, coursework, and activities that promote civic engagement. The poster presentation is geared toward people with little or no experience in using wikis, blogs, gadgets, opinion polls, and shared documents to promote a more effective assessment of plans and programs. These tools, if used effectively, can help promote greater intentionality and reflection by providing a clearinghouse of opportunities for service, impact statements, artwork, and other “artifacts” of civic engagement. The tools also allow campuses to learn from both successful and less-than-successful experiences without excessive bureaucracy, and better involve multiple groups—faculty, students, student affairs staff, and community partners—who might not otherwise be able to come together. The poster will feature tips and techniques for building an electronic clearinghouse; strategies for using web-based tools to help assess the impact of civic engagement activities; and lessons learned through UNT’s process.

Paula I. laeger, Graduate Student and Assistant for the Office of the Provost—University of North Texas

Research and Assessment

POSTER 12: Assessing Recent Graduates for “Respect for Human Dignity” Using Focus Group Methodology

The United State Air Force Academy is dedicated to developing leaders of character who embody Air Force core values and who demonstrate the responsibilities, skills, and knowledge required of Air Force officers. One of the Academy’s responsibility outcomes is “Respect for Human Dignity” (RHD), a construct that closely aligns with the AAC&U Core Commitments dimension of taking seriously the perspectives of others. This poster will highlight efforts undertaken by Academy leaders in fall 2008 to assess RHD among recent graduates using focus group methodology, as well as the results. The facilitators will discuss what they found to be the strengths and

weaknesses of this approach and help participants explore the use of focus groups as a way to strengthen overall assessment of personal and social responsibility outcomes.

Gary A. Packard, *Permanent Professor and Head of Behavioral Sciences and Leadership*, and **Steven K. Jones**, *Director of Academic Assessment, Center for Educational Excellence—both of United States Air Force Academy*

Research and Assessment

POSTER 13: The Interrelationship Between Residence Life Student Leadership Experiences and Moral Development

This poster will present the findings from a study that used the Sociomoral Reflection Measure (SRM) to investigate the moral development of students active in residence life leadership positions. The SRM is an instrument designed to measure moral reasoning as defined by Kohlberg's theory of moral development. Students holding residence life leadership positions were scored for moral reasoning using the SRM, and those students scoring at the two highest levels became subjects of a case study. During the case study, participants were asked to describe: (a) life experiences they believed led to their providing answers on the SRM that were scored at stage 4 of moral development and (b) the duties associated with their leadership positions. The results of this study do not suggest an interrelationship exists between residence life leadership experiences and moral development as defined by Kohlberg, but do suggest that it is appropriate that the moral development theory of Carol Gilligan be used more frequently as theoretical framework for the study of the interrelationship between co-curricular leadership positions and moral development.

Blake Fry, *Special Assistant to the Chancellor—University of Wisconsin-River Falls*

Teaching Values

POSTER 14: Ethics and Ethical Self-Reflection in a University-Wide Capstone Course

University of the Pacific requires a senior-level general education capstone course, Pacific Seminar 3, that develops students' capacities for ethical self-understanding and ethical reasoning. In the course, students learn about moral development and ethical theories and examine different perspectives on ethical issues involving family, friends, work, and citizenship. In the centerpiece assignment, students apply the theoretical material of the course to their own lives by writing an ethical autobiography. The poster will describe the structure, readings, and assignments for the course as well as student reaction to it. Participants will receive handouts on various elements of the course, including the course template and common grading rubric for the ethical autobiography. Pacific Seminar 3 can serve as a model for participants seeking to create courses that foster students' ethical self-reflection and reasoning or to improve existing courses.

Lou Matz, *Associate Dean and Director of General Education* and **AmyJo Mattheis**, *Pacific Seminar Instructor—both of University of the Pacific*

The Aims and Outcomes of Personal and Social Responsibility

Poster 15: Making Ethics and Civic Responsibility a Core Value: Tapping into National Initiatives

Gaining campus buy-in for institutional initiatives can be a challenge, but maintaining momentum during implementation can be even more difficult. As part of its reaccreditation in 2005, the University of Alabama at Birmingham (UAB) developed a Quality Enhancement Plan centering on enhanced instruction in and assessment of ethics and civic responsibility (ECR) as one of three competencies taught throughout the undergraduate curriculum. Recent support from both AAC&U and the Ford Foundation have been pivotal in helping UAB turn theory into practice and maintain momentum. AAC&U's Core Commitments initiative provided language that helped campus leaders to articulate a consistent message about what ECR encompasses and funding to integrate and extend programs and projects, while two Ford Foundation Difficult Dialogue grants also significantly enhanced the work. Tapping into both national efforts has lent significant gravitas to UAB's efforts and facilitated stronger, ongoing buy-in across campus and from the community. The poster will highlight UAB's change efforts related to ethics and civic

responsibility, the value of connecting into national initiatives related to personal and social responsibility, and strategies for doing so.

Marilyn Kurata, *Director of Core Curriculum Enhancement—University of Alabama at Birmingham*

The Aims and Outcomes of Personal and Social Responsibility

POSTER 16: Creating Culture Change: A Student-Initiated Responsibility and Ethics Statement

To be followed on Friday morning by a facilitated discussion on the same topic, this poster will highlight student-led efforts to create a new Responsibility and Ethics Statement at Concordia College. The campus already had an academic integrity statement and a social responsibility code, but students voiced the need for a more concise, integrated statement to raise the standard of integrity for the entire campus community. Concordia's student government association engaged a group of students in drafting the Responsibility and Ethics Statement, which clearly states the connection between personal and social responsibility as well as the expectation that the entire campus community actively uphold its high standards. The student authors engaged faculty in discussion about the statement and achieved faculty senate approval of the statement in spring 2009. The poster will describe the process and the facilitators will share strategies with participants interested in forming or strengthening such statements on their own campuses.

Chelle Lyons Hanson, *Assistant Dean of Student Leadership and Service*, **Todd Robley**, *Student*, and **Sudhir Selvaraj**, *Student*—all of Concordia College

POSTER 17: Liberal Education—Our Best Investment in Our Shared Futures

The mission of the Association of American Colleges and Universities is to make the aims of liberal learning a vigorous and constant influence on institutional purpose and educational practice in higher education. The Liberal Education and America's Promise (LEAP) initiative is AAC&U's primary vehicle for advancing and communicating the importance of undergraduate liberal education for *all* students. LEAP seeks to engage the public with core questions about what really matters in college, to give students a compass to guide their learning, and to make a set of essential learning outcomes the preferred framework for educational excellence, assessment of learning, and new alignments between school and college. The Campus Action Network (CAN) component brings together colleges, universities, and organizations that are committed to liberal education, helps them to improve their efforts to ensure all students achieve essential liberal education outcomes, and highlights campus practices that work. Visit with AAC&U staff to learn more about the association's goals and areas of work; the many projects, publications, and meetings that are available; and ways to become involved.

Alma Clayton-Pedersen, *Vice President, Office of Education and Institutional Renewal and Director of CAN*—both of the Association of American Colleges and Universities and **Karen Ann Kalla**, *Co-director, Network for Academic Renewal*

FRIDAY, OCTOBER 2, 2009

7:30 – 8:30 A.M.

Continental Breakfast

Second and Third Floor Mezzanines

Please visit the breakfast buffet on the floor on which the session you plan to attend is located.

8:00 – 9:00 A.M.

Concurrent Sessions

Curricular and Co-Curricular Designs and Pedagogies

CS 1: Deepening Student Commitments through Campus Earth Day Events

Marquette I, Second Floor

Following a poster on the same topic, this facilitated discussion will help participants explore more fully how campus Earth Day activities can be used to simultaneously deepen students' personal and social responsibility. The University of Wisconsin-Eau Claire and the University of Wisconsin-Whitewater have developed their Earth Day activities along very different lines, but both have significant student involvement at all levels of planning, promotion, and implementation. Earth Day draws students from a variety of majors and from different ideological perspectives into collaborative action, and yet students must also take individual responsibility for their parts, whether that means giving an interview on a local radio show or contacting local businesses to showcase environmentally friendly services. Faculty planners and student leaders will lead this discussion, sharing their own experiences and helping participants to better utilize this international event to foster students' personal and social responsibility.

George Savage, Associate Professor of Languages and Literatures, and **Patrick Broderick**, Student—both of University of Wisconsin-Whitewater; **Crispin Pierce**, Faculty Advisor, Student National Environmental Health Association and UW-Eau Claire Conservationists, **Katrina Smith**, Student and President, UW-Eau Claire Conservationists, **Caleb Johnson**, Student and President, UW-Eau Claire Student National Environmental Health Association—all of University of Wisconsin-Eau Claire

Curricular and Co-Curricular Designs and Pedagogies

CS 2: The Experiences of Students of Color in Service-Learning: Taking Critical Pedagogy Seriously

Duluth Room, Third Floor

Very little is known about service-learning from the perspective of underrepresented students of color, given that the "students" in the research are predominantly white and middle class (e.g., Butin 2005; Eyler & Giles 1999). This session will feature the results of a year-long study on how undergraduate students of color experienced service-learning and constructed conflicting discourses around service. Critical race theory was used as both the theoretical framework and the qualitative methodology grounding this examination. The facilitators will engage participants in discussion about the ways in which these students' experiences both support and subvert the dominant understanding of service-learning in higher education. The session should benefit anyone who has participated in service-learning as a student or as an instructor, to better understand how race and class inform the way in which service-learning is experienced by all students. Participants will consider models that might be applicable to their programs in light of study's findings, with the goal of building more inclusive service-learning practices.

Jen Gilbride-Brown, Senior Program Director, Faculty and Campus Development—Ohio Campus Compact; and **John Kengla**, Instructor and Service-Learning Liaison—Otterbein College

CS3: Reflection, Action, Partnership: Peer Leadership and Learning for Community Engagement

Marquette II, Second Floor

The University of Minnesota's Community Engagement Scholars Program promotes sustained commitment to community work and service-learning among undergraduate students. Within this program, two models of reflection have proven to be particularly effective at exploring the connection between personal and collective experiences and responsibilities. Reflection, Action, Partnership (RAP) Sessions and the Integrative Community Engagement Project (ICEP) Seminar utilize student leadership and peer learning to explore themes and ideas relevant to students' experiences and larger social issues. In this session, staff and student leaders will describe the history of these models, highlight specific themes and practices that have engaged students in various disciplines, discuss support provided to students, and present challenges involved in implementation. The session will conclude with group discussions on how peer leadership and learning can contribute to developing students as responsible citizens, leaders, and agents of change on any campus.

Laura A. Dammer Hess, Coordinator, Community Engagement Scholars Program, **Hannah Worku**, Student, and **Virginia Pollock**, Student—all of University of Minnesota, Twin Cities

CS4: Taking Inventory: Using Collaborative, Web-Based Tools to Catalog and Assess Civic Engagement Activities

Rochester Room, Third Floor

In an effort to widen civic participation among its 35,000 students, identify effective programs, and assess their scope of influence, the University of North Texas (UNT) undertook an inventory of existing programs, courses, and activities that encourage ethical, service-oriented, responsible behavior. The inventory process required cross-college dialogues, collaboration across academic and student affairs, and an examination of learning outcomes for alignment with UNT core values related to civic engagement. The task force leading the process discovered more activity than anticipated, but much of it was uncoordinated and did not address long-term sustainability. In this session, the facilitators will discuss lessons learned from the UNT experience, including findings from surveys, focus groups, and document analyses. Participants will also learn about tools to make the inventory process easier and explore the suitability of the inventory process for their own institutions.

Paula I. laeger, Graduate Student and Assistant for the Office of the Provost—University of North Texas

CS5: Overcoming Faculty Resistance to Teaching Personal and Social Responsibility

Marquette III, Second Floor

This session will explore how Brigham Young University used a strategy of faculty development and collaboration to overcome resistance to teaching personal and social responsibility. The project reported here, developed at a faith-based institution, centered on the unifying theme of disciple-scholar to deepen faculty and student commitment to personal and social responsibility. At BYU, the concept of disciple-scholar provides both an academic and a religious rationale to encourage students to develop a commitment to excellence, integrity, and community, as well as motivation, efficacy, and a sense of purpose. Faculty and staff across a wide range of disciplines collaborated to develop individual, integrated first-year seminars that would lead students to develop as disciple-scholars who internalize commitments to excellence, integrity and community. Participants will hear about lessons learned; discuss common roadblocks; and develop ideas, strategies, and solutions applicable to their own institutions.

Fred Pinnegar, Associate Director, Freshman Academy, **Stefinee Pinnegar**, Associate Professor of Education, and **Richard H. Swan**, Teaching and Learning Consultant—all of Brigham Young University

CS6: Intrinsic Motivation, Personal Responsibility, and Academic Integrity

Marquette IV, Second Floor

Following a poster on the same topic, faculty and students from Central Michigan University's Center for Professional and Personal Ethics will lead a facilitated discussion exploring the relationship between intrinsic motivation, personal responsibility, and academic integrity. Colleges and universities focused on preventing academic dishonesty have adopted a variety of emerging technologies to detect cheating and plagiarism, turning to anti-plagiarism software such as "Turnitin" or creating high-tech testing centers that include surveillance cameras and special "cheat proof" computers. These efforts, however well intentioned, compel students to comply because they fear the external consequences of non-compliance. This discussion will instead focus on techniques that nurture and cultivate students' innate desire for competence, meaning, and purpose in their lives. The facilitators will briefly discuss how research in motivation theory can be brought to bear on the issue of personal responsibility and academic integrity. They will then share with participants several student-led projects that use emerging technologies to cultivate intrinsic motivation.

Hope Elizabeth May, Associate Professor of Philosophy and Director of the Center for Professional and Personal Ethics, **Amanda Curler**, Student, **Nicholas Brousseau**, Student, **Emily Hagen**, Student, and **Sandra Joy Russell**, Graduate Student—all of Central Michigan University

Institutional Self-Reflection

CS7: Making the Most of Data: Generating New Insights from the Personal and Social Responsibility Inventory

Marquette V, Second Floor

As a member of AAC&U's Core Commitments Leadership Consortium, Sacred Heart University administered a newly developed campus climate survey, the Personal and Social Responsibility Inventory, in fall 2007. In this session, the facilitators will describe a process of institutional self-reflection where campus leaders maximized their use of PSRI data to learn more about the university. In a two-step process, campus leaders first mined the data from the original PSRI administration to gain new insights about the institution and then developed and administered a follow-up inventory to explore these insights more deeply. The follow-up inventory enabled leaders to trace: (a) the institution's progress in promoting awareness of personal and social responsibility over the past two years and (b) the impact of new Core Commitments initiatives and projects that were developed during that time. The facilitators will discuss both the process and the findings of this research, with an emphasis on how similar techniques could be used at other institutions. Participants will then walk through a brief sample process in which they examine items on the original inventory, consider the initiatives that they have developed to date on their campuses, and then generate some items that could be included in a follow-up inventory. The overall focus of the discussion will be on using data as a powerful tool to facilitate intentional organizational change.

Kathryn LaFontana, Chair of the Department of Psychology, and **Michelle Loris**, Dean of Arts and Sciences—both of Sacred Heart University

The Aims and Outcomes of Personal and Social Responsibility

CS8: Creating Culture Change: A Student-Initiated Responsibility and Ethics Statement

Marquette VI, Second Floor

Following a poster on the same topic, this facilitated discussion will focus on student-led efforts at Concordia College to create a new Responsibility and Ethics Statement. The campus already had an academic integrity statement and a social responsibility code in place, but students voiced the need for a more concise, integrated statement to raise the standard of integrity for the entire campus community. Concordia's student government association engaged a group of students in drafting the Responsibility and Ethics Statement, which clearly states the connection between personal and social responsibility as well as the expectation that the entire campus community actively uphold its high standards. The student authors engaged faculty in discussion about the statement and achieved faculty senate approval of the statement in spring 2009. After briefly recapping the process students used in drafting the statement and encouraging campus buy-in,

the facilitators will engage participants in sharing additional examples of student-initiated projects designed to enhance campus culture for personal and social responsibility.

Chelle Lyons Hanson, Assistant Dean of Student Leadership and Service, **Todd Robley**, Student, and **Sudhir Selvaraj**, Student—all of Concordia College

CS9: Riding the Wave: Sustaining a National Movement to Educate Students for Personal and Social Responsibility

Salon EFG, Third Floor

How can we sustain a collective commitment to educate students for personal and social responsibility in a time of increased fiscal pressures and other constraints? What insights from the conference and their own work can participants apply to their institutions and organizations that will help effect transformational change towards these goals? What spheres of influence and networks can be accessed to deepen campus and student commitments to these important outcomes? How can we strengthen efforts across faculty, student affairs professionals, students, academic administrators, community members, disciplinary associations, accreditors, and other groups to move the academy forward on these goals? Facilitators will engage participants in envisioning the next wave of work to be done to educate students for personal and social responsibility. Participants will be invited to share strategies and also contribute their thinking to help NASPA and AAC&U shape their future work in personal and social responsibility education.

Frank P. Ardaiole, Vice President for Student Life, Winthrop University; **Karen D. Boyd**, Dean of Student Affairs, Carnegie Mellon University; **Steven S. Neilson**, Special Assistant to the President, Rollins College; and **Caryn McTighe Musil**, Senior Vice President, Diversity, Equity, and Global Initiatives and **Nancy O'Neill**, Director of Programs and Assistant Director, Core Commitments, AAC&U

9:15– 10:15 A.M.

Plenary

Perspective-Taking: The Doorway to Civic and Moral Development

Salon EFG, Third Floor

Too often, our classrooms and programs settle for expressing multiple points of view rather than teaching students to engage seriously with different and sometimes competing perspectives. Both research and practice have shown that the capacity to take seriously the perspectives of others is tied directly to students' intellectual, civic, and moral development—enhancing learning about the self and others, as well as the reasoning used in discerning ethical issues and applying that knowledge responsibly in private and public actions. In this plenary, two leading scholar-practitioners will describe the transformative effects of perspective-taking, first in the context of community-based learning and second through sustained intercultural dialogues.

José Z. Calderón, Professor of Sociology and Chicano Studies—Pitzer College; and **Patricia Y. Gurin**, Nancy Cantor Distinguished University Professor Emerita of Psychology and Women's Studies—University of Michigan

Moderated by **L. Lee Knefelkamp**, Professor of Psychology and Education—Teachers College, Columbia University and Senior Scholar—AAC&U

10:15 – 10:45 A.M.

Refreshment Break

Third Floor Mezzanine

Concurrent Sessions

Curricular and Co-Curricular Designs and Pedagogies

CS10: Students Engaging Students: Facilitating Personal and Social Responsibility at the Intersection of Curricular and Co-Curricular Experiences

Rochester Room, Third Floor

Across college campuses, students are engaging their peers in issues of personal and social responsibility, from starting new groups on campus, to leading community outreach, to working within peer education and peer advising programs. This session will focus on ways in which faculty and student affairs educators can better support and promote peer-to-peer learning opportunities related to personal and social responsibility. The facilitators will briefly describe three campus models that foster peer-to-peer learning about personal and social responsibility, focusing on key points about philosophy, design, implementation, and assessment. With participants, they will then discuss broader conditions that enable these programs to thrive, including strong partnerships between student and academic affairs and campus and community partners. Participants will reflect on the applicability of these models to their own campuses, addressing obstacles and opportunities.

Joanna Royce-Davis, Dean of Students and Associate Professor, **Jennie Ngo**, Student Advisor, and **Peggy Rosson**, Assistant Dean of Students—all of University of the Pacific; **Amara Geffen**, Director Center for Economic and Environmental Development, **David Valentine**, Student, and **Jinnie Templin**, Student—all of Allegheny College; **Steven S. Neilson**, Special Assistant to the President, and **Meghan Harte**, Assistant Director of First Year Programs—both of Rollins College

Curricular and Co-Curricular Designs and Pedagogies

CS11: How One Large Public University Got All Aboard the Personal and Social Responsibility Express

Marquette II, Second Floor

As colleges and universities prepare students to meet the extraordinary challenges of the 21st century, most agree that it has never been more important to educate for personal and social responsibility. However, stating this goal in a mission statement is one thing, while getting all the discrete and disconnected academic and co-curricular programs on campus to collaborate to achieve it is quite another. California State University, Northridge, as part of its work in the Core Commitments Leadership Consortium, has developed a five-part model for gaining campus-wide acceptance of and participation in this objective each academic year. In this session, participants will learn how to: (a) select and agree on a focused set of common themes and student-learning outcomes across campus; (b) create a variety of curricular and co-curricular learning opportunities designed to advance these outcomes; (c) integrate these themes with course pedagogy; and (d) create an assessment plan that unites efforts in both academic and student affairs. The primary learning outcome is practical: a how-to of organizing, coordinating, implementing, and assessing a university-wide commitment to a specific set of student learning outcomes.

Adam Swenson, Assistant Professor of Philosophy, **Roberta Orona-Cordova**, Associate Professor of Chicana/o Studies, and **Maria Turnmeyer**, Full Time Lecturer and Writing Coordinator for Asian American Studies—all of California State University, Northridge

Curricular and Co-Curricular Designs and Pedagogies

CS12: Civic Learning in a Global Context: How Can Higher Education Make a Difference?

Marquette III, Second Floor

Preparing students to be engaged civic participants in a diverse democracy characterized by racial, religious, gender, and other differences is not simply a U.S. concern but a global one. The Council of Europe (COE), founded after World War II to promote democracy, human rights, and the rule of law and now comprising 47 European nations, has been a leader in this arena for decades. AAC&U is a founding steering committee member of the International Consortium for Higher Education, Civic Responsibility, and Democracy, headquartered at the University of Pennsylvania. The IC partners with COE to involve colleges and universities internationally on

joint forums, research projects, resource banks of global practice, and publications. Please join us in this open transatlantic dialogue with European delegates from Romania, Portugal, and Norway to exchange ways the academy is promoting civic learning on both continents—and what still remains to be done with COE and higher education institutions in the U.S. and internationally on joint forums.

*Moderators: **Sjur Bergan**, Head of the Department of Higher Education and History Teaching—Council of Europe; and **Caryn McTighe Musil**, Senior Vice President of Diversity, Equity, and Global Initiatives—AAC&U*

Institutional Self-Reflection

CS13: Engaging Faculty through Assessment of Social Responsibility

Marquette IV, Second Floor

How can campuses take advantage of existing structures to effect change in the curriculum so that individual instructors are empowered to incorporate social responsibility into their courses in meaningful and measurable ways? For the past seven years faculty at Minneapolis Community and Technical College have used an assessment model that has resulted in externally-reportable data on student mastery of general education outcomes. More importantly, the model has also increased faculty enthusiasm for, and use of, best practices, including practices to enhance students' social responsibility. Within the model, faculty develop content-specific tools to assess student learning and refine instruction, but also to provide data that can be aggregated to gauge student learning at the institutional level. In this session, the facilitators will review the model and then guide participants in developing action plans to: (a) increase student and faculty involvement with social responsibility and (b) enhance efforts to generate data that can improve student learning and be reported in the aggregate to various stakeholders.

***Michael C. Kuhne**, Faculty Leader, Center for Civic Engagement and Faculty Member in English and Education, **Cheryl Neudauer**, Biology and Biotechnology Faculty Member, **Michael Seward**, Assessment Coordinator and Academic Council Chair, **Matthew Palombo**, Humanities and Area, Cultural, and Ethnic Studies Instructor, and **Greg Mellas**, Director of Service Learning—all of Minneapolis Community and Technical College*

Research and Assessment

CS14: An Outcomes-Based Approach to Developing Personal and Social Responsibility: Lessons Learned about Integration and Assessment

Marquette V, Second Floor

A main goal of colleges and universities is to develop responsible and educated citizens. However, integrating curricula and programs across campus and assessing progress can pose substantial challenges, with roadblocks that include bureaucratic red tape, reluctant or skeptical faculty, and a lack of real institutional commitment to change. Faced with many of these challenges, the United States Air Force Academy (USAFA) dedicated itself to creating genuine institutional change, and in fall 2006 adopted 19 outcomes that comprise the responsibilities, skills, and knowledge cadets should embody on graduation day. While still a work in progress, the institution has made great strides forward in the areas of integrating and assessing institutional outcomes related to personal and social responsibility. This session will focus first on the institutional process USAFA used to develop outcomes. Then, the majority of time will focus on five responsibility outcomes and how USAFA developed assessment and pedagogical strategies across all areas of campus life for these outcomes. The facilitators will lead small group exercises designed to: (a) help participants identify key outcomes at their home institutions; (b) build coalitions across campus to integrate responsibility education and assessment; and (c) develop processes that lead to sustained positive culture change.

***Gary A. Packard, Jr.**, Permanent Professor and Head of Behavioral Sciences and Leadership, **Rolf C. Enger**, Director of Education, and **Steven K. Jones**, Director of Academic Assessment, Center for Educational Excellence—all of United States Air Force Academy*

CS15: Personal and Social Responsibility as Essential College Outcomes—Making the Case with Students, Faculty, and External Constituents

Marquette I, Second Floor

This session will draw on research from a variety of sources including research conducted as part of AAC&U's Liberal Education and America's Promise (LEAP) and Core Commitments initiatives. The facilitator will: (a) share data on student, faculty, and general public opinion about the role of college in advancing personal and social responsibility; and (b) discuss what AAC&U's recent member surveys reveal about campus commitments and practices in this area. Participants will be introduced to messages and strategies that deploy data to make the case for the importance of these outcomes to a variety of constituents. Participants will work collectively on identifying key audiences and new possibilities for effective communication with students, colleagues, and external constituents.

Debra Humphreys, Vice President for Communications and Public Affairs—Association of American Colleges and Universities

CS16: Reflection as a Hallmark of Educating Ethical Global Citizens

Duluth Room, Third Floor

Reflection is a hallmark of liberally educated citizen-leaders. Students who incorporate reflection as a habit of mind ask bigger questions of life and have a more nuanced understanding of their own beliefs, values, and social contributions. The goal of this session is to examine the notion of reflection as a key educational value and skill and provide strategies for integrating reflection into a variety of experiences during college. Drawing on research, staff from Macalester College's Institute for Global Citizenship will frame reflection as a crucial attribute of ethical, global citizens and will share examples, challenges, and successes related to integrating the practice of reflection into curricular and co-curricular initiatives. The session facilitators will present three case studies that are applicable to other institutions. Two examples are based in co-curricular programs offered at key developmental junctures, and one is from Macalester's academic concentrations. Participants will also explore how they can become more reflective educators.

Karin Trail-Johnson, Associate Dean of the Institute for Global Citizenship, **Eily Marlow**, Lilly Program Associate, and **Paul Schadewald**, Associate Director of the Civic Engagement Center—all of Macalester College

12:30 – 2:00 P.M.

Luncheon and Panel Presentation

Separate registration and fee required; space limited

Lunch will be served at 12:30 and all food service will end at 12:55 p.m. The panel discussion will begin at 1:00 p.m. and conference participants not holding a lunch ticket are welcome to join the plenary at that time.

Creating a Culture of Integrity on Campus

Salon EFG, Third Floor

In this luncheon panel, the founding president and current director of the Center for Academic Integrity will identify trends in student cheating and plagiarism, discuss how these trends relate to institutional practices, and share concrete ways in which individual faculty and entire institutions can promote principles of academic integrity, foster the ethical development of students, and reduce instances of academic dishonesty. Dr. McCabe has conducted research on the subject of academic dishonesty among students for more than 20 years, while Dr. Fishman has examined the intersection of communication technologies and integrity.

Donald L. McCabe, Professor of Management and Global Business—Rutgers, The State University of New Jersey; and **Teresa “Teddi” Fishman**, Assistant Professor of English and Director, Center for Academic Integrity—Clemson University

Concurrent Sessions

Curricular and Co-Curricular Designs and Pedagogies

CS17: Making it Real: Promoting Academic Integrity via Authentic Learning Experiences

Marquette VI, Second Floor

In this session, participants will discuss the ways in which the artificial environment of the classroom sets the stage for academic dishonesty and how, conversely, more authentic learning experiences such as service learning, reflection, creative inquiry, and original, primary research can be catalysts for more engaged, more integrous learning. Both traditional (face-to-face) and distance pedagogy will be included in the discussion.

Teresa “Teddi” Fishman, Assistant Professor of English and Director, Center for Academic Integrity—Clemson University

Curricular and Co-Curricular Designs and Pedagogies

CS18: The “Collaboratory” Model: Sustained Civic Engagement across the College Years

Marquette I, Second Floor

The session will demonstrate an innovative way to create sustained, rigorous, and collaborative community-based programs that span disciplines, address student developmental needs, and create true partnerships with community members. During the past three years, faculty and staff at the Harvard Center at Bates College have re-imagined how community-based learning can support rigorous, sustained academic work and partnerships. Moving away from the single project, single-semester model, these campus leaders have designed “collaboratories”—partnerships that integrate teaching, research, student development, and community aims in co-created, long-term undertakings. In this session, participants will be introduced to the collaboratory model, learn about one example from the perspective of a student and a community partner and co-educator, and have the opportunity to develop a plan for their own institutions based on the model.

Holly Lasagna, Director, Service-Learning Program, Harvard Center for Community Partnerships, and **Ellen Alcorn**, Coordinator, Service-Learning Program, Harvard Center for Community Partnerships—both of Bates College

Curricular and Co-Curricular Designs and Pedagogies

CS19: Infusing Ethical Decision-Making into the Service-Learning Curriculum

Marquette II, Second Floor

Students, faculty, and administrators can encounter considerable ethical challenges when planning and implementing service-learning projects. Active discussion of the pros and cons of a project and the potential ethical issues prior to immersion in the service-learning experience can provide all constituencies with the tools necessary to make informed ethical decisions. In this workshop, the facilitators will engage participants in a set of case studies featuring ethical and moral dilemmas that administrators, faculty, and students frequently encounter when collaborating on local and international service-learning activities. Participants will be encouraged to identify ways to incorporate the skills and issues presented in the workshop into the service-learning curriculum at their home institutions.

Judith R. Warchal, Professor of Psychology and Counseling—Alvernia University; and **Carole V. Wells**, Vice Provost—Kutztown University; contributors, not presenting: **Ana Ruiz**, Professor of Psychology—Alvernia University; and **Andrea Chapdelaine**, Provost and Vice President for Academic Affairs—Albright College

Institutional Self-Reflection

CS20: Assessing Institutional Alignment for Personal and Social Responsibility

Rochester Room, Third Floor

What does it take to align campus structures to educate students for personal and social responsibility? What elements need to be organized? What barriers need to be removed? In this session, facilitators will share an institutional approach to self-reflection—an alignment analysis—that can lead to a deeper institutional commitment to developing students’ personal

and social responsibility. The analysis, which is appropriate for all types of institutions, looks at 17 organizational factors at each of four levels: the institution; college/division; department/unit; and faculty/staff. The facilitators will describe the composition of the task force that conducted this alignment analysis at Northern Kentucky University, the process they followed, and several elements that can help ensure success. Participants will leave the session with a plan for adopting the alignment analysis at their own institutions—exploring how the approach could work and brainstorming ways to address obstacles that might interfere.

Carole A. Beere, Associate Provost for Outreach (retired), and **Gail Wells**, Provost and Vice President for Academic Affairs—both of Northern Kentucky University

Research and Assessment

CS21: What is the Campus Climate for Civic Responsibility?

Duluth Room, Third Floor

Data can be a powerful mechanism to guide institutional self-reflection and action to educate all students at high levels for personal and social responsibility. In this session, two leaders of AAC&U's Core Commitments initiative will discuss data from a new monograph that describes the campus climate for students, faculty, student affairs staff, and academic administrators related to one important dimension, contributing to a larger community. Participants then will use a matrix to examine areas of campus prone to gaps between desired levels of opportunities and actual levels of activity, with an eye toward making education for civic responsibility more pervasive and intentional across their institutions.

Eric L. Dey, Professor, Center for the Study of Higher and Postsecondary Education—University of Michigan; and **L. Lee Knefelkamp**, Professor of Psychology and Education—Teachers College, Columbia University and Senior Scholar—AAC&U

Research and Assessment

CS22: Developing Civic-Minded Graduates: Quantitative and Qualitative Measures to Advance Research, Assessment, and Program Design

Marquette IV, Second Floor

What educational strategies contribute to college students' understanding of themselves as civic-minded graduates? In this session, participants will learn about three measures—one quantitative (the Civic-Minded Graduate Scale) and two qualitative (the Civic-Minded Graduate narrative and rubric and the Civic-minded graduate interview)—that were created to address this question. Taking a theoretical concept such as “civic-mindedness” and operationalizing it into a valid scale for empirical research is a complex task, and the same is true for developing a rubric to assess student narratives. Session facilitators will briefly describe both efforts and offer advice so others can embark upon similar ventures at their own institutions. Participants will also learn about ways in which this work has shaped a research agenda at IUPUI and also influenced both curricular and co-curricular activities.

Julie A. Hatcher, Associate Director, Office of Service Learning, and **Lorrie Brown**, Associate Director for Civic Engagement—both of Indiana University Purdue University-Indianapolis

Teaching Values

CS23: A Hybrid Teaching Model: Fostering Ethical Responsibility in Today's Students

Marquette V, Second Floor

In this session, the facilitators will share a hybrid teaching model that combines active learning and online course delivery to help students discern and grapple with ethical dilemmas in a variety of subjects. The two facilitators, from a liberal arts college and a college of technology, employ the model in courses on globalization, software design, and network and information systems. Active debate, case studies, and collaborative research projects help students to reflect upon, understand, and evaluate the many viewpoints and controversies surrounding issues of global warming, energy markets, digital crime, and data security. In the process, students explore important dilemmas of rich and poor nations, privileged and less privileged communities, and more. Participants will learn about: (a) the hybrid teaching model, (b) examples of practices used to raise students' awareness of their ethical responsibilities in the classroom and in the global community, and (c) results from student surveys and course evaluations that reflect that benefits

of the model. They will then assess the model and its components for applicability to their own courses and programs.

Gouri Banerjee, Associate Professor Math and Technology—Emmanuel College; and **Durga Suresh**, Assistant Professor—Wentworth Institute of Technology

The Aims and Outcomes of Personal and Social Responsibility

CS24: Teaching to Influence Attitudes and Behavior: A Review and Update

Marquette III, Second Floor

For many years, advocates have promoted active learning strategies as a way to influence student attitudes and beliefs, especially towards diversity, social justice and other pro-social attitudes (Dunlap, 1993, 1998; Delve, Mintz and Stewart, 1990). In this session, the facilitators will reexamine and update the discussion regarding how teachers can impact learners' attitudes, beliefs, and behavior. The session will aim to discover whether the same caveats that applied to earlier attitude change interventions also apply to the pursuit of civically responsible learners. The facilitators will also review the latest research in the social psychology of attitude change and engage participants in considering what impact this research has for those employing active pedagogical activities such as service-learning.

Joseph A. Erickson, Professor of Education—Augsburg College; and **Jean Strait**, Associate Professor of Education—Hamline University

3:45 – 4:15 P.M.

Refreshment Break

Mezzanine, Second Floor

4:15– 5:30 P.M.

Concurrent Sessions

Curricular and Co-Curricular Designs and Pedagogies

CS25: Developing Students' Professional Responsibility: Integrating General Education, the Major, and Experiential Learning

Duluth Room, Third Floor

In this session, participants will explore effective practices for developing students' professional responsibility that integrate learning in general education, the major and professional areas, and internships and other forms of experiential learning. Specifically, participants will learn about a curriculum and assessment model used at Alverno College where: (a) majors and professional areas draw upon students' learning in general education; (b) a series of major and professional courses and self-assessment processes are designed around learning outcomes for professional responsibility; and (c) mentoring, internships, and real-world experiences play a vital role in fostering students' professional competence and ethical decision-making. The facilitators will share assessment findings from six areas—Business, Professional Communication, Nursing, Teacher Education, English, and Biology—which indicate that a systematic and shared approach to helping students reflect on their strengths and evolving personal and professional commitments results in demonstrable gains in professional responsibility.

Donna Engelmann, Professor of Philosophy, and **Patricia Rowe Geenen**, Professor of Professional Communication—both of Alverno College

Curricular and Co-Curricular Designs and Pedagogies

CS26: Faculty Development for Personal and Social Responsibility: An Engaged Pedagogy Framework

Marquette I, Second Floor

"I'm on board with personal and social responsibility, but how do I do it? Can I do it? What will my department think?" For 10 years, the Saint Mary's College of California Catholic Institute for Lasallian Social Action (CILSA) has collaborated with the Vice-Provost for Academic Affairs to coordinate training and development with and for faculty who incorporate service-learning across the disciplines. More recently, this program has expanded to encompass elements of personal and social responsibility in a framework called "engaged pedagogy." At Saint Mary's, engaged

pedagogy encompasses social justice across the curriculum, service-learning, and community-based research courses. In addition to a year-long training and development program, faculty members receive classroom assistance from experienced student leaders. In this session, the facilitators will describe the College's framework of engaged pedagogy, share evaluation data, and discuss lessons learned in providing support for faculty to teach personal and social responsibility. They will invite participants to analyze institutional readiness for such a program and to share their own successes and challenges.

Jennifer M. Pigza, Associate Director of the Catholic Institute for Lasallian Social Action, **Mary True**, Professor of Psychology, and **Shawny Anderson**, Associate Dean, School of Liberal Arts—all of Saint Mary's College of California

Curricular and Co-Curricular Designs and Pedagogies

CS27: Facilitating Engaged Citizenship: An Institutional Model

Marquette II, Second Floor

Many mission statements promote civic engagement or responsible global citizenship, but often colleges and universities do not have a clear idea about how to develop these outcomes outside of service learning. In this interactive session, participants will learn about the Engaged Citizenship Experience at Drake University. This institutional model for advancing civic engagement seeks to: (a) involve the entire community of learners; (b) emphasize a conception of engagement that is wider than, but inclusive of, service learning; and (c) create meaningful partnerships between curricular and co-curricular initiatives and across disciplines. The facilitators will outline the design and implementation of the Engaged Citizenship Experience, specifically sharing strategies for course development, co-curricular learning opportunities, and student involvement. They will then describe the process of identifying an annual key theme—a public issue with local, national, and global ramifications—and touch on assessment strategies. Participants will have the opportunity to consider the possibility and challenges of using this model on their own campuses.

John Burney, Vice Provost for Academic Affairs, **Melissa Sturm-Smith**, Assistant Dean of Students, and **Renee Cramer**, Assistant Professor of Law, Politics and Society—all of Drake University

★LEAP Featured Session

Curricular and Co-Curricular Designs and Pedagogies

CS28: From Capstone to Keystone: Pathways to Infusing Personal and Social Responsibility throughout the Educational Experience

Marquette III, Second Floor

Edgewood College defines personal and social responsibility as part of its overall goals for undergraduate learning, emerging from its mission, strategic plan, and educational reforms. This session will highlight four facets of this approach—the first year experience; general education reform; civic leadership programs for traditionally underserved students; and faculty development initiatives. Although each facet is distinct, the facilitators will discuss how they have collectively: (a) brought faculty from different disciplines together with student development staff to map and integrate curricular and co-curricular opportunities; (b) evolved over time to become the norm for increasing numbers of students on campus; and (c) demonstrated how research and assessment findings (both internal and external) can influence program creation and revision. Participants will then identify pockets of education for personal and social responsibility on their own campuses, consider strategies to support deeper integration, and discuss ways to approach likely institutional challenges. In addition, participants will be presented with “big questions” and critical issues with which the facilitators still grapple and will be encouraged to offer their insights. Resources will be shared.

Dean A. Pribbenow, Dean of the School of Integrative Studies, **Kris Mickelson**, Director of Human Issues Studies Program, and **Tricia Dusick**, Special Assistant for Student Engagement and Success—all of Edgewood College

CS29: Practicing Social Responsibility: Learning by Doing

Marquette IV, Second Floor

Engineering and science are fields not traditionally associated with the concept of social responsibility. At Rowan University, the Colleges of Engineering and Liberal Arts & Sciences bridge this gap by engaging students in experiences that have real-world implications and educating them to address societal challenges in the 21st century. In this session, the facilitators will discuss concrete projects designed to foster students' ethical and social responsibilities that have been in place for more than a decade, including undergraduate research, engineering clinics, and courses. Participants will engage in small-group discussions about how students make connections to social responsibility in such projects, and the facilitators will share available assessments, including what has and has not worked. The session will conclude by highlighting best practices and recommended strategies to better engage students in practicing social responsibility.

Dianne Dorland, *Dean of Engineering—Rowan University*; and **Patricia Mosto**, *Dean of Liberal Arts, Education and Sciences—Rider University*

Institutional Self-Reflection

CS30: Reflections from Carnegie's 2008 Community Engagement Campuses: The Application Process and Classification Status as a Vehicle for Institutional Self-Assessment

Rochester Room, Third Floor

The application framework for Carnegie's Community Engagement Classification requires campus leaders to reflect on the alignment between the collective aspirations of the institution and its current practices and supports. The intention behind the framework is to encourage institutional self-assessment, capture the depth and breadth of institutional engagement with community, and honor the diverse institutional and community contexts for, and approaches to, engagement. This session will begin with a brief description of the classification and a profile of successful 2008 institutions, including collective strengths and common gaps in structures, supports, rewards, and alignment. Then, facilitators representing successful applicants (including one state system) will describe the impact that the application process and subsequent classification had on their institutions/systems. Their reflections will touch on new understandings and practices that have resulted from participation, as well as ways in which the classified campuses have begun working together to expand their community engagement efforts and mentor campuses interested in attaining classification. Participants will be encouraged to discuss the application process as well as broader issues related to institutional self-assessment.

Amy Driscoll, *Consulting Scholar—The Carnegie Foundation for the Advancement of Teaching*; **Leslie Boney III**, *Associate Vice President for Economic Development, Research, Policy, and Planning—University of North Carolina*; and **John Kelley**, *Executive Director of Planning and Institutional Research—Villanova University*

Institutional Self-Reflection

CS31: Cutting Away Safety Nets: A Radical Approach to Institutionalizing Personal and Social Responsibility

Marquette V, Second Floor

Institutionalizing personal and social responsibility sometimes requires the abandonment of safety nets. At Cabrini College, campus leaders wanted students to be respectful and appreciative of differences, to engage in various forms of civic and service activities, and to communicate about all of this effectively. They knew students were not achieving these outcomes to the extent desired, but in the past felt good about the traditional curricular design and campus culture and did not see the need for alternatives. In the midst of reforming general education, however, these leaders decided to think in counter-intuitive ways. In this presentation, facilitators will discuss the elimination of the College's diversity, service, and English 101 requirements—and the false comfort these fixtures provided to the institution. They will present the resulting new curricular structure that strengthened the institutionalization of writing, diversity, and service and share

preliminary assessment data for this new curriculum. Finally, they will engage participants in exploring the safety nets that exist within their own institutional structures as well as the risks and benefits of addressing them head on—and even relinquishing them altogether.

Seth Frechie, Chair and Associate Professor of English, and **Jeff Gingerich**, Associate Professor of Sociology—both of Cabrini College

The Aims and Outcomes of Personal and Social Responsibility

CS32: Guerrilla Ethics: Building Creative Alliances across the Academy

Marquette VI, Second Floor

We are all familiar with the blame game that takes place between faculty, students, student affairs, and administrators. We know that shared responsibility is required to shape the ethical climates in our classrooms and residence halls, on our campuses, and in our communities, both locally and globally. However, we've also experienced the pitfall that "if everyone is responsible, no one is responsible." This discussion session will explore ways to build more effective alliances between students, faculty, student affairs, and administrators; taking seriously each others' perspectives and paying attention to complex dynamics of power and privilege. It will be led by students from who participated in Thursday's student workshop on ethical identity and imagination. Participants will address questions such as: What do more ethical and responsible relationships, classrooms, structures, communities, and institutions look like? Can we imagine more ethical ways of learning, thinking, and acting together, across the divisions created by the hierarchical academy? The session will offer scenarios for "moral rehearsal" that will provide insight into ethical dilemmas of every day academic life together and practice in negotiating them.

Students from the Pre-Conference Leadership Workshop on Ethical Identity and Imagination; **Jeff Wirth**, Founder and Director of the Interactive Performance Lab, University of Central Florida, Department of Digital Media; and **Michèle E. Leaman**, Program Associate, Office of Diversity, Equity and Global Initiatives, AAC&U

5:30– 7:15 P.M.

Democracy Forum:

Convened by AAC&U, The Democracy Imperative, and Minnesota Campus Compact

Salon EFG, Third Floor

The Democracy Movement, Student Engagement, and Higher Education's Role: A Call for Action:

Civic organizations and individuals driving what some call a *movement to advance deliberative democracy* know that, while progress has been undeniable, there is much work to be done and new challenges to be overcome. Political, civic, and business leaders, citizens, and educators are invited to discuss, *how we can work together to build the capacity of citizens to engage in a strong, deliberative democracy*. How do we connect promising developments in democratic practice with educational programs and activities? What more can and should colleges and universities do? What can each of us, as individuals, do?

An informal reception will begin at 5:30 p.m. Opening remarks to frame the conversations will begin at 5:45 p.m. The forum will conclude promptly at 7:15, but we hope and expect the conversations will continue throughout and beyond the conference.

Facilitated by Nancy Thomas, Director, The Democracy Imperative, University of New Hampshire

SATURDAY, OCTOBER 3, 2009

7:30 – 8:30 A.M.

Continental Breakfast

Second and Third Floor Mezzanines

Please visit the breakfast buffet on the floor on which the session you plan to attend is located.

Concurrent Sessions

The Aims and Outcomes of Personal and Social Responsibility

CS33: Four Stories of Student and Campus Commitments

Marquette I, Second Floor

Building on the AAC&U Core Commitments and Inclusive Excellence Initiatives, faculty and administrators from Winona State University will share the common lessons of four student-centered learning initiatives that address different aspects of student life, campus climate, community engagement, and curriculum: the Tobacco Free Campus Implementation Group, the Spanish Honor Society, Multi-Cultural Week, and American Democracy Project’s Deliberative Polling on Alcohol Abuse in the Winona Campus and Community. Discussion will focus on how these initiatives: (a) foster student leadership, (b) engage students from diverse backgrounds to work together and effect change in their campus and community, and (c) bridge the “silos” within the wider structures of the university and the local community. Facilitators will identify how these initiatives successfully dealt with problems typical to most schools and detail how our experiences can be transferred to other colleges and universities.

Chuck Wayne Ripley, Assistant Professor of English, **Kara Lindaman**, Assistant Professor of Political Science, **Juan Fernandez-Iglesias**, Assistant Professor of Foreign Languages, and **Karen Johnson**, Dean of Students—all of Winona State University

★LEAP Featured Session

Curricular and Co-Curricular Designs and Pedagogies

CS34: Liberal Education, Leadership Competencies, and Integrated Curricular and Co-Curricular Development

Marquette II, Second Floor

Colleges commonly make the claim that they prepare their students for leadership, yet they seldom explain how they are intentional and deliberate about that goal. In this session, the facilitators will review the recent research on leadership competencies and link it to the four LEAP essential outcomes. Morningside College has used this information to create a model of intentional and deliberate leadership development that integrates curricular and co-curricular learning in support of the college’s outcomes and mission to cultivate “a passion for life-long learning and a dedication to ethical leadership and civic responsibility” in students. Participants will consider how lessons learned from the Morningside experience can inform conversations about linking leadership development and liberal education on their own campuses.

Richard A. Couto, Senior Scholar, Burns Academy of Leadership Studies—University of Maryland; **Mary Kovarna**, Associate Professor, Nursing Department Chair and Curriculum Committee Chair; **Susanne L. Lubbers**, Instructor Education Department and Coordinator Leadership Programming; and **Kathy Olson**, Campus Pastor—all of Morningside College

Curricular and Co-Curricular Designs and Pedagogies

CS35: Common Goals, Different Methods: Curricular Designs that Promote Personal and Social Responsibility

Marquette III, Second Floor

In this session, participants will learn about two innovative curricular designs that have been successful at promoting personal and social responsibility. The first model, Purpose-Centered Education, promotes group learning and community service, while the second model is built on individualized learning and responsible self-expression. By showing two such different ways of progressively educating for personal and social responsibility, the facilitators aim to prompt discussion about these models as well as curricular models that might lie “between” the two extremes. The facilitators will share findings derived from a range of evaluation tools to indicate the strengths and weaknesses of each model, and participants will discuss how elements of each might be applied to their home institutions.

Anne Lopes, Dean of Undergraduate Studies—John Jay College of Criminal Justice, City University of New York; and **Grace Roosevelt**, Associate Professor of History and Education—Metropolitan College of New York

CS36: Becoming Good Neighbors: Community-Based Research and the Politics of Engagement

Marquette IV, Second Floor

In 2004 and 2005, Sociology students at St. Louis Community College participated in The Good Neighbor Initiative (GNI) Research Project, a community-based service-learning project that involved conducting assets/needs assessments in the communities surrounding their campuses. In addition to facilitating applied sociology methods, the GNI works to help the college become a more responsive and relevant neighbor and helps to increase civic skills and competencies in our students. In this session, the facilitators will discuss the original GNI project as well as projects that evolved from the original pilot. They will highlight learning goals for the students and planned outcomes for the communities and their local governments. They will then discuss the successes of this initiative, as well as the many challenges and problems that emerged. Participants will be encouraged to strategize how best to replicate the innovative and collaborative components of this project while avoiding those that undermined community-campus partnerships and student learning.

Cindy Shanks Brueggenjohann, *Sociology Instructor and Faculty Service-Learning Coordinator—Saint Louis Community College at Florissant Valley*; and **Donna Halsband**, *Academic Service-Learning Coordinator—St. Louis Community College at Meramec*

CS37: Integrative Partnerships for Personal and Social Responsibility Education: The Next Generation of Transformational Learning

Duluth Room, Third Floor

Academic and student affairs collaborations are critical to producing the integrative learning environments necessary to educate students for personal and social responsibility, particularly the reinforcing and reflective experiences theoretically necessary for moral and ethical development. Despite culture and language differences, academic and student affairs scholars have engaged in parallel conversations arriving at the same conclusions—a rededication to student learning and a commitment to personal and social responsibility learning outcomes. In this session, the facilitators will: (a) establish a foundation for navigating “cross-cultural” challenges; (b) share examples of personal and social responsibility-specific collaborations; and (c) stimulate reflection and discussion, demonstrating how to harness the power of these partnerships in new ways.

Steven S. Neilson, *Special Assistant to the President—Rollins College*; **Karen Boyd**, *Dean of Student Affairs*; **Indira Nair**, *Vice Provost for Education and Professor of Engineering and Public Policy—both of Carnegie Mellon University*; **Frank Ardiaolo**, *Vice President for Student Life*, **Tom Moore**, *Vice President for Academic Affairs*, and **Tim Daugherty**, *Associate Dean of University College—all of Winthrop University*

Sponsored by NASPA - Student Affairs Administrators in Higher Education

CS38: Educating for Personal and Social Responsibility: A Systematic Approach

Rochester Room, Third Floor

Though the concept of personal and social responsibility is an unwritten expectation at Wagner College, there has not been enough infusion and assessment of these outcomes across the curriculum and the co-curriculum. Through four different initiatives, Wagner College faculty, students, and administrators have been exploring ways to approach education for personal and social responsibility more systematically, with the goal of deepening students’ community involvement and exploration of moral and ethical dilemmas. In this session, facilitators will describe Wagner’s overall efforts to deepen students’ responsible community involvement and ethical engagement, focusing on the four initiatives. One example is Wagner’s “Community-Connected Departments,” which offer courses in collaboration with community youth-serving organizations that span all four years of students’ academic experience. This strategy deepens student involvement with the organizations, and inculcates awareness of multi-level ethical questions which surround “disadvantaged” youth.

Cass Freedland, *Director, Center for Leadership and Service*, and **Laura Martocci**, *Associate Dean, Office of Experiential Learning and Learning Communities—both of Wagner College*

CS39: Beyond the Project: Integrating Undergraduate Research with Civic Engagement

Marquette V, Second Floor

Undergraduate research that emanates from community problems has great potential to engage students critically and meaningfully and help them to develop transferable skills. In addition, partnerships among different university departments, community organizations, and students can provide a rich environment for ethical reasoning and perspective-taking. In this session, facilitators from the fields of human development, biology, and business will: (a) highlight strategies for promoting students' ethical decision-making and community engagement using undergraduate research experiences; (b) share a set of cross-campus faculty–student undergraduate research initiatives that arose in response to community needs; and (c) recommend strategies for overcoming challenges generated by interdisciplinary community outreach within an academic course context. Participants will have the opportunity to share their own experiences with community-based undergraduate research and discuss strategies for deepening student engagement in this powerful pedagogy.

Jeanne W. Rothaupt, Assistant Professor of Human Development and Family Studies, **Anne Hoel**, Associate Professor of Business, and **Amanda Little**, Assistant Professor of Biology—all of University of Wisconsin-Stout

CS40: The Development of Moral Purpose: A Longitudinal Study of the College Experience and Beyond

Marquette VI, Second Floor

This session will present a research model and findings from the Notre Dame Study of Moral Purpose. “Purpose” is an integrated and far-reaching construct that is central to conceptions of human flourishing, and the college experience presents important opportunities to foster a meaningful and lasting sense of purpose among students. To examine such processes, researchers at Notre Dame have begun an extensive longitudinal study, following more than 1000 participants who entered college in 1990. The findings suggest, for example, that students oriented to social purposes during the college years, and those who engage in forms of service, show higher levels of generativity, personal well-being, purpose, and/or integrity thirteen or more years after college. Session facilitators will share the research framework and instruments used in this study, discuss implications for practice, and present a call for collaboration to extend the study to other institutions.

Jay Brandenberger, Director of Research and Assessment and Concurrent Associate Professor of Psychology, and **Daniel K. Lapsley**, Professor of Psychology—both of University of Notre Dame

9:15– 10:45 A.M.

Concurrent Sessions

CS41: Immerse, Learn & Lead: Lessons Learned from Pedagogical Innovations Focused on Social Responsibility

Marquette I, Second Floor

Immersion pedagogy goes beyond traditional classroom, experiential, and service-learning assignments to empower students to embrace their social responsibility as they move through a process of critical consciousness at their community sites. In this session, a faculty member, student, and student affairs professional from Otterbein will highlight lessons learned from successful—and not so successful—immersion experiences offered through the curriculum and co-curriculum. The session will provide participants with: (a) strategies for developing immersion experiences to promote social responsibility; (b) best practices for community partnership development grounded in theoretical models developed at Otterbein and informed by international research; (c) opportunities to discuss action steps to take on their own campuses to create global immersion experiences; and (d) assessment strategies, including surveys, interview protocols, artifact analyses, and reflection tools, proven effective for formative and summative

assessment of both curricular and co-curricular immersion activities. Assessment results show that students who undertake immersion opportunities are able to perceive and expose social and political contradictions while awakening, reflecting, and learning from one another and their communities.

Denise L. Shively, Program Director of Senior Year Experience, **Melissa K. Gilbert**, Director of the Center for Community Engagement, and **Breanna Watzka**, Student and President of CardinalCorps—all of Otterbein College

Curricular and Co-Curricular Designs and Pedagogies

CS42: Partnerships that Prepare Students for Political Engagement and Participation: A Best Practices Workshop

Duluth Room, Third Floor

According to UCLA's annual survey of the nation's entering students at four-year institutions, today's college freshman are more politically engaged than at any point during the last 40 years, with 89.5% reporting that they frequently or occasionally discussed politics in 2008. Project Pericles, a not-for-profit organization that encourages and facilitates commitments by colleges and universities to include social responsibility and participatory citizenship as essential elements of their educational programs, currently works with 22 "Periclean" campuses as they individually and collaboratively develop model civic engagement programs in their classrooms, on their campuses, and in their communities. In this session, Project Pericles staff and faculty from Periclean campuses will describe strategies and models for developing partnerships among colleges, non-profits, and community organizations that result in programs to increase students' political engagement and learning. After describing a set of initiatives, the panelists will lead small-group discussions where participants will discuss political engagement models that have worked on their campuses and vet new ideas with colleagues about future projects.

David Rippon, Assistant Director—Project Pericles; **Billy Wooten**, Assistant Professor of Communications—Berea College; and **Karin Trail-Johnson**, Associate Dean of the Institute for Global Citizenship—Macalester College

Sponsored by Project Pericles

Curricular and Co-Curricular Designs and Pedagogies

CS43: Fostering Commitment to Responsible Global Citizenship: Pedagogies and Practices

Marquette II, Second Floor

This interactive session will focus on pedagogies and practices that engage undergraduate students in complex, real-world problems and connect research to action within communities locally and internationally. The session will focus in particular on a model of joint faculty–student learning communities that undertake community-based research and service. Elements of this model include faculty and upper-division students studying community-identified problems through the lenses of their respective disciplines over the course of an academic year and developing research projects responsive to those problems. In this session, the facilitators will discuss the development and rationale behind the model as a means to structure student commitment to and skill development for responsible global citizenship – widely recognized as an important higher-education outcome but often difficult to integrate with curricula. They will also describe the model, focusing on its pedagogical elements and the development of undergraduate research skills. Assessment practices will be shared. Both the model and assessment methodologies are applicable to a range of institutional settings.

Catharine O'Connell, Vice President for Academic Affairs and Dean of the College—Mary Baldwin College; and **Mary Ann Studer**, Associate Dean of the McMaster School and Assistant Professor of Physical Science—Defiance College

★LEAP Featured Session

Curricular and Co-Curricular Designs and Pedagogies

CS44: Great Problems Seminar: Using “Impossible” Problems to Promote Social Awareness and Personal and Community Responsibility

Marquette III, Second Floor

The Great Problems Seminar is a new program designed to engage Worcester Polytechnic Institute's (WPI) first-year students with current events, societal problems, and human needs.

Four seminars were offered in 2008, each focusing on a large, global issue and co-taught by faculty from different departments. Though the focus was on the problem and not the discipline, credit was awarded to students for a course in each discipline: Feed the World (Chemistry/Humanities), Power the World (Physics/Humanities), Heal the World (Biology/Management) and Making the World (Engineering/Humanities). For the culminating assignment, students worked in groups to define relevant problems, propose solutions or analyze in detail some aspect of the problems. This session will begin with a review of students' final projects, and facilitators will share lessons learned thus far. Participants will learn about different course strategies and delivery styles used in the four seminars, review key assignments, and then work in small groups to propose course topics/assignments that would be applicable to their home institutions.

Kristin Wobbe, Head and **John C. Metzger** Associate Professor of Chemistry, **David Spanagel**, Professor of History, and **Jill Rulfs**, Associate Head, Department of Biology and Biotechnology—all of Worcester Polytechnic Institute

Curricular and Co-Curricular Designs and Pedagogies

CS45: Aligning Education for Personal and Social Responsibility across the Institution: How Can it Work (Well)?

Marquette IV, Second Floor

On many campuses, personal and social responsibility education has begun in the classrooms of individual professors, or through revision of the core curriculum, or through the first-year experience program. But how can the majors and general education complement each other in educating students for personal and social responsibility? How can the co-curriculum support the work on personal and social responsibility carried out in the core and the major? In this session, facilitators from two Core Commitments Leadership Consortium institutions will share their experiences in building connections among these aspects of the learning environment. Concordia College has moved from having personal and social responsibility as a theme for its new core curriculum toward it being infused throughout student academic and co-curricular experiences, while Saint Mary's College has developed personal and social responsibility-specific core learning outcomes, disciplinary education and research, and co-curricular programs. Participants will identify opportunities and challenges to this integration on their own campuses and the facilitators will elicit problem-solving approaches to address the challenges.

Mark J. Krejci, Vice President for Academic Affairs and Dean of the College—Concordia College; **Frances M. Sweeney**, Academic Vice Provost and Professor of Spanish, and **Kate Bowers**, Assistant Director of Residence Life—both of Saint Mary's College of California

Research and Assessment

CS46: Telling “The Story” and Providing “The Proof”: Finding the Right Mix in Program Evaluation

Marquette V, Second Floor

Not only do program leaders have to create and implement learning experiences for their students, they also have to master effective program planning and evaluation. This session will assist program leaders in thinking comprehensively about their goals, activities, and outcomes and to mix and match qualitative and quantitative evaluation strategies effectively. Using personal and social responsibility as a starting point, participants will be introduced to both theoretical and practical evaluation materials, including a mixed-methods approach to program evaluation, relevant survey instruments, program evaluation examples, and a checklist of key considerations in selecting a program evaluator. In small groups, participants will identify a real example in their context and work through it with colleagues facing similar challenges. Faculty leaders or mid-level administrators of personal and social responsibility-related programs, such as service learning, study abroad, alternative spring break programs, or other transformative learning programs will benefit the most from this workshop.

Chris R. Glass, Research Assistant, **Diane M. Doberneck**, Researcher, and **Jason B. Almerigi**, Researcher—all of the National Center for the Study of University Engagement, Michigan State University

CS47: What Does Student Success Look Like? Curricular Initiatives that Address Differing Views of Work Ethic and Positively Impact Student Engagement

Rochester Room, Third Floor

Colleges across the country are facing the challenge of providing access and support for students while also setting clear expectations and maintaining high academic standards. While most agree that expectations must be at a minimum maintained and in some cases raised, it is also clear that access to support and services is necessary for students to meet these goals and to strive for excellence in their work. In this session, leaders from two Core Commitments leadership institutions, Portland State University and Middlesex Community College, will discuss how they have collected and used data to design, implement, and assess curricular initiatives that create a shared set of expectations for student preparation and engagement and ultimately, make transparent for students what some of these subjective terms mean at their respective institutions. Participants will have time to explore the implications of these differing perspectives on how student success can and should be defined, discuss how institutional and national data can inform this analysis, and share their own institutional experiences and promising strategies related to developing a shared definition of engagement and success.

Amy M. Spring, Assistant Director, Community-University Partnerships—Portland State University; and **Clea Andreadis**, Division Dean, Social Science and Human Services—Middlesex Community College

CS48: Engaging the Whole Student: Self Authorship for Responsibility-Centered Learning

Marquette VI, Second Floor

Recent work in self authorship suggests a set of techniques that can profitably be used to develop students' personal and social responsibility through a variety of engagement experiences, from service-learning and internships to research projects and study abroad. Importantly, these kinds of hands-on experiences challenge students to define themselves in new and significant ways as learners, as members of local and global communities, and as knowledge producers. Carefully constructed reflection can engage students as they experience the challenge of new self-definition. The resulting kind of learning—self-authorship in the context of personal development—can be conducive to greater growth in both personal and social responsibility. In the session, the facilitators will introduce key ideas from the research on self-authorship. They will then present two program examples with specific self-authorship techniques designed to facilitate growth of students' sense of personal and social responsibility. Finally, drawing on the above, the facilitators and participants will offer suggestions about how to link students' motivation to participate in engaged experiences (which remain optional on many campuses) with the outcomes faculty and staff want them to achieve.

Chris Kearns, Assistant Dean, Student Services, College of Liberal Arts, **Carl Brandt**, Director, Career and Community Learning Center, and **Meaghan Thul**, Coordinator of Engagement, College of Liberal Arts—all of University of Minnesota-Twin Cities

11:00 A.M. – 12:00 P.M.

Plenary

Education and Acting Well: Reflection, Judgment, Courage

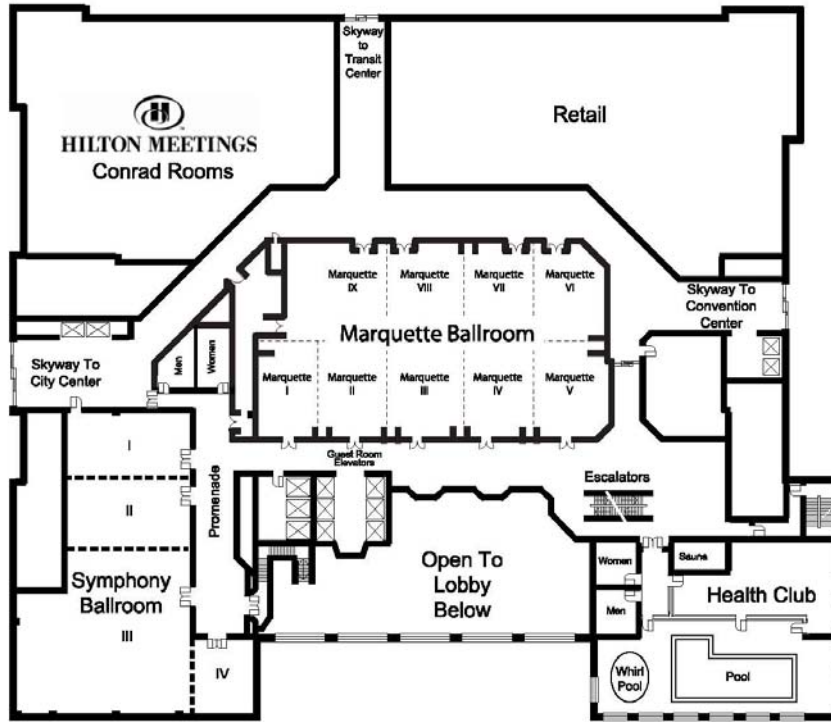
Salon EFG, Third Floor

If colleges and universities really accept responsibility for enhancing graduates' abilities to act well alone and with others, in public and in private, they must reconsider almost all of the premises on which our institutions have been built. Can we make education relevant, and not partisan; intellectually disciplined, and connected; reflective, and practical; content-rich, and capacities-enhancing; specialized, and rich in considered implications? Far more than another set of add-ons, transforming education in action can become a democratizing process within and beyond campus walls. Dr. Minnich will help participants refocus their thinking about what defines, enhances, and blocks colleges' efforts to enable courageously engaged, meaningful lives for their students.

Elizabeth K. Minnich, Senior Scholar—AAC&U

HILTON MINNEAPOLIS

SECOND FLOOR



THIRD FLOOR

