

8th Annual
G R E A T E R
E X P E C T A T I O N S
I N S T I T U T E

Campus Leadership for Student
Engagement, Inclusion, and Achievement

A WORKING INSTITUTE FOR LEADERSHIP TEAMS

June 18–22, 2008 — Snowbird, Utah



Association
of American
Colleges and
Universities

APPLICATION DEADLINE: MARCH 14, 2008

FROM THE DIRECTOR

Dear Colleagues:

It is my pleasure to invite you to apply to send a leadership team to AAC&U's 8th annual **Greater Expectations Institute: Campus Leadership for Student Engagement, Inclusion, and Achievement**, to be held June 18-22, 2008, in beautiful Snowbird, Utah. The Institute is a five-day, intensive program designed for campuses working on ways to increase student engagement, inclusion, and high achievement. The Institute will help you align institutional purposes, structures, and practices as well as advance and assess a set of essential liberal education outcomes outlined in AAC&U's signature reports, *Greater Expectations: A New Vision for Learning as a Nation Goes to College* and *College Learning for the New Global Century*, such as critical inquiry, intercultural competence, and integrative learning. Our setting—nestled in the Wasatch Mountains of Utah—will provide an ideal retreat for this important work.

WHAT YOU CAN EXPECT FROM THE INSTITUTE

Campus leadership teams come to the Institute to advance a specific educational change project. The Institute will help you align the project to your institution's mission, clarify your desired outcomes, create a comprehensive vision for change, refine your planning and processes, and build a culture that fosters student and institutional learning. While in Snowbird, teams will confer with expert faculty; explore more deeply the issues of engagement, inclusion, and high achievement; learn from other teams engaged in a rich variety of educational change efforts; and develop a concrete plan for departmental, divisional, or campus-wide action.

For the fourth year, we are pleased to offer team leaders the opportunity to participate in a leadership development workshop. This pre-Institute session is designed to help leaders maximize their teams' experiences in Snowbird and develop skills in building consensus, understanding group dynamics, aligning institutional structures, and managing change. Team leaders will be invited to participate once their teams are accepted into the Institute. The workshop will entail a separate registration fee, which will cover a guestroom for one night, lunch, refreshments, and materials.

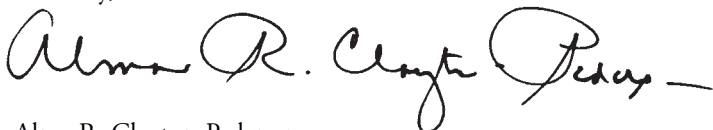
STANDARD OF EXCELLENCE FRAMEWORK

The Greater Expectations Institute curriculum grows out of AAC&U's long-standing work in diversity and educational quality, most recently brought together under a major initiative, Making Excellence Inclusive. Our framework rests on two beliefs: that a high-quality, practical liberal education should be the standard of excellence for all students, and that diversity and intercultural competence are essential elements of a contemporary liberal education. AAC&U is a national resource for campuses looking to create and sustain diverse learning environments; the Institute focuses on developing the collaborative leadership needed to do so.

At the 2008 Institute, you find an increased focus on teaching, learning, and assessment, as well as underserved student achievement that is keyed to essential learning outcomes. Previous Institute teams have reported success in engaging greater numbers of constituents in their change efforts, enacting comprehensive action plans, obtaining significant external grants, and securing ongoing internal funding for campus-wide action.

We invite you to create a team of current and emerging campus leaders—including an undergraduate or graduate student or community member—to join us in Snowbird. Your institution will reap the benefits of your experience far into the future.

Sincerely,



Alma R. Clayton-Pedersen
Vice President, Office of Education and Institutional Renewal
Director, Greater Expectations Institute

Left and right cover photos courtesy of Cliff Lodge & Spa, center photo courtesy of Dr. Michael D. Carey.

INSTITUTE GOALS

The Greater Expectations Institute helps campus teams develop and strengthen learning environments that foster engagement, inclusion, and high achievement for all students. The Institute offers significant team time, consultation with expert faculty, framing plenary sessions, and topical seminars based on participant needs. These activities are designed to help each team create a comprehensive action plan to implement educational change on campus. Individually, each team works to refine their own project goals and strategies. Collectively, participants build capacity to strengthen and sustain change efforts over time. To accomplish these goals, the 2008 Institute provides in-depth study, analysis, and resources in three areas:

1. UNDERSTANDING CAMPUS CULTURES

Understanding campus cultures enables teams to more effectively design and implement successful, comprehensive initiatives. Prior to the Institute, teams will be asked to review current institutional goals, programs, and resources and analyze how they contribute to student engagement, inclusion, and high achievement. Once in Snowbird, teams will explore the ways in which their campus cultures may both nurture and impede their work.

2. ADVANCING SIGNIFICANT EDUCATIONAL CHANGE

While campus projects will vary, all should broadly relate to raising the quality of learning for all students. The Institute will be particularly helpful for campuses interested in AAC&U's work related to Greater Expectations, Liberal Education and America's Promise (LEAP), and Making Excellence Inclusive (see sidebar). Examples of projects from past Institutes include

- reforming a first-year program to deepen the level of academic challenge and support and engage all students with diversity and civic responsibility;
- integrating curricular and co-curricular learning to increase student engagement and achievement;
- structuring reaccreditation efforts around a comprehensive set of student learning outcomes;
- engaging departments in aligning faculty promotion and tenure processes with institutional goals for student learning;
- reframing an institution's approach to diversity so that it enhances both student and organizational learning;
- developing an e-portfolio assessment system that helps students integrate their learning over time.

3. ALIGNING INSTITUTIONAL VISION AND PRACTICE

Teams work on ways to connect their projects to institutional mission and practices and to use campus data for organizational learning and decision making. The Institute helps teams leverage existing knowledge, programs, and resources; enhance communication; and identify potential collaborators to create powerful educational environments for all students.

Nearly 200 teams representing all institutional types and sizes have participated in past Institutes. Overwhelmingly, they report that the experience offers significant assistance in planning and managing educational change. Once back on campus, teams regularly utilize Institute resources to build shared commitment for their educational change efforts. Some teams have developed leadership seminars and faculty retreats based on the Institute's curriculum, some have established comprehensive assessment efforts, and others have combined isolated projects into coherent structures of support to improve underserved student achievement.

"The Institute has furthered our collective commitment..."

—2007 Participant

LIBERAL EDUCATION AND AMERICA'S PROMISE (LEAP)

LEAP, which builds on AAC&U's earlier Greater Expectations initiative, is a ten-year campaign championing undergraduate liberal education as the best preparation for all students in an era dependent on economic creativity and democratic vitality. The campaign seeks to expand public and student understanding of what matters in college, focusing on a set of essential learning outcomes for work and citizenship in the twenty-first century. For more information, see

www.aacu.org/advocacy/leap.

THE GREATER EXPECTATIONS INITIATIVE

The Greater Expectations initiative was designed to articulate the aims of a twenty-first century liberal education and identify comprehensive models that improve learning for all undergraduate students. The purpose of the initiative was to help campuses develop learning-centered programs and to link promising practices in higher education and secondary school reform. For more information, see www.greaterexpectations.org.

MAKING EXCELLENCE INCLUSIVE:

Diversity, Inclusion, and Institutional Renewal

Making Excellence Inclusive is designed to help institutions link campus diversity efforts to higher education's core academic excellence mission, deeply and comprehensively. The initiative explores how colleges and universities can embed diversity in institutional cultures and structures to serve as a resource to advance the student learning and achievement described in AAC&U's *Greater Expectations* and *College Learning for the New Global Century* reports. For more information, including a series of related briefing papers, see www.aacu.org/inclusive_excellence.

INSTITUTE CURRICULUM

Themes addressed in the advance readings, the presentations, and the discussions will include

- raising expectations for student learning;
- making excellence inclusive and engaging diversity as an educational resource and catalyst for institutional renewal;
- creating new designs for academic excellence and effective assessment;
- leading comprehensive educational change and involving students, faculty, and staff in widespread reform;
- examining student performance and closing achievement gaps;
- nurturing students' cognitive complexity, intercultural learning, and education for personal and social responsibility.

The Institute emphasizes active participation in a relaxed environment that fosters open communication within and across teams and with Institute faculty members who are nationally recognized scholars and practitioners. The schedule features

- daily team time to work on developing a campus action plan;
- plenary sessions, seminars, and semi-structured interactions with other campus teams to discuss research, effective practices, and hallmarks of successful institutional change;
- individual team consultations with Institute faculty to address specific challenges your institution faces in developing learning-centered environments.

To review materials from past Institutes, visit www.aacu.org/meetings/gexinstitute.

CAMPUS PARTICIPATION

The Institute is most helpful for campuses that have made some progress in creating educational environments that foster engagement, inclusion, and achievement for all students. All accredited two- and four-year colleges and universities are eligible to apply. Listed below are examples of campuses that would benefit from sending a team to the Institute:

- If your institution has isolated innovations and you are in search of coherence, the Institute will help your campus team bridge islands of innovation and align resources to foster student achievement.
- If your academic and student affairs units are not collaborating effectively to achieve student learning outcomes, the Institute will provide the venue, time, and expertise to help your team examine and communicate mutual goals for students and develop a plan for coordinated and complementary action.
- If some faculty members want to implement learning-centered educational change while others cherish the status quo, the Institute will offer your team specific strategies to address this challenge and will help team members foster shared commitment toward achieving greater expectations for all students.
- If your campus is preparing for reaccreditation, the Institute will help your team center this work on the essential learning outcomes all students need for the twenty-first century and provide guidance about ways to assess them.

TEAM COMPOSITION

A campus team typically consists of a team leader and four team members. Teams should include individuals who are significantly involved in the work of student engagement, inclusion, and achievement, as well as those who could extend the reach of these efforts. **All teams must include a senior academic officer.** Teams should include existing and emerging faculty leaders from various disciplines, department chairs, student affairs professionals, institutional researchers, registrars, librarians, or others with the capacity and commitment to carry out the action plan. Team leaders should consider including people with different perspectives on the work and are strongly encouraged to include a graduate or undergraduate student or community member. Ideally, the team's sphere of influence to enhance student learning would reach multiple levels and settings.

INSTITUTE FACULTY

Institute participants will work with nationally recognized scholars and practitioners in the areas of institutional transformation and student engagement, inclusion, and high achievement. Each team is assigned a faculty liaison who will mentor team members throughout the five-day Institute. Individual consultations provide opportunities for teams to connect with all faculty members in order to examine their goals and their capacity to broaden, deepen, and sustain educational change efforts.

2008 INSTITUTE FACULTY

Mary J. Allen ■ consultant for the Western Association of Schools and Colleges (WASC) and other higher education organizations, former director of the California State University Institute for Teaching and Learning, and founder of the Faculty Development Center and the Assessment Center at California State University, Bakersfield
■ **Areas of expertise:** direct and indirect assessment of course and program learning outcomes; aligning curricula and pedagogy with learning outcomes; accreditation expectations for assessment

Susan E. Borrego ■ vice president for student affairs, California State University, Monterey Bay ■ **Areas of expertise:** student affairs; diversity; high-achievement programs; faculty collaborations; service learning; leadership development; enrollment management; class issues; community outreach

Alma R. Clayton-Pedersen ■ vice president for education and institutional renewal, AAC&U ■ **Areas of expertise:** policy and program development and evaluation; organizational learning; collaboration; diversity as an educational resource; student readiness, recruitment, retention, and achievement

Jonathan Daube ■ president, Manchester Community College ■ **Areas of expertise:** diversity, especially in personnel decisions; maintaining open access; community involvement; the politics of institutional change; education in the U.K. and southern and eastern Africa

Gail G. Evans ■ associate dean for undergraduate studies and director of general education, San José State University ■ **Areas of expertise:** implementing and sustaining campus projects; integrative learning; course-embedded and program assessment; general education; academic affairs/student affairs collaboration; first-year experience programs

L. Dee Fink ■ national consultant in higher education, former president of the Professional and Organizational Development (POD) Network in Higher Education, and founder of the Instructional Development Program, University of Oklahoma ■ **Areas of expertise:** institutional efforts to promote better teaching and learning across campus; faculty development; pedagogy; designing courses for significant learning; evaluating college teaching

Tori Haring-Smith ■ president, Washington & Jefferson College
■ **Areas of expertise:** strategies for institutional change; building diversity and globalism; pedagogies of engagement and inclusion; cross-curricular programs; curricular and co-curricular alignment; grant-making and fundraising

Sylvia Hurtado ■ professor and director of the Higher Education Research Institute (HERI), Graduate School of Education and Information Sciences, University of California, Los Angeles
■ **Areas of expertise:** student educational outcomes, including democratic outcomes; campus climates; college impact on student development; diversity in higher education; assessment and innovation in undergraduate education

Patricia Iannuzzi ■ dean of university libraries, University of Nevada, Las Vegas ■ **Areas of expertise:** information literacy; research-based learning; faculty development; collaboration and organizational culture; the educational role of libraries

L. Lee Knefelkamp ■ professor of psychology and education, Teachers College, Columbia University, and senior scholar, AAC&U
■ **Areas of expertise:** assessment of student learning styles and student intellectual, moral, and social identity development; integration of intercultural communication and diversity education; education for personal and social responsibility; curricular transformation; engaged pedagogies; sustaining organizational innovation and change; the psychology of change and resistance to change

Judith A. Ramaley ■ president, Winona State University
■ **Areas of expertise:** higher education reform; the changing nature of work and the workforce; science, technology, engineering, and mathematics (STEM) education; civic responsibility and the role of higher education in promoting good citizenship; leadership of change; grant-making and fundraising

Carol Geary Schneider ■ president, AAC&U ■ **Areas of expertise:** student learning outcomes; goals across the curriculum; re-defining liberal education for today's students; general education; curriculum change; research on teaching and learning

Damon A. Williams ■ assistant vice provost for multicultural & international affairs, University of Connecticut ■ **Areas of expertise:** organizational change and management; diversity in higher education; ethnic and racial identity

FACULTY MEMBERS WILL HELP TEAMS

- articulate their goals and identify appropriate strategies to achieve them;
- develop relationships that will enable them to sustain their educational reform projects;
- address specific internal and external pressures that enhance or impede educational improvement efforts.

“We sought and received considerable guidance...”—2007 Participant

APPLICATION GUIDELINES AND FEES

The online application consists of an information section and a narrative section and should be submitted by **Friday, March 14, 2008, at www.aacu.org/meetings/gexinstitute**.

NOTE: You will be uploading a Word document or PDF as part of the submission process. If you have questions or need technical assistance, please contact Nakia Bell at bell@aacu.org or 202.387.3760, ext. 407.

THE APPLICATION NARRATIVE

The narrative should be clear and concise—**no more than the equivalent of five double-spaced pages**—and address the following topics:

- **Need.** What initiatives have been undertaken by your institution to focus on greater student engagement, inclusion, and achievement? What has already been accomplished and by whom? Is there evidence to demonstrate progress? What are your next steps? What factors will your team address at the Institute to build support for improving educational quality across your campus? How might your team, and your campus, benefit from attendance at the Institute?
- **Goals.** What specific educational change project do you expect to work on at the Institute? How does your project connect to larger institutional efforts to raise expectations for students' learning? In what ways are your quality improvement and diversity efforts linked? What do you hope to achieve in the next year and in the next three years?
- **Contributions.** How will your experiences in creating more powerful learning environments assist others undergoing this process? How are you aligning your institutional structures, policies, and practices with an inclusive vision for learning? How has your campus contributed to local, regional, or national efforts to raise expectations for learning for all students?
- **Team.** What is the rationale for your team's composition? How do team members reflect a shared commitment to excellence, engagement, and inclusion on your campus?

SELECTION CRITERIA

Applications will be reviewed based on several factors: (a) effort and progress toward increased student engagement, inclusion, and achievement; (b) explanation of your institution's need for the Institute and how you expect to benefit; and (c) your team's potential to gain from and contribute to the success of both the Institute and national reform efforts. Teams will strengthen their application through the meaningful inclusion of an undergraduate or graduate student or community member. Reviewers strive to create a group of campus teams that represent a broad range of institutional types and experiences.

NOTIFICATION

Campus teams will be notified of their acceptance by **Friday, March 28, 2008**.

FEES

The registration fee for the Institute will cover individual guestrooms for four nights (June 18–21, 2008), tuition, materials, consultation, and most meals (breakfasts, lunches, refreshment breaks, and an opening night dinner).

- \$6,500 per five-member team from AAC&U member institutions
- \$7,200 per five-member team from non-member institutions

Team size may be adjusted to accommodate additional team members for an additional registration fee.

ABOUT SNOWBIRD, UTAH

The Institute will be held at the Cliff Lodge & Spa in Snowbird, Utah (www.snowbird.com/lodging/cliff lodge.html). Snowbird is 25 miles (30 minutes) from downtown Salt Lake City and 29 miles (40 minutes) from Salt Lake City International Airport, which handles more than 600 daily non-stop flights from most major U.S. cities. For information on airlines serving Salt Lake City and area ground transportation, please visit the airport Web site at www.slairport.com. The Cliff Lodge & Spa boasts extensive meeting space, high-speed wireless internet throughout the property, a business center, three restaurants, two lounges, two swimming pools, and a world class spa. Each Institute team member will be provided a private guest room.

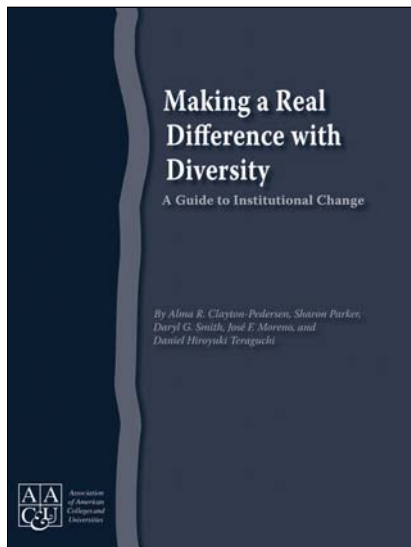
ALSO FROM AAC&U

MAKING A REAL DIFFERENCE WITH DIVERSITY A Guide to Institutional Change

By Alma R. Clayton-Pedersen, Sharon Parker, Daryl G. Smith, José F. Moreno, and Daniel Hiroyuki Teraguchi

Based on findings from a large-scale, six-year diversity initiative at private California colleges and universities, this monograph takes readers through the steps needed to implement, evaluate, and sustain comprehensive diversity work on campus. The monograph describes the story of the James Irvine Foundation's Campus Diversity Initiative, which took an organizational learning approach to building and evaluating diversity efforts on campus. Taking this approach meant that campus leaders had to shift from simply reporting on activities to examining data that indicated whether efforts helped make progress toward broad campus goals for diversity.

The monograph offers selected quantitative and qualitative findings from the initiative, which relate to efforts to enhance college access and success for underrepresented students, increase the presence of underrepresented minority faculty, and strengthen overall institutional functioning regarding diversity. The text also includes a set of promising practices related to policies, programs, and planning for sustainability, and concludes with the step-by-step guide to implementing and sustaining comprehensive diversity work.



\$15 for AAC&U members/\$20 for non-members
To purchase, please go to www.aacu.org/publications

INSTITUTE ON GENERAL EDUCATION

The AAC&U Institute on General Education provides reflective work time for teams of faculty and senior academic administrators interested in reviewing and revising their general education programs.



Three curricular tracks—each a series of connected, sequential presentations—cover the process of general education change, the learning improvement cycle, and assessment of general education. Concurrent sessions, workshops, faculty consultations, and substantial team time also contribute to the stimulating and engaging activities of the Institute.

May 30–June 4, 2008
University of Minnesota, Twin Cities
Minneapolis, MN
WWW.AACU.ORG/MEETINGS

NETWORK FOR ACADEMIC RENEWAL WORKING CONFERENCES

AAC&U's Network for Academic Renewal offers an annual series of working conferences, collaboratively designed and led by experienced practitioners and engaged scholars, drawing from AAC&U's member campuses and projects. Visit www.aacu.org/meetings for more information.

SPRING 2008 CONFERENCES

INTEGRATIVE DESIGNS FOR GENERAL EDUCATION AND ASSESSMENT

Boston, Massachusetts
February 21–23, 2008

DISCOVERING, INTEGRATING AND APPLYING KNOWLEDGE: Effective Educational Practices for Today's Students and Tomorrow's Innovation

Austin, Texas
April 10–12, 2008

FALL 2008 CONFERENCES

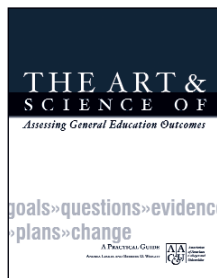
DIVERSITY, LEARNING, AND INCLUSIVE EXCELLENCE: Accelerating and Assessing Progress

Long Beach, California
October 16–18, 2008

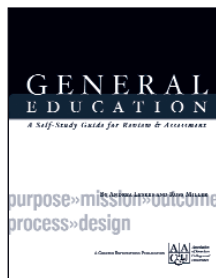
SCIENCE AND UNDERGRADUATE EDUCATION

Providence, Rhode Island
November 6–8, 2008

Association of American Colleges and Universities
Publications in the Greater Expectations Series



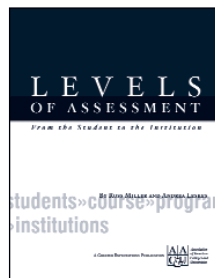
THE ART AND SCIENCE OF ASSESSING GENERAL EDUCATION OUTCOMES: A Practical Guide
By Andrea Leskes and Barbara Wright



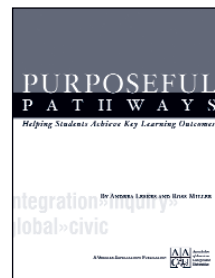
GENERAL EDUCATION: A Self-Study Guide for Review and Assessment
By Andrea Leskes and Ross Miller



GREATER EXPECTATIONS: A New Vision for Learning as a Nation Goes to College



LEVELS OF ASSESSMENT: From the Student to the Institution
By Ross Miller and Andrea Leskes



PURPOSEFUL PATHWAYS: Helping Students Achieve Key Learning Outcomes
By Andrea Leskes and Ross Miller



TAKING RESPONSIBILITY FOR THE QUALITY OF THE BACCALAUREATE DEGREE
A report from the Greater Expectations Project on Accreditation and Assessment

\$15 each for AAC&U members and \$20 each for non-members

For more information or to place an order visit www.aacu.org/publications



Association of American Colleges and Universities

1818 R Street, NW
 Washington, DC 20009
www.aacu.org

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,150 accredited public and private colleges and universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education at both the national and local levels and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

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