



2010

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

LEADERSHIP TO MAKE EXCELLENCE INCLUSIVE

A Working Institute for Campus Teams

June 15–19, 2010

Vanderbilt University | Nashville, Tennessee



Association
of American
Colleges and
Universities

APPLICATION DEADLINE: Friday, March 12, 2010



ABOUT THE INSTITUTE

The 2010 AAC&U Greater Expectations Institute

is designed to help campuses improve the quality of undergraduate education to prepare far more Americans for success in a globally interdependent society. This Institute will mark the tenth anniversary of AAC&U's intensive four-day program specifically designed for campuses working to build their institutional capacity and leadership to increase the inclusion, engagement, and high achievement of all their students. The 2010 Institute will help campus teams align institutional purposes, structures, and practices as well as advance and assess learning outcomes that are essential for success in today's world. These outcomes include such things as critical inquiry, communication skills, social responsibility, intercultural competence, and integrative learning. These outcomes were featured in AAC&U's signature report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College* and have been discussed in greater detail in the more recent AAC&U report, *College Learning for the New Global Century*.

Making Excellence Inclusive

Much progress has been made in expanding college access to historically underserved students—including racial/ethnic minority students, students from low-income backgrounds, and first-generation college students. Far more work is needed, however, if we are to succeed in further expanding access and improving student learning. More intentional efforts are needed to ensure that more students obtain a college education that prepares them well for this more intellectually and technologically demanding world.



We know that college students will continue to come from a wide array of backgrounds and from populations currently not well served by our nation's schools. In many parts of the country, the most dramatic growth in college attendance will come from these groups of students, and our campuses will reflect these dramatic demographic shifts among both traditional-aged and older student populations. These changes require us to think and act with greater creativity and resolve; to do this we must make excellence inclusive.

Developing Multilevel Leadership for Student Success

Substantial changes are needed to ensure that all students get the learning necessary to fulfill their educational goals and meet the nation's educational needs. Responding to these challenges requires multilevel campus leadership to establish educational practices that foster a culture of high expectations for all students—especially for those historically underserved by the academy. Current realities require holistic thinking about effective teaching practices, using evidence to guide change, and creating supportive environments that tap the intellectual and social capital of every student. The Institute will focus on establishing high-impact practices and making them more pervasive throughout the undergraduate experience.

“The Greater Expectations Institute helped all of us, but especially our faculty, see the benefits of having learning outcomes and the value of a liberal education ... Greater Expectations helped us to create buy-in with our team, infused energy into our ideas, and helped us to develop a plan for the year”—2009 Participant



WHO SHOULD ATTEND?

The Institute is most helpful for campuses that have made some progress in designing or establishing educational environments that foster inclusion, engagement, and success for all students.

- If your campus must prepare for reaccreditation, the Institute will help your team center this work on the essential learning outcomes all students need and provide ways to assess them.
- If your state system leaders are grappling with how to advance educational change efforts within and across your campuses, the Institute will offer insight from AAC&U's work in state systems that will help address the challenges of systemic change efforts.
- If your institution has developed many innovative programs, but they lack coherence, the Institute will help your team bridge these innovations and align resources to support your campus' best educational practices to foster student success.
- If your academic and student affairs units are not collaborating effectively to achieve student learning outcomes, the Institute will provide the venue, and expertise to help your team examine and communicate your mutual goals for student learning 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 specific strategies to address this challenge and will help foster shared commitment to high achievement for all students.
- If your campus is trying to instill both academic skills and a strong sense of personal and social responsibility in your students, Institute participation will help your team craft a coherent plan to integrate these goals.

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 semistructured interactions** with other campus teams to discuss research, effective practices, and hallmarks of successful institutional change; and
- **individual team consultations** with Institute faculty to address specific challenges your institution faces in developing learning-centered environments.

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

- raising expectations for student learning;
- closing achievement gaps among various student populations;
- nurturing students' cognitive complexity, intercultural learning, and education for personal and social responsibility;
- examining student performance and high-impact practices;
- creating new designs for academic excellence and effective assessment;
- making excellence inclusive and engaging diversity as an educational resource and catalyst for institutional renewal;
- building faculty capacity for student-centered teaching and learning and high-impact practices; and
- garnering financial resources for leading comprehensive educational change and involving students, faculty, and staff in widespread change efforts.

To review materials from past Institutes, visit:

www.aacu.org/meetings/gexinstitute

WHAT DO CAMPUS TEAMS ACCOMPLISH AT THE INSTITUTE?

Campus leadership teams come to the Institute to advance a specific educational change project. The Institute helps campus teams develop and strengthen learning environments and align their specific project with their institution's mission. While at the Institute, teams may clarify desired outcomes, create a comprehensive vision for change, refine planning and processes, and work to build a culture of high expectations for student learning and for institutional effectiveness. The Institute's 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 seeking to create and sustain diverse and effective learning environments. The Institute focuses on developing the collaborative leadership needed to do so.**

Institute activities are designed to help each team create an action plan to implement significant educational change on campus. Individually, each team works to refine its own project goals and strategies. Collectively, participants build their leadership capacity to strengthen and sustain change efforts over time. To accomplish these goals, the 2010 Institute provides in-depth study, analysis, and resources in three areas.

AREA ONE

Building Campus Capacity to Advance Educational Change

While campus projects will vary, all Greater Expectations Institute campus teams work on increasing 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 pages 10–11). 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 cocurricular learning to increase student engagement and success;

- structuring reaccreditation efforts around a comprehensive set of student learning outcomes; and
- reframing an institution's approach to diversity so that it enhances both student and organizational learning.

AREA TWO

Engaging Diverse Campus Cultures and Priorities

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 inclusion, engagement, and success. Once in Nashville, teams will explore the ways in which their own campus cultures may both nurture and impede their work.

AREA THREE

Aligning Educational Priorities with Institutional Practices and Structures of Support

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

More than 250 teams representing all types and sizes of higher education institutions 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 their own leadership seminars and faculty retreats based on the Institute's curriculum, while others have established comprehensive assessment efforts. Many teams have combined isolated projects into coherent structures of support to improve underserved student success.

Institute participants will work with nationally recognized scholars and practitioners in the areas of institutional renewal; campus capacity building; leadership development; and student inclusion, engagement, and high achievement. Each team is assigned an Institute faculty liaison who will mentor team members throughout the Institute. In addition, team consultations provide multiple opportunities for teams to work with all Institute faculty members to examine their goals and build their capacity to broaden, deepen, and sustain educational change efforts.

ALMA R. CLAYTON-PEDERSEN • vice president for education and institutional renewal, **AAC&U** • **AREAS OF EXPERTISE:** *policy development and program evaluation; organizational learning; intra- and inter-organizational collaboration; diversity as an educational resource; student readiness, recruitment, retention, and success*

GAIL G. EVANS • dean for undergraduate studies, **San Francisco State University** • **AREAS OF EXPERTISE:** *implementing and sustaining campus projects; curricular re-visioning, including general education; writing across the curriculum; integrative learning; assessment, including the use of e-portfolios; 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*

ASHLEY FINLEY • program director of assessment for learning, **AAC&U** • **AREAS OF EXPERTISE:** *gender and social stratification; sociology of education; program implementation and evaluation; quantitative methods*

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 cocurricular alignment; grant-making and fundraising*

PATRICIA IANNUZZI • dean of university libraries, **University of Nevada, Las Vegas** • **AREAS OF EXPERTISE:** *information literacy; research-based learning; faculty development; collaboration, organization culture shift; the educational role of libraries*

CHRISTINE N. NAVIA • equity and diversity planner, **University of Wisconsin System Administration** • **AREAS OF EXPERTISE:** *leadership in creating and maintaining policies and procedures that help to achieve strategic plans and the goals of race and ethnic diversity activities*

CAROL GEARY SCHNEIDER • president, AAC&U • **AREAS OF EXPERTISE:** *student learning outcomes; goals across the curriculum; redefining liberal education for today's students; general education; curriculum change; high-impact teaching and learning practices; curriculum-embedded assessments*

SHERWOOD E. SMITH • director, **Center for Cultural Pluralism** and assistant professor of integrated professional studies education and social services, **University of Vermont** • **AREAS OF EXPERTISE:** *multicultural competency, cultural and gender identity, the African American experience in education; professional development for faculty and staff; and research and teaching in education and human development*

HAZEL SYMONETTE • senior policy and program development specialist, **University of Wisconsin-Madison**, Office of Human Resource Development and the Office of the Dean of Students • **AREAS OF EXPERTISE:** *educational assessment and evaluation; diversity and inclusive excellence; organizational development; improving campus climate; faculty/staff development; cultivating ethical leadership and social justice*

RONALD WILLIAMS • vice president the **College Board** and former president of **Prince George's (Maryland) Community College** • **AREAS OF EXPERTISE:** *strengthening relationships between community colleges and their communities; leadership in educational transformation at community colleges; and institutional effectiveness*

THE INSTITUTE WILL ENGAGE EXPERTS FROM Belmont University, Fisk University, Vanderbilt University, and other area AAC&U member colleges and universities to consult with campus teams during the Institute. They will address academic and student life issues as well as the challenges of student engagement, inclusion, and success that are essential to the work of the selected teams.



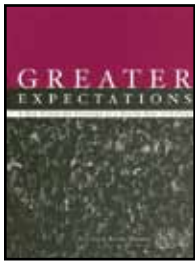


INSTITUTE RESOURCES

The Greater Expectations Institute draws on resources from the following AAC&U signature initiatives and publications:

Greater Expectations:

The Commitment to Quality as a Nation Goes to College



The Greater Expectations report articulates the aims of a twenty-first-century liberal education and identifies comprehensive models that improve learning for all undergraduate students. The initiative has helped campuses develop learning-centered programs and place strong emphasis on teaching students to apply their learning to real-world problems.

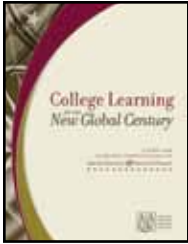
Making A Real Difference with Diversity:

A Guide for Institutional Change

This publication is drawn from a six-year initiative designed to help twenty-eight independent California institutions “prepare all students for leadership in a diverse society and promote the success of underrepresented student populations,” and contribute new knowledge about effective diversity practices. It offers a set of promising practices and selected quantitative and qualitative findings pertaining 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.



College Learning for the New Global Century



Building on Greater Expectations, AAC&U launched Liberal Education & America’s Promise (LEAP) in 2005 to champion undergraduate liberal education as the best preparation for all students—whatever their background or chosen career—in an era dependent on economic creativity and democratic vitality. The initiative focuses campus practice on fostering essential learning outcomes

for all students, especially those traditionally underserved in higher education. 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.

High-Impact Educational Practices:

What They Are, Who Has Access to Them, and Why They Matter

This publication—the latest report from AAC&U’s Liberal Education and America’s Promise (LEAP) initiative—defines a set of educational practices that research has demonstrated have a significant impact on student success. Author George D. Kuh presents data from the National Survey of Student Engagement about these practices and explains why they benefit all students, but also seem to benefit underserved students even more than their more-advantaged peers. The report also presents data that show definitively that underserved students are the least likely students, on average, to have access to these practices.



All campus teams receive complimentary copies of these AAC&U publications.



2010 INSTITUTE SPECIAL FEATURES AND FOCI

Leadership Development

The tenth annual Greater Expectations Institute will focus on developing campus capacity and collaborative, multilevel leadership to advance educational change initiatives, especially initiatives relevant to student learning, inclusive excellence, and assessment of programs. The Institute will also focus on building state system leaders' capacity to serve as catalysts and supporters of effective change efforts. Teams will learn how to utilize the contributions of various campus cultures and constituents to advance educational change efforts. Teams will consider these issues in the context of their specific educational change projects and in relation to institutional- and system-level change more generally.

Educating Students for Personal and Social Responsibility

This year's Institute will also focus on a set of learning outcomes essential for success in the twenty-first-century and too often neglected in campuswide planning. Participants will explore ways to facilitate students' exploration of questions about ethical responsibility to self and others, more precisely define the academy's role in fostering students' development of personal and social responsibility, and create learning environments that prepare students to fulfill their ethical obligations in an academic community and as global and local citizens. This focus will draw on the research and lessons learned from AAC&U's initiative, Core Commitments: Educating Students for Personal and Social Responsibility.



CAMPUS PARTICIPATION AND TEAM COMPOSITION

A campus team typically consists of a team leader and four team members. Team leaders should consider including people with different perspectives on the work and who reflect the broad diversity of campus communities. Teams should include individuals who are significantly involved in the project that the team will bring to the Institute, as well as key individuals who could extend the reach of these efforts. Team membership should include current and emerging faculty leaders from various disciplines, department chairs, student affairs educators, institutional researchers, registrars, librarians, community members, or others with the capacity and commitment to carry out the action plan. Students offer a unique and valuable perspective about their learning goals and experiences and should be seriously considered as a part of every team.

“The team meetings with members of the faculty were the most useful, because they allowed us to draw on the knowledge and experience of people with considerable expertise in areas which directly or indirectly impact our projects. It was like having a whole series of consultants come to our campus—something we could never afford in our current situation”—2009 Participant

Ideally, the team’s sphere of influence to enhance student and organizational learning would reach multiple levels and settings. All teams must include a senior academic officer.

All regionally accredited two- and four-year colleges and universities are eligible to apply. The online application consists of an information section and a narrative section and should be submitted by **Friday, March 12, 2010**, at www.aacu.org/meetings/gexinstitute. Selected campus teams will be **notified** of their acceptance by **Monday, March 29, 2010**.

NOTE: 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 build capacity for greater inclusion, engagement, and success for all students? To what extent have your initiatives focused on underserved students? What has already been accomplished and by whom? What evidence demonstrating progress do you have? What are your next steps? What factors will your team address at the Institute to build support for improving inclusion and 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 inclusion, engagement, and excellence on your campus?

Fees

Note: We know that many institutions—and most of us, in general—are working with limited budgets. With that in mind, we are pleased to announce that AAC&U has kept its registration fees for this Institute at its 2008 levels.

The registration fee for the Institute will cover individual guest rooms for three nights (June 15-19, 2010), 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 nonmember institutions

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

Nashville

AAC&U will hold its tenth annual Greater Expectations Institute on the campus of Vanderbilt University. The campus is within a half-day's drive from Atlanta, Birmingham, Louisville, Memphis, and Knoxville. June in Nashville promises endless opportunities for activities, whether you prefer music and art, outdoor cafes, parks, and cultural explorations. Nashville's renowned music culture centers in the downtown district composed of Second Avenue, Lower Broadway, and Printer's Alley. East Nashville represents historical neighborhoods and Victorian charm, while Elliston Place, across from Vanderbilt, provides a range of nighttime entertainment and eclectic dining. Nashville attractions include the Schermerhorn Symphony Center, Country Music Hall of Fame and Museum, the Cheekwood Botanical Garden and Museum of Art, the Grand Ole Opry, and Centennial Park, just a few blocks from Vanderbilt.



Photos courtesy of Vanderbilt University

AAC&U SUMMER INSTITUTES

AAC&U summer institutes offer campus teams a time and place for sustained collaborative work on a project of importance—away from the daily pressures of campus life. Participants learn from new research, national trends, other campus' efforts, and consultations with distinguished institute faculty to develop campus action plans that are powerful, research-based, and feasible.

Institute on General Education and Assessment

June 4 – 9, 2010 | University of Vermont

—for campuses working on redesign and assessment of general education programs

Greater Expectations Institute

June 15 – 19, 2010 | Vanderbilt University

—for campuses working to build institutional capacity for student engagement and success and to make excellence inclusive

Engaging Departments Institute

July 7 – 11, 2010 | University of Pennsylvania

—for deans, department chairs, and faculty working to advance integrative and engaged learning in and across disciplines and assess student learning outcomes



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