



Association
of American
Colleges and
Universities

10th Annual Greater Expectations Institute *Leadership to Make Excellence Inclusive*

June 15 -19, 2010

The Commons Center, Vanderbilt University ♦ Nashville

PROGRAM

Welcome! What follows is the program of activities for the 10th Annual Greater Expectations Institute. At the Institute, your team will develop a campus action plan throughout the week and make an oral presentation of the plan on Saturday. We expect the plan to highlight: (a) the concrete steps you will take to implement your educational change project, (b) who will be involved, (c) how you will go about engaging others on campus, and (d) a timeline of activity. We ask that you submit an electronic version of your plan to AAC&U staff before you depart. Bring your USB drive to the AAC&U staff office to download your presentation, or pick up a CD to burn a copy.

Three types of sessions comprise the Institute—plenary sessions, reflection/skill-building sessions, and team time. All are designed to help further your educational change goals.

- **Plenary Sessions** will frame several “big ideas” regarding student inclusion, engagement, and achievement that pertain to all of the campus teams. The program also includes a special plenary to address finding resources and support for educational change during times of fiscal constraint. All plenary sessions are designed to provide vision and context for your project.
- **Reflection/Skill-building Sessions** are designed to help increase team members’ effectiveness in implementing significant educational change once back on campus. Facilitated by Institute faculty members with expertise in the topic, these “hands-on” sessions will offer activities that will help participants articulate a vision of inclusive excellence. These sessions also provide techniques for supporting faculty innovation and their use of high impact practices; assessing student learning; remapping general education; bridging islands of innovation; negotiating campus change processes; and transforming Campus Action Plans into implementation success. Participants will have the opportunity to submit suggestions for topics to be covered in **“Participant Initiated” discussions** to be held on Friday morning (see p. 6 and 14 for details) and facilitated by an Institute faculty. Suggestion forms can be found at the staff office. Completed forms should be submitted to Nikki or Karen no later than Thursday at 5:00 PM. Selected discussion topics will be posted outside the staff office by 7:30 a.m. Friday.
- **Team Time** provides teams dedicated time to develop their action plans and engage the expertise of Institute faculty. Teams decide the extent to which they will incorporate **faculty consultations** into team time. Each morning, team leaders may sign up for same-day consultations with faculty. The sign up sheet will be on the board near the staff office. The entire team is expected to meet in the faculty member’s assigned room at the scheduled consultation time (see p. 3 for room assignments). Teams not meeting with a faculty member may choose their own meeting spaces.

INSTITUTE FACULTY AND STAFF

Susan Albertine

Senior Director, LEAP State Initiatives
AAC&U

Nakia Bell

Program and Administrative Assistant
AAC&U

Alma R. Clayton-Pedersen

Vice President, Office of Education and
Institutional Renewal and
Director, Greater Expectations Institute
AAC&U

Gail G. Evans

Dean for Undergraduate Studies
San Francisco State University

L. Dee Fink

National consultant in higher education,
former President of the Professional and
Organizational Development (POD)
Network for Higher Education, and
founder of the Instructional Development
Program
University of Oklahoma

Ashley Finley

Program Director, Assessment for
Learning
AAC&U

Patricia Iannuzzi

Dean of University Libraries
University of Nevada, Las Vegas

Karen Kalla

Co-Director,
Network for Academic Renewal
AAC&U

Christine N. Navia

Equity and Diversity Planner
University of Wisconsin System
Administration

Carol Geary Schneider

President
AAC&U

Sherwood E. Smith

Director, Center for Cultural Pluralism
University of Vermont

Hazel Symonette

Senior Policy and Program Development Specialist
University of Wisconsin Madison

Ronald Williams

Vice President, College Board
and former President
Prince George's Community College

PART-TIME INSTITUTE FACULTY

Sybril Bennett

Associate Professor and Director of Journalism
Belmont University

Christopher Brown

Executive Vice President and Provost
Fisk University

Mark Dalhouse

Lecturer in History and
Director, Office of Active Citizenship and Service
Vanderbilt University

Sharon Shields

Professor of the Practice,
Health Promotion and Education
Vanderbilt University

Ken Spring

Associate Professor of Sociology
Belmont University

FACULTY LIAISON TEAM AND ROOM ASSIGNMENTS
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Wednesday and Saturday Team Time/Consultations

Each team has been matched with a set of teams and these teams have been assigned to one or two faculty liaison(s) who will serve as primary resources during the Institute. Team clusters will meet with their liaison(s) during the first team time on Wednesday morning and for their final presentations on Saturday. Please plan to go to the assigned room indicated in Table 1 below for your Wednesday introductory meeting and on Saturday for the Campus Action Plan Presentation.

Wednesday through Friday Team Time/Consultations

From Wednesday through Friday, all faculty liaisons will be available to meet with any of the campus teams individually. Each of these mornings, teams may sign up for same-day consultations with faculty on the board near the staff office. At the scheduled consultation time, the entire team should arrive at the faculty member's assigned room. Please use Table 1 to locate the faculty's room for scheduled consultations.

TABLE 1. FACULTY LIAISON ASSIGNMENTS: WEDNESDAY – SATURDAY		
Liaison Teams	Faculty Liaison(s)	Meeting Room
Middle Tennessee State University University of Houston-Downtown University of North Florida	<i>Susan Albertine</i>	Hank Ingram, Room 203
University of Alaska Anchorage Webster University	<i>Gail Evans</i>	Commons Center, Room 235
Berea College Lenoir Rhyne University University of Wisconsin-Stevens Point	<i>Dee Fink</i> <i>Sherwood Smith</i>	Gillette House, Room 103
Belmont University Messiah College Salem College	<i>Ashley Finley</i>	Hank Ingram, Room 108
Gainesville State College Medaille College University of La Verne	<i>Patricia Iannuzzi</i> <i>Christine Navia</i>	Hank Ingram, Room 210
Austin Peay State University Manchester Community College University of Montana	<i>Carol Geary Schneider</i>	Commons Center, Room 233
Central State University U.S. Air Force Academy Team 1 U.S. Air Force Academy Team 2	<i>Hazel Symonette</i>	Commons Center, Room 237
Louisiana Community and Technical College System Wilfrid Laurier University	<i>Ronald Williams</i>	Cohen Memorial Hall, Room 324

ADDITIONAL FACULTY AVAILABLE FOR CONSULTATIONS

In addition to the faculty with team assignments listed in Table 1, the faculty below will be available for consultations Wednesday – Friday as indicated in Table 2. Sign-up sheets for these individuals will be posted outside of the staff office (Hank Ingram 208) by 7:30 a.m. on the day(s) of each faculty person’s availability.

TABLE 2. FACULTY LIAISON ASSIGNMENTS: WEDNESDAY – FRIDAY		
Faculty Liaison	Date Available	Meeting Room
<i>Alma R. Clayton-Pedersen</i>	Wednesday - Friday	Hank Ingram, Room 109
<i>Sharon Shields</i>	Wednesday	Hank Ingram, Room 110
<i>Sybril Bennett</i>	Thursday	Hank Ingram, Room 110
<i>Christopher Brown</i>	Thursday	Commons Center, Dining Balcony
<i>Mark Dalhouse</i>	Thursday	Commons Center, Dining Balcony
<i>Ken Spring</i>	Thursday	Commons Center, Dining Balcony

SCHEDULE OF EVENTS

TUESDAY, JUNE 15, 2010

PART I – VISION, VALUES, AND GOALS FOR 21ST CENTURY LEARNING

10 am – 3 pm
Hank Ingram
House Lobby

HOUSING AND INSTITUTE REGISTRATION
Pick up room keys, Institute binder and name tag

4 – 5:30 pm
Student Life
Center,
Commodore
Ballroom

WELCOME AND OPENING ADDRESS
New Vision, New Designs, New Measures of Success that Prepare Today’s Students for Future 21st Century Demands
This session will help teams locate their educational change projects within national efforts to build on themes developed in three major AAC&U initiatives and other research. Greater Expectations calls on colleges and universities to become more intentional in their actions to develop learners who are empowered, informed, and responsible. The Liberal Education and America’s Promise (LEAP) initiative and its 2007 report, *College Learning for the New Global Century*, seeks to expand the public’s understanding of liberal education as the essential form of learning for the 21st century—the one that will best help all students navigate the complexities of work and life in an era of rapid change. Making Excellence Inclusive makes the case that students cannot be prepared for this era unless diversity—broadly and richly defined—

is placed at the center of institutional functioning and the academic enterprise. The speaker will draw on these themes to discuss contemporary aims of an undergraduate liberal education and the institution's role in helping students achieve key outcomes.

Welcome: Alma R. Clayton-Pedersen

Speaker: Carol Geary Schneider

5:30 pm
Student Life
Center

RECEPTION AND DINNER

Join with colleagues to celebrate the commencement of the 10th Greater Expectations Summer Institute. Reception will begin at 5:30 p.m. and dinner will follow around 6:30 p.m.

WEDNESDAY, JUNE 16, 2010

PART II – BUILDING INSTITUTIONAL CAPACITY TO ADVANCE EDUCATIONAL CHANGE: STRATEGIES AND TOOLS TO ACHIEVE 21ST CENTURY ESSENTIAL LEARNING OUTCOMES

7:30 am – 6:00 pm
Hank Ingram
Room 208

STAFF OFFICE

Participants are welcome to stop by the staff office to discuss questions or plans with AAC&U staff. The Institute faculty consultation sign-up sheets will be on the board outside of the staff office during these times.

7:30 – 8:30 am
Commons Center
Dining Balcony

BREAKFAST

Use this time to meet with your team, visit with colleagues, and sign up for Institute faculty consultations on the board near the staff office.

7:30 – 8:20 am
Commons Center
Room 233

TEAM LEADER MEETING AND BREAKFAST

Alma R. Clayton-Pedersen will lead a discussion about the team leader's role, and how to build team consensus to achieve project goals at the Institute.

8:30 – 8:45 am
Commons Center
Dining Balcony

OVERVIEW OF ACTIVITIES FOR THE DAY

Alma R. Clayton-Pedersen

9:00 – 10:15 am
See Table 1
Page 3

TEAM TIME/CONSULTATIONS

Teams will meet with their faculty liaison as a group in the assigned room indicated in Table 1 (see page 3). Faculty liaisons will meet with the teams as a group first and with each team individually during the session time.

10:30 – 10:45 am
Commons Center
Dining Balcony

REFRESHMENT BREAK

10:45 – 11:45 am
Commons Center
Rooms 237

PLENARY

Making Excellence Inclusive: The Role of Institutional Culture in Educational Change Efforts

Rapid changes in the college-going population, new demands for greater effectiveness and accountability, shrinking resources, and numerous technological innovations are pressuring the teaching and learning enterprise of colleges and universities in unprecedented ways. To meet these challenges and ensure high levels of learning for all students, campus leaders must devise effective solutions at every level of institutional functioning. In this plenary, the speakers will discuss how leaders can prepare students, faculty, and institutions for change while being

particularly attentive to the changing student population. What is the next generation of work in “inclusive excellence” that must be undertaken to ensure the success of underserved students and underrepresented faculty? How will thinking and actions need to shift to accommodate this changing environment and to sustain innovative practice? Who will need to be involved? How can we best deal with resistance we encounter from various sources? And, how will we know we are accomplishing our goals throughout the change process?

Speakers: Alma R. Clayton-Pedersen and L. Dee Fink

12:00 – 1:00 pm
Commons Center
Dining Balcony

LUNCH

Join with team members and connect with colleagues from other institutions.

1:15– 3:00 pm
See Table 1
Page 3; Table 2
Page 4

TEAM TIME

This time is dedicated for teams to work on their Action Plan, consult with faculty, process information gained in the previous plenary sessions, assign team members to attend upcoming sessions, and/or ascertain consultation needs. Teams with a faculty consultation should meet the faculty person in her/his assigned room.

3:15 – 3:30 pm
Commons Center
Dining Balcony

REFRESHMENT BREAK

3:30 – 4:45 pm
Commons Center
Rooms 237

PLENARY

Leading Institutional Change that Endures in Tight Economic Times

American higher education is being faced with a greater economic challenge now than at any other time in our history. These pressures are coming at a time of growing awareness of the need to increase access and degree attainment. The presenter will share insights about what the “new normal” of continuous cost management means for higher education, and ways that wise institutional leadership can make a difference in sustaining capacity for change and improvement despite the imperative to reduce costs. The respondents will discuss the challenges of sustaining a focus on change and academic improvement in an academic ethos that equates quality with increasing resources. Their advice will help teams to build expertise in cost management, and to navigate the imperative to address costs that do the least harm to core academic capacity.

Presenter: Jane Wellman

Respondents: Patricia Iannuzzi and Ronald Williams

Moderator: Alma R. Clayton-Pedersen

5:00 – 6:00 pm
See Table 1
Page 3; Table 2
Page 4

TEAM TIME

Teams are welcome to meet in a place of their choosing and continue to work on their campus projects, particularly in light of the day’s sessions. Teams with a faculty consultation should meet the faculty person in her/his assigned room.

6:00 pm

DINNER ON YOUR OWN – ENJOY!

THURSDAY, JUNE 17, 2010

PART III – EXPLORING FACTORS THAT INFLUENCE EDUCATIONAL CHANGE EFFORTS

7:30 am– 6:00 pm STAFF OFFICE

Hank Ingram
Room 208

Participants are welcome to stop by the staff office to discuss questions or plans with AAC&U staff. The Institute faculty consultation sign-up sheets will be on the board outside of the staff office during these times.

7:30 – 8:30 am BREAKFAST

Commons Center
Dining Balcony

Sign up for Institute faculty consultations for the day on the board near the staff office. Give to Nikki or Karen by 5:00 pm suggestions of topics you would like to discuss in the Friday morning “Participant Initiated” sessions. Session information will be posted on the board by Friday 7:30 am and announced during the Overview of Activities on Friday.

8:30 – 8:45 am OVERVIEW OF ACTIVITIES FOR THE DAY

Commons Center
Dining Balcony

Alma R. Clayton-Pedersen

9:00 – 10:15 am REFLECTION AND SKILL-BUILDING SESSIONS

Teams are encouraged to divide their members among the various sessions to engage each campus with a full range of topics.

Commons Center
Room 237

Remapping General Education: The Essential Learning Outcomes as a Framework for Making Connections to Disciplines and Majors

Making connections between general education and the majors can and should reward curiosity and satisfy the hungry intellect. The remapping activity can be an occasion for will-building and leadership development. It also invites collaboration with students. This session will begin with examples and move on to a remapping exercise, using the LEAP essential learning outcomes and a small set of challenging disciplines and majors. We will also consider a selection of mapping strategies.

Facilitator: Susan Albertine

Suggested Readings:

College Learning for the New Global Century—AAC&U (2007)—Part I
High-Impact Educational Practices—Kuh (2008)—Part IV

Also Recommended:

Revising General Education and Avoiding the Potholes—Gaston and Gaff (2009)—Part II

Hank Ingram
Room 210

Focusing on Underserved Student Success: Lessons from Historically Black Colleges and Universities

Historically black colleges and universities (HBCUs) have a unique set of realities that contextualize their missions and focus on student learning outcomes. HBCUs, like other minority-serving and open access institutions, are committed to serving students who might otherwise be excluded from many “highly-selective” institutions of higher education. This intentional commitment provides a useful case study of offering a robust general education program to students who may arrive at college without the full complement of a common core of knowledge from high school. Students also come with different acquisition levels of higher order thinking skills, and/or other varied indices of college readiness. The higher education community is working to transition: from teacher-centered instruction to student-centered

learning; from summative learning activity assessments to formative evaluation of student milestones and capstones; from core course requirements as a fixed body of knowledge to general education as a means of preparing students for engagement with and integration of limitless bodies of information; and from age worn curricular shrines to continually evolving spaces with vast capacity to respond and accommodate new and different modalities of knowledge. HBCUs can provide critical lessons in examining and managing significant tensions and the contextual challenges of the “from-to” transformation process. Participants in this session will examine their institutional realities in light of the case examination of HBCUs and develop intentional strategies to improve general education within the specific context of their own campus.

Facilitator: M. Christopher Brown II

Suggested Readings:

Peabody Journal of Education, The Historically Black College as Social Contract, Social Capital, and Social Equalizer—Brown and Davis (2001)—76, 31-49.

Unique Campus Settings: Insights for Research and Assessment—Lane and Brown (2004)—New Directions in Institutional Research, volume 124, pp. 93-103

The Journal of Higher Education, The Effect of Institutional Culture on Change Strategies in Higher Education: Universal Principles or Culturally Responsive Concepts—Kezar and Eckel (2002)—73, 435-460.

Commons Center
Room 235

Building Faculty Capacity for Better Teaching and Learning

Enhancing faculty capacity for teaching in ways that promote greater levels of student engagement and significant learning is an essential part of all other institutional changes designed to advance higher quality student learning. In this session, participants will lay out a general strategy for campus leaders to cultivate that faculty capability and then identify specific actions needed to implement such a strategy. Participants will also identify key elements of effective teaching and learning centers and brainstorm ways to build a teaching- and learning-centered institutional culture.

Facilitators: L. Dee Fink and Patty Iannuzzi

Suggested Readings:

Better Organizational Support for Faculty—Fink (2003)—Part II

Also Recommended:

Departments that Work—Wergin (2003)—Part IV

Stereotype Threat and African American Achievement—Steele (2003)—Part III

Cohen Hall
Room 324

Students' Role in Institutional Change: Campus-and System-level Perspectives

In this facilitated discussion session, participants will explore in greater depth a key notion repeated throughout the Institute—the ways in which our institutions provide transparent, intentional, and coherent educational experiences. Participants will also discuss how they as campus leaders might cultivate deeper forms of engagement with students so that they are empowered to be active agents and architects of their own learning and growth. The facilitators will explore such efforts with participants as they have been conceptualized and carried out at the campus and system levels.

Facilitators: Christine Navia and Hazel Symonette

Suggested Readings:

Our Students Best Work—AAC&U (2008)—Part IV

Hank Ingram
Room 203

The Shifting Institutional Culture Regarding Diversity

Higher education institutions are recruiting faculty, staff, and students across an ever increasing range of personal backgrounds, ethnic identities, and cultural populations. At the same time diversity focused courses and programs have become a common component in curriculum development. Participants in this session will explore questions about some of the key opportunities and challenges for long range planning connected to diversity with particular focus on its role in faculty, staff, and student development; the advancement of critical thinking; and fostering inclusive campus climates and academic excellence.

Facilitator: Sherwood Smith

Suggested Readings:

Making Excellence Inclusive—Clayton-Pedersen, O’Neill, and Musil (2006)—Part II

Also Recommended:

Could Fixing Academic Advising Fix Higher Education?—Hunter and White (2004)—Part II

Proceed with Caution—Magolda (2005)—Part IV

Gillette
Room 103

Leading General Education Redesigns

General Education, intentionally conceived, is uniquely poised to help all students achieve essential learning outcomes and engage society’s big questions. It is in general education that students can develop and enhance their abilities to question the world around them and participate in learning experiences that integrate disciplinary knowledge, connect academic and student affairs activities, and address real-world problems. This session will highlight the process and concerns of redesigning a general education program to fit the mission of the University. In addition, it will provide a framework that will be applicable to a range of university and college environments while addressing the core question of “What is the purpose of general education programs?” Participants will examine general education models that serve a diverse undergraduate population, provide a coherent and developmental pathway from first year seminar to capstone, and embed high impact practices such as service-learning, learning communities, and research to advance student success. They will discuss the benefits of the programs along with the steps and hurdles for implementing a complete general education redesign, and ways to assess each program.

Facilitator: Ken Spring

Suggested Readings:

College Learning for the New Global Century—AAC&U (2007)—Part I
High-Impact Educational Practices—Kuh (2008)—Part IV

Also Recommended:

Revising General Education and Avoiding the Potholes—Gaston and Gaff (2009)—Part II

Commons Center
Room 233

Leading Institutional Change: Building Capacity and Empowering Leadership at All Levels

Leading from the middle is both exhilarating and frightening. It is exhilarating because one is constantly bombarded with some of the best energy and new ideas that faculty, student affairs educators, students and administrators have to offer. It is frightening because that energy always tends towards, or at least seems to be, spinning out of control. It is so much easier to follow, and yet, leadership is indispensable to the act of moving any organization forward. Still, one must always be aware of the appropriate

relationship between risk and lethargy, between encouragement and bullying. Always as well, one must be aware of the relationship between the possible and the energy—both human and fiscal—that is available. This session will tease out some of these nexus points and apply our findings to the various projects on which the participants are working.

Facilitator: Ronald Williams

Suggested Readings:

Promoting Student Success Series—NSSE (2005)—Part III

Also Recommended:

Achieving Inclusive Excellence—Williams (2007)—Part II

Moving Mountains—Ramaley (2002)—Part II

10:30 – 10:45 am
Commons Center

REFRESHMENT BREAK

10:45 - 11:45 am
See Table 1
Page 3

TEAM TIME

Teams are welcome to meet in a place of their choosing and continue to work on their campus projects. Teams with a faculty consultation should meet the faculty person in her/his assigned room.

12:00 – 1:00 pm
Commons Center
Dining Balcony

LUNCH

Join team members to discuss afternoon plans and connect with colleagues from other institutions.

1:15 – 2:30 pm

REFLECTION AND SKILL-BUILDING SESSIONS

Teams are encouraged to divide their members among the various sessions to engage each campus with a full range of topics.

Commons Center
Room 237

Liberal Education, General Education: The New Design Principles and High Impact Practices

The 2002 *Greater Expectations* report noted that an undergraduate degree too often “certifies completion of a fixed number of...disconnected fragments” and called on higher education to “foster more intentional and integrative learning across the curriculum and co-curriculum.” *College Learning for the New Global Century* more recently illustrated the urgent need to focus our efforts on helping students achieve a set of essential learning outcomes. In this session, participants will examine how the elements of a strong liberal education, such as critical inquiry, intercultural competence, and integrative learning, can help campus leaders bring coherence to, and anchor, each student’s educational experience. Particular attention will be paid to “high-impact” practices shown to influence student success as well as to notions of horizontal integration (across general education, the major, and electives) and vertical integration (cumulative learning from first to final year.)

Facilitator: Carol Geary Schneider

Suggested Readings:

High Impact Educational Practices—Kuh (2009)—Part IV

Our Students’ Best Work—AAC&U (2008)—Part IV

What is a Generally Educated Person?—Gaff (2004)—Part II

Also Recommended:

Departments that Work—Wergin (2003)—Part IV

Commons Center
Room 235

Assessing General Education at the Course and Program Levels

In this session, participants will discuss a variety of strategies for direct and indirect assessment of student learning at both the course and program levels. Participants will examine how the LEAP essential learning outcomes might be used to facilitate assessment, what role ePortfolios can play in assessment, and how to best engage one's campus in assessment.

Facilitator: Gail Evans

Suggested Reading:

What is a Generally Educated Person? Gaff, J.G. (2004)—Part II

Also Recommended:

Revising General Education – Avoiding the Potholes: A Guide for Curricular Change – Gaston and Gaff (2009)—Part II

Commons Center
Room 233

Mapping Information Literacy Outcomes and Other Intellectual Skills into Students' Learning Experiences

The 2007 report, *College Learning for the New Global Century*, outlines a cluster of intellectual and practical skills that are critical components of a liberal education: inquiry and analysis; critical and creative thinking; written and oral communication; quantitative literacy; information literacy; and teamwork and problem solving. The learning outcomes associated with information literacy relate to and incorporate many of the learning outcomes in all of these skill clusters. Participants in this session will address how these information literacy and related learning outcomes can be mapped into student learning experiences at three levels: in an individual course, in an academic sequence (e.g., first-year, sophomore year, and capstone courses), and across the curriculum and co-curriculum. Participants will consider: Who is responsible for ensuring that information literacy learning outcomes are integrated into courses across the curriculum? How can campus experts in pedagogy, assessment, instructional technology, information literacy, and faculty development work together across their administrative silos?

Facilitators: Patricia Iannuzzi and L. Dee Fink

Suggested Readings:

Reforming the Undergraduate Experience: New Directions for Teaching and Learning—VanderPol, Brown, and Iannuzzi (2008)—Part II

Also Recommended:

Academic Advising—Carey (2008)—Part IV

Information Literacy Competency Standards for Higher Education—Association of College and Research Libraries (2000)—Part I

Gillette
Room 103

High Intensity, High Impact Practices that Foster Student Success

A recent report from AAC&U's LEAP initiative defines a set of educational practices that significantly impact student success. An extensive literature has established the value of active, engaged, and collaborative forms of learning for students. These "high impact" educational practices reflect more than two decades of work on campus to translate these broad research findings into curriculum and pedagogy. The recommended practices, while not exhaustive, provide a "cornerstone to capstone" framing that potentially fosters active intellectual engagement and practice across the entire educational experience. The facilitators will explore with participants how they can use their own NSSE data about these practices to determine if all students are participating in and benefitting from these practices on their campuses with a particular focus on underserved students. While the report indicates greater benefits for these students than for their more advantaged peers, the data also show that underserved students are the least likely to have access to these practices on average. Facilitators will also discuss

how Kuh’s caveat—that these outcomes for underserved students are contingent upon these practices being “done well”—might be addressed.

Facilitators: Alma Clayton-Pedersen and Ashley Finley

Suggested Readings:

High Impact Educational Practices—Kuh (2008)—Part IV
Promoting Student Success Series—NSSE (2005)—Part III

Hank Ingram
Room 210

Making Assessment and Evaluation Work for Your Success Vision: It Works if You Work It!

How do we craft assessment and evaluation approaches that are more congruent with and responsive to the complex contours, emergent rhythms, and nuanced diversity of our courses and programs? This session will provide an overview of assessment and evaluation in the service of enabling ethical praxis and inclusive excellence, for both the intervention and the interveners. Participants will briefly explore practices that help them mindfully map and match their assessment strategies to the contextual realities of their programs: notably, the interface between knowledge management practices (Cynefin) and the sociopolitical terrains for action, intervention, and engagement (e.g., simple and complex contexts). By engaging these considerations, one fosters the embrace of contextually-grounded assessment and evaluation as a beginning-to-end resource using ongoing cycles of program development and implementation; one also increases the prospects of doing things right from multiple vantage points.

Facilitator: Hazel Symonette

Suggested Readings:

Making Excellence Inclusive—Clayton-Pedersen, O’Neill, and Musil (2006)—Part II

Hank Ingram
Room 203

Same Messages, Different Audiences: Communicating Your Action Plan in Different Modalities

Putting an action plan into “action” is difficult without a common purpose and vision. To clearly communicate a university’s core values and desired outcomes, multiple modes of communication are necessary to reach varied and diverse audiences. There are more communication technologies available simultaneously than ever before. Providing clear communication is both a unique challenge and an opportunity for college and university administrators. And, as one-way mass media communication diminishes, it is imperative for campus leaders to capitalize on the value of collaboration, conversation, and community. The facilitator will engage participants in the use the Seven Elements of Innovation Framework to create an effective communication strategy. By identifying the problem, articulating the purpose, and pioneering a tailored approach infused with passion and play as an integral part of the plan, the facilitator will discuss how to use multimedia technologies to send a single message effectively to multiple audiences. These audiences include, but are not limited to, students, governing boards, alumni, parents, faculty and staff as well as the larger community. From Twitter to Facebook and beyond, as well as more traditional communication strategies, this session will present innovative ways to communicate your plan to realize action.

Facilitator: Sybril Bennett

Suggested Readings:

Class on Campus—AAC&U (2008)—Part III

Education for a World Lived in Common—Knefelkamp and Schneider (1997)—Part I

*Making Excellence Inclusive—Clayton-Pedersen, Musil, and O’Neill (2006)–
--Part II*

Also Recommended:

www.themultimediamaven.com

www.drzyb.com

www.twitter.com/drzyb

www.facebook.com/drzyb

Cohen Hall
Room 324

**Educating for Personal and Social Responsibility: The Importance of
Campus Climate**

On many campuses, issues of personal and social responsibility, active citizenship and service have been pushed to the edges of the college curriculum and addressed in only limited ways in the co-curriculum. Participants will engage in a discussion and exercise to help them develop strategies for initiating a larger process of institution-wide reflection to strengthen students’ pursuit of excellence, integrity, and the integration of service and citizenship within the mission of the university. Such a process can help campus leaders increase the pervasiveness and coherence of opportunities for learning about personal and social responsibility and foster shared responsibility for such learning among faculty, student affairs educators, administrators, community members and students.

Facilitator: Mark Dalhouse

Suggested Reading:

*Education for a World Lived in Common with Others—Knefelkamp and
Schneider (1997)—Part I*

Also Recommended:

*Making a Real Difference with Diversity—Clayton-Pedersen et al. (2007)—
Part III*

2:30 – 6:00 pm

See Table 1
Page 3; Table 2
Page 4

TEAM TIME

Teams are welcome to meet in a place of their choosing and continue to work on their campus projects, particularly in light of the afternoon’s sessions. Teams with a faculty consultation should meet the faculty person in her/his assigned room.

3:15 – 3:30 pm

Commons Center
Dining Balcony

REFRESHMENT BREAK

Institute participants are asked to identify topics that they would like to discuss on Friday morning from 9:00 – 10:00 a.m. Please give your session topic ideas to Karen or Nakia by 5:00 p.m. today. The session topics, room, and facilitators will be posted on the board next to the staff office by 7:30 a.m. on Friday and announced in the morning Overview.

6:00 pm

DINNER ON YOUR OWN – ENJOY!

FRIDAY, JUNE 18, 2010

PART IV – CREATING THE INCLUSIVE, ENGAGED AND HIGH ACHIEVING LEARNING COMMONS

7:30 am – 6:00 pm

Hank Ingram
Room 208

STAFF OFFICE

Participants are welcome to stop by the staff office to discuss questions or plans with AAC&U staff. The Institute faculty consultation sign-up sheets will be on the board at the staff office during these times. Participants will also drop off their final reports in this room.

7:30 – 8:30 am
Common Center
Dining Balcony

BREAKFAST

Sign up for Institute faculty consultations for the day at the board near the staff office.

8:30 – 8:45 am
Commons Center

OVERVIEW OF ACTIVITIES FOR THE DAY

Alma R. Clayton-Pedersen

9:00 – 10:15 am

REFLECTION AND SKILL-BUILDING SESSIONS

Teams are encouraged to divide their members among the various sessions to engage each campus with a full range of topics.

Commons Center
Room 233

Using the VALUE Rubrics to Assess Essential Learning Outcomes

AAC&U's VALUE rubrics emerged from an effort to find a common starting point for the assessment of institutional learning outcomes that could span the multiple campus constituencies, such as faculty, student affairs educators, administrators and students that fundamentally influence the degree to which learning outcomes are achieved. Through the examination of existing rubrics and collaborative work of nationally assembled teams of faculty, 15 rubrics were developed to articulate the fundamental criteria necessary for the attainment of each learning outcome demonstrated at progressively sophisticated levels of thinking. In this session, participants will explore how the VALUE rubrics can be incorporated into departmental and institutional assessment agendas to facilitate meaningful evaluation of learning. The group will examine the structural components of the VALUE rubrics overall, and the Intercultural Knowledge and Competence rubric in particular. These components are intended to promote assessment of student learning and the pathways for engaging campus constituencies, especially students, in conversations about common goals for learning.

Facilitator: Ashley Finley

Suggested Readings:

Assessing Outcomes and Improving Achievement—Rhodes (2010)—Part IV

Also Recommended:

Maps and Inventories—Maki (2004)—Part IV

Our Students' Best Work—AAC&U (2008)—Part IV

Commons Center
235

General Education and Transfer Pathways: Focusing on Institutional Alignment

This session will open with a discussion of “swirl”—what it is, how it affects students, how institutions attempt to deal with it. Using as a point of departure the most common fixes that institutions and systems employ to make transfer more efficient, participants will examine new and emerging designs for alignment that aim for both efficiency and effective learning.

Facilitator: Susan Albertine

Suggested Readings:

Assessing Outcomes and Improving Achievement—Rhodes (2010)—Part IV
High-Impact Educational Practices—Kuh (2008)—Part IV

Also Recommended:

Purposeful Pathways—Miller and Leskes (2006)—Part IV

Commons Center
Room 237

Transforming Campus Action Plans into Implementation Success

In this session, participants will get a preview of what they may encounter when they return to campus to implement their carefully crafted plans—the good, the bad, the ugly, and the beautiful. The facilitator will reveal insights regarding experiences of sharing and attempting to implement action plans that were developed by teams during previous Institutes. The goal of this session is to help prepare team members to face the reality of engaging campus constituents in an initiative that was either developed or refined at the Institute, and to underscore the skills and capacities needed for the success of their project.

Facilitator: Gail Evans

Suggested Reading:

Making Excellence Inclusive—Clayton-Pedersen, Musil, & O'Neill (2006)—Part II

Also Recommended:

Moving Mountains—Ramaley (2002)—Part II

Hank Ingram 210

Participant Initiated Session – Topic TBD

Hank Ingram 203

Participant Initiated Session – Topic TBD

10:30 – 10:45 am
Commons Center
Dining Balcony

REFRESHMENT BREAK

10:45 – 11:45 am
See Table 1
Page 3; Table 2
Page 4

TEAM TIME

Teams may meet in a place of their choosing to work on their action plans. Teams with a faculty consultation should meet the faculty person in her/his assigned room.

12:00 – 1:00 pm
Commons Center
Dining Balcony

LUNCH

Join team members to discuss afternoon plans and connect with colleagues from other institutions.

1:15 – 6 pm
See Table 1
Page 3; Table 2
Page 4

TEAM TIME

Teams are welcome to meet at a place of their choosing to finalize their campus action plans and practice their presentations. Teams with a faculty consultation should meet the faculty person in her/his assigned room.

3:15 – 3:30 pm
Commons Center
Dining Balcony

REFRESHMENT BREAK

DINNER ON YOUR OWN – ENJOY!

SATURDAY, JUNE 19, 2010

PART V – DESIGNS FOR NEW ACADEMIC EXCELLENCE PRESENTATIONS

- 8:00 – 11:00 am** **STAFF OFFICE**
Hank Ingram Participants are welcome to stop by the staff office to discuss questions or
Room 208 plans with AAC&U staff. Participants will also turn in their final reports to
this room.
- 8:00 – 9:15 am** **BREAKFAST, OVERVIEW OF ACTIVITIES, CLOSING REMARKS**
Commons Center **Alma R. Clayton-Pedersen**
Dining Balcony
- 9:30–11:00 am** **CAMPUS ACTION PLAN PRESENTATIONS**
See Table 1 Teams will present their action plans to their team clusters and faculty
Page 3 liaison(s), in their liaison’s assigned room. This exercise is intended to serve
as a trial-run of a presentation teams may make back on campus. Teams
will present their action plans in round-robin fashion, allotting time for
feedback from other teams and faculty liaison, and for transition between
presentations. *Teams are asked to submit action plans in electronic form to
AAC&U staff prior to departure. NOTE: Audiovisual equipment will not be
available.*
- 10:30 am –** **RESIDENCE HALL CHECK –OUT**
1:30 pm
Hank Ingram
Lobby

CONGRATULATIONS AND GOOD LUCK!