

**Greater Expectations  
Institute on Campus Leadership for Sustainable Innovation  
July 23-28, 2002, Leesburg, Virginia**

**CONFERENCE PROGRAM**

<b>Part I - Orientation to the Institute: Setting the Context TUESDAY, JULY 23, 2002</b>
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10:00AM -6:00PM	Conference Registration, (Early guest check-in if room available)	West Building Lobby
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*All conference guestrooms, meals, and meeting space are in the North Building.  
Room Number Key: N = North Building; 3 = Third Floor*

Daily during conference hours	Staff Office Concierge Office (copier, complimentary Internet, guest services)	N3-454 N3-664
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10:00AM - 6:00PM	Hospitality Suite Optional Team Time	N3-296 Lounge Areas and Breakout Rooms
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5:00 - 6:00PM	Guest check-in Conference Briefing for Concurrent Session Facilitators, Full-time Faculty Liaisons	West Building Lobby N3-365
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5:30 - 7:00PM	Buffet Dinner	Dining Room
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7:00 - 8:15PM	Welcome and Opening Plenary <i>Meeting Greater Expectations for Student Learning: The Implications for Campus Culture and Organization</i> Alma Clayton-Pedersen, Vice President Office of Education and Institutional Renewal; and Carol Geary Schneider, President, AAC&U	N3-296
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8:15 - 9:00PM	Reception Sponsored by: © BELL SOUTH	Courtyard Patio
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<b>Part II - Visions, Values, and Goals for Student Learning WEDNESDAY, JULY 24, 2002</b>
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6:30 - 7:30AM	Breakfast	Dining Room
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7:30AM - 5:00PM	Refreshment Breaks available between sessions Wednesday - Saturday.	
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7:45 - 8:00AM	Plenary Goals for the Day	N3-296
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<b>8:15 - 9:15AM</b>	<p><b>Stable Working Groups (SWG)</b>  Three to four campus teams will meet as a larger group. This will be an interactive discussion facilitated by a Full-time Faculty Liaison (FFL). Each SWG is assigned to a breakout room as indicated: (next page)</p> <p><b>SWG 1: Ann Ferren</b> <span style="float: right;"><b>N3-375</b></span>  Indiana State University  University of Charleston  Westminster College</p> <p><b>SWG 2: Caryn Musil</b> <span style="float: right;"><b>N3-585</b></span>  Franklin &amp; Marshall College  Long Island University  Portland State University  Wheaton College</p> <p><b>SWG 3: Alma Clayton-Pedersen</b> <span style="float: right;"><b>N3-365</b></span>  BellSouth Initiative Schools</p> <p><b>SWG 4: Barbara Hill</b> <span style="float: right;"><b>N3-367</b></span>  Iowa Wesleyan College  Knox College  Prince George's Community College</p> <p><b>SWG 5: Carol Schneider</b> <span style="float: right;"><b>N3-262</b></span>  Indiana University Purdue University, Indianapolis  Mercer University  Shippensburg University</p> <p><b>SWG 6: Edgar Beckham</b> <span style="float: right;"><b>N3-264</b></span>  Community College of Denver  Indiana University Perdue University, Ft. Wayne  Southern Oregon University</p> <p><b>SWG 7: Tori Haring-Smith</b> <span style="float: right;"><b>N3-155</b></span>  Florida Gulf Coast University  Longwood University  University of Hawaii Kapi'olani</p>
<b>9:30 - 11:30AM</b>	<p><b>Plenary</b> <span style="float: right;"><b>N3-296</b></span>  <i>Visions and Values for Innovations</i>  This interactive session will explore personal visions and values as they relate to innovations and campus cultures.  Lee Knefelkamp, Professor of Higher Education, Teachers College of Columbia University</p>
<b>11:30 - 12:15PM</b>	<p><b>Stable Working Groups (SWG)</b> <span style="float: right;"><b>N3-296</b></span>  Brief processing of the session; participants respond to ambiguities observed in their own and other's work.</p>
<b>12:15 - 1:15PM</b>	<p><b>Lunch</b> <span style="float: right;"><b>Dining Room</b></span>  Continue discussion over lunch with SWG and FFL.</p>



8:00 - 9:00PM	<b>Plenary</b> <i>The College of New Jersey Case Study: Insights for Stable Working Groups</i> Ann Ferren, Professor of Educational Studies, Radford University, and Senior Fellow, AAC&U	N3-296
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**Part III - Engaging the Faculty in Significant Educational Change (continued)**  
**THURSDAY, JULY 25, 2002**

6:30 - 7:30AM	<b>Breakfast</b>	<b>Dining Room</b>
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7:30 - 9:30AM	<b>Team Time</b>	<b>Lounge Areas and Breakout Rooms</b>
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9:45 - 10:00AM	<b>Plenary</b> Goals for the Day	N3-296
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10:00 - 11:30AM	<b>President's Panel</b> <i>The President's Role in Learning-Centered Innovation</i> This plenary will involve the audience in discussion about how to bring learning-centered innovation from the margin to the center and the president's role in relation to departments, faculty, students, and external constituencies. Moderator: Carol Geary Schneider, President, AAC&U; Michael Bassis, President, Westminster College and Senior Development Advisor, AAC&U; Beverly Daniel-Tatum, President, Spelman College; and David Ward, President, American Council on Education	N3-296
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11:30 - 1:00PM	<b>Lunch</b>	<b>Dining Room</b>
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1:15 - 2:45PM	<b>Concurrent Sessions</b> <b>CS 1: <i>Aligning Reward Systems with Innovation Goals</i></b> The IUPU-Ft. Wayne has developed a vision for integrating content, methods, faculty development and faculty rewards for an ongoing program to support faculty in course transformation through the use of learning-centered teaching. The Longwood University team has experience in broad-based curricular reform in General Education with an emphasis on addressing faculty involvement and resistance to change. Central to these teams' initiatives is a comprehensive program to support faculty efforts for learning-centered teaching. This session will explore innovative approaches to and the need for faculty involvement in program change to improve student outcomes by finding new ways to support faculty in a context of reduced resources and increased enrollments while considering the views of those involved. Susan B. Hannah, Vice Chancellor for Academic Affairs, Indiana University Purdue University, Fort Wayne; Norman J. Bregman, Provost and Vice President for Academic Affairs, and Professor of Psychology, Longwood University; and Carol Schneider, President, AAC&U	N3-375
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**CS 2: *Modeling Hidden Resources for Learning-Centered Environments* N3-585**

Oftentimes, financial resources are locked up in the curriculum that can be reallocated to more effectively support student learning. How can institutions create higher levels of learning with existing funds? This session will focus on Aligning institutional resources to support faculty and enhance student learning. Ann Ferren, Prof. Ed. Studies, Radford University, and Senior Fellow, AAC&U

**CS 3: *Institutional Culture and the Change Process* N3-365**

The difficulty in accomplishing change - or frequently, the reason it fails - is not because of a lack of vision or good ideas about what to do, but rather because the change process is hard to comprehend and manage. Because institutional culture dictates collective ways of perceiving, acting, and believing, successful change strategies cannot be simply imported from one institution to the next. Change leaders need to craft strategies to fit their specific cultures. This session will explore institutional culture and be especially helpful to faculty and staff who have been at an institution for a length of time.

Barbara Hill, Senior Fellow, Office of Education and Quality Initiatives, AAC&U

**CS 4: *Executing the Shift to a Learning-Centered Institution* N3-367**

The Prince George's Community College began its shift to a learning-centered institution by first winning the support of the administration. With the support of the administration, the Vice President for Instruction was able to launch campus wide discussions, and assessment plans that promote student success. The Shippensburg University team brings experience in the administration of new initiatives, creating paired and clustered courses across departments, and integrated curricula as a result of rethinking and revising its General Education programs. How can the shared goals of encouraging integrative and learning-centered teaching and promoting student achievement work together to support each other? This session will explore how to build learning communities and increase students' engagement in academic activities to foster student achievement. It will provide examples of developing the resources of time, people, and money necessary to promote and sustain these programs in the context of a major cultural shift to a learning-centered institution.

Verna Teasdale, Academic Assistant to the Vice President for Instruction, Prince George's Community College; David Godshalk, Chair, History/Philosophy Department and Chair, General Education Program, Shippensburg University; and Tori Haring-Smith, Dean, Willamette University

**CS 5: *Connecting Liberal Education to Significant Social Questions* N3-262**

Knox College has a strong history of excellence in teaching and learning that is informed by original creative work, a student-centered honor code, and recognition of the value of cultural and intellectual diversity. There is also the strong sense of institutional mission and a dedication to the notion that a Knox education should make a difference to the students and the world in which they live. This session will explore how to raise awareness of the role that a liberal arts education plays in finding solutions to fundamental questions, such as balancing individual freedom with the common good, or reconciling unity with diversity.

Lawrence B. Breitborde, Vice President for Academic Affairs and Dean of the College, and Professor of Anthropology; Xavier Romano, Vice President for Student Development and Dean of Students, Knox College; and Andrea Leskes, Vice President, Office of Education and Quality Initiatives, AAC&U

**CS 6: *Rethinking Faculty Work as a Means to Transformational Change* N3-264**  
 Change is hard. Meaningful educational innovation requires faculty time, effort, and enthusiasm. Key members of the faculty are already overextended as they strive to fulfill the role of teacher-scholar and contribute also to the vitality of the campus community. Added expectations often lead to calls for a reduced teaching load. In this session, we will examine how teaching load relates to faculty work more generally, and then how faculty work is necessarily connected (conceptually and operationally) to student work. We will use a basic framework to understand faculty and student work as a system (that involves credits/courses, reassigned time, faculty-student ratios, and average class sizes). We will then consider how the various factors of the system can be changed in tandem in order to promote and sustain significant innovations.  
 Stephen Briggs, Provost and Vice President for Academic Affairs, The College of New Jersey

**Part IV – Engaging Students in Greater Educational  
 Involvement and Accomplishment  
 THURSDAY, JULY 25, 2002**

3:00 – 4:30PM	<b>Plenary</b> <i>Using Diversity as a Catalyst to Deepen Student Engagement</i> This plenary will examine ways to better understand the diverse students who enroll on our campuses and to harness the learning opportunities inherent in the presence of a broadly diverse campus environment. Beverly Daniel-Tatum, President, Spelman College	N3-296
4:45 – 6:15PM	<b>Team Time</b>	<b>Lounge Areas and Breakout Rooms</b>
Teams may use this time to meet with Full-time Faculty Liaisons or guest speakers.		
6:15 – 8:00PM	<b>Dinner</b>	<b>Dining Room</b>

**Part IV – Engaging Students in Greater Educational  
 Involvement and Accomplishment (continued)  
 FRIDAY, JULY 26, 2002**

6:30 – 7:30AM	<b>Breakfast</b>	<b>Dining Room</b>
7:45 – 8:00AM	<b>Plenary</b> <i>Goals for the Day</i>	N3-296
8:15 - 9:45AM	<b>Concurrent Sessions</b> <b>CS 7: <i>New Frontiers in Intercultural Learning</i></b>	N3-375
The Southern Oregon University team brings significant experience in diversity and global programs, interdisciplinary study, and integration of liberal education and global awareness across existing majors to the Institute. The Kapi'olani Community College team brings experience in strategic planning with specific focus on standards for General Education that include an understanding of self in relation to community and culture. This session will explore how to develop effective methods to integrate experiential learning in democracy and global		

awareness that identify and build on the cultural strengths of students and faculty. What are some of the competencies and learning outcomes that General Education strives to develop and how are they affected by cultural differences? How can environmental, international and Native American Studies programs allow students and faculty to engage each other in unique ways across a wide variety of majors and interdisciplinary courses?

Ken Kempner, Dean, Social Sciences and Education, and Professor of International Studies; Robert W. Franco, Director of Planning and Institutional Research, University of Hawaii Kapi'olani Community College; and Edgar Beckham, Senior Fellow, Office of Equity, Diversity, and Global Initiatives, AAC&U

**CS 8: *Connecting General Education in Science to Large Social Questions***

**N3-585**

Science Education for New Civic Engagements and Responsibilities (SENCER) is AAC&U's National Science Foundation dissemination program that connects science and civic engagement by teaching "through" complicated and unsolved public issues, such as natural catastrophes, water quality, HIV disease, the Human Rights Project, energy alternatives, and nuclear disarmament. This session will focus on efforts to strengthen science education as part of general education including assessment strategies.

Karen Kashmanian Oates, Professor, New Century College, George Mason University and Senior Science Scholar, AAC&U

**CS 9: *Integrating Assessment, Diversity, Advising, and Globalization into a More Intentional Whole***

**N3-365**

Portland State University's team has undertaken a series of campus conversations, faculty questionnaires, and alumni focus interviews to gain information on how to establish *Markers of the PSU Baccalaureate Graduate*. The Markers are being considered as a way to integrate several presidential initiatives - assessment, diversity, advising, and globalization - into a more intentional whole. At the same time this effort should exemplify the values of the institution, and become a hallmark of the vision for PSU. This session will provide the process by which the Markers are being considered and include conversations about what the institution wants for its faculty and students. It will explore ways to expand the circle of knowledgeable voices from various corners of the campus and engage broader consensus on key directions for the campus.

Terrel L. Rhodes, Vice Provost for Curriculum and Undergraduate Studies, Portland State University; and Alma Clayton-Pedersen, Vice President, Office of Education and Institutional Renewal, AAC&U

**CS 10: *Developing Collaborative Campus Leadership***

**N3-367**

Mobilizing collaborative leadership for educational and institutional effectiveness is central to the goal of sustaining campus innovations. Collaboration to develop, implement, and sustain change requires both institutional leadership development and faculty capacity building. This session will address and provide opportunities to discuss how to conceptualize collaborative campus leadership, understand the phenomena, and describe it in concrete terms that build on and broaden existing knowledge of leadership to enact learning-centered institutions.

Michael Bassis, President, Westminster College

**CS 11: Value Added Assessment**

N3-262

With the belief that the key to improving the quality of higher education is to develop valid, reliable measures of student learning, and by extension to assess institutional performance, the Council for Aid to Education (CAE) embarked on the national Value Added Assessment Initiative. This is a long-term project to assess the quality of undergraduate education in the United States. CAE has selected and developed direct measures of student achievement that have been pilot-tested nationwide. The goals of such measures generally are to replicate the complexity of true-life problems and require demonstration of a range of skills. This session will present the assumptions, goals, methodology, and strategy of performance-based measures and the logic of their relevance to improving minority success rates in higher education.

Roger Benjamin, President, Council for Aid to Education (an independent subsidiary of the RAND Corporation)

10:00 - 11:30AM

Plenary

N3-296

***Engaging Students: Campus Designs for New Academic Excellence***

This session will be an informal dialogue featuring student participants' impressions and reactions to the concepts explored at the *Institute* and how their institutions plan to create and sustain learning-centered environments.

Student Panel (see addendum for a list of participating students)

11:30 - 1:15PM

Lunch and Team Time

Dining Room

*Teams may continue to meet after the close of the Dining Room from 1:15 throughout the afternoon. Teams may use the rooms assigned to them for their SWG or other locations of their own choosing.*

2:00 - 8:00PM

Trip to Washington, DC (ticketed event)

West Building Lobby

Depart from West Building lobby. Trip will include dinner the price of which is not included in the ticket.

2:00 - 8:00PM

Winery and Country Tour (ticketed event)

West Building Lobby

Depart from West Building lobby. Tour will include dinner the price of which is not included in the ticket.

2:00 - 5:30PM

Free time

5:30 - 7:00PM

Dinner

Dining Room

**Part V - Designs for New Academic Excellence**

SATURDAY, JULY 27, 2002

7:00 - 8:00AM

Breakfast

Dining Room

8:15 - 10:00AM

Plenary (and goals for the day)

N3-296

***Creating a Culture of Evidence About Student Engagement***

This plenary will address ways to create a culture of evidence about student engagement and learning and ways to use the evidence to create and sustain learning-centered environments.

George Kuh, Professor of Higher Education and Director of the National Survey of Student Engagement, Indiana University

10:15 - 11:45AM

**Concurrent Sessions**

**CS 12: *Interdisciplinary Teaching and Programs for Learning* N3-375**

Florida Gulf Coast University and Franklin & Marshall College both bring to the Institute program unique experiences in the areas of innovative and interdisciplinary teaching methods. How can faculty pursue their own intellectual passions outside of the major or disciplinary research and prepare students for their role as future citizens? This session will provide innovative methods and models for undergraduate research, interdisciplinary teaching, and integrated service-learning.

Jose Madera-Fernandez, Assistant Vice President for Academic Affairs Operations, Florida Gulf Coast University; Kent Trachte, Associate Provost and Dean for Educational Services, Franklin & Marshall College; and Tori Haring-Smith, Dean, Willamette University

**CS 13: *Educational Programs to Build Social Responsibility* N3-585**

Indiana State University is working on a blueprint for educational programs to develop structured community engagement processes that will result in "socially responsive knowledge." This session will explore what is meant by "socially responsive knowledge" and the role of experiential learning in its development. What is the role of higher education institutions, faculty, and students in the community and what is the process by which these roles become a part of the campus culture?

Tom Rios, Director, Career Center, Indiana State University; and Edgar Beckham, Senior Fellow, Office of Equity, Diversity, and Global Initiatives, AAC&U

**CS 14: *General Education Reform and Integrated Curriculum* N3-365**

Mercer University is in the tertiary stage of developing a learning-centered campus. They have successfully introduced a wide variety of learning innovations in and out of the classroom that include integrative programs that emphasize experiential and service learning, an introduction to Scientific Inquiry, and a Senior Capstone course. The leadership of IUPUI has fostered a campus culture committed to student learning that includes capstone courses in a wide range of academic disciplines. This session will look at the successes and unexpected problems associated with developing learning-centered innovations including capstone courses. It will also provide an opportunity to discuss new challenges of national scope such as creating differentiated institutional identities; shaping a value-added residential undergraduate education; and reinventing the liberal arts as an educational foundation.

Richard C. Fallis, Dean, College of Liberal Arts, Mercer University; Stephen Hundley, Assistant Professor of Organizational Leadership and Supervision, Indianapolis University Purdue University, Indianapolis; and Andrea Leskes, Vice President, Office of Education and Quality Initiatives, AAC&U

**CS 15: *A New Generation of Students: Successes and Setbacks in Programs for Student Learning* N3-367**

The University of Charleston team has been involved in developing, implementing, and revising with feedback an outcomes-based learning environment. The University has participated in a national study to measure liberal learning outcomes and has a track record of receiving external support for academic and infrastructure innovations from foundations, private donors, and the federal government. The Iowa Wesleyan College (IWC) team has been

through an extensive process of visioning and curriculum development with a strong emphasis on addressing the goals and needs of diverse and often under-prepared students. In response to new feedback about their students, IWC integrated its curricular and co-curricular programs and placed the Office of Student Life under the Academic Office. This session will share insights, successes, and setbacks in dealing with this new generation of students, which includes an extensive means of assessing student learning. Session leaders will provide examples from these experiences and the opportunity for discussion on how they might be applied to other institutions.

Margaret A. Malmberg, Provost and Dean of the Faculty, University of Charleston; Nancy Erickson, Vice President for Academic Affairs, Iowa Wesleyan College; Carol Schneider, President, AAC&U

11:45 - 1:00PM	Lunch	Dining Room
1:15 - 4:00PM	Team Time Teams may sign up for time with Institute Faculty to discuss their project.	Lounge Areas and Breakout Rooms
4:15 - 5:45PM	Plenary <i>Planning for Sustainability</i> Full Time Faculty Liaisons will facilitate a discussion with participants on how to implement team goals and steps for embedding innovations in the campus culture. Barbara Hill, Senior Fellow, Office of Education and Quality Initiatives; Alma Clayton-Pedersen, Vice President, Office of Education and Institutional Renewal, AAC&U; and Tori Haring-Smith, Dean, Willamette University	N3-296
5:45 - 7:00PM	Dinner	Dining Room

<b>Part V - Designs for New Academic Excellence (continued)</b> <b>SUNDAY, JULY 28, 2002</b>
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7:00 - 8:00AM	Breakfast	Dining Room
8:00 - 10:00AM	Team Time	Lounge Areas and Breakout Rooms
10:15 - 11:45AM	Plenary <i>Connecting Learning-Centered Innovation in the National Dialogue About College Outcomes</i> In the academic year 2002 - 2003, dozens of public dialogues important to the outcomes of a liberal education will take place around the country. This session will explore ways for campuses to link their own innovations to the broader dialogue. Moderator: Andrea Leskes, Vice President, Office of Education and Quality Initiatives, Director, Greater Expectations Initiative, AAC&U	N3-296
11:45 - 1:00PM	Lunch	Dining Room
1:00PM	Check Out	