



Association
of American
Colleges and
Universities

Greater Expectations Institute
Campus Leadership for Student Engagement, Inclusion, and Achievement
June 25-29, 2003

Embassy Suites Hotel Downtown Denver
1881 Curtis Street, Denver, Colorado 80202
303-297-8888 ▶ 800-733-3366 ▶ 303-298-1103 FAX

This program is designed to support your efforts throughout the next five days to accomplish the goals listed below. Please engage each day's activities with these goals in mind and give us suggestions of adjustments in the program you believe may help you be more successful. The Institute evaluation will reflect how well we facilitated your achievement of these outcomes.

- ◆ share strategies for developing campus cultures that foster high levels of achievement for all students
- ◆ study and learn how best to apply effective practices – including diversity practices – that help students become more intentional about their learning
- ◆ develop the knowledge and specific strategies to accomplish student engagement, inclusion, and achievement goals
- ◆ create campus-specific action plans that will help strengthen the quality of student learning
- ◆ develop plans for building institutional capacity to become learning-centered
- ◆ join in a national leadership network focused on greater expectations for student learning

Part I—Orientation to the Institute: Setting the Context
WEDNESDAY, JUNE 25, 2003

- 10:00AM – 6:00PM** **Conference Registration**
Remington Foyer Pick up Institute binder; Sign-up sheets to meet with your liaison will be available at the registration desk throughout the Institute.
- 10:00AM – 4:00PM** **Poster Setup**
Crystal Ballroom Use this time to setup your poster display on the tables provided in the Ballroom. Posters will be on display during the opening reception and remain on display throughout the Institute.
- 1:00PM – 2:00PM** **Team Leaders Meeting with Alma Clayton-Pedersen**
Boardroom This meeting is designed to help you plan your team's participation to achieve your team goals for the Institute. There will be another meeting on Thursday morning between 7:30AM and 8:30AM for those unable to participate at this time.
- 2:30PM – 4:00PM** **Welcome**
Remington Ballroom *Alma Clayton-Pedersen, Vice President, Office of Education and Institutional Renewal (OEIR), and Director, Greater Expectations Institute, AAC&U*

Opening Plenary: New Vision, New Practice: Meeting Greater Expectations for College-level Learning
Carol Geary Schneider, President, AAC&U; and L. Lee Knepfelkamp, Professor of Psychology and Education, Teachers College of Columbia University

**Part II—Visions, Values, and Goals for Student Learning
THURSDAY, JUNE 26, 2003**

7:30AM – 8:30AM **Breakfast**
Foothills Restaurant Optional Team Time

Team Leaders Meeting with Alma Clayton-Pedersen
This meeting is designed to help you plan your teams' participation in and to achieve your team goals for the Institute. Please join in if you were unable to attend Wednesday's meeting.

8:30AM – 8:45AM **Overview of Activities for the Day**
Remington Ballroom *Alma Clayton-Pedersen, Vice President, OEIR, AAC&U*

8:45AM – 10:45AM **Plenary: Advance or Retreat? The Interaction of Personal and Institutional Culture in Leading Academic Change**
Remington Ballroom *L. Lee Kniefelkamp, Professor of Psychology and Education, Teachers College of Columbia University*

10:45AM-11:15AM **Refreshment Break**
Remington Rotunda

11:15AM-12:15PM **Seminar Working Groups**

Cottonwood	Barbara Hill	Mezzanine	Alma Clayton-Pedersen
Crystal Ballroom A	Tori Haring-Smith	Conifer	Edgar Beckham
Crystal Ballroom B	Ann Ferren	Boardroom	Carol Schneider
Rembrandt	Lion Gardiner	Terrace	Ellen Wert
Aspen Room	Lee Kniefelkamp		

12:15PM-1:45PM **Lunch and Campus Team Time**
Remington Ballroom Campuses might work to refine their goals; develop a timeline for work at the Institute; or determine when they want to meet with their liaison (Sign-up at conference registration to reserve time with your liaison.)
(Lunch served 12:30PM)

Part III—Engaging the Faculty in Significant Educational Change

1:45PM – 2:45PM **Plenary: Considering the Function of Academic Departments and Divisions in Plans for Greater Expectations**
Remington Ballroom *Lion Gardiner, Associate Professor of Zoology, Rutgers University*

2:45PM – 3:00PM **Refreshment Break**
Remington Rotunda

3:00PM – 4:30PM **Seminar Working Groups**

Cottonwood	Barbara Hill	Mezzanine	Alma Clayton-Pedersen
Crystal Ballroom A	Tori Haring-Smith	Conifer	Edgar Beckham
Crystal Ballroom B	Ann Ferren	Boardroom	Carol Schneider
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Aspen Room	Lee Kniefelkamp		

with learning-centered innovations to the discussion, which explores the research and practices that foster institutional commitment to strong liberal learning for all students and the required resource allocations to achieve this goal.

Judith Muyskens, Academic Vice President and Dean of Faculty, Colby-Sawyer College; Willie J. Heggins, III, Assistant Professor, Washington State University; and Kelly Cartwright, Assistant Professor of Psychology, Christopher Newport University

Moderator: *Carol Schneider, President, AAC&U*

CS 3
Aspen

National Survey of Student Engagement

Individuals from institutions that are currently participating in the National Survey of Student Engagement (NSSE) are invited to discuss their findings and raise questions with George Kuh in this open discussion session.

George Kuh, Chancellor's Professor, Indiana University and Director, NSSE

CS 4
Cottonwood

Institutional Culture and the Change Process

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 need to think strategically about the changes they want to accomplish.

Barbara Hill, Senior Fellow, AAC&U

CS 5
Conifer

Realistic Curricular Reform in a Time of Limited Resources

How can faculty and administrators bring to fruition new ideas for teaching and learning when budgets are strained and resources already allocated? This session will address alternative models for thinking in fresh ways about the goals for student learning with an eye on cost, available resources, and effectiveness.

Ann Ferren, Professor of Educational Studies, Radford University, Senior Fellow, AAC&U

CS 6
Spruce

Finding Resources to Sustain Learning-centered Innovation

What resources are needed to implement and sustain learning-centered innovations? What should be considered when institutions explore potential funding sources to implement and sustain institution-wide innovations? The discussion, facilitated by former foundation staff, is designed to explore these questions.

Edgar Beckham, Senior Fellow, AAC&U; Tori Haring-Smith, Vice President for Educational Affairs, College of Liberal Arts, Willamette University; and Ellen Wert, Independent Consultant, former Program Officer of Education, The Pew Charitable Trusts
(ession will be repeated Saturday 1:30 – 2:30PM.)

11:30PM–2:15PM
Remington Ballroom
Lunch served 11:45PM

Lunch and Campus Team Time and

Working lunch with teams, your liaison, or other institute faculty.

12:00PM – 2:00PM
Boardroom

Individual Team Meetings with George Kuh

(As pre-arranged; see Karen Kalla for more information)

CS 9
Crystal Ballroom B

Leadership for Student Engagement

What motivates students' engagement in their learning? The College of Saint Catherine has integrated liberal arts into professional majors and engaged academic and student affairs to create a holistic approach to learning that centers on the needs and goals of students. Indiana State University, through grassroots action, dynamic leadership and strong relations with members of the local, state, and national communities has succeeded in establishing a First Year Experience, American Humanics, a Center for Public Service and Community Engagement, and a variety of social justice initiatives to ensure equal learning opportunities and learning about diverse cultures for all of their students. This discussion will address the creation of programs and curricula that resonate with students of all abilities and cultures, and engage them in learning experiences that reflect complex, real-world issues.

Jan Czechowski, Dean of Arts and Science, and Brian Bruess, Dean of Students, College of Saint Catherine; and Louis Jensen, Executive Director, Center for Public Service and Community, Indiana State University

Moderator: *Alma Clayton-Pedersen, Vice President, OEIR, AAC&U*

CS 10
Rembrandt

Pedagogies of Engagement: Learning Communities and Service Learning

The University of Nebraska Lincoln has enjoyed tremendous growth in its learning community initiative over the past five years. They continue to add to their current number of 13 different learning communities that include an Honors Program, a residential college, as well as student-generated second-year communities. There has also been a substantive rise in interest among faculty and staff who have moved from being recruited to asking if they might submit an application to offer a community. The focus of this discussion is on creating, growing, and sustaining effective learning communities.

Debra Mullen, Academic Learning Community Coordinator, University of Nebraska Lincoln

Moderator: *Tori Haring-Smith, Vice President of Educational Affairs, College of Liberal Arts, Willamette University*

CS 11
Aspen Room

Pedagogies of Engagement: Integrative and Inquiry-Based Learning

Miami University has generated significant research about and innovations in learning environments for interdisciplinary and inquiry based learning. Mars Hill College has taken advantage of its diverse student body and location at the intersection of three very different communities as they created learning experiences that bring theory and practice together to ensure that the themes addressed in the courses have practical relevance to the issues students face in their communities. This discussion will focus on creating integrative and inquiry-based learning experiences that link students to their local environments and provide opportunities to explore issues that have national and global implications.

Carolyn Haynes, Director of Honors and Scholars, and Yildirim Dilek, Professor of Geology, Miami University; and Grainger Caudle, Dean, School of Business and Community Science, Mars Hill College

Moderator: *Barbara Hill, Senior Fellow, AAC&U*

10:15AM–11:30AM

Seminar Working Groups

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Crystal Ballroom A	Tori Haring-Smith	Conifer	Edgar Beckham
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Part V—Designs for New Academic Excellence

11:30PM–1:30PM
Remington Ballroom
Lunch served 11:45PM

Lunch and Campus Team Time
Teams discuss the topics covered throughout the Institute in the context of their campus-specific challenges. Optional meetings with liaisons.

1:30PM – 2:30PM

Concurrent Sessions

CS14
Crystal Ballroom A

Finding Resources to Sustain Learning-centered Innovation
What resources are needed to implement and sustain learning-centered innovations? What should be considered when institutions explore potential funding sources to implement and sustain institution-wide innovations? The discussion, facilitated by former foundation staff, will explore these questions.
Ellen Wert, Independent Consultant, former Program Officer of Education, The Pew Charitable Trusts; Tori Haring-Smith, Vice President of Educational Affairs, College of Liberal Arts, Willamette University; and Edgar Beckham, Senior Fellow, AAC&U (Same session as Friday 10:30 – 11:30PM.)

CS 15
Crystal Ballroom B

Intentionally Integrated Designs for Learning
This discussion will build on Northern Arizona University’s model for a liberal studies program that articulates clear learning goals and assesses student learning outcomes. Southern Illinois University Edwardsville will contribute by discussing their undergraduate learning-centered programs and authentic assessment. The discussion will focus on these and other models that identify the process and structural elements of developing learning-centered programs.
Pamela Eibeck, Vice Provost of Undergraduate Studies, Northern Arizona University; and David Sill, Associate Provost, Southern Illinois University Edwardsville

Moderator: *Ann Ferren, Professor of Educational Studies, Radford University, Senior Scholar, AAC&U*

CS 16
Cottonwood

Comprehensive Visions of Excellence
The University of Michigan’s experiences in defending affirmative action in the courts and being under public scrutiny has greatly deepened their understanding of the relationship between diversity and the greater educational expectations they have for their students. Converting understanding into vision and innovation requires a carefully designed process that too is grounded in inclusiveness and collaboration. This session will involve participant discussion of visions of excellence that raise the bar and connect the knowledge, cultural, and personal expertise that a diverse student body and faculty bring to the educational environment.
Lester Monts, Senior Vice Provost for Academic Affairs, University of Michigan

Moderators: *Lee Knefelkamp, Professor of Psychology and Education, Teachers College of Columbia University; and Edgar Beckham, Senior Fellow, AAC&U*