



Association
of American
Colleges and
Universities

7th Annual Greater Expectations Institute Campus Leadership for Student Engagement, Inclusion, and Achievement

June 20–24, 2007
Sheraton Hotel ♦ Burlington, Vermont

PROGRAM

Welcome! What follows is the program of activities for the 7th annual Greater Expectations Institute. At the Institute, your team will develop a *campus action plan* and make an oral presentation of the plan on Sunday. 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, and (d) a timeline of activity. We ask that you submit an electronic version of your plan to AAC&U staff before you depart. CDs are available at the Institute registration desk for this purpose.

Four types of sessions comprise the Institute—plenaries, interest sessions, skill-building sessions, and team time. All are designed to help further your educational change goals.

- **Plenary Sessions** will frame several “big ideas” surrounding student inclusion, engagement, and high achievement that pertain to all of the campus teams. They are designed to help direct the rest of your time at the Institute and provide vision and context for your project.
- **Interest Sessions** address specific topics related to the goals of the Institute and to campus projects. Facilitated by an Institute faculty member with expertise in the topic, these sessions are designed to maximize interaction with colleagues who share the same interests. We have suggested readings for the interest sessions to help maximize their benefit to you. You will also have the opportunity to suggest topics for discussion in *participant-initiated sessions* during each time band.
- **Skill-building Sessions** are designed to help increase team members’ effectiveness in implementing significant educational change once back on campus. Facilitated by an Institute faculty member with expertise in the topic, these “hands-on” sessions will feature one or more activities that will allow participants to practice techniques related to planning, alignment, facilitation, inclusion, and more.
- **Team Time** provides teams with dedicated time to work on their action plans and tap the expertise of Institute faculty. Teams decide the extent to which they will incorporate *faculty consultations* into team time. Each morning, teams may sign up for same-day consultations with faculty on the bulletin board near the Institute registration desk. The entire team is expected to meet in the faculty member’s assigned room (see p. 3) at the appointed consultation time. Teams not meeting with a faculty member may use one of several hotel spaces on a first-come, first-served basis. You will find a list of available space at the Institute registration desk.

Breakfast Thursday through Saturday begins at 7:30 a.m., with special meetings for team leaders and students on Thursday morning (see p. 6 for details). Breakfast on Sunday morning begins at 7:00 a.m. to allow for maximum time for campus action plan presentations.

AAC&U extends special thanks to the University of Vermont for hosting a closing night dinner on Saturday evening. This special event will include a tour of UVM’s newest residential learning communities, Global Village and GreenHouse, which grew out of the university’s 2005 Greater Expectations Institute campus action plan. More information can be found on pp. 19-20.

Institute Faculty and Staff

Nakia (Nikki) R. Bell

Program Assistant, Office of Education
and Institutional Renewal
AAC&U

Susan E. Borrego

Vice President of Student Affairs
California State University Monterey Bay

Alma R. Clayton-Pedersen

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

Gail G. Evans

Associate Dean for Undergraduate
Studies, Director of General Education
San José State University

L. Dee Fink

Director, Institutional Development
University of Oklahoma
President, Professional and
Organizational Development (POD)
Network for Higher Education

Tori Haring-Smith

President
Washington and Jefferson College

Richard H. Hersh

Co-Director, Collegiate Learning
Assessment Project
Senior Fellow, Council for Aid to
Education
Former president of Hobart & William
Smith and Trinity Colleges

Sylvia Hurtado

Professor and Director
Higher Education Research Institute
University of California, Los Angeles
Graduate School of Education

Patricia Iannuzzi

Dean, University Libraries
University of Nevada, Las Vegas

Karen Kalla

Co-director, Network for Academic
Renewal, Office of Education and
Institutional Renewal
AAC&U

L. Lee Kniefkamp

Professor of Psychology and Education,
Teacher's College
Columbia University

George D. Kuh

Chancellor's Professor of Higher
Education and Director, National Survey
of Student Engagement (NSSE)
Indiana University

Nancy O'Neill

Director of Programs, Office of Education
and Institutional Renewal
AAC&U

Judith A. Ramaley

President
Winona State University

Carol Geary Schneider

President
AAC&U

Daniel Hiroyuki Teraguchi

Dean for Diversity and Academic
Advancement
Wesleyan University

Jesús Treviño

Associate Provost for Multicultural Affairs
and Director of the Center for
Multicultural Excellence
University of Denver

Damon A. Williams

Assistant Vice Provost for Multicultural
and International Affairs
University of Connecticut

Vera Zdravkovich

Director, CyberWATCH Center
Prince George's Community College

Faculty Liaisons

We have assigned each team a liaison from among the Institute faculty. This person has gotten to know your project in depth and is available for informal advice and guidance. We have designated two liaison “check-in” times during the Institute: Wednesday, 5:30–6:30 pm (during team time), and Friday, 12:15–1:15 pm (during lunch).

Teams	Institute Faculty Liaison	Consultation Room
<ul style="list-style-type: none"> • Missouri State University • San José State University 	Susan E. Borrego	Shelburne
<ul style="list-style-type: none"> • Lyndon State College • Winona State University 	Gail G. Evans	Exhibit Hall
<ul style="list-style-type: none"> • Adelphi University • Keene State College • University of Nevada, Reno 	L. Dee Fink	Emerald Ballroom II
<ul style="list-style-type: none"> • Augustana College • University of Vermont • U.S. Air Force Academy 	Tori Haring-Smith	Emerald Ballroom I
<ul style="list-style-type: none"> • Auburn University • Bowling Green State University 	Sylvia Hurtado	Exhibit Hall
<ul style="list-style-type: none"> • Kansas State University • Marywood University 	Patty Iannuzzi	Exhibit Hall
<ul style="list-style-type: none"> • Albertus Magnus College • Bishop’s University • Spelman College 	L. Lee Knefelkamp	Diamond II
<ul style="list-style-type: none"> • Indiana University-Purdue University Fort Wayne • University of Alaska, Anchorage 	Judith A. Ramaley	Kingsland
<ul style="list-style-type: none"> • Acadia University • Eureka College • Mount Saint Mary College 	Carol Geary Schneider	Diamond I
<ul style="list-style-type: none"> • Agnes Scott College • Elizabethtown College 	Daniel Hiroyuki Teraguchi	Providence Boardroom
<ul style="list-style-type: none"> • University of California-Riverside • Vassar College 	Jesús Treviño	Exhibit Hall
<ul style="list-style-type: none"> • Springfield College • SUNY College at Oneonta • University of Colorado at Colorado Springs 	Damon A. Williams	Willsboro
<ul style="list-style-type: none"> • Community College of Vermont • Douglas College • Paul Smith’s College of Arts and Sciences 	Vera Zdravkovich	Valcour

Additional Faculty

In addition to the faculty liaisons, three additional Greater Expectations Institute faculty members will be available to consult with teams. Dr. Clayton-Pedersen will be available to consult with teams throughout the Institute. As part-time faculty members, Dr. Hersh and Dr. Kuh will be available on a more limited basis. See below for more information.

Additional Faculty Members	Consultation Room
Alma R. Clayton-Pedersen	Catamount
Richard H. Hersh	UVM Club Room (<i>Note: Dr. Hersh will be available only on Thursday</i>)
George D. Kuh	Auditorium (<i>Note: Dr. Kuh will be available only on Thursday</i>)

SCHEDULE OF EVENTS

All Greater Expectations Institute events will take place in the Sheraton Burlington.

WEDNESDAY, JUNE 20, 2007

10:00 am–6:00 pm **Institute Registration**
Diamond
Ballroom Foyer Pick up Institute binder and name tag. Meet as a team to begin mapping out your Institute experience.

Part I – Vision, Values, and Goals for Higher Education in a Changing Global Environment

2:30–4:00 pm **Welcome and Faculty Introductions**
Emerald
Ballroom III *Alma R. Clayton-Pedersen*, vice president for education and institutional renewal and director, Greater Expectations Institute, AAC&U

Opening Address: New Vision, New Practice: Preparing Today's Students for the New Global Century

This session is designed to help teams locate their educational change projects within national efforts to build on themes developed in three major AAC&U initiatives. The Greater Expectations initiative calls on colleges and universities to become more intentional in their actions to develop learners who are empowered, informed, and responsible. Liberal Education and America's Promise (LEAP) and its 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 form 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. Panelists will draw on these themes to discuss the changing nature of the higher education environment and the aims of an undergraduate liberal education from national and institutional perspectives.

Tori Haring-Smith, president, Washington and Jefferson College;
Judith A. Ramaley, president, Winona State University
Moderator and panelist: *Carol Geary Schneider*, president, AAC&U

4:00–4:15 pm **Refreshment Break**
Promenade

4:15–5:15 pm
Emerald
Ballroom III

Plenary: Mapping the Future of Inclusion and Excellence on Campus
Given the rapid changes we are experiencing in the economy, in the U.S. college-going population, and in global geopolitics, scholars have argued that diversity, as a component of academic excellence, is essential to higher education's continuing relevance in the twenty-first century. At the same time, legal and other pressures require that campuses connect their educational quality and inclusion efforts more fundamentally and comprehensively than ever before. Panelists will discuss this next generation of diversity and excellence work: What will it look like? How will both our thinking and our actions need to shift? Who will need to be involved? How will we know we are accomplishing our goals? How will we deal with the resistance we will invariably encounter from various sources?

L. Lee Knefelkamp, professor of psychology and education, Teacher's College, Columbia University; *Damon A. Williams*, assistant vice provost for multicultural and international affairs, University of Connecticut

Moderator: *Alma R. Clayton-Pedersen*, AAC&U

5:30–6:30 pm

Team Time (with Liaisons)

Teams will gather in the room assigned to their Institute liaison (see p. 3). This time is meant for you to get to know your liaison, review your goals for the Institute, and discuss the day's plenaries in relation to your projects.

6:30 pm
Emerald
Promenade and
Ballroom

Reception and Dinner

We invite you to continue conversations begun throughout the day in a relaxed and informal setting.

THURSDAY, JUNE 21, 2007

Part II – Institutional Change: Identifying and Assessing Desired Outcomes

- 7:30–8:30 am**
Emerald
Promenade and
Ballroom III
- Continental Breakfast**
Breakfast will be available in the promenade, with seating available in the ballroom. Sign up for today’s consultations at the bulletin board near the Institute registration desk.
- 7:30–8:15 am**
Diamond
Ballroom I
- Team Leader Meeting**
Alma R. Clayton-Pedersen will lead this meeting of team leaders to talk about their team’s participation and how best to achieve their team’s goals during the Institute. (*Breakfast will be provided in the meeting room.*)
- 7:30–8:15 am**
Diamond
Ballroom II
- Student Meeting**
Nancy O’Neill will lead this meeting of students to talk about their role at the Institute. (*Breakfast will be provided in the meeting room.*)
- 8:30–8:45 am**
Emerald Ballroom
III
- Overview of Activities for the Day**
Alma R. Clayton-Pedersen, AAC&U
- 8:45–10:00 am**
Emerald
Ballroom III
- Plenary: The Role of Assessment in Furthering Student Engagement, Inclusion, and Achievement**
AAC&U’s LEAP report argues that the essential outcomes of a 21st century liberal education provide “a shared framework for both intentionality and accountability” and that “the right standard for both assessment and accountability at the college level is students’ demonstrated ability to apply their learning [in these outcome areas] to complex, unscripted problems.” In this plenary, panelists will discuss the importance of robust assessment in enhancing student engagement, inclusion, and achievement; explore the impact of AAC&U’s framing of essential outcomes on assessment and accountability efforts on campus and nationally; and suggest how different assessment tools can be used to demonstrate student learning and engagement as well as an institution’s progress on educational improvement goals.
Richard Hersh, co-director, Collegiate Learning Assessment (CLA) project, senior fellow, Council for Aid to Education, and former president, Hobart & William Smith and Trinity colleges; *Sylvia Hurtado*, professor and director, Higher Education Research Institute, UCLA Graduate School of Education; *George Kuh*, chancellor’s professor of higher education, Indiana University and director, National Survey of Student Engagement (NSSE).
Moderator: *Alma R. Clayton-Pedersen*, AAC&U
- 10:00–10:15 am**
Promenade
- Refreshment Break**

10:15–11:15 am
Valcour

Interest Sessions

Effective Use of the Collegiate Learning Assessment

Does it matter where one goes to college to learn how to think critically, reason analytically, solve problems, and write well? The answer is “YES” based on data from campuses using the Collegiate Learning Assessment (CLA). Participants will consider: (a) how the CLA measures these outcomes as “value-added” learning; (b) how CLA data can be used to compare one’s college or university with similar others; (c) how CLA might be used to compare groups within an institution across majors, programs, divisions, and colleges; and (d) the implications of CLA data for pedagogical and curricular “terms of engagement” at the institutional and classroom levels.

Facilitator: ***Richard H. Hersh***

Suggested readings:

- *What Does College Teach?*
- *Teaching To a Test Worth Teaching To in College and High School.*
- *Collegiate Learning Assessment (CLA): Defining Critical Thinking, Analytical Reasoning.*

Emerald II

Effective Use of CIRP Data along with Institutional Data and Other Outcome Assessments

How do you know how your institution is making a difference? How good is your retention rate compared with peer institutions that recruit students with similar abilities, family background, and motivation? How do faculty members experience work life at your institution? This session will focus on how information from the Cooperative Institutional Research Program (CIRP) and other surveys produced by UCLA’s Higher Education Research Institute (HERI) can be used to determine institutional impact; monitor student trends over time; and match student surveys with registrar’s data and faculty data. Based on participant interest, additional discussion will focus on using these instruments for diversity-related assessment.

Facilitator: ***Sylvia Hurtado***

Suggested readings:

- *How Good Is Your Retention Rate?*
- *The American College Teacher.*
- *Black Undergraduates: From Bakke to Grutter, 1971-2004.*
(Briefs and full reports available at www.gseis.ucla.edu/~heri/findings.html.)

Emerald I

Using Data on Engagement for Educational Improvement and Accountability

This session will provide an opportunity for participants to learn more about the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), the Beginning College Survey of Student Engagement (BCSSE), and the Community College Survey of Student Engagement (CCSSE), and the ways in which institutions are using information from students and faculty for educational improvement and accountability. Participants will also have the opportunity to discuss issues raised in the plenary session.

Facilitator: **George D. Kuh**

Suggested readings:

- Promoting Student Success Series: *What Campus Leaders Can Do*, *What Faculty Can Do*, and *What Student Affairs Can Do*.
- “Principles for Promoting Student Success” (chapter 13) and “Recommendations” (chapter 14). In *Student Success in College: Creating Conditions that Matter*.
- *Maps and Inventories: Anchoring Efforts to Track Student Learning*.

Diamond I

Making the Case for Liberal Education: College Learning for the New Global Century

AAC&U’s recent report, *College Learning for the New Global Century*, articulates the essential aims and outcomes of a 21st century college education and lays out a set of principles of excellence that provide both challenging standards and flexible guidance for an era of educational reform and renewal. 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 horizontal integration (across general education, the major, and electives) and vertical integration (cumulative learning from first to final year, with a culminating assessment of student learning).

Facilitator: **Carol Geary Schneider**

Suggested readings:

- *College Learning for the New Global Century*.
- *Our Students’ Best Work: Five Keys to Accountability for Outcomes that Really Matter*.
- *Taking Responsibility for the Quality of the Baccalaureate Degree*.

Diamond II

Inclusive Excellence: A Roadmap for Comprehensive Institutional Change

The values and organizational dynamics of higher education can make foundational change especially hard to achieve. Campus leaders may attempt to develop a comprehensive diversity strategy, but end up merely creating programs and initiatives that are disconnected from one another and from their institution’s mission, goals for educational excellence, assessment processes, and accountability mechanisms. In this session, participants will use an institutional change model to examine and align campus structures, policies, resources, symbols, and cultures in support of both inclusion and educational excellence.

Facilitator: **Damon A. Williams**

Suggested readings:

- *Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities’ Academic Excellence Mission*.
- *Achieving Inclusive Excellence: Strategies for Creating Real and Sustainable Change in Quality and Diversity*.
- *Overcoming the Brutal Facts: Building and Implementing a Relentless Diversity Change Process*.

Shelburne

Participant-initiated Session

This session provides participants with an opportunity to discuss topics not reflected in existing interest sessions. Prior to these sessions, participants propose topics on sign-up sheets located on the bulletin board near the Institute registration desk. Topics are then selected based on highest levels of interest among participants signing up. We recommend selecting a facilitator from among participants at the start of the session to help keep the flow of conversation going.

Willsboro

Participant-initiated Session

This session provides participants with an opportunity to discuss topics not reflected in existing interest sessions. Prior to these sessions, participants propose topics on sign-up sheets located on the bulletin board near the Institute registration desk. Topics are then selected based on highest levels of interest among participants signing up. We recommend selecting a facilitator from among participants at the start of the session to help keep the flow of conversation going.

11:15 am–12:15 pm

Team Time

Teams meet in a location of their choosing. Use this time to work on your projects, drawing on yesterday's plenaries and the morning's plenary and interest sessions. **NOTE:** Teams with a consultation should meet the faculty person in her/his assigned room (see p. 3).

12:15–1:15 pm
Emerald
Ballroom III

Lunch

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

1:30–2:30 pm
Emerald II

Skill-building Sessions

Garnering Resources to Support Powerful Learning

Today's climate of restricted resources requires campus leaders to be more enterprising than ever before in order to nurture institutional environments that support powerful learning. This session will be facilitated by three Institute faculty with extensive experience in both garnering and granting funds for innovative campus-based work. Participants will work through exercises to help them be more strategic about pursuing resources that support powerful learning in the context of institutional mission and purpose. For part of the session, participants can choose more focused work related to a topic of interest, such as doing good research; analyzing 990 forms and annual reports; knowing one's strengths; matching one's needs to foundation, federal, and state sources; and careful use of cost-sharing. Facilitators: ***Tori Haring-Smith, Judith A. Ramaley, and Vera Zdravkovich***

Valcour

Mapping Information Literacy into Students' Educational Experiences

The internet age has prompted the need for new kinds of learning outcomes related to information literacy—the ability to find, evaluate, and use information effectively. In this session, participants will practice mapping the outcomes found in the Association of College and Research Libraries information literacy standards 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 such questions as: who is responsible for ensuring that information literacy outcomes are integrated into courses across the curriculum? How are campus experts in pedagogy, assessment, instructional technology, information literacy, and faculty development working together across their administrative silos?

Facilitator: ***Patricia Iannuzzi***

Emerald I

Taking Seriously the Perspectives of Others

AAC&U's Core Commitments initiative centers on five dimensions of personal and social responsibility, including the dimension of taking seriously the perspectives of others. This should not just be an expectation for our students, however. How can campus teams model taking seriously the perspectives of others in facilitating educational change? In this session, participants will explore the meaning behind this dimension and practice scenarios related to (a) identifying different forms of resistance, (b) including “lone” perspectives meaningfully in the change process, and (c) ensuring that many constituent groups are engaged throughout the life of the project.

Facilitator: ***L. Lee Knepelkamp***

Diamond II

Engaging Students Meaningfully in Institutional Change

Students are one of our greatest institutional assets, bringing robust experiences, scholarly aspirations, and ways of knowing to campus change initiatives grounded in inclusive excellence. This session will focus on building an institutional change model that draws on students' strengths and talents and is mindful of their interrelationships with other campus constituents. In particular, participants will utilize mapping techniques and critical pedagogies to consider how to engage students more meaningfully in institutional change that is steeped in inclusive excellence.

Facilitators: ***Daniel Hiroyuki Teraguchi; students representing Greater Expectations Institute teams***

Diamond I

Building Faculty Capacity for Better Teaching and Learning

Unless an institution's faculty learn how to improve their ability to teach in a way that promotes greater student engagement and more significant learning, all other institutional changes will have limited impact on the true bottom line in higher education: higher quality student learning. In this session, participants will lay out a general

strategy for institutional leaders to build 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.

Facilitator: *L. Dee Fink*

2:30–2:45 pm
Promenade

Refreshment Break

2:45–3:45 pm
Emerald I

Interest Sessions

Making the Case for Excellence through Inclusion

In building a case for inclusive excellence, what happens to long-standing notions of inclusion grounded in social justice? And what happens to traditional measures of educational quality, such as selectivity? What should be the role of diversity initiatives? This session will explore the challenge of this new way of approaching diversity and educational quality for students, faculty, staff, and administrators. Particular attention will be paid to lessons learned from the past 20 years of diversity work on campus and what ground may need to be covered in the future. Attention will also be paid to how students integrate their intellectual and personal development with intercultural development and notions of social responsibility.

Facilitator: *L. Lee Kniefkamp*

Suggested readings:

- *Education for a World Lived in Common with Others.*
- *Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities' Academic Excellence Mission.*

Diamond II

The Data Made Me Do It: Using Data to Drive Change Efforts

The new AAC&U publication, *Making a Real Difference with Diversity*, discusses the pitfalls that can occur when campuses lack comprehensive systems for evaluation and assessment. The lack of systematic data collection and analysis hinders an institution's ability to chart progress in achieving goals related to student learning and campus-wide work in diversity. Such 'data-less' decision-making also "risks the expenditure of resources on programs and practices that may not work, but—due to conventional wisdom or to a need for quick 'solutions'—are nonetheless launched." In this session, participants will learn about strategies to (a) make better use of existing institutional data and (b) identify gaps in information that can lead to the gathering of different data and to new forms of analysis.

Facilitator: *Alma R. Clayton-Pedersen*

Suggested readings:

- *Making a Real Difference with Diversity: A Guide to Institutional Change.*
- *Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities' Academic Excellence Mission.*

Valcour

High-Achievement Approaches for Underserved Student Success

Students who are traditionally underserved by higher education—including low-income students, returning students, students with disabilities, and underrepresented minority students—often face a campus climate more focused on their “high risk” for attrition than on the social capital, knowledge, and abilities they can contribute to the learning enterprise. This session will focus on the importance of building a culture of high expectations for all students and particularly on high-achievement approaches (including cohort groups, inquiry-based and other active learning pedagogies, and scholars programs) designed to combat stereotype threat, low expectations, isolation, and other barriers facing underserved students today.

Facilitator: ***Vera Zdravkovich***

Suggested readings:

- *Making a Real Difference with Diversity: A Guide to Institutional Change.*
- *Stereotype Threat and African-American Student Achievement.*
- *Class Matters: Beyond Access to Inclusion.*
- *Leadership for a New Age: Higher Education’s Role in Producing Minority Leaders.*

Emerald II

Is Change Always Good?

The way we discuss change can sometimes imply that it is a positive thing at any time or for all people involved. Yet changes such as budget cuts can have a clearly negative impact, both on individuals and on our ability to carry out educational excellence. This session focuses on both the positive and negative aspects of change.

Participants will explore reasons for resistance, what forms resistance takes, and how leaders can leverage it effectively to strengthen educational quality and build campus community. Participants will then consider how factors such as timing, process, and motivators can impact whether change will be a “good thing” and discuss how to lessen the sting of sometimes inevitable fallout.

Facilitator: ***Judith A. Ramaley***

Suggested readings:

- *Moving Mountains: Institutional Culture and Transformational Change.*
- *The Campus as Learning Community: Seven Promising Shifts and Seven Powerful Levers.*
- *A Campaign Approach to Change: Targeting the University’s Scarcest Resources.*
- *Dealing with the Future Now: Principles for Creating a Vital Campus in a Climate of Restricted Resources.*

Diamond I

Faculty Development for Inclusive Excellence

Faculty development is a critical component in creating inclusive, educationally powerful experiences for students. What approaches to faculty development are most effective in helping the professoriate

foster a positive classroom climate, effectively utilize diversity in the service of learning, and infuse inclusiveness into research and service? What strategies are most important for new faculty to learn? How can inclusive excellence renew faculty engagement post-tenure? Participants will discuss these questions and work on addressing faculty development in the context of their projects.

Facilitators: *L. Dee Fink and Daniel Hiroyuki Teraguchi*

Suggested readings:

- *Better Organizational Support for Faculty.*
- Appendix, *Departments that Work: Building and Sustaining Cultures of Excellence in Academic Programs.*
- *Promoting Student Success: What Faculty Members Can Do*
- *Making Excellence Inclusive: A Framework for Embedding Diversity and Inclusion into Colleges and Universities' Academic Excellence Mission.*

Shelburne

Participant-initiated Session

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Willsboro

Participant-initiated Session

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3:45–6:00 pm

Team Time

Teams meet in a location of their choosing. Use this time to begin working on your campus action plan, particularly in light of earlier skill-building and interest sessions. **NOTE:** Teams with a consultation should meet the faculty person in her/his assigned room (see p. 3).

Dinner on your own – Enjoy!

Part III – Exploring Factors that Influence Leadership for Change

- 7:30–8:30 am**
Emerald
Promenade and
Ballroom III
- Continental Breakfast**
Breakfast will be available in the promenade, with seating available in the ballroom. Sign up for today’s consultations at the bulletin board near the Institute registration desk.
- 8:30–8:45 am**
Emerald
Ballroom III
- Overview of Activities for the Day**
Alma R. Clayton-Pedersen, AAC&U
- 8:45–10:00 am**
Emerald
Ballroom III
- Plenary: Cultivating an Inclusive Architecture of Engagement—
Student Leadership and Institutional Change**
Successful institutional change is dependent on engaging the entire campus community in the pursuit of “greater expectations,” and students play a vital role in this effort. In this plenary, panelists will offer strategies for engaging students in diversity initiatives in order to achieve an array of institutional outcomes. They will share promising practices to cultivate students’ talents in meaningful ways to advance diversity, focusing on the insights that students from traditionally marginalized groups bring to the academic enterprise.
Daniel Hiroyuki Teraguchi, dean for diversity and academic advancement, Wesleyan University; *Jesús Treviño*, associate provost for multicultural affairs and director of the Center for Multicultural Excellence, University of Denver; *students representing Greater Expectations Institute teams*
Moderator and panelist: *Susan E. Borrego*, vice president of student affairs, California State University Monterey Bay
- 10:00–10:15 am**
Promenade
- Refreshment Break**
- 10:15–11:15 am**
Valcour
- Interest Sessions**
Educating for Citizenship in a Multicultural Society
This session will focus on making diversity central to the educational and civic mission of an institution through the articulation of desired outcomes, the use of new measures of democratic citizenship, and the recognition of curricular and co-curricular activities that enhance these outcomes. Participants will discuss the outcomes and campus programs that work towards empowering students to become agents of change.
Facilitator: *Sylvia Hurtado*
Suggested readings:
- *Linking Diversity with the Educational and Civic Mission of Higher Education.*
 - *Educating for Citizenship.*
 - *Education for a World Lived in Common with Others.*

Emerald I

Social Class, Diversity, and Implications for Inclusive Excellence

Growing numbers of students with more varied social class backgrounds are entering college. Social and cultural capital is accumulated long before students come to campus, and class intersects with race, gender, and other aspects of identity that shape our lives. Likewise, social class shapes our educational organizations. Policies and practices are very often embedded in middle-class norms. The “hidden curriculum” of class impacts how we choose student leaders, what is assumed about knowledge, and what experiences are counted as valuable. The diversity conversation itself is shaped by class, where college is often seen as “a way out” without any critical examination regarding “out of what?” Broadening our understanding of class and social capital will allow us to better help students examine their cultural identities and make more informed choices about their participation in classed environments. Broadening our understanding will also help us to more consciously create academic environments that challenge organizational classism as we build cultures of inclusive excellence.

Facilitator: ***Susan E. Borrego***

Suggested readings:

- *Class Matters: Beyond Access to Inclusion.*
- *Linking Diversity with the Educational and Civic Mission of Higher Education.*
- *Improving Campus Racial Dynamics: A Balancing Act among Competing Interests.*

Diamond II

First-Year Experience: The Foundation for Liberal Education

A first-year experience should do more than improve retention and graduation rates. How can campus leaders best design the first-year experience as a foundation for integrative learning between discipline-specific and general education, as well as curricular and co-curricular activities? How will it fit into the mission and learning outcomes for your institution? How will it relate to senior capstone experiences? This session will explore various models for designing and implementing a first-year experience for a variety of student populations.

Facilitators: ***Gail G. Evans and Tori Haring-Smith***

Suggested readings:

- *What Is a Generally Educated Person?*
- *Our Students' Best Work: Five Keys to Accountability for Outcomes that Really Matter.*

Diamond I

The Arts of Integration

Integrative learning is one of the essential learning outcomes of college education for the twenty-first century. In order to meet the challenges of the new global century, today's students need the opportunity to achieve, in ways appropriate to their educational interests, a high level of integrative learning. In this session, participants will explore how to develop intentional approaches to

learning that provide students with purposeful, progressively more challenging, integrated educational experiences.

Facilitator: ***Carol Geary Schneider***

Suggested readings:

- *College Learning for the New Global Century.*
- *Our Students' Best Work: Five Keys to Accountability for Outcomes that Really Matter.*
- *Maps and Inventories: Anchoring Efforts to Track Student Learning.*

Emerald II

Aligning Faculty Support with a Powerful Vision for Undergraduate Education

The educational philosophies and approaches that are captured in recent proposals for a 21st century education, including Greater Expectations and LEAP, require faculty to approach their responsibilities as educators and scholars of learning and teaching in new ways. The focus of this session will be on the kinds of pedagogies and student and faculty experiences that accompany these new educational philosophies. Particular attention will be paid to supporting faculty who are interested in embracing such models as engaged learning; integrative learning; cross-disciplinary and trans-disciplinary curricular approaches; the integration of research, education, and practice; innovative uses of technology; and the scholarship of learning and teaching.

Facilitator: ***Judith A. Ramaley***

Suggested readings:

- *College Learning for the New Global Century.*
- *Better Organizational Support for Faculty.*
- *Promoting Student Success: What Campus Leaders Can Do.*
- *Education for a World Lived in Common with Others.*

Shelburne

Participant-initiated Session

This session provides participants with an opportunity to discuss topics not reflected in existing interest sessions. Prior to these sessions, participants propose topics on sign-up sheets located on the bulletin board near the Institute registration desk. Topics are then selected based on highest levels of interest among participants signing up. We recommend selecting a facilitator from among participants at the start of the session to help keep the flow of conversation going.

Willsboro

Participant-initiated Session

This session provides participants with an opportunity to discuss topics not reflected in existing interest sessions. Prior to these sessions, participants propose topics on sign-up sheets located on the bulletin board near the Institute registration desk. Topics are then selected based on highest levels of interest among participants signing up. We recommend selecting a facilitator from among participants at the start of the session to help keep the flow of conversation going.

11:15 am–12:15 pm	<p>Team Time</p> <p>Teams meet in a location of their choosing. Use this time to continue work on your campus action plan, drawing on the morning’s plenary and interest sessions. NOTE: <u>Teams with a consultation</u> should meet the faculty person in her/his assigned room (see p. 3).</p>
12:15–1:15 pm Emerald Ballroom III	<p>Lunch (with Liaison Check-in)</p> <p>Sit with team members to discuss afternoon plans and connect with your liaison, who will be stopping by your table to check in.</p>
1:30–2:30 pm Diamond I	<p>Skill-building Sessions</p> <p><i>Implementing Your Campus Action Plan Beyond Your Team</i></p> <p>Your team has designed the greatest project in the history of higher education—it will revolutionize education for students at your institution, and it will solve all the problems your campus has been facing with respect to “X.” Ok—now that you’ve arrived back on campus, what should you do to gain support for the project beyond your team members? In this session, participants will discuss strategies that have been successful as well as those they might want to avoid. Participants will also enact an exercise to help them understand and deal with the dynamics of change.</p> <p>Facilitator: <i>Gail G. Evans</i></p>
Emerald II	<p><i>Creating Intercultural Dialogues</i></p> <p>A strong liberal education embraces intercultural competence and communication as necessary for work and citizenship in the 21st century. Skill-building in these areas can also contribute to a more positive campus climate and facilitate students’ cognitive and identity development. In this session, participants will explore the meaning and dynamics of a multicultural campus community and discuss a powerful strategy to foster new levels of learning and understanding among students, staff, administrators, and faculty.</p> <p>Facilitators: <i>Jesús Treviño; students representing Greater Expectations Institute teams</i></p>
Valcour	<p><i>Putting the Values of Liberal Education and Inclusive Excellence into Hiring Practices</i></p> <p>In this session, participants will (a) brainstorm the values that underpin the Institute’s vision of liberal education and inclusive excellence as well as their own institutional missions and (b) critique actual position descriptions regarding the ways in which they reflect—and do not reflect—these values. By the end of the session, participants will have concrete examples of position descriptions that better put these values into action. Time permitting, participants will also discuss ways to carry this type of analysis forward into search processes, faculty and staff development, and performance reviews.</p> <p>Facilitator: <i>Nancy O’Neill</i></p>

Emerald I

Building Powerful Partnerships: Student and Academic Affairs

Various partnerships between student affairs and academic affairs exist, but what makes some of them more powerful in fostering a learning-centered campus than others? What resources (human, financial, technical) could better serve more students through collaboration? What “cross-cultural” work needs to be done to deepen, spread, and sustain such collaboration? How can curricular and co-curricular programs mutually reinforce one another? Participants in this session will undertake activities to help them understand different campus cultures and how to collaborate among them to foster a more coherent, learning-centered experience for all students.

Facilitators: ***Susan E. Borrego; students representing Greater Expectations Institute teams***

Diamond II

Generating Widespread Support for Change

In this session, groups will identify the basic values of their institution (evident in their missions and strategic plans) and explore ways to connect their projects to these values in order to obtain buy-in from faculty, administrators, students, the board, and donors through communication vehicles and cultural metaphors. At the end, participants should have a working plan for generating support, including some tentative messages directed to diverse constituencies.

Facilitator: ***Tori Haring-Smith***

2:30–2:45 pm
Promenade

Refreshment Break

2:45–4:00 pm
Emerald
Ballroom III

Plenary: Moving Campus Action Plans to Successful Implementation

Representatives of teams that have attended previous Institutes will offer participants a preview of what they may encounter when they return to campus—the good, the bad, the ugly, and the beautiful—and begin to implement their carefully crafted plans. Panelists will relay concrete strategies that helped them to bring their plans to fruition as well as potential pitfalls to success. The goal will be to help prepare teams to engage campus constituents in an initiative that was either developed or refined at Institute and to underscore the skills and capacities needed for project success.

Judy (“JJ”) Jackson, Vassar College; ***Gail Gibson Sheffield***, Paul Smith’s College; ***Dennis Mahoney***, University of Vermont
Moderator and panelist: ***Gail G. Evans***, San José State University

4:00–6:00 pm

Team Time

Teams meet in a location of their choosing. Use this time to continue work on your campus action plan, drawing on the afternoon’s skill-building and plenary sessions. **NOTE: Teams with a consultation** should meet the faculty person in her/his assigned room (see p. 3).

Dinner on your own – Enjoy!

SATURDAY, JUNE 23, 2007

Part IV – Creating an Inclusive and Engaged Learning Commons

7:30–8:30 am Emerald Ballroom III	Continental Breakfast Breakfast will be available in the promenade, with seating available in the ballroom. Sign up for today’s consultations at the bulletin board near the Institute registration desk.
8:30–8:45 am Emerald Ballroom III	Overview of Activities for the Day <i>Alma R. Clayton-Pedersen, AAC&U</i>
8:45 am–12:15 pm	Team Time Teams meet in a location of their choosing. Use this time to refine your campus action plan, considering issues of scope, scale, and sustainability, and begin to develop the presentation you will deliver to a group of Institute colleagues on Sunday morning. NOTE: Teams with a consultation should meet the faculty person in her/his assigned room (see p. 3).
12:15–1:15 pm Emerald Ballroom III	Lunch Join team members to discuss afternoon plans and connect with colleagues from other institutions.
1:30–4:15 pm	Team Time Teams meet in a location of their choosing. Use this time to finalize your campus action plan and presentation OR embark on a group activity such as sailing, hiking, or sight-seeing (brochures available at the Institute registration desk). NOTE: Teams with a consultation should meet the faculty person in her/his assigned room (see p. 3).
4:15–4:30 pm Promenade	Refreshment Break
4:30–5:30 pm Emerald Ballroom III	Group Reflection In this session, teams will have a chance to address any remaining issues following a full day of team time and prior to presenting their campus action plans. Institute faculty will be on hand to address common issues, which will be distilled from written responses to a question given out during Saturday morning’s overview of activities.
6:00 pm– University of Vermont	University of Vermont Tour, Reception, and Dinner The University of Vermont invites Institute participants to enjoy our last evening together on campus. We will begin at GreenHouse with a reception and tour of this residential learning community, which grew out of UVM’s 2005 Greater Expectations Institute campus action plan. Dinner will follow at the elegant Billings Student Center. <i>NOTE: Shuttles will begin departing for GreenHouse at 5:45 pm from the hotel entrance. If you prefer to take the 20-minute walk to</i>

campus, directions and maps will be available at the Institute registration desk, and AAC&U staff will be at the hotel entrance to form walking groups at 5:45 pm and 6 pm. Shuttles will also be on hand to transport participants from GreenHouse to Billings following the reception and from Billings back to the hotel after dinner.

SUNDAY, JUNE 23, 2007

Part V – Designs for New Academic Excellence

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| 7:00–8:00 am
Emerald
Promenade and
Ballroom III | Continental Breakfast
Breakfast will be available in the promenade, with seating available in the ballroom. |
| 8:00–8:15 am
Emerald
Ballroom III | Overview of Activities for the Day
<i>Alma R. Clayton-Pedersen, AAC&U</i> |
| 8:15–11:15 am
Emerald
Ballroom III,
followed by
presentations in
breakout rooms | Plenary: Campus Plans for Action
Campus teams and Institute faculty will provide feedback on your action plans as you do a trial-run of a presentation you could make back on campus. Room assignments will be distributed at the start of the session. <u>Teams: please submit action plans to AAC&U staff prior to departure!</u> |
| 11:15–11:30 am
Emerald
Ballroom III | Closing Remarks: Principled, Collaborative Leadership for Action
<i>Alma R. Clayton-Pedersen, AAC&U</i> |

CONGRATULATIONS AND GOOD LUCK!