



5th Annual Greater Expectations Institute: Campus Leadership for Student Engagement, Inclusion, and Achievement

**June 22–26, 2005
Sheraton Hotel • Burlington, Vermont**

PROGRAM

Welcome to the 5th annual Greater Expectations Institute. Thank you for dedicating your time and expertise to advancing student engagement, inclusion, and achievement. The 2005 Institute features significant time to work on your campus change project as well as opportunity to tap the expertise of Institute faculty and other campus teams. At the end of the Institute, each team will present a **Campus Action Plan** that will highlight concrete steps you plan to take to implement your campus change project, a timeline, who you will involve, and how you will go about it. You will also be asked to submit a copy to AAC&U staff.

Four types of sessions comprise the Institute itself. All are designed to facilitate your learning and help you 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.

Facilitated Interest Group Sessions (FIGS) 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 these interests. While we encourage you to draw on all the readings throughout the Institute, each FIGS description includes suggested readings from your advanced readings packet. AAC&U’s *Greater Expectations* report frames the whole Institute, and we encourage you to consider it vis-à-vis all of the FIGS topics.

Seminar Working Group Sessions (SWGS) consist of 2-3 campus teams and a faculty liaison. SWGS allow a medium-sized group of participants to discuss the plenaries, FIGS, and advanced readings. In addition, they are another opportunity for cross-campus learning, as the group helps each team apply theories, models, and practices to their projects. SWG teams are matched on project goals and when possible, institutional size. Faculty liaisons provide expertise best suited to the needs and goals of the group. A list of groups and meeting rooms is available on **page 3**.

Team Time is available to work on your campus action plan. Most teams divide their team time between **faculty consultations** and dedicated work on their actions plans and change projects. *Prior to team time*, sign up for consultations on the bulletin board near the Institute registration desk. Please plan to meet the faculty member in her/his SWG room (see p. 3) at the appointed consultation time. Teams without a consultation may meet in one of several hotel spaces on a first-come, first-serve basis. A list of available space is at the Institute registration desk.

Thursday through Sunday will begin with a continental breakfast at 7:30 am in the Emerald Ballroom Promenade and an overview of the day’s activities at 8:30 am in Emerald Ballroom III. Please use this opportunity to ask questions or make announcements.

AAC&U extends a very special thank you to the *University of Vermont* for hosting a celebration reception and dinner for Institute participants on Saturday evening.

INSTITUTE FACULTY AND STAFF

Edgar Beckham

Senior Fellow
AAC&U

Jeannie Brown Leonard

Graduate Intern, Office of Education and
Institutional Renewal
AAC&U

Johnetta Cross Brazzell

Vice Chancellor for Student Affairs
University of Arkansas

Mitchell J. Chang

Associate Professor, Higher Education and
Organizational Change
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Misha Charles

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Alma R. Clayton-Pedersen

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

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

Karen Kalla

Co-director, Network for Academic
Renewal
AAC&U

George Kuh

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

Jeffrey F. Milem

Associate Professor, Education Policy and
Leadership
University of Maryland

Nancy O'Neill

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

Judith Ramaley

President elect
Winona State University

Carol Geary Schneider

President
AAC&U

Jesús Treviño

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

Damon Williams

Assistant Vice Provost for Multicultural
and International Affairs
University of Connecticut

SEMINAR WORKING GROUPS

Teams	Institute Faculty Liaison	Room
Eastern Washington University Paul Smith's College Winthrop University	<i>Edgar Beckham</i>	Diamond Ballroom II
University of Memphis University of Vermont University of Maryland Baltimore County	<i>Johnetta Cross Brazzell</i>	Shelburne
University of Arkansas California State University, Northridge San Jose State University	<i>Mitchell J. Chang</i>	Willsboro
Floyd College (soon to be Georgia Highlands College) Ramapo College of New Jersey Saint Joseph's College	<i>L. Dee Fink</i>	Exhibit Hall
Alvernia College Augustana College The Richard Stockton College of New Jersey	<i>Tori Haring-Smith</i>	Exhibit Hall/Wed Emerald BR III/Thu Emerald BR II/ Sat
Western Kentucky University	<i>Jesús Treviño</i>	Exhibit Hall/Wed Amphitheater/Thu Emerald BR I/Sat
Bloomfield College Centenary College	<i>Jeffrey F. Milem</i>	Providence Broadroom
Berry College Frederick Community College Susquehanna University	<i>Judith Ramaley</i>	Kingsland
Clark University State University of New York at Plattsburgh	<i>Carol Geary Schneider</i>	Diamond Ballroom I
Linfield College North Georgia College & State University Winona State University	<i>Damon Williams</i>	Valcour

SCHEDULE OF EVENTS

All Greater Expectations Institute events will take place in the Sheraton Hotel

WEDNESDAY, JUNE 22, 2005

PART I – ORIENTATION: VISION, VALUES, AND GOALS FOR HIGHER EDUCATION

- 10 am–6 pm**
Diamond
Ballroom Foyer
- Institute Registration**
Pick up Institute binder and name tag.
- Noon–3 pm**
- Team Time**
Review project goals and Institute materials; plan FIGS attendance. Sign up for faculty consultations at bulletin board near Institute registration desk.
- 3–4:30 pm**
Emerald
Ballroom III
- Welcome and Faculty Introductions**
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 an Era of Rising Expectations
Carol Geary Schneider, President, AAC&U; and Tori Haring-Smith, President, Washington and Jefferson College
- 4:30–4:45 pm**
Promenade
- Refreshment Break**
- 4:45–5:15 pm**
- Team Time**
Review goals and plans for the Institute, consider advanced readings and opening address in light of your project, ascertain questions to bring to the afternoon SWG. **NOTE:** Teams with consultations should meet their faculty person in her/his assigned SWG room (see p. 3). Teams without a consultation may meet in one of several hotel spaces on a first-come, first-serve basis. A list of available space is at the Institute registration desk.
- 5:30–6:30 pm**
See p. 3 for room assignments
- Seminar Working Group Sessions (SWGS)**
Use this time to become acquainted with your group's teams and to establish a setting in which cross-campus learning can occur. Teams might ask questions about the readings and the opening address as they apply these resources to their campus projects. Participants are encouraged to be candid about institutional challenges they face so that colleagues can better help them respond effectively. The faculty liaison will facilitate group discussion, learn about your projects in more depth, and help you to identify other faculty with whom to consult.
- 6:30 pm**
Emerald
Ballroom and
Promenade
- Reception and Dinner**
We invite you to continue conversations begun throughout the day in a relaxed and informal setting.

THURSDAY, JUNE 23, 2005

PART II – UNDERSTANDING INSTITUTIONAL CHANGE: CONTEXTS AND CULTURES

- 7:30–8:30 am**
Emerald
Promenade and
Ballroom III
- Continental Breakfast**
Continental breakfast will be available in the promenade, with seating available in the ballroom. Continue to sign up for 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 to talk about your team's participation and how best to achieve your project goals during the Institute. *(Please stop by the Emerald Ballroom Promenade to pick up breakfast.)*
- 7:30–8:15 am**
Diamond
Ballroom II
- Undergraduate Student Meeting**
Nancy O'Neill will lead this meeting to talk about your role at the Institute. *(Please stop by the Emerald Ballroom Promenade to pick up breakfast.)*
- 8:30–8:45 am**
Emerald
Ballroom III
- Overview of Activities for the Day**
Alma R. Clayton-Pedersen
- 8:45–10:15 am**
Emerald
Ballroom III
- Plenary: The Benefits of Inclusion**
Jeffrey F. Milem, Associate Professor, Education Policy and Leadership, University of Maryland; and Jesús Treviño, Associate Provost for Multicultural Affairs and Director of the Center for Multicultural Excellence, University of Denver
- 10:15–10:45 am**
Promenade
- Refreshment Break**
- 10:45 am–Noon**
Emerald
Ballroom III
- Plenary: Inclusive Excellence and Institutional Change**
Damon Williams, Assistant Vice Provost for Multicultural and International Affairs, University of Connecticut
- Noon–1 pm**
Exhibit Hall
- Lunch**
Join team members to discuss afternoon plans and connect with colleagues from other institutions.

PART III – PLACING STUDENT LEARNING AT THE CENTER

- 1–2:45 pm**
- Team Time**
Continue to work on your campus project, particularly in light of today's two plenary sessions. **NOTE:** Teams with consultations should meet their faculty person in her/his assigned SWG room (see p. 3). Teams without a consultation may meet in one of several hotel spaces on a first-come, first-serve basis. A list of available space is at the Institute registration desk.

3–4 pm

Facilitated Interest Groups

Diamond
Ballroom I

Powerful Partnerships: Student Affairs and Academic Affairs

While various kinds of partnerships between student affairs and academic affairs exist, what makes some of them more powerful in fostering a learning-centered campus? 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 discuss how to understand different campus cultures and how to collaborate among them to foster a more coherent, learning-centered experience for all students.

Facilitator: *Johnetta Cross Brazzell*

Suggested related readings:

- *Learning reconsidered: A campus-wide focus on the student experience*
- *Proceed with caution: Uncommon wisdom about academic and student affairs partnerships*
- *Could fixing academic advising fix higher education?*

Diamond
Ballroom II

Effective Use of NSSE Data

What can student engagement tell us about the health and vitality of our campuses? How can NSSE data serve as a catalyst for learning-centered educational change? This discussion will focus on effective uses of NSSE data for assessing institutional performance toward improving undergraduate education. Participants will consider a) what questions to ask as NSSE data is reviewed, b) how data findings can be productively shared with campus communities, c) what supplemental data is most important, and d) how disaggregated NSSE data can help uncover disparities among various racial/ethnic groups.

Facilitator: *George Kuh*

Suggested related readings:

- *Student success in college: Creating conditions that matter*
- *The ABC approach to creating climates of engagement on diverse campuses*

Emerald
Ballroom III

Creating Curricular Coherence through the Values of Liberal Education

The *Greater Expectations* report notes that an undergraduate degree too often “certifies completion of a fixed number of...disconnected fragments” and that “few faculty members teach to collectively owned goals.” 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 related readings:

- *Our students’ best work*
- *Departments that work: Building and sustaining cultures of excellence in academic programs*
- *What is a generally educated person?*

Amphitheater

Why Diversity Matters

Research has demonstrated the educational benefits of diversity when it is “enacted” in intentional ways using multiple methods. Participants will a) explore how diversity matters to their team project, b) discuss how to engage their campuses in defining and framing diversity in the context of mission, changing demographics, and other factors, and c) share strategies for the effective use of diversity as a resource for learning.

Facilitator: *Mitchell J. Chang*

Suggested related readings:

- *Preservation or transformation: Where’s the real educational discourse on diversity?*
- *Making diversity work on campus: A research-based perspective*

Valcour

Collecting and Using Data to Address the Needs of Underserved Students

AAC&U is leading an effort through the Pathways to College Network to develop a Data Gathering and Use Tool designed to help leaders better use existing institutional data on underserved students to identify institutional impediments to their success. Using the institutional data that team leaders were asked to collect for the Institute as the focus, this session will follow the steps outlined in the draft tool to review your data. Participants will be asked to provide feedback about the action steps outlined in the tool and can obtain information about AAC&U’s future work in this area.

Facilitators: *Alma R. Clayton-Pedersen and Nancy O’Neill*

Suggested related readings:

- *Student Success in college: Creating conditions that matter*
- *Leadership for a new age: Higher education’s role in producing minority leaders*
- *Stereotype threat and African-American student achievement*

4–4:30 pm
Promenade

Refreshment Break

4:30–5:30 pm
See p. 3 for room
assignments

Seminar Working Group Sessions (SWGS)

In this second SWG, explore the implications of the day’s plenary sessions, FIGS, and readings in the context of your various campus goals. This discussion might also tap the experiences of colleagues at other campuses as your team begins to think about your campus action plan.

Dinner on your own – Enjoy!

FRIDAY, JUNE 24, 2005

PART IV – CREATING INCLUSIVE AND ENGAGED LEARNING COMMUNITIES FOSTERING LEADERSHIP FOR CHANGE

7:30–8:30 am Emerald Promenade and Ballroom III	Continental Breakfast Continental breakfast will be available in the promenade, with seating available in the ballroom. Continue to sign up for 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> Opening and Welcome Remarks, <i>Daniel Mark Fogel, President, University of Vermont</i>
8:45–9:30 am Emerald Ballroom III	Plenary Engaged Learning Communities: Students, Faculty, and Institutions <i>George Kuh, Chancellor's Professor of Higher Education, Indiana University and Director, National Survey of Student Engagement</i>
9:30–9:45 am Promenade	Refreshment Break
9:45–10:45 am Emerald Ballroom III	Plenary Student Reflections on Engagement, Inclusion, and Achievement <i>Undergraduate student panel; moderator: Nancy O'Neill, AAC&U</i>
11 am–Noon	Team Time Continue to work on your campus project, particularly in light of the two morning plenary sessions. Begin to map out your campus action plan. NOTE: Teams <u>with consultations</u> should meet their faculty person in her/his assigned SWG room (see p. 3). Teams <u>without a consultation</u> may meet in one of several hotel spaces on a first-come, first-serve basis. A list of available space is at the Institute registration desk.
Noon–1 pm Emerald Ballroom III	Lunch Join team members to discuss afternoon plans and connect with colleagues from other institutions.
1–2 pm	Facilitated Interest Groups
Diamond Ballroom I	Inclusive Excellence: A Roadmap for Comprehensive Institutional Change The values and organizational dynamics of higher education can be especially problematic for making foundational change. Many campus leaders attempt to develop a comprehensive diversity strategy, but they often end up merely listing 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 a new institutional change model to examine and align campus structures, policies, resources, symbols, and cultures in support of both inclusion and educational excellence. Facilitator: <i>Damon Williams</i>

Suggested related readings:

- *Toward a model of inclusive excellence and change in postsecondary institutions*
- *Moving mountains: Institutional culture and transformational change*
- *The campus as learning community: Seven promising shifts and seven powerful levers*

Diamond
Ballroom II

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 new ground may need to be covered in the future.

Facilitator: *Edgar Beckham*

Suggested related readings:

- *Making diversity work on campus: A research-based perspective*
- *Improving campus racial dynamics: A balancing act among competing interests*
- *Leadership for a new age: Higher education's role in producing minority leaders*

Emerald
Ballroom I

Demonstrating the Impact of Inclusion and Engagement on Students

Lack of reliable assessment data can result in resources going to marginally effective programs while educationally powerful programs are reduced or eliminated. This session will focus on assessment as a means to better understand how diversity, inclusion, and engagement impact student gains on a variety of educational, social, and democratic outcomes. Participants will build a systematic review of relevant campus "inputs" (e.g., student demography, programs, courses, mission, and vision statements), establish benchmarks, and learn how to make effective use of data to turn "what works" into comprehensive educational practice.

Facilitator: *Jeffrey F. Milem*

Suggested related readings:

- *Making diversity work on campus: A research-based perspective*
- *Achieving equitable educational outcomes with all students: The institution's roles and responsibilities*
- *Value added assessment of liberal education*

Emerald
Ballroom II

Intercultural Dialogues

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 cognitive and identity development among students. 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.

Facilitator: *Jesús Treviño*

Suggested related readings:

- *The ABC approach to creating climates of engagement on diverse campuses*
- *Education for a world lived in common with others*
- *Educating for citizenship*

2–2:30 pm
Promenade

Refreshment Break

2:30–3:30 pm
Emerald
Ballroom III

Plenary

Aligning Leadership to Deepen Student Learning

Johnetta Cross Brazzell, Vice Chancellor for Student Affairs, University of Arkansas; and Judith Ramaley, President-elect, Winona State University

3:30–5:30 pm

Team Time

Continue to work on your project and campus action plan. **NOTE:** Teams with consultations should meet their faculty person in her/his assigned SWG room (see p. 3). Teams without a consultation may meet in one of several hotel spaces on a first-come, first-serve basis. A list of available space is at the Institute registration desk.

Dinner on your own – Enjoy!

SATURDAY, JUNE 25, 2005

PART IV, CONTINUED – CREATING INCLUSIVE AND ENGAGED LEARNING COMMUNITIES FOSTERING LEADERSHIP FOR CHANGE

7:30–8:30 am
Emerald
Ballroom III

Continental Breakfast

Continental breakfast will be available in the promenade, with seating available in the ballroom. Continue to sign up for 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

8:45–9:45 am

Facilitated Interest Groups

Emerald
Ballroom 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.

Facilitator: *L. Dee Fink*

Suggested related readings:

- *Better organizational support for faculty*
- *Departments that work: Building and sustaining cultures of excellence in academic programs*
- *Making diversity work on campus: A research-based perspective*

Emerald
Ballroom 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 it can be effectively used 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 Ramaley*

Suggested related readings:

- *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
Ballroom I

Coalition Building

The term “collaboration” has broad appeal for most people—that is, until they earnestly engage in the process. It is then that they find that it is more hard work than relief, at least initially. This session will focus on building participants’ skills in leading collaborative efforts by examining factors indicated by the research literature as necessary to develop successful collaborations and then applying them in light of their specific campus contexts.

Facilitator: *Alma R. Clayton-Pedersen*

Suggested related readings:

- *A campaign approach to change: Targeting the university's scarcest resources*
- *Proceed with caution: Uncommon wisdom about academic and student affairs partnerships*
- *The campus as learning community: Seven promising shifts and seven powerful levers*

10 am–Noon

Team Time

Continue to work on your project and begin to think about Sunday's presentation of your campus action plan. You will be presenting to a group of Institute colleagues and faculty as a trial run for a presentation back on campus. **NOTE:** Teams with consultations should meet their faculty person in her/his assigned SWG room (see p. 3). Teams without a consultation may meet in one of several hotel spaces on a first-come, first-serve basis. A list of available space is at the Institute registration desk.

Noon–1 pm

Emerald
Ballroom III

Lunch

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

PART V – DESIGNS FOR NEW ACADEMIC EXCELLENCE

1–2 pm

See p. 3 for room assignments

Seminar Working Group Session

In this last SWGS, campus teams are encouraged to discuss any remaining questions or concerns about their projects or action plans that colleagues might help address.

2–5:30 pm

Team Time

Teams may use this time to finalize their action plans and practice their presentations. **NOTE:** Teams with consultations should meet their faculty person in her/his assigned SWG room (see p. 3). Teams without a consultation may meet in one of several hotel spaces on a first-come, first-serve basis. A list of available space is at the Institute registration desk.

6 pm

University of Vermont,
Billings Student Center

University of Vermont Reception and Dinner

The University of Vermont invites 2005 Institute participants to enjoy our last evening together in the heart of campus. The reception will be held in front of the Billings Student Center (or inside the Center in the case of rain), which is an easy 15-minute walk from the hotel. A campus shuttle will leave the hotel lobby at 6:00pm for those who request transportation ahead of time.

SUNDAY, JUNE 26, 2005

PART V, CONTINUED – DESIGNS FOR NEW ACADEMIC EXCELLENCE

7:30–8:30 am

8:30–8:45 am
Emerald
Ballroom III

Continental Breakfast

Overview of Activities for the Day

Alma R. Clayton-Pedersen

8:45–10:15 am

Emerald
Ballroom III

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.

Teams: please submit action plans to AAC&U staff prior to departure!

10:15–10:30 am

Closing Remarks: Principled, Collaborative Leadership for Action

AAC&U Staff

CONGRATULATIONS AND GOOD LUCK!

