



Association  
of American  
Colleges and  
Universities

**6<sup>th</sup> Annual Greater Expectations Institute:  
*Campus Leadership for Student Engagement, Inclusion, and Achievement***

June 21–25, 2006  
Cliff Lodge ♦ Snowbird, Utah

**PROGRAM**

Welcome to the 6<sup>th</sup> annual Greater Expectations Institute. The 2006 Institute features significant time for you to focus on your educational improvement work, as well as opportunities to tap the expertise of Institute faculty and other campus team members. At the end of the Institute, each team will make an oral presentation of its **Campus Action Plan**. We expect your Plan to highlight the concrete steps you will take to implement your educational change project, who will be involved, how you will go about engaging others, and a timeline. We also ask that you submit an electronic copy of your action plan to AAC&U staff before you depart on Sunday. CDs and diskettes are available at the Institute registration desk for this purpose.

Four types of sessions comprise the Institute—plenary, interest, seminar, and team sessions. All are designed to facilitate your learning and 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 these interests. We encourage you to draw on the readings found in the packet sent to you in early May for your learning throughout the Institute, and have suggested specific readings for each Interest Session. AAC&U’s *Greater Expectations* report and the *Making Excellence Inclusive* briefing papers frame the entire Institute.

**Seminar Sessions** consist of 2-4 campus teams and a faculty member. Teams are assigned to seminar groups based on project goals, institutional size and type when possible. Institute faculty with expertise best suited to the needs and goals of the group facilitate the session. These sessions allow the group to discuss information gleaned from all the Institute activities and readings and foster cross-team learning by helping each team apply theories, models, and practices to their projects with the aid of other teams doing similar work. A list of seminar groups and meeting rooms is given on page 3 of the program. Summaries of each team’s goals are given in section 2 of the Institute binder.

**Team Sessions** provide time for teams to work on their Campus Action Plan and consult with Institute faculty. Prior to Team Sessions, team leaders may sign up for consultations with Institute faculty on the bulletin board near the 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 an Institute faculty member, or those consulting with an Institute faculty member who does not have an assigned seminar room, may meet in the lobby of Ballrooms II & III and then proceed to one of the many public spaces throughout the Cliff Lodge and Snowbird Village.

Thursday through Sunday will begin with a continental breakfast at 7:30 am in the lobby of Ballrooms II and III and then an overview of the day’s activities at 8:30 am in Ballroom II and III.

## INSTITUTE FACULTY AND STAFF

### ***Amy Addams***

Program Assistant and Editor of *On Campus with Women*, Office of Diversity, Equity, and Global Initiatives  
AAC&U

### ***Patricia Alvarez***

Graduate Intern  
Office of Education and Institutional Renewal  
AAC&U

### ***Susan E. Borrego***

Vice President for Student Affairs  
California State University, Monterey Bay

### ***Misha Charles***

Program Associate  
Office of Education and Institutional Renewal  
AAC&U

### ***Alma R. Clayton-Pedersen***

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

### ***L. Dee Fink***

Instructional Consultant in Higher Education, Past President of the Professional and Organizational Development (POD) Network for Higher Education, and Instructional Development Program Founder  
University of Oklahoma

### ***Tori Haring-Smith***

President  
Washington and Jefferson College

### ***Ariane Hoy***

Senior Program Officer  
The Corella & Bertram F. Bonner Foundation

### ***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 Knefelkamp***

Professor of Psychology and Education  
Senior Fellow, AAC&U  
Teacher's College, Columbia University

### ***George Kuh***

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

### ***Jeffrey F. Milem***

Professor  
Center for the Study of Higher Education  
University of Arizona

### ***Nancy O'Neill***

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

### ***Judith 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 Excellence  
University of Denver

### ***Damon Williams***

Assistant Vice Provost for Multicultural and International Affairs  
University of Connecticut

### ***Vera Zdravkovich***

Independent Consultant, Director of CyberWATCH Center, former Vice President for Instruction  
Prince George's Community College

<b>SEMINAR SESSION GROUPS</b>		
<b>Teams</b>	<b>Faculty Member</b>	<b>Room</b>
Grand Valley State University University of Guelph Weber State University	<i>Susan E. Borrego</i>	Ballroom II Level B
Buffalo State College, SUNY Delta State University Penn State University	<i>L. Dee Fink</i>	Magpie A – Wed. & Thurs. Level B Summit Room – Fri. & Sat. Level 10
Kenyon College United States Air Force Academy Vassar College	<i>Tori Haring-Smith</i>	Superior B Level C
Norfolk State University San José State University	<i>L. Lee Knefelkamp</i>	Superior A Level C
Ramapo College of New Jersey University of Connecticut University of La Verne	<i>Jeffrey F. Milem</i>	Ballroom III Level B
University of Idaho University of Massachusetts, Boston South Dakota School of Mines and Technology	<i>Judith A. Ramaley</i>	Wasatch B Level C
Georgia College and State University Columbia College Chicago	<i>Carol Geary Schneider</i>	Wasatch A Level C
California State University, Long Beach New College of Florida Troy University	<i>Jesús Treviño</i>	Red Pine Level C
Chestnut Hill College Trinity University Wells College	<i>Damon A. Williams</i>	White Pine Level C
Columbia State Community College Fairmont State University Kansas City Kansas Community College Manchester Community College	<i>Vera Zdravkovich</i>	Maybird Level C

<b>Additional Faculty Members</b>	
<i>Alma R. Clayton-Pedersen</i> <i>Ariane Hoy</i> <i>Patricia Iannuzzi</i>	<i>George Kuh</i> <i>Daniel Teraguchi</i>

All Institute faculty members are available for individual consultations with campus teams. Prior to Team Sessions, team leaders may sign up for consultations with Institute faculty on the bulletin board near the registration desk. The entire team should plan to meet in the Institute faculty member's assigned seminar room at the appointed consultation time.

**When consulting with a faculty member who does not have an assigned seminar room, please plan to meet the faculty member in the lobby of Ballrooms II & III and then proceed to one of the many public spaces throughout the Cliff Lodge and Snowbird Village.**

# SCHEDULE OF EVENTS

*All Greater Expectations Institute events will take place in the Cliff Lodge*

**WEDNESDAY, JUNE 21, 2006**

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

- Noon – 6 pm**  
Lobby  
Ballroom II & III
- Institute Registration**  
Pick up Institute binder and name tag. Sign up for consultations at the bulletin board near the Institute registration desk.
- 3 – 4:30 pm**  
Ballroom II & 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**  
*Moderator: Carol Geary Schneider, President, AAC&U; Tori Haring-Smith, President, Washington & Jefferson College; Judith Ramaley, President, Winona State University*  
Members of the Greater Expectations National Panel will discuss the changing nature of the higher education environment and the aims of an undergraduate liberal education from a national and institutional perspective. This interactive session is intended to help teams locate their educational change project within the national effort to achieve the key learning outcomes identified in the *Greater Expectations* report and promote the kind of 21<sup>st</sup> century liberal education that is needed to fulfill America's promise of a strong, just, and lasting democracy.
- 4:30 – 4:45 pm**  
Lobby  
Ballroom II & III
- Refreshment Break**
- 4:45 – 5:30 pm**  
See p. 3 for room assignments
- Seminar Session**  
This session is used for teams to become acquainted with their Seminar group and to establish an environment for cross-team sharing and learning. Teams may discuss the readings and the opening address and consider how these resources apply to their campus project. Participants are encouraged to be candid about institutional challenges they face so that the group can engage in collective problem-solving. The Institute faculty member will facilitate the discussion and help teams to identify other faculty with whom to consult.
- 5:30 – 6:30 pm**
- Team Session**  
Teams may meet at a place of their choosing and use this time to review goals for the Institute, consider the readings, discuss the opening address in relation to their projects, and begin work on the Campus Action Plan. **NOTE:** Teams with a faculty consultation should meet the faculty person in her/his assigned room (see p. 3) or in the lobby of Ballrooms II & III.
- 6:30 pm**  
Amphitheater  
Lobby Terrace
- Reception and Dinner**  
All participants are invited to continue conversations begun throughout the day in a relaxed and informal setting. **NOTE:** The Amphitheater lobby terrace is outdoors. Participants may want to bring a sweater or light jacket.

## THURSDAY, JUNE 22, 2006

### PART II – UNDERSTANDING INSTITUTIONAL CHANGE: CONTEXTS AND CULTURES

- 7:30 – 8:30 am**      **Continental Breakfast**  
Ballroom II & III      Continental breakfast will be available in the lobby, with seating available in the ballroom. Sign up for consultations at the bulletin board near the Institute registration desk.
- 7:30 – 8:15 am**      **Team Leader Meeting**  
Wasatch B  
Level C      *Alma R. Clayton-Pedersen* will lead this discussion about team leaders' participation and how to build team consensus to achieve your project goals during the Institute. (*Continental breakfast in room*)
- 7:30 – 8:15 am**      **Student Meeting**  
Wasatch A  
Level C      *Amy Addams* and *Patty Alvarez* will lead this meeting to discuss students' role at the Institute and on their campuses. (*Continental breakfast in room*)
- 8:30 – 8:45 am**      **Overview of Activities for the Day**  
Ballroom II & III      *Alma R. Clayton-Pedersen*
- 8:45 – 10 am**      **Plenary: Mapping the Future of Inclusion and Excellence**  
Ballroom II & III      Moderator: ***Alma R. Clayton-Pedersen***, Vice President for Education and Institutional Renewal, AAC&U; ***L. Lee Kniefkamp***, Professor of Psychology and Education, Teachers College, Columbia University; ***Jeffrey F. Milem***, Professor, Center for the Study of Higher Education, University of Arizona; ***Damon A. Williams***, Assistant Vice Provost for Multicultural & International Affairs, University of Connecticut  
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, our "post-Michigan" educational environment calls for campuses to 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?
- 10 – 10:15 am**      **Refreshment Break**  
Lobby  
Ballroom II & III
- 10:15 am – Noon**      **Team Session**  
Teams may meet at a place of their choosing and use this time to continue to work on their Campus Action Plan, drawing particularly on the previous plenary sessions and readings. **NOTE:** Teams with a faculty consultation should meet the faculty person in her/his assigned room (see p. 3) or in the lobby of Ballrooms II & III.
- Noon – 1 pm**      **Lunch**  
Golden Cliff/  
Eagle's Nest  
Level B

1 – 2 pm

**Interest Sessions**Maybird  
Level C**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 readings:**

- *Promoting student success: What campus leaders can do; What faculty can do; and What student affairs can do*
- *Maps and inventories: Anchoring efforts to track student learning*
- *The ABC approach to creating climates of engagement on diverse campuses*

Wasatch A  
Level C**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 readings:**

- *Our students’ best work: Five keys to accountability for outcomes that really matter*
- *Taking responsibility for the quality of the baccalaureate degree*
- *What is a generally educated person?*
- *Departments that work: Building and sustaining cultures of excellence in academic programs*

Superior A  
Level C**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: *Jeffrey F. Milem***Suggested readings:**

- *Preservation or transformation: Where’s the real educational discourse on diversity?*
- *Improving campus racial dynamics: A balancing act among competing interests*
- *Making diversity work on campus: A research-based perspective*

Superior B  
Level C

### **The Data Made Me Do It**

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. 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 readings:**

- *Student success in college: Creating conditions that matter*
- *Our incoming students: What are they like?*
- *Making excellence inclusive: A framework for embedding diversity and inclusion into colleges and universities' academic excellence mission*
- *Dealing with the future now: Principles for creating a vital campus in a climate of restricted resources*

White Pine  
Level C

### **Changing Learning, Changing Roles: Collaborations to Develop Learning Outcomes for Student Success**

Information consumption patterns in this Internet age have resulted in the need for learning outcomes that address information literacy—the ability to find, evaluate, and use information effectively. Research-based and inquiry learning are proven keys to helping students develop the critical thinking and problem solving skills required to function successfully in today's complex world of information. Who is responsible for ensuring that information literacy learning 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? Participants will explore ways that instructors, librarians, and other campus partners can and are working together on course and curriculum redesign to improve student success and retention.

Facilitator: *Patricia Iannuzzi*

#### **Suggested readings:**

- *Our students' best work: Five keys to accountability for outcomes that really matter*
- *From teaching to learning*
- *Better organizational support for faculty*

Wasatch B  
Level C

### **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 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*

Magpie A  
Level B

### **Core Commitments**

AAC&U's new initiative—**Core Commitments: *Fostering Personal and Social Responsibility on College and University Campuses*** will be introduced and discussed at this session. The project will support educational leadership development, research, and campus change to help students form identities grounded in integrity and responsibility to self and others. The project focuses on developing students' strong sense of: a work ethic; academic integrity; responsibility to contribute to a larger community; obligation to take seriously the perspectives of others; and competence in ethical and moral reasoning. AAC&U will select participating leadership schools through a competitive process in the fall.

Facilitator: ***L. Lee Knefelkamp***

#### **Suggested readings:**

- *Educating for citizenship*
- *Education for a world lived in common*
- *Of character and citizenship*

**2 – 2:15 pm**  
Lobby  
Ballroom II & III

### **Refreshment Break**

**2:30 – 4:30 pm**

### **Team Session**

Teams may meet at a place of their choosing and continue to work on campus projects, particularly in light of the morning plenary session. **NOTE:** Teams with a faculty consultation should meet the faculty person in her/his assigned room (see p. 3) or in the lobby of Ballrooms II & III.

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

### **Seminar Session**

In this second Seminar session, teams will explore the implications of the day's Plenary session, Interest sessions, and readings in the context of their various campus goals. Group members are encouraged to tap the experiences of colleagues at other campuses and continue to craft Campus Action Plans.

**Dinner on your own – Enjoy!**

## FRIDAY, JUNE 23, 2006

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

- 7:30 – 8:30 am**      **Continental Breakfast**  
Ballroom II & III      Continental breakfast will be available in the lobby, with seating available in the ballroom. Continue to sign up for consultations at the bulletin board near the Institute registration desk.
- 8:30 – 8:35 am**      **Overview of Activities for the Day**  
Ballroom II & III      *Alma R. Clayton-Pedersen*
- 8:35 – 9:35 am**      **Plenary: Engaged Learning Communities: Students, Faculty, and Institutions**  
Ballroom II & III      *George Kuh, Chancellor's Professor of Higher Education, Indiana University and Director, National Survey of Student Engagement (NSSE)*  
NSSE has helped reshape discussion in the higher education community of the extent to which students are engaged in their learning, as well as how faculty and campus leaders might deepen students' engagement. This plenary will provide an overview of the national survey's results, engage the participants in conversation about the disparities between what students and faculty report about engaged learning, and what can be done to close this perception and reality gap.
- 9:45 – 10:45 am**      **Plenary: Student Reflections on Engagement, Inclusion, and Achievement**  
Ballroom II & III      *Moderators: Amy Addams, Program Assistant and Editor of On Campus with Women, AAC&U; Patricia Alvarez, Graduate Student Intern, Office of Education and Institutional Renewal, AAC&U.* **NOTE:** A list of student panelists will be provided.  
Students take center stage to discuss their role in their institution's educational change efforts and how their knowledge and skills might be tapped to enhance both these efforts and their college learning experience.
- 10:45 – 11:00 am**      **Refreshment Break**  
Lobby  
Ballroom II & III
- 11 am – Noon**      **Team Session**  
Teams may meet at a place of their choosing and use this time to continue to work on their action plan, drawing particularly on the session and reading resources. **NOTE:** Teams with a faculty consultation should meet the faculty person in her/his assigned room (see p. 3) or in the lobby of Ballrooms II & III.
- Noon – 1 pm**      **Lunch**  
Golden  
Cliff/Eagle's Nest  
Level B      Join team members to discuss afternoon plans and connect with colleagues from other institutions.

1 – 2 pm

## Interest Sessions

Superior B  
Level C

### **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 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 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: **Susan E. Borrego**

#### **Suggested readings:**

- *Learning reconsidered 2: Implementing a campus-wide focus on the student experience*
- *Class matters: Beyond access to inclusion*
- *Proceed with caution: Uncommon wisdom about academic and student affairs partnerships*
- *Could fixing academic advising fix higher education?*

White Pine  
Level C

### **Institutionalizing a Civic-Oriented Academic Program**

This discussion will begin with a review of the Bonner civic engagement program, which will include the student development, community partnerships, and campus infrastructures that are advancing curricular and co-curricular collaboration for student learning. Participants will explore the objectives, courses, and pedagogies that have proven effective in connecting student learning with community engagement. Participants will also examine service learning’s unique program elements, processes, and structures that are effective in deepening student learning. The Corella & Bertram F. Bonner Foundation has been working with campuses to develop an academic track that parallels a comprehensive, sustained community service program. These elements will be considered in light of campus mission and governance structure.

Facilitator: **Ariane Hoy**

#### **Suggested readings:**

- *Educating for citizenship*
- *Education for a world lived in common*
- *Of character and citizenship*

Maybird  
Level C

### **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 and Daniel Hiroyuki Teraguchi**

#### **Suggested 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*

Superior A  
Level C

### **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: ***Damon Williams***

#### **Suggested readings:**

- *Toward a model of inclusive excellence and change in postsecondary institutions*
- *Leadership for a new age: Higher education's role in producing minority leaders*
- *The campus as learning community: Seven promising shifts and seven powerful levers*

Wasatch B  
Level C

### **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. Attention will also be paid to how students integrate their own intellectual identity and intercultural development.

Facilitator: ***L. Lee Kniefkamp***

#### **Suggested readings:**

- *Stereotype threat and African-American student achievement*
- *Identity and Learning: The inextricable link*
- *Improving campus racial dynamics: A balancing act among competing interests*

Wasatch A  
Level C

### **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 readings:**

- *Maps and inventories: Anchoring efforts to track student learning*
- *Our students' best work: Five keys to accountability for outcomes that really matter*
- *Value added assessment of liberal education*
- *Making diversity work on campus: A research-based perspective*

Summit Room  
Level 10

### **Intercultural Dialogues**

A strong liberal education embraces intercultural competence and communication as necessary for work and citizenship in the 21<sup>st</sup> 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 readings:**

- *The ABC approach to creating climates of engagement on diverse campuses*
- *Education for a world lived in common with others*
- *Making excellence inclusive: A framework for embedding diversity and inclusion into colleges and universities' academic mission*

**2 – 2:15 pm**  
Lobby  
Ballroom II & III

### **Refreshment Break**

**2:15 – 3:15 pm**  
Ballroom II & III

### **Plenary: Aligning Leadership to Create Intentional Environments for Deeper Student Learning**

*Susan E. Borrego*, Vice President for Student Affairs, California State University, Monterey Bay; *Vera Zdravkovich*, Independent Consultant and former Vice President for Instruction, Prince George's Community College  
Too often in the academy, student and academic affairs are referred to as “two sides of the house.” Yet, all of what these institutional units do is focused on students' learning development—academically, socially, emotionally, ethically and civically. How might we develop the leadership needed to build one house that is learning-centered regardless of institutional type? This interactive discussion will engage you in developing an answer that will help you facilitate these important resources working together to achieve key learning outcomes.

**3:30 – 5:30 pm**

### **Team Session**

Teams may meet at a place of their choosing and use this time to continue to work on campus project and develop Sunday's presentation of their Campus Action Plan. Teams will be presenting to a group of Institute colleagues and faculty as a trial run for a presentation back on campus. **NOTE:** Teams with a faculty consultation should meet the faculty person in her/his assigned room (see p. 3) or in the lobby of Ballrooms II & III.

**Dinner on your own – Enjoy!**

## SATURDAY, JUNE 24, 2006

### PART IV (CONTINUED) – CREATING INCLUSIVE AND ENGAGED LEARNING COMMUNITIES FOSTERING LEADERSHIP FOR CHANGE

- 7:30 – 8:30 am**      **Continental Breakfast**  
Ballroom II & III      Continental breakfast will be available in the lobby, with seating available in the ballroom. Sign up for consultations at the bulletin board near the Institute registration desk.
- 8:30 – 9 am**      **Overview of Activities for the Day**  
Ballroom II & III      *Alma R. Clayton-Pedersen*
- 9 – 10:15 am**      **Plenary: Taking Institute Learning Back to Campus and Scaling Up Your Efforts**  
Ballroom II & III      *Tori Haring-Smith, President, Washington & Jefferson College; Vera Zdravkovich, Independent Consultant, Director of CyberWATCH Center, former Vice President for Instruction Prince George's Community College; and Gail Evans, Associate Dean and Director of General Education Undergraduate Studies, San José State University*  
Too often campus leaders attend institutes like this one, but find it difficult to broaden knowledge about their educational change initiatives and implement their action plans once back on campus. This session is designed to help teams implement their Action Plans once they return to campus. A member of the Greater Expectations National Panel, a leader at a Greater Expectations Leadership Consortium campus, and a co-team leader from the 2005 Institute will share their experience in implementing the Greater Expectations vision in their environments, which respectively represent a small liberal arts college, a large community college, and a large state university.
- 10:15 – 10:30 am**      **Refreshment Break**  
Lobby  
Ballroom II & III
- 10:30 am – Noon**      **Seminar Session**  
See p. 3 for room assignments      Teams are encouraged to discuss remaining questions or concerns about their projects or Action Plans during this final Seminar Session.
- Noon – 1 pm**      **Lunch**  
Aerie Restaurant  
Level 10      Join team members to discuss afternoon plans and connect with colleagues from other institutions.

### PART V – DESIGNS FOR NEW ACADEMIC EXCELLENCE

- 1 – 5:30 pm**      **Team Session**  
Teams may meet at a place of their choosing to finalize their Campus Action Plans and practice their presentations. **NOTE:** Teams with a faculty consultation should meet the faculty person in her/his assigned room (see p. 3) or in the lobby of Ballrooms II & III.

**Dinner on your own – Enjoy!**

- 7:30 – 9:30 pm**      **Dessert Mixer**  
Atrium  
Restaurant  
Level B

SUNDAY, JUNE 25, 2006

PART V (CONTINUED)— DESIGNS FOR NEW ACADEMIC EXCELLENCE

- 7:30 – 8:30 am**      **Continental Breakfast**  
Ballroom II & III
- 8:30 – 8:45 am**      **Overview of Activities for the Day**  
Ballroom II & III      *Alma R. Clayton-Pedersen*
- 8:45 –10:15 am**      **Campus Action Plan Presentations**  
Rooms TBD      Teams will present their Action Plan to Institute faculty members and campus teams other than those in their Seminar session group. This exercise is intended to serve as a trial-run of a presentation teams may make back on campus. Teams will present their Action plans in round-robin fashion, allotting time for feedback from other teams and faculty. *Teams are asked to submit action plans in electronic form to AAC&U staff prior to departure.*  
**NOTE:** Audiovisual equipment will not be provided.
- 10:15 – 10:30 am**      **Closing Remarks: Principled, Collaborative Leadership for Action**  
Ballroom II & III      *AAC&U Staff*

CONGRATULATIONS AND GOOD LUCK!