



Association
of American
Colleges and
Universities

8th Annual Greater Expectations Institute: *Campus Leadership for Student Engagement, Inclusion, and Achievement*

June 18-22, 2008
Cliff Lodge ♦ Snowbird, Utah

PROGRAM

Welcome! What follows is the program of activities for the 8th 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. If you have a USB drive, you can stop by the AAC&U staff office to download your presentation, or you can pick up a blank CD at the Institute registration desk to burn a copy.

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

Plenary Sessions will frame several “big ideas” regarding student inclusion, engagement, and 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.

Reflection and 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 learn about techniques related to planning, alignment, facilitation, inclusion, and more. **Note:** participants have the opportunity to submit suggestions for topics to be covered in **“Loose Ends” discussions** on Friday afternoon (see p. 11 for details). Suggestion forms can be found at the Institute registration desk, and completed forms should be submitted to AAC&U staff no later than Friday at 8:45 AM (after the day’s overview). Staff will post the selected discussion topics on the bulletin board by lunchtime that day.

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 at the scheduled consultation time (see p. 3 for room assignments). Teams not meeting with a faculty member may use one of several lodge 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 am, with special breakfast meetings for team leaders and students on Thursday morning (see p. 5 for details). Breakfast on Sunday morning begins at 7:00 am to accommodate campus action plan presentations.

Reminder: If you came to Snowbird via the Canyon Transportation shuttle, you must reserve your return trip at least two days in advance by calling 1-800-255-1841. When calling, be sure to **mention the Greater Expectations Institute and the group number, 866.** Please also have your flight information handy.

INSTITUTE FACULTY AND STAFF

Mary J. Allen

Consultant in higher education assessment and former Director, Institute for Teaching and Learning
California State University, Bakersfield

Susan E. Borrego

Vice President for Student Affairs
California State University, Monterey Bay

Alma R. Clayton-Pedersen

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

Jonathan Daube

President
Manchester Community College

Gail G. Evans

Dean of Undergraduate Studies
San Francisco State University

L. Dee Fink

Instructional consultant in higher education, past president of the Professional and Organizational Development (POD) Network for Higher Education, and founder of the Instructional Development Program
University of Oklahoma

Tori Haring-Smith

President
Washington and Jefferson College

Sylvia Hurtado

Professor and Director of the Higher Education Research Institute (HERI), Graduate School of Education and Information Sciences
University of California, Los Angeles

Patricia Iannuzzi

Dean, University Libraries
University of Nevada, Las Vegas

Karen Kalla

Co-Director, Network for Academic Renewal
AAC&U

L. Lee Kniefkamp

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

Nancy O'Neill

Director of Programs, Office of Education and Institutional Renewal and Assistant Director, Core Commitments: Educating Students for Personal and Social Responsibility
AAC&U

Judith A. Ramaley

President
Winona State University

Carol Geary Schneider

President
AAC&U

Damon A. Williams

Assistant Vice Provost for Multicultural and International Affairs
University of Connecticut

Rachel K. Weiner

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

Please Note and Share with Colleagues

**AAC&U's 9th Annual Greater Expectations Institute
June 17-21, 2009
University of Vermont, Davis Center**

FACULTY LIAISON AND ROOM ASSIGNMENTS

Each team has been matched with a faculty liaison who will serve as a resource and point person during the Institute. Teams will meet their liaisons during Wednesday evening's team time (see p. 5 for details). Please plan to go to the room assigned to your liaison, listed below.

Note: *These rooms are also where teams will meet with faculty during consultations.* All Institute faculty members are available for individual consultations with teams. Each morning, teams may sign up for same-day consultations with faculty on the bulletin board near the registration desk. The entire team should arrive at the faculty member's assigned room at the scheduled consultation time.

Liaison Teams	Faculty Member	Assigned Room
Indiana University-Purdue University Indianapolis Kapi'olani Community College	<i>Mary J. Allen</i>	Maybird Level C
Baldwin-Wallace College The Richard Stockton College of New Jersey	<i>Susan E. Borrego</i>	Ballroom II Level B
Aurora University Wartburg College	<i>Jonathan Daube</i>	Wasatch B Level C
Salt Lake Community College Utah Valley State College	<i>Gail G. Evans</i>	Ballroom III Level B
University of La Verne Woodbury University	<i>L. Dee Fink</i>	Ballroom II Level B
Point Loma Nazarene University Monmouth University Philadelphia University	<i>Tori Haring-Smith</i>	Summit Level 10
Ramapo College of New Jersey University of Idaho	<i>Sylvia Hurtado</i>	White Pine Level C
Cleveland State University University of Hawai'i at Mānoa	<i>Patricia Iannuzzi</i>	Ballroom III Level B
Ferrum College Weber State University	<i>L. Lee Knefelkamp</i>	Superior B Level C
Marquette University University of Nevada, Las Vegas	<i>Judith A. Ramaley</i>	Board Room Level C
United States Military Academy Regents' General Education Task Force, Utah System of Higher Education	<i>Carol Geary Schneider</i>	Superior A Level C
Pepperdine University Virginia Polytechnic Institute and State University	<i>Damon A. Williams</i>	Wasatch A Level C
Available for consulting; no assigned teams	<i>Alma R. Clayton- Pedersen</i>	Red Pine, Level C, Wed-Fri Magpie B, Level B, Saturday

SCHEDULE OF EVENTS

(All Institute events will take place in the Cliff Lodge)

WEDNESDAY, JUNE 18, 2008

PART I – ORIENTATION: VISION, VALUES, AND GOALS FOR 21ST CENTURY LEARNING

10 am – 6 pm
Lobby
Ballroom II & III

Institute Registration
Pick up Institute binder and name tag.

2 – 3:30 pm
Ballroom II & III

Welcome and Faculty Introductions
Alma R. Clayton-Pedersen and Carol Geary Schneider

Opening Address: *New Vision, New Designs, New Measures of Success: Preparing Today's Students for the New Global Century*

This session will help teams locate their educational change projects within national efforts to build on themes developed in three major AAC&U initiatives. Greater Expectations 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 2007 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 one 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.

Panelists: *Sylvia Hurtado, L. Lee Knepfelkamp, and Judith Ramaley*
Moderator: *Tori Haring-Smith*

3:30 – 3:45 pm
Lobby
Ballroom II & III

Refreshment Break

3:45 – 4:45 pm
Ballroom II & III

Plenary: *Fostering Institutional Readiness to Achieve Excellence in Teaching and Learning*

Rapid changes in the college-going population, new demands for greater effectiveness and accountability, shrinking resources, and numerous technological innovations are pressuring the teaching and learning enterprise of colleges and universities in unprecedented ways. In order to meet these challenges and ensure high levels of learning for all students, campus leaders must devise effective solutions at every level of institutional functioning. In this plenary, panelists will discuss how leaders can prepare students, faculty, and institutions for change while being particularly attentive to the changing student population. How will thinking and actions need to shift to accommodate this changing environment and to sustain innovative practice? Who will need to be involved? How can we best deal with resistance we encounter from various sources? What is the next generation of work in “inclusive excellence” that must be undertaken to ensure the success of underserved students and underrepresented faculty? And throughout, how will we know we are accomplishing our goals?

Panelists: *Susan Borrego, L. Dee Fink, and Damon Williams*
Moderator: *Alma R. Clayton-Pedersen*

5 – 6:30 pm

See p. 3 for room assignments

Team Time and Liaison Check-In

Teams should meet in the room assigned to their faculty liaison (see p. 3) and use this time to review goals for the Institute, discuss the opening address and plenary sessions in relation to their projects, and think about how best to utilize the advance readings during the Institute. **Note:** faculty liaisons will rotate among their assigned teams during this time to introduce themselves and discuss team goals and plans.

6:45 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:** Because the terrace is outdoors, participants may want to bring a sweater or light jacket. In case of rain, dinner will be served in Golden Cliff/Eagle's Nest, Level B.

THURSDAY, JUNE 19, 2008

PART II – INSTITUTIONAL CHANGE: IDENTIFYING STRATEGIES AND TOOLS FOR ASSESSING ESSENTIAL 21ST CENTURY LEARNING OUTCOMES

7:30 – 8:30 am

Ballroom II & III

Continental Breakfast

Continental breakfast will be available in the lobby, with seating available in the ballroom. Sign up for Institute faculty consultations at the bulletin board near the Institute registration desk.

7:30 – 8:15 am

Wasatch B
Level C

Team Leader Meeting

Alma R. Clayton-Pedersen will lead a discussion about the team leader role, focusing on how to build team consensus to achieve project goals during the Institute. (*Continental breakfast available outside Wasatch B.*)

7:30 – 8:15 am

Wasatch A
Level C

Student Meeting

Nancy O'Neill will lead a discussion about students' role at the Institute and on their campuses. (*Continental breakfast available outside Wasatch A.*)

8:30 – 8:45 am

Ballroom II & III

Overview of Activities for the Day

Alma R. Clayton-Pedersen

8:45 – 10:15 am

Ballroom II & III

Plenary: *The Role of Assessment in Furthering Student Engagement, Inclusion, and Achievement*

Assessment is a vital component of any program or initiative in terms of monitoring and strengthening its impact. Assessment involves establishing outcomes (programmatic, learning, etc.), verifying that efforts are aligned with those outcomes, assessing impact, and "closing the loop" by using what is learned to make improvements. This presentation will focus on characteristics of quality assessment, such as the need for it to be valid, reliable, actionable, and efficient. AAC&U's cluster of intellectual and practical skills for a liberal education include inquiry and analysis; critical and creative thinking; written and oral communication; quantitative literacy; and teamwork and problem solving. Information literacy relates to and incorporates many of these learning outcomes and will be used as an example to illustrate how collaboration among campus professionals and robust assessment can lead to effective student engagement and learning.

Panelists: *Mary Allen and Patricia Iannuzzi*

Moderator: *Sylvia Hurtado*

10:15 – 10:45 am

Lobby
Ballroom II & III

Refreshment Break

10:45 am –
12:15 pm

Reflection and Skill-building Sessions

Maybird
Level C

Assessing Student Learning

In this session, participants will review a variety of strategies for direct and indirect assessment of student learning as well as examples of rubrics that campuses have developed for this purpose. Participants will also share experiences and brainstorm possible solutions to identified problems.

Facilitator: **Mary Allen**

Suggested Readings:

- *Maps and Inventories—Maki (2004)—section IV*
- *Our Students' Best Work—AAC&U (2004)—section IV*
- *Academic Advising—Carey (2008)—section III*

Wasatch B
Level C

Building Faculty Capacity for Better Teaching and Learning

Unless an institution's faculty learn how to improve their ability to teach in ways that promote greater levels of student engagement and 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 campus 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**

Suggested Readings:

- *Better Organizational Support for Faculty—Fink (2003)—section II*
- *Departments that Work—Wergin (2003)—section IV*
- *Stereotype Threat and African-American Student Achievement—Steele (2003)—section III*

Superior A
Level C

Liberal Education, General Education: The New Design Principles

The 2002 *Greater Expectations* report noted that an undergraduate degree too often "certifies completion of a fixed number of...disconnected fragments" and called on higher education to "foster more intentional and integrative learning across the curriculum and co-curriculum." *College Learning for the New Global Century* more recently illustrated the urgent need to focus our efforts on helping students achieve a set of essential learning outcomes. In this session, 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 a set of "high-impact" practices shown to make a difference in student success as well as to notions of horizontal integration (across general education, the major, and electives) and vertical integration (cumulative learning from first to final year, with milestone and culminating assessments).

Facilitator: **Carol Geary Schneider**

Suggested Readings:

- *Our Students' Best Work—AAC&U (2004)—section IV*
- *Departments that Work—Wergin (2003)—section IV*
- *What is a Generally Educated Person?—Gaff (2004)—section II*

Wasatch A
Level C

Making the Case For (and Negotiating Resistance to) Educational Change: Perfecting the Art of Persuasion

It seems as if good ideas should sell themselves, but this is not always the case. How can change agents—faculty, staff, or administrators—build coalitions to achieve effective change? How do leaders identify barriers and resistance—and overcome them? How can resisters be brought “on board”? Participants will discuss revolutions and evolutions, as well as different processes and structures that can smooth the way for change.

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

Suggested Readings:

- *The Campus as Learning Community—Angelo (1997)—section IV*
- *Creativity Research Review—Haring-Smith (2006)—section IV*
- *Moving Mountains—Ramaley (2002)—section II*

Superior B
Level C

Educating Students for Personal and Social Responsibility: The Importance of Campus Climate

On many campuses, issues of personal and social responsibility have been pushed to the edges of the college curriculum and addressed in only limited ways in the co-curriculum. This session will engage participants in a discussion and exercise designed to help them use campus climate data as part of a larger process of institution-wide reflection to strengthen students’ pursuit of excellence, integrity, and sense of responsibility to themselves and to others. Such a process can help campus leaders increase both the pervasiveness and coherence of opportunities for learning about personal and social responsibility and foster shared responsibility for such learning among faculty, student affairs staff, administrators, and students themselves.

Facilitators: ***L. Lee Knefelkamp and Nancy O’Neill***

Suggested Readings:

- *Education for a World Lived in Common with Others—Knefelkamp and Schneider (1997)—section I*
- *Making a Real Difference with Diversity—Clayton-Pedersen et al. (2007)—section III*

12:30 – 1:30 pm
Golden Cliff/
Eagle’s Nest
Level B

Lunch

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

1:45 – 3:15 pm
Ballroom II & III

Plenary: *What Matters in College Learning? A Critical Dialogue with Students*

In this plenary, students from Institute teams will reflect on what has mattered to them and to their peers in terms of learning and preparation for life after college. In particular, they will address a key notion repeated throughout the Institute, related to building *transparent, intentional, and coherent* educational pathways. If attending the Institute helps them “see behind the curtain” of institutional functioning, what other things can Institute teams do to help more students experience, and even contribute to building, significant learning opportunities over time? If panelists could dispel one myth about students (in or out of the classroom) or ask one burning question of faculty, staff, and administrators, what would it be?

Panelists: ***Student Participants***

Moderator: ***Nancy O’Neill***

3:15 – 3:30 pm
Lobby
Ballroom II & III

Refreshment Break

3:30 – 6 pm

Team Time

Teams are welcome to meet in a place of their choosing and continue to work on their campus projects, particularly in light of the day's sessions. Teams can also begin to map out their campus action plans. **Note:** Teams with a faculty consultation should meet the faculty person in her/his assigned room (see p. 3).

Dinner on your own – Enjoy!

FRIDAY, JUNE 20, 2008

PART III – EXPLORING FACTORS THAT INFLUENCE EDUCATIONAL CHANGE EFFORTS

7:30 – 8:30 am

Continental Breakfast

Lobby
Ballroom II & III

Continental breakfast will be available in the lobby, with seating available in the ballroom. Sign up for Institute faculty consultations for the day on the bulletin board near the Institute registration desk.

8:30 – 8:45 am

Overview of Activities for the Day

Ballroom II & III

Alma R. Clayton-Pedersen

9 – 10:30 am

Reflection and Skill-building Sessions

Wasatch B
Level C

Keeping the Momentum Going: Negotiating New Leadership and Comprehensive Campus Change Efforts

This session will address two issues that frequently collide—existing campus change efforts and new leadership. New leaders are often brought in as “change agents” and want to put their mark on the place quickly. Problems can arise when they attempt to institute new policies and actions before they have a full understanding of the politics and factions involved. Questions that might be explored in this session include: How can a team engage new leaders in existing change efforts and flexibly incorporate new ideas or strategic directions? Conversely, how can new leaders quickly get a good sense of campus politics and honor the existing priorities of the institution? What procedures can help new and established leaders institute large-scale change? How can different communities within the institution help guide comprehensive change? How can an institution prepare for and lessen the negative effects of leadership turnover? How can campus priorities be effectively communicated during the hiring process?

Facilitator: *Tori Haring-Smith*

Suggested Readings:

- *Moving Mountains—Ramaley (2002)—section II*
- *Making a Real Difference with Diversity—Clayton-Pedersen et al. (2007)—section III*
- *Proceed with Caution—Magolda (2005)—section II*

Wasatch A
Level C

A Roadmap for Comprehensive Institutional Change: Developing Leadership to Make Excellence Inclusive

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. The session will also focus on developing the leadership needed to motivate such change.

Facilitator: *Damon Williams*

Suggested Readings:

- *Achieving Inclusive Excellence—Clayton-Pedersen, Musil, and O’Neill (2006)—section II*
- *Overcoming the Brutal Facts—Williams (2006)—section I*
- *Improving Campus Racial Dynamics—Chang (2000)—section II*

Superior B
Level C

Mapping Information Literacy Outcomes and Other Intellectual Skills onto Students’ Educational Experiences

The 2007 report, *College Learning for the New Global Century*, outlines a cluster of intellectual and practical skills that are critical components of a liberal education: inquiry and analysis; critical and creative thinking; written and oral communication; quantitative literacy; information literacy; and teamwork and problem solving. The learning outcomes associated with information literacy in particular relate to and incorporate many of the learning outcomes in all these skill clusters. Participants in this session will address how these information literacy and related learning outcomes can be mapped 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 learning outcomes are integrated into courses across the curriculum? How can campus experts in pedagogy, assessment, instructional technology, information literacy, and faculty development work together across their administrative silos?

Facilitator: ***Patricia Iannuzzi***

Suggested Readings:

- *Information Literacy Competency Standards for Higher Education—Association of College and Research Libraries (2000)—section I*
- *What Does College Teach?—Hersh (2005)—section III*
- *Academic Advising—Carey (2008)—section III*

Maybird
Level C

E-Portfolio: An Assessment and Student Engagement Tool

As part of the larger, FIPSE-funded VALUE (Valid Assessment of Learning in Undergraduate Education) project, AAC&U is leading an effort to develop an e-portfolio framework for assessing a wider array of learning outcomes than those measured by traditional standardized tests. In this session, participants will learn about practical tools related to using e-portfolios as a means of assessing general education outcomes. The facilitator will pay particular attention to using e-portfolios as a mechanism for integrating general education and the majors as well as curricular and co-curricular learning. San Francisco State University is one of the e-portfolio leadership campuses for the VALUE project, and the facilitator will share insights from that experience.

Facilitator: ***Gail Evans***

Suggested Readings:

- *Our Students’ Best Work—AAC&U (2004)—section IV*
- *Maps and Inventories—Maki (2004)—section IV*
- *Principles for Promoting Student Success—Kuh, Kinzie, Schuh, and Whitt (2005)—section IV*

Superior A
Level C

Meaningfully Engaging Students in Educational Change Efforts

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 session, participants will learn about strategies for engaging students in educational change initiatives in order to achieve an array of institutional outcomes. The facilitator will share promising practices to cultivate students’ talents in meaningful ways to advance learning, particularly focusing on the insights that students from traditionally

marginalized groups bring to the academic enterprise. Participants will build skills in facilitating intercultural interactions among a broad range of student populations and utilizing these exchanges to deepen student learning.

Facilitator: ***Susan Borrego***

Suggested Readings:

- *Class Matters—Borrego (2003)—section III*
- *Proceed with Caution—Magolda (2005)—section II*
- *Could Fixing Academic Advising Fix Higher Education?—Hunter and White (2004)—section I*

10:30 – 10:45 am

Lobby

Ballroom II & III

Refreshment Break

10:45 am –

12:15 pm

Team Time

Teams are welcome to meet in a place of their choosing and continue to work on their campus projects, particularly in light of the morning's sessions. Teams can also continue to work on their action plans. **Note:** Teams with a faculty consultation should meet the faculty person in her/his assigned room (see p. 3).

12:30 – 1:30 pm

Golden

Cliff/Eagle's Nest

Level B

Lunch

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

1:45 – 3:15 pm

Reflection and Skill-building Sessions

Superior A

Level C

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 also discuss how information from the Cooperative Institutional Research Program (CIRP) can be used to determine institutional impact; monitor student trends over time; and identify outcomes and campus programs that work towards empowering students. Assessment of the institutional climate for diversity will also be addressed, to help campus leaders improve multicultural learning environments.

Facilitator: ***Sylvia Hurtado***

Suggested Readings:

- *Linking Diversity with the Educational and Civic Mission of Higher Education—Hurtado (2007)—section III*
- *Educating for Citizenship—Musil (2003)—section I*
- *Education for a World Lived in Common with Others—Knefelkamp and Schneider (1997)—section I*

Maybird

Level C

Transforming Campus Action Plans into Implementation Success

In this session, participants will get a preview of what they may encounter when they return to campus to implement their carefully crafted plans—the good, the bad, the ugly, and the beautiful. The facilitators will reveal insights regarding their experiences of sharing and attempting to implement action plans their teams developed during previous Institutes. The goal of this session is to help prepare team members to face the reality of engaging campus constituents in an initiative that was either developed or refined at the Institute, and to underscore the skills and capacities needed for the

success of their project. Additional attention will be paid to addressing constituencies outside the academy (trustees, alumni, businesses, institutions to and from which students transfer, etc.) when appropriate.

Facilitators: ***Gail Evans and Jonathan Daube***

Suggested Reading:

- *Making Excellence Inclusive—Clayton-Pedersen, Musil, & O'Neill (2006)—section II*
- *Moving Mountains—Ramaley (2002)—section II*
- *A Campaign Approach to Change—Hirschorn and May (2000)—section II*

Wasatch A
Level C

Garnering Financial and Leadership 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 an Institute faculty member 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 financial and leadership 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 identifying leadership to make change efforts effective; grants 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.

Facilitator: ***Judith Ramaley***

Suggested Readings:

- *Moving Mountains—Ramaley (2002)—section II*
- *Dealing with the Future Now—Guskin and Marcy (2003)—section II*
- *A Campaign Approach to Change—Hirschorn and May (2000)—section II*

Superior B
Level C

The "Big Three": How Intellectual, Ethical, and Intercultural Development Impact Student Learning

Research demonstrates that students' intellectual and cognitive development, ethical discernment and reasoning, and understanding of the self in relation to others all impact the learning that takes place inside and outside the classroom. This session will touch on major models of intellectual, ethical, and intercultural development that frame the AAC&U initiative, *Core Commitments: Educating Students for Personal and Social Responsibility*. Participants will review student interview data and examples of campuses that have used developmental models—and simple qualitative data collection—to design effective learning environments. They will then practice developmentally mapping a set of curricular and co-curricular activities from their own campuses. Time permitting, the group will consider how developmental assessments can be used in conjunction with assessments of student learning.

Facilitator: ***L. Lee Kniefelkamp***

Suggested Readings:

- *Education for a World Lived in Common with Others—Kniefelkamp and Schneider (1997)—section I*
- *Educating for Citizenship—Musil (2003)—section I*

Wasatch B
Level C,
and other rooms
as needed

"Loose Ends" Discussions

This informal session will allow participants to address remaining issues that require clarification; discuss important topics that have not been considered; clarify roles and responsibilities in the change process; and/or take up concerns about enacting action plans. Participants are strongly

encouraged to identify what they would like to address in this session by completing a *Loose Ends Discussion Form*, available at the Institute registration desk. Please submit the completed form to AAC&U staff **no later than Friday at 8:45 AM** (after the day's overview). Staff will post the discussion topics on the bulletin board by lunchtime. **Note:** Please review the program to confirm that your topic is not already being covered in one of the other sessions scheduled at this time.

Facilitators: *Alma R. Clayton-Pedersen and other Institute faculty*

Suggested Readings: *All*

3:15 – 3:30 pm
Lobby
Ballroom II & III

Refreshment Break

3:30 – 6 pm

Team Time

Teams are welcome to meet in a place of their choosing and continue to work on their campus projects, particularly in light of the afternoon's sessions. Teams can also continue to work on the action plans they will be presenting on Sunday 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).

Dinner on your own – Enjoy!

SATURDAY, JUNE 21, 2008

PART IV – CREATING THE INCLUSIVE, ENGAGED AND HIGH ACHIEVING LEARNING COMMONS

7:30 – 8:30 am
Ballroom II & III

Continental Breakfast

Continental breakfast will be available in the lobby, with seating available in the ballroom. Sign up for Institute faculty consultations for the day at the bulletin board near the Institute registration desk.

8:30 – 8:45 am
Ballroom II & III

Overview of Activities for the Day

Alma R. Clayton-Pedersen

**9 am –
12:15 pm**

Team Time

Teams are welcome to meet in a place of their choosing and work on the action plans they will be presenting on Sunday to a group of Institute colleagues and faculty. **Note:** Teams with a faculty consultation should meet the faculty person in her/his assigned room (see p. 3).

10:15 – 10:30 am
Lobby
Ballroom II & III

Refreshment Break

12:30 – 1:30 pm
Golden
Cliff/Eagle's Nest
Level B

Lunch

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

1:45 – 6 pm

Team Time

Teams are welcome to 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).

3:15 – 3:30 pm **Refreshment Break**
Lobby
Ballroom II & III

Dinner on your own – Enjoy!

SUNDAY, JUNE 22, 2008

PART V – DESIGNS FOR NEW ACADEMIC EXCELLENCE PRESENTATIONS

7 – 8 am **Continental Breakfast**
Ballroom II & III

7:45 – 8 am **Overview of Activities for the Day /Preparation for Presentations**
Ballroom II & III *Alma R. Clayton-Pedersen*

8:15 –10:15 am **Campus Action Plan Presentations**
Teams will present their action plans as part of their faculty liaison clusters, in their liaison’s assigned room (see p 3). 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 available.

10:15 – 10:30 am **Refreshment Break**
Lobby
Ballroom II & III

10:30 – 10:45 am **Closing Remarks: Principled, Collaborative Leadership for Action**
Ballroom II & III *AAC&U Staff*

Please fill out your evaluation form!

CONGRATULATIONS AND GOOD LUCK!