



Association  
of American  
Colleges and  
Universities

**9<sup>th</sup> Annual Greater Expectations Institute:  
*Leadership to Make Excellence Inclusive***

**June 17-21, 2009**

**Davis Center, University of Vermont ♦ Burlington**

**PROGRAM**

Welcome! What follows is the program of activities for the 9<sup>th</sup> 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 on campus, and (d) a timeline of activity. We ask that you submit an electronic version of your plan to AAC&U staff before you depart. Please email the plan to bell@aacu.org, or stop by the office to transfer it by USB or CD.

The Institute comprises three types of sessions—plenaries, reflection/skill-building, 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. The program also includes a special plenary to address finding resources and support for educational changes during fiscal constraints. All plenaries are designed to provide vision and context for your project.
- **Reflection/Skill-building Sessions** are designed to help increase team members’ effectiveness in implementing significant educational change once back on campus. Facilitated by Institute faculty members with expertise in the topic, these “hands-on” sessions will feature activities that will help participants articulate a vision of inclusive excellence, provide techniques for advancing high impact educational practices and faculty innovation, assess student learning, bridge islands of innovation, negotiate campus change, and transform Campus Action Plans into implementation success. Participants will have the opportunity to submit suggestions for topics to be covered in **“Loose Ends” discussions** on Friday afternoon (see p. 14 for details). Suggestion forms can be found at the staff office and completed forms should be submitted to AAC&U staff no later than Friday at 9:00 AM (after the day’s overview). Staff will post the selected discussion topics on the white board outside the staff office by lunchtime that day.
- **Team Time** provides dedicated time for teams to work on their action plans and engage the expertise of Institute faculty. Teams decide the extent to which they will incorporate **faculty consultations** into their team time. Each morning, teams may sign up on the white board near the staff office for same-day consultations with faculty. The entire team is expected to meet in the faculty member’s assigned room at the scheduled consultation time (see p. 3 and 4 for room assignments). Teams not meeting with a faculty member may choose their own meeting spaces.

## INSTITUTE FACULTY AND STAFF

***Mary J. Allen***

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

***Nakia R. Bell***

Program and Administrative Assistant  
**AAC&U**

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

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

***Gail G. Evans***

Dean for Undergraduate Studies  
**San Francisco State University**

***L. Dee Fink***

Instructional consultant in higher education, former President of the Professional and Organizational Development (POD) Network for Higher Education, and Founder of the Instructional Development Program  
**University of Oklahoma**

***Ashley Finley***

Director of Assessment for Learning  
**AAC&U**  
National Evaluator  
**Bringing Theory to Practice**

***Robin J. Hailstorks***

Associate Executive Director, Education Directorate, and Director of Precollege and Undergraduate Programs  
**American Psychological Association**

***Tori Haring-Smith***

President  
**Washington and Jefferson College**

***Patricia Iannuzzi***

Dean, University Libraries  
**University of Nevada, Las Vegas**

***Karen Kalla***

Co-Director, Network for Academic Renewal  
**AAC&U**

***Jillian L. Kinzie***

Associate Director  
**Indiana University Center for Postsecondary Research and NSSE Institute for Effective Educational Practice**

***L. Lee Kniefkamp***

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

***Judith A. Ramaley***

President  
**Winona State University**

***Carol Geary Schneider***

President  
**AAC&U**

***Hazel Symonette***

Senior Policy and Program Development Specialist  
**University of Wisconsin Madison**

***Jesús Treviño***

Associate Provost for Multicultural Excellence  
**University of Denver**

<b>FACULTY LIAISON AND ROOM ASSIGNMENTS</b>
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### Wednesday and Sunday Faculty Meetings

Each team has been matched with a faculty liaison or a liaison team who will serve as primary resources during the Institute (see Table 1). Teams will meet with their liaison(s) during Wednesday afternoon's team time and for their final presentations on Sunday. Please plan to go to the room assigned in Table 1 for your Wednesday introductory meeting and Sunday Campus Action Plan Presentation.

### Thursday through Saturday Faculty Meetings

From Thursday through Saturday, each faculty liaison will be available to meet individually with any of the campus teams. Each of these mornings, teams may sign up for same-day consultations with faculty on the white board near the staff office. The entire team should arrive at the faculty member's assigned room at the scheduled consultation time (see Table 2).

**TABLE 1. FACULTY LIAISON MEETING ROOMS -- WEDNESDAY/SUNDAY**

<b>Liaison Teams</b>	<b>Faculty Liaison(s)</b>	<b>Assigned Room</b>
Vincennes University University of Dayton University of Vermont	<i>Mary J. Allen</i> <i>Gail Evans</i>	Chittenden Bank Room 413
Purchase College, State University of New York John Carroll University Marymount University	<i>L. Dee Fink</i>	Wednesday: Mt. Mansfield Dining Room 210 Sunday: Boulder Society Room 411
The School of the Art Institute of Chicago University of LaVerne College of the Marshall Islands	<i>Tori Haring-Smith</i> <i>Robin J. Hailstorks</i>	Williams Family Room 403
Ramapo College of New Jersey University of Maine at Farmington City University of New York College of Staten Island	<i>Patricia Iannuzzi</i> <i>Ashley Finley</i>	Wednesday: Mt. Mansfield Dining Room 210 Sunday: Silver Maple Room 401
Maryland/Pennsylvania Teagle Collaborative Washington and Jefferson College Bethel University	<i>L. Lee Knepfelkamp</i> <i>Hazel Symonette</i>	Sugar Maple Room 400
Rochester Institute of Technology United States Air Force Academy	<i>Judith Ramaley</i>	Frank Livak Room 417
Indiana University Purdue University Indianapolis Southern Illinois University Edwardsville University of South Carolina	<i>Carol Geary Schneider</i> <i>Jillian Kinzie</i>	Mildred Livak Room 419
Houghton College Pennsylvania State University Schuylkill Gonzaga University	<i>Jesús Treviño</i>	Jost Foundation Room 422

**TABLE 2. FACULTY LIAISON MEETING ROOMS -- THURSDAY THROUGH SATURDAY**

<b>Faculty Liaison</b>	<b>Assigned Room</b>
<i>Mary J. Allen</i>	Handy Family Room 415
<i>Alma R. Clayton-Pedersen</i>	Livak Fireplace Lounge
<i>Gail G. Evans</i>	Chittenden Bank Room 413
<i>L. Dee Fink</i>	Silver Maple Summit Room 400D
<i>Ashley Finley</i>	SGA: Presidential Conference Room 311T, 3 <sup>rd</sup> Floor
<i>Robin J. Hailstorks</i>	SGA: Gormley Room 311P, 3 <sup>rd</sup> Floor
<i>Tori Haring-Smith</i>	Williams Family Room 403
<i>Patricia Iannuzzi</i>	Spruce Room 405
<i>Jillian L. Kinzie</i>	Boulder Society Centennial Room 411
<i>L. Lee Knefelkamp</i>	Sugar Maple Room 400
<i>Judith A. Ramaley</i>	Frank Livak Room 417
<i>Carol Geary Schneider</i>	Mildred Livak Room 419
<i>Hazel Symonette</i>	Sugar Maple Room 400
<i>Jesús Treviño</i>	Jost Foundation Room 422

# SCHEDULE OF EVENTS

*All Institute events will take place in the Davis Student Center at the University of Vermont.*

**WEDNESDAY, JUNE 17, 2009**

## **PART I – VISION, VALUES, AND GOALS FOR 21<sup>ST</sup> CENTURY LEARNING**

**10:00 am –  
6:00 pm**  
Livak Fireplace  
Lounge, 4<sup>th</sup> Floor

**Institute Registration**  
Pick up Institute binder and name tag.

**2:00 – 4:00 pm**  
Silver Maple  
Room 401

**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 and other research. 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. Higher education researchers suggest that several cultures rather than a single culture characterize the academic environment. They call for campus leaders to attend to and leverage these multiple cultures when undertaking educational change efforts. Panelists will draw on these themes to discuss contemporary aims of an undergraduate liberal education and the institution's role in helping students achieve key outcomes.  
Panelists: *L. Lee Knefelkamp, and Carol Geary Schneider*  
Moderator and Panelist: *Alma R. Clayton-Pedersen*

**4:00 – 4:15 pm**  
Livak Fireplace  
Lounge

**Refreshment Break**

**4:15 – 6:00 pm**  
See Table 1  
Page 3

**Team Time and Liaison Check-In**  
Teams should meet in the room assigned to their faculty liaison(s) (See Table 1, page 3) and use this time to review goals for the Institute, discuss the opening address in relation to their projects, and think about how best to utilize the advance readings during the Institute. Faculty liaisons will rotate among their assigned teams during this time to introduce themselves and discuss team goals and plans.

**6:15 pm**  
Silver Maple  
Room 401

**Reception and Dinner**  
All participants are invited to continue conversations begun throughout the day in a relaxed and informal setting.

**THURSDAY, JUNE 18, 2009**

**PART II – BUILDING INSTITUTIONAL CAPACITY TO ADVANCE EDUCATIONAL CHANGE:  
STRATEGIES AND TOOLS TO ACHIEVE 21<sup>ST</sup> CENTURY ESSENTIAL LEARNING OUTCOMES**

- 7:15 am – 6:30 pm**  
Coatroom, 4<sup>th</sup> floor  
**Staff Office**  
Participants are welcome to stop by the staff office to discuss questions or plans with AAC&U staff. The Institute faculty consultation sign-up sheets will be on the white board outside of the staff office during these times.
- 7:30 – 8:30 am**  
Mt. Mansfield Room 210  
**Breakfast**
- 7:30 – 8:30 am**  
Mt. Mansfield Room 210  
**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. *Please meet at the tables reserved for this discussion.*
- 7:30 – 8:30 am**  
Mt. Mansfield Room 210  
**Student Meeting**  
*Jesús Treviño* will facilitate discussion with the students about their goals for the Institute and on their campuses. *Please meet at the table reserved for this discussion.*
- 8:45 – 9:00 am**  
Silver Maple Room 401  
**Overview of Activities for the Day**  
*Alma R. Clayton-Pedersen*
- 9:00 – 10:15 am**  
Silver Maple Room 401  
**Plenary: Taking Seriously the Perspectives of Students about the Institutional Capacities Needed for High Achievement**  
In this plenary, students from campus 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 discuss a key notion repeated throughout the Institute—whether they are provided a *transparent, intentional, and coherent* educational experience. The students will also discuss how campus leaders might better communicate their desired learning outcomes to students and lay out the pathways to that learning. If attending the Institute helps students “see behind the curtain” of institutional functioning, what other things can campus teams do to help more students experience significant learning opportunities over time, and even contribute to building them? 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: *Audrey Kusasira, Houghton College; Elicia Hrabal, Pennsylvania State University Schuylkill; Teraisa Chloros, and David Mullaney, Rochester Institute of Technology; and Brandon L. Rahn, Southern Illinois University Edwardsville*  
Moderators: *Alma R. Clayton-Pedersen and Jesús Treviño*
- 10:15 – 10:30 am**  
Livak Fireplace Lounge  
**Refreshment Break**

<p><b>10:30 am – 11:45 am</b> Silver Maple Room 401</p>	<p><b>Plenary: Leading Institutional Change that Endures even in Tight Economic Times</b></p> <p>Two college presidents will share their experiences and offer advice on how to ensure that change reaches deep into the culture of an institution—an essential component for change that endures. Their advice will help teams prepare to overcome barriers, to meet objections, and to move change from the margins to the center of an organization. Participants will learn how to position change so that it can be discussed as part of the larger exploration of mission that occurs when colleges and universities must undergo budget reallocations.</p> <p>Panelists: <i>Tori Haring-Smith and Judith Ramaley</i> Moderator: <i>Carol Geary Schneider</i></p>
<p><b>12:00 – 1:00 pm</b> Mt. Mansfield Dining Room 210</p>	<p><b>Lunch</b></p> <p>Join team members to discuss afternoon plans and connect with colleagues from other institutions.</p>
<p><b>1:15– 2:00 pm</b> See Table 2 Page 4</p>	<p><b>Team Time</b></p> <p>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 <u>with a faculty consultation</u> should meet the faculty person in her/his assigned room. (See Table 2, Pg. 4 for assigned faculty liaison rooms.)</p>
<p><b>2:15 – 3:30 pm</b></p>	<p><b>Reflection/Skill-building Sessions—Principles of Excellence and High Impact Practices: Fostering Cultural Change Bottom-up and Top-down</b></p> <p>Choose from the following five sessions. Teams might divide themselves among the various sessions to engage each topic and meet Institute participants from a full range of campuses.</p>
<p>Jost Foundation Room 422</p>	<p><b>Defining, Articulating, and Implementing a Vision of Inclusive Excellence</b></p> <p>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 session, facilitators will discuss Inclusive Excellence approaches and strategies to help leaders prepare students, faculty, and institutions for educational change while being particularly attentive to the changing student population. Participants will explore how thinking and acting will need to shift to accommodate this changing environment and to sustain innovative practice and institutional vitality. 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 recruitment and success of underserved students and underrepresented faculty? How will we know we are accomplishing our goals?</p> <p>Facilitators: <i>Jesús Treviño and Hazel Symonette</i></p> <p>Suggested Readings:</p> <ul style="list-style-type: none"> <li>▪ <i>Making Excellence Inclusive—Clayton Pedersen, Musil, and O’Neill (2006)—Part II</i></li> <li>▪ <i>Education for a World Lived in Common—Knefelkamp and Schneider (1997)—Part I</i></li> <li>▪ <i>Achieving Inclusive Excellence—Williams (2007)—Part I</i></li> <li>▪ <i>Class on Campus—AAC&amp;U (2008)—Part III</i></li> <li>▪ <i>Cultivating Self As Responsive Instrument: Working the Boundaries and Borderlands for Ethical Border Crossings—Symonette (2008)</i></li> </ul>

Frank Livak  
Room 417

### **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 may 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?

Facilitators: *Tori Haring-Smith* and *Robin Hailstorks*

Suggested Readings:

- *Moving Mountains—Ramaley (2002)—Part II*
- *Making a Real Difference with Diversity—Clayton-Pedersen et al. (2007)—Part III*
- *Proceed with Caution—Magolda (2005)—Part II*
- *Engaging the Six Cultures of the Academy—Berquist and Pawlak (2007)—Part II*

Sugar Maple  
Room 400

### **Liberal Education, General Education: The New Design Principles and High Impact Practices**

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).

Facilitators: *Carol Geary Schneider* and *Lee Kniefelkamp*

Suggested Readings:

- *Our Students’ Best Work—AAC&U (2008)—Part IV*
- *Departments that Work: Building and Sustaining Cultures of Excellence in Academic Programs—Wergin (2003)—Part IV*
- *What is a Generally Educated Person?—Gaff (2004)—Part III*
- *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter?—Kuh (2009)—Part II*

Mildred Livak  
Room 419

### **Advancing High Impact Practices to Foster Student Success**

The latest report from AAC&U’s Liberal Education and America’s Promise (LEAP) initiative—defines a set of educational practices that research has demonstrated have a significant impact on student success. An extensive literature has established the value of active, engaged, and collaborative forms of learning for students. These “high impact” educational practices reflect more than two decades of work on campus to translate these broad research findings into curriculum and pedagogy. The recommended practices, while not

exhaustive, provide a “cornerstone to capstone” framing that potentially fosters active intellectual engagement and practice across the entire educational experience. The session will focus particularly on underserved students because the research indicates that they benefit even more than their more advantaged peers. The facilitators will engage participants in understanding how they can use their own National Survey of Student Engagement data about these practices to determine if all students are participating in and benefitting from these practices on their campuses. The report also presents data that show definitively that underserved students are the least likely students, on average, to have access to these practices.

Facilitators: **Jillian Kinzie and Alma R. Clayton-Pedersen**

Suggested Readings:

- *Promoting Student Success Series—NSSE (2005)—Part III*
- *High Impact Educational Practices—Kuh (2008)—Part II*

Williams Family  
Room 403

### **Building Faculty Capacity for Better Teaching and Learning**

Enhancing faculty capacity for teaching in ways that promote greater levels of student engagement and significant learning is an essential part of all other institutional changes designed to advance higher quality student learning. In this session, participants will lay out a general strategy for campus leaders to cultivate 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.

Facilitators: **L. Dee Fink and Patty Iannuzzi**

Suggested Readings:

- *Better Organizational Support for Faculty—Fink (2003)—Part II*
- *Departments that Work: Building and Sustaining Cultures of Excellence in Academic Programs—Wergin (2003)—Part IV*
- *Stereotype Threat and African American Achievement—Steele (2003)—Part III*

**3:30 – 3:45 pm**  
Livak Fireplace  
Lounge

### **Refreshment Break**

**3:45 – 4:45 pm**  
See Table 2  
Page 4

### **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 with a faculty consultation should meet the faculty person in her/his assigned room. (See Table 2, Pg. 4 for assigned faculty liaison rooms.)

**5:00 – 6:15 pm**

### **Reflection/Skill-building Sessions—Making Progress and Assessing Effectiveness: Strategies and Models**

Choose from the following five sessions. Teams might divide themselves among the various sessions to engage each topic and meet Institute participants from a full range of campuses.

Sugar Maple  
Room 400

### **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. In addition, 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. This work will also be discussed

in this session. Participants will learn about practical tools related to using e-portfolios as a means of assessing general education learning outcomes. The facilitators will pay particular attention to using e-portfolios as a mechanism for integrating curricular and co-curricular learning. San Francisco State University is one of the e-portfolio leadership campuses for the VALUE project, and Dr. Evans will share insights from that experience.

Facilitators: **Mary Allen and Gail Evans**

Suggested Readings:

- *Our Students' Best Work—AAC&U (2008)—Part IV*
- *Maps and Inventories—Maki (2004)—Part IV*

Frank Livak  
Room 417

### **A Roadmap for Comprehensive Institutional Change: Cultivating Leadership for Making Excellence Inclusive**

The values and complex organizational dynamics of higher education reflect challenging contexts for transformative change. Many campus leaders attempt to develop a comprehensive diversity strategy, but they often end up merely listing interventions that are disconnected from one another and from their institution's mission, educational excellence initiatives, assessment processes, and accountability mechanisms. Engaging all segments of the campus community in the pursuit of "greater expectations" for all is essential for inclusive excellence and sustainable change. In this session, participants will use recently developed institutional change and leadership development models to examine and align campus structures, policies, resources, symbols, and cultures that support both authentic inclusion and educational excellence. The session will also focus on developing the responsive, equity-grounded leadership needed to motivate and sustain such changes. The facilitators will share some promising practices for engaging students while cultivating their talents and passions in meaningful ways. Together the participants and facilitators will explore pathways for developing leadership skills that energetically promote and support boundary-spanning, intercultural interactions for educational excellence and success for all.

Facilitators: **Hazel Symonette and Jesús Treviño**

Suggested Readings:

- *Making Excellence Inclusive—Clayton-Pedersen, Musil, and O'Neill (2006)—Part II*
- *Making Evaluation Work for the Greater Good: Supporting Provocative Possibility and Responsive Praxis in Leadership Development—Symonette (2006)*
- *Cultivating Generative Connections, Commitment and Engagement Among Campus Constituencies—Symonette (2008)*
- *Proceed with Caution—Magolda (2005)—Part II*
- *Could Fixing Academic Advising Fix Higher Education?—Hunter and White (2004)—Part I*

Jost Foundation  
Room 422

### **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. If time permits, the group will consider how developmental assessments can be used in conjunction with assessments of

student learning.

Facilitators: **L. Lee Knefelkamp and Ashley Finley**

Suggested Readings:

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

Mildred Livak  
Room 419

### **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 two Institute faculty members 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. They will examine how to use accreditation and budget development to drive positive institutional change. Participants will also have the opportunity to focus on a topic of interest, such as identifying leadership to make change efforts effective; preparing grants for research; analyzing 990 forms and annual reports; knowing one's strengths; matching one's needs to foundation, federal, and state sources; and careful use of cost-sharing.

Facilitators: **Judith Ramaley and Tori Haring-Smith**

Suggested Readings:

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

Williams Family  
Room 403

### **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?

Facilitators: **Patricia Iannuzzi and L. Dee Fink**

Suggested Readings:

- *Information Literacy Competency Standards for Higher Education—Association of College and Research Libraries (2000)—Part I*
- *Academic Advising—Carey (2008)—Part III*
- *Reforming the Undergraduate Experience: New Directions for Teaching and Learning—VanderPol, Brown, and Iannuzzi (2008)—Part I*

***Dinner on your own – Enjoy!***

**FRIDAY, JUNE 19, 2009**

**PART III – EXPLORING FACTORS THAT INFLUENCE EDUCATIONAL CHANGE EFFORTS**

**7:15 am –  
6:30 pm**  
Coatroom,  
4<sup>th</sup> floor

**Staff Office**

Participants are welcome to stop by the staff office to discuss questions or plans with AAC&U staff. The Institute faculty consultation sign-up sheets will be on the white board outside of the staff office during these times.

**7:30 – 8:30 am**  
Mt. Mansfield  
Room 210

**Breakfast**

Sign up for Institute faculty consultations for the day on the white board near the staff office. By 9:00 a.m., give Nikki or Karen suggestions of topics you would like to discuss in the afternoon “Loose Ends” sessions. Session topics and facilitators will be posted on the white board by noon.

**8:45 – 9:00 am**  
Silver Maple  
Room 401

**Overview of Activities for the Day**

*Alma R. Clayton-Pedersen*

**9:15 – 10:30 am**

**Reflection/Skill-building Sessions—Addressing the Challenges of Implementing Action Plans**

Choose from the following five sessions. Teams might divide themselves among the various sessions to engage each topic and meet Institute participants from a full range of campuses.

Sugar Maple  
Room 400

**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 facilitator will reveal insights regarding experiences of sharing and attempting to implement action plans 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.

Facilitator: *Gail Evans*

Suggested Reading:

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

Frank Livak  
Room 417

**Educating 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 **Ashley Finley**

Suggested Readings:

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

Mildred Livak  
Room 419

### **Recruitment without Retention ≠ Success: Developing the Faculty Needed to Make Excellence Inclusive**

A 2006 AAC&U study examined the status of faculty racial/ethnic diversity in higher education and what factors may be contributing to the lack of substantial progress. This session will draw on the study findings to discuss the level of change in the racial/ethnic diversity at the 28 California campuses involved in the project and provide a practical tool to determine the degree of faculty turnover. The discussion will focus on the lack of progress in diversifying the faculty, particularly regarding under-represented minority (URM) faculty, and ask campus leaders to consider the numerous factors within their control that can contribute to successful URM faculty recruitment and retention. How might we alter the campus climate to embrace racial/ethnic minority faculty and other faculty whose personal identity and/or scholarship are misunderstood or dismissed by their faculty colleagues? What models of diversity and inclusiveness support individual faculty success and overall academic excellence?

Facilitators: **Alma R. Clayton-Pedersen** and **Robin Hailstorks**

Suggested Readings:

- *Making a Real Difference with Diversity—Clayton-Pedersen et al. (2007)—Part III*
- *Moving Mountains—Ramaley (2002)—Part II*
- *Leadership for a New Age: Higher Education's Role in Producing Minority Leaders—Hrabowski (2004)—Part II*
- *Stereotype Threat and African-American Student Achievement—Steele (2003)—Part III*

**9:15 am –  
6:00 pm**  
Silver Maple  
Room 401

### **Team Meetings**

This room is available throughout the day for teams or individuals to meet and work.

**10:30 – 10:45 am**  
Livak Fireplace  
Lounge

### **Refreshment Break**

**10:45 – 11:45 am**  
See Table 2  
Page 4

### **Team Time**

Teams are welcome to meet in a place of their choosing and continue to work on their campus projects. Teams with a faculty consultation should meet the faculty person in her/his assigned room. (See Table 2, Pg. 4 for assigned faculty liaison rooms.)

**12:00 – 1:00 pm**  
Mt. Mansfield  
Dining Room 210

### **Lunch**

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

- 1:15 – 2:30 pm**      **Loose Ends Discussion Sessions**  
 Institute participants are asked to identify topics that they would like to discuss during this time and give these ideas to Nikki or Karen by 9:00. on Friday morning. The session topics, room, and facilitators will be posted on the white board next to the staff office by noon. Participants can then attend the discussion of their choice during this time.
- 2:30 – 2:45 pm**      **Refreshment Break**  
 Livak Fireplace Lounge
- 1:15 – 6:00 pm**      **Team Time**  
 See Table 2  
 Page 4  
 Team members not attending discussion sessions 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 with a faculty consultation should meet the faculty person in her/his assigned room. (See Table 2, Pg. 4 for assigned faculty liaison rooms.)

***Dinner on your own – Enjoy!***

**SATURDAY, JUNE 20, 2009**

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

- 7:15 am – 6:30 pm**  
 Coatrium, 4<sup>th</sup> floor  
**Staff Office**  
 Participants are welcome to stop by the staff office to discuss questions or plans with AAC&U staff. The Institute faculty consultation sign-up sheets will be on the white board outside of the staff office during these times. Participants will also drop off their final reports in this room.
- 7:30 – 8:30 am**  
 Mt. Mansfield Room 210  
**Breakfast**  
 Sign up for Institute faculty consultations for the day at the white board near the staff office.
- 8:45 – 9:00 am**  
 Silver Maple Room 401  
**Overview of Activities for the Day**  
*Alma R. Clayton-Pedersen*
- 9:15 – 11:45 am**  
 See Table 2  
 Page 4  
**Team Time**  
*Teams may meet in a place of their choosing or meet with faculty liaison to discuss more specific assistance needed with their action plans. Teams with a faculty consultation should meet the faculty person in her/his assigned room. (See Table 2, Pg. 4 for assigned faculty liaison rooms.)*
- 9:15 am – 6:00 pm**  
 Silver Maple Room 401  
**Team Meetings**  
 This room is available throughout the day for teams or individuals to meet and work.
- 10:15 – 10:30 am**  
 Livak Fireplace Lounge  
**Refreshment Break**

<b>12:00 – 1:00 pm</b> Mt. Mansfield Room 210	<b>Lunch</b> Join team members to discuss afternoon plans and connect with colleagues from other institutions.
<b>1:15 – 6 pm</b> See Table 2 Page 4	<b>Team Time</b> Teams are welcome to meet at a place of their choosing to finalize their campus action plans and practice their presentations. Teams <u>with a faculty consultation</u> should meet the faculty person in her/his assigned room. (See Table 2, Pg. 4 for assigned faculty liaison rooms.)
<b>3:15 – 3:30 pm</b> Livak Fireplace Lounge	<b>Refreshment Break</b>

*Dinner on your own – Enjoy!*

**SUNDAY, JUNE 21, 2009**

**PART V – DESIGNS FOR NEW ACADEMIC EXCELLENCE PRESENTATIONS**

<b>7:00 – 11:00 am</b> Coatroom, 4 <sup>th</sup> floor	<b>Staff Office</b> Participants are welcome to stop by the staff office to discuss questions or plans with AAC&U staff. Participants will also turn in their final reports to this room.
<b>7:00 – 8:00 am</b> Mt. Mansfield Room 210	<b>Breakfast and Overview of Activities for the Day</b> <i>Alma R. Clayton-Pedersen</i>
<b>8:15–10:15 am</b> See Table 1 Page 3	<b>Campus Action Plan Presentations</b> Teams will present their action plans as part of their faculty liaison clusters, in their liaison’s assigned room. 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. <i>Teams are asked to submit action plans in electronic form to AAC&amp;U staff prior to departure.</i> <b>NOTE: <u>Audiovisual equipment will not be available.</u></b>
<b>10:30 – 10:45 am</b> Silver Maple Room 401	<b>Closing Remarks: Establishing Principled, Collaborative Leadership for Action</b> <i>AAC&amp;U Staff</i>

*Please fill out your evaluation form online at*  
<http://www.aacu.org/meetings/gexinstitute/2009/evaluation.cfm>.

**CONGRATULATIONS AND GOOD LUCK!**

**2009 Greater Expectations Institute: Leadership to Make Excellence Inclusive  
Evaluation**

*Please reflect on the following questions as you go through the Institute activities. You can fill out the Institute evaluation form and submit it online at <http://www.aacu.org/meetings/gexinstitute/2009/evaluation.cfm>. If you have any questions, please contact Nakia Bell at [bell@aacu.org](mailto:bell@aacu.org).*

1. *Please rate how effectively the Greater Expectations Institute facilitated your achievement of the six goals listed below.*

- a. Sharing learning about strategies for developing campus cultures that foster high levels of achievement for all students  
 Very Effective       Somewhat Effective       Minimally or Not Effective

Comment:

- b. Developing a better understanding of institutional processes, structures, and policies that affect your educational change effort and using those new insights to guide your action plan  
 Very Effective       Somewhat Effective       Minimally or Not Effective

Comment:

- c. Developing specific strategies to accomplish student engagement, inclusion, and achievement goals  
 Very Effective       Somewhat Effective       Minimally or Not Effective

Comment:

- d. Creating a campus-specific action plan that will help strengthen the quality of student learning  
 Very Effective       Somewhat Effective       Minimally or Not Effective

Comment:

- e. Learning how to communicate with colleagues to advance and connect innovations that help students become more intentional about their learning  
 Very Effective       Somewhat Effective       Minimally or Not Effective

Comment:

- f. Getting to know leaders from other campuses who are focused on greater expectations for student learning  
 Very Effective       Somewhat Effective       Minimally or Not Effective

Comment:

**2. List three major issues that your team discussed or grappled with during the Institute and then briefly tell us in what way(s) the Institute *did or did not* help your team address those issues.**

Issue 1:

Ways in which Institute helped or did not help to address Issue 1:

Issue 2:

Ways in which Institute helped or did not help to address Issue 2:

Issue 3:

Ways in which Institute helped or did not help to address Issue 3:

3. Before coming to the Institute, your team submitted a statement of what it would work on while here. Did your team address its stated goal(s) yes \_\_\_\_ no \_\_\_\_\_. Did the team go in another direction? Please explain.

4. Please describe the *most useful* part of the Institute and why it was useful.

5. Please describe the *least useful* part of the Institute and why it wasn't useful.

6. Please indicate below the extent to which your team's interaction with specific Institute faculty was or was not useful.

7. Please rate these items on a scale of 1-5: 1= very poor, 2= poor, 3= adequate, 4= good, 5= excellent

_____ Institute communications from AAC&U	_____ Quality of faculty consultations
_____ Institute themes	_____ Quality of interactions in reflection/skill-
_____ Quality of the readings to support	_____ building sessions
_____ Institute themes	_____ Quality of the plenary sessions
_____ Quality of your campus team time	_____ Quality of the facilities
_____ Quality of liaison time	

Please provide comments or suggestions on any of these rated items.

8. As we consider future "homes" for the Institute, we would like to know what may influence your decision to participate. Please comment on aspects such as ability to pay (e.g., budget cutbacks and/or institute fees); location (e.g., west coast/east coast, relative to your campus location); lodging (hotel vs. campus w/residence hall lodging); timing (e.g., early summer/late summer); institute content; and so on.

9. Please provide any other suggestions that you think will help us plan future Institutes.

10. If you are a team leader, did you attend the pre-Institute Workshop? Yes \_\_\_\_ No \_\_\_\_ Please let us know what made you decide to attend/not to attend the pre-Institute Workshop.

## *Observations and Comments*