

2009

# G R E A T E R E X P E C T A T I O N S I N S T I T U T E

LEADERSHIP TO MAKE EXCELLENCE INCLUSIVE

*A Working Institute for Campus Teams*

June 17–21, 2009 | Burlington, Vermont



Association  
of American  
Colleges and  
Universities

APPLICATION DEADLINE: March 13, 2009



## ABOUT THE INSTITUTE

*The 2009 AAC&U Greater Expectations Institute* has been designed to help campuses respond to national calls to improve the quality of undergraduate education for more Americans in the highly competitive new global century. Specifically, the Institute's intensive five-day program is designed for campuses working to build their own institutional capacity and campus leadership to increase the engagement, inclusion, and high achievement of all their students. The Institute will help campus teams align institutional purposes, structures, and practices as well as advance and assess the kinds of learning outcomes—such as critical inquiry, communication skills, social responsibility, intercultural competence, and integrative learning—essential for success in today's world and discussed in AAC&U's signature report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College* and its more recent LEAP report, *College Learning for the New Global Century*.

### Making Excellence Inclusive

Since the mid-twentieth century, progress has been made in expanding college access to historically underserved students—including racial/ethnic minority students, students from low-income backgrounds, and first-generation college students. Far more work is needed, however, if we are to continue to expand access, but also ensure that all students achieve a quality education adequate to the needs of a more demanding world. To do this, we must, in short, make excellence inclusive.



We know that current and future college students will come from a wider array of backgrounds and from populations currently not well served by our nation’s schools. The most growth in college attendance will come from these groups of students and our campuses will reflect these dramatic demographic shifts among both traditional-aged and older student populations.

### Developing Multilevel Leadership for Inclusion, Engagement, and Student Success

Substantial changes are needed to address these population shifts and ensure that today’s students get the education they need. Responding to these changes and to calls for improved achievement levels requires multilevel leadership on our campuses to establish educational practices that foster a culture of high expectations for all our students—but especially for those who have historically been underserved.

Current realities require holistic thinking about how to enact new and more effective teaching practices, use research on learning to guide change, and create supportive environments that intentionally draw on the intellectual and social capital that every student brings to the learning enterprise.

The Institute will focus, then, on a set of high-impact educational practices and ways to make them more central and pervasive in every student’s curriculum.

*“The Institute readings were instrumental in guiding us to expand the leadership needed for success, such as leaders from student affairs offices and other campus constituencies.”*



## WHO SHOULD ATTEND?

*The Institute is most helpful* for campuses that have made some progress in designing or establishing educational environments that foster engagement, inclusion, and success for all students. All accredited two- and four-year colleges and universities are eligible to apply.

- If your institution has developed many educationally innovative programs, but they are isolated from one another or lack an integrating coherence, the Institute will help your campus team **bridge islands of innovation and align resources** to support your campus' best educational practices to foster student success.
- If your academic and student affairs units are not collaborating effectively to achieve student learning outcomes, the Institute will provide the venue, time, and expertise to help your team examine and communicate your mutual goals for student learning and **develop a plan for coordinated and complementary action.**
- If some faculty members want to implement learning-centered educational change while others cherish the status quo, the Institute will offer your team specific strategies to address this challenge and will help **foster shared commitment toward achieving greater expectations for all students.**
- If your campus must **prepare for regional or specialized reaccreditation,** the Institute will help your team center this work on the essential learning outcomes all students need for the twenty-first century and provide guidance about ways to assess them.
- If your campus is trying to **develop in students both academic skills and a strong sense of personal and social responsibility,** Institute participation will help teams craft a coherent plan to integrate these multiple goals of a twenty-first-century liberal education.

*The Institute emphasizes* active participation in a relaxed environment that fosters open communication within and across teams and with Institute faculty members who are nationally recognized scholars and practitioners. The schedule features:

- **daily team time to work** on developing a campus action plan;
- **plenary sessions, seminars,** and semistructured interactions with other campus teams to discuss research, effective practices, and hallmarks of successful institutional change; and
- **individual team consultations** with Institute faculty to address specific challenges your institution faces in developing learning-centered environments.

Themes addressed in the advance readings, the presentations, and the discussions will include:

- raising **expectations for student learning**;
- nurturing students' cognitive complexity, intercultural learning, and **education for personal and social responsibility**;
- examining student performance and **high-impact practices**;
- creating new designs for academic excellence and **effective assessment**;
- **making excellence inclusive** and engaging diversity as an educational resource and catalyst for institutional renewal;
- **closing achievement gaps**; and
- **leading comprehensive educational change** and involving students, faculty, and staff in widespread redesigns.

To review materials from past Institutes, visit:

[www.aacu.org/meetings/gexinstitute](http://www.aacu.org/meetings/gexinstitute)

# WHAT DO CAMPUS TEAMS ACCOMPLISH AT THE INSTITUTE?

*Campus leadership teams* come to the Institute to advance a specific educational change project. The Institute helps campus teams develop and strengthen learning environments and align their specific project to their institution's mission, clarify desired outcomes, create a comprehensive vision for change, refine planning and processes, and build a culture of high expectations that fosters student and institutional learning. The Institute's framework rests on two beliefs: that a high-quality, practical liberal education should be the standard of excellence for all students, and that diversity and intercultural competence are essential elements of a contemporary liberal education. AAC&U is a national resource for campuses looking to create and sustain diverse and effective learning environments; the Institute focuses on developing the collaborative leadership needed to do so.

Institute activities are designed to help each team create an action plan to implement significant educational change on campus. Individually, each team works to refine its own project goals and strategies. Collectively, participants build their leadership capacity to strengthen and sustain change efforts over time.

To accomplish these goals, the 2009 Institute provides in-depth study, analysis, and resources in three areas.

## AREA ONE

### **Building Campus Capacity to Advance Educational Change**

While campus projects will vary, all Greater Expectations Institute campus teams work on increasing the quality of learning for all students. The Institute will be particularly helpful for campuses interested in AAC&U's work related to Greater Expectations, Liberal Education and America's Promise (LEAP), and Making Excellence Inclusive (see pages 10–11). Examples of projects from past Institutes include:

- reforming a first-year program to deepen the level of academic challenge and support, and engage all students with diversity and civic responsibility;

- integrating curricular and cocurricular learning to increase student engagement and success;
- structuring reaccreditation efforts around a comprehensive set of student learning outcomes; and
- reframing an institution's approach to diversity so that it enhances both student and organizational learning.

## **AREA TWO**

### **Engaging Diverse Campus Cultures and Priorities**

Understanding campus cultures enables teams to more effectively design and implement successful, comprehensive initiatives. Prior to the Institute, teams will be asked to review current institutional goals, programs, and resources, and analyze how they contribute to student engagement, inclusion, and success. Once in Burlington, teams will explore the ways in which their own campus cultures may both nurture and impede their work.

## **AREA THREE**

### **Aligning Educational Priorities with Institutional Practices and Structures of Support**

Teams work on ways to connect their projects to institutional mission and practices, to use campus data for organizational learning and decision making, and to ensure campus structures support newly proposed actions or programs. The Institute helps teams leverage existing knowledge, programs, and resources; enhance communication; and identify potential collaborators to create powerful educational environments for all students.

More than two hundred teams representing all institutional types and sizes have participated in past Institutes. Overwhelmingly, they report that the experience offers significant assistance in planning and managing educational change. Once back on campus, teams regularly utilize Institute resources to build shared commitment for their educational change efforts. Some teams have developed their own leadership seminars and faculty retreats based on the Institute's curriculum, while others have established comprehensive assessment efforts. Past participating campus teams have combined isolated projects into coherent structures of support to improve underserved student success.

***Institute participants will work with nationally recognized scholars and practitioners*** in the areas of institutional renewal, campus capacity building, leadership development, and student engagement, inclusion, and high achievement. Each team is assigned an Institute faculty liaison who will mentor team members throughout the Institute. In addition, team consultations provide multiple opportunities for teams to work with all Institute faculty members to examine their goals and build their capacity to broaden, deepen, and sustain educational change efforts.

**MARY J. ALLEN** • consultant for the **Western Association of Schools and Colleges (WASC)** and other higher education organizations, former director of the California State University Institute for Teaching and Learning, and founder of the Faculty Development Center and the Assessment Center at California State University, Bakersfield • **AREAS OF EXPERTISE:** *direct and indirect assessment of course and program learning outcomes; aligning curricula and pedagogy with learning outcomes; accreditation expectations for assessment*

**ALMA R. CLAYTON-PEDERSEN** • vice president for education and institutional renewal, **AAC&U** • **AREAS OF EXPERTISE:** *policy development and program evaluation; organizational learning; collaboration; diversity as an educational resource; student readiness, recruitment, retention, and success*

**GAIL G. EVANS** • dean for undergraduate studies, **San Francisco State University** • **AREAS OF EXPERTISE:** *implementing and sustaining campus projects; curricular re-visioning, including general education; writing across the curriculum; integrative learning; assessment, including the use of e-portfolios; academic affairs/student affairs collaboration; first-year experience programs*

**L. DEE FINK** • national consultant in higher education, former president of the **Professional and Organizational Development (POD) Network** in Higher Education, and founder of the Instructional Development Program, **University of Oklahoma** • **AREAS OF EXPERTISE:** *institutional efforts to promote better teaching and learning across campus; faculty development; pedagogy; designing courses for significant learning; evaluating college teaching*

**ASHLEY FINLEY** • assistant professor of sociology, **Dickinson College** and national evaluator for the **Bringing Theory to Practice Project** • **AREAS OF EXPERTISE:** *gender and social stratification; sociology of education; program implementation and evaluation; quantitative methods*

**ROBIN J. HAILSTORKS** • associate executive director, education directorate, and director of precollege and undergraduate programs, **American Psychological Association** • **AREAS OF EXPERTISE:** *program and course evaluation; learning outcomes assessment; curriculum development; diversity and leadership training; student success*

**TORI HARING-SMITH** • president, **Washington & Jefferson College** • **AREAS OF EXPERTISE:** *strategies for institutional change; building diversity and globalism; pedagogies of engagement and inclusion; cross-curricular programs; curricular and cocurricular alignment; grant-making and fundraising*

**JILLIAN L. KINZIE** • associate director, **Indiana University Center for Postsecondary Research and NSSE Institute for Effective Educational Practice** • **AREAS OF EXPERTISE:** *student learning outcome assessment; using assessment results in institutional improvement; organizational learning; accreditation self-studies; student success and retention; underrepresented students; minority-serving institutions; learning communities, first-year experience programs*

**L. LEE KNEFELKAMP** • professor of psychology and education, **Teachers College, Columbia University**, and senior scholar, **AAC&U** • **AREAS OF EXPERTISE:** *assessment of student learning styles and student intellectual, moral, and social identity development; integration of intercultural communication and diversity education; education for personal and social responsibility; sustaining organizational innovation and change; the psychology of change and resistance to change*

**JUDITH A. RAMALEY** • president, **Winona State University** • **AREAS OF EXPERTISE:** *higher education reform; the changing nature of work and the workforce; science, technology, engineering, and mathematics (STEM) education; the role of higher education in promoting good citizenship; leadership of change; grant-making and fundraising*



**CAROL GEARY SCHNEIDER** • president, **AAC&U** • **AREAS OF EXPERTISE:** *student learning outcomes; goals across the curriculum; redefining liberal education for today's students; general education; curriculum change; high impact teaching and learning practices; curriculum-embedded assessments*

**HAZEL SYMONETTE** • senior policy and program development specialist, **University of Wisconsin-Madison**, Office of Human Resource Development and the Offices of the Dean of Students • **AREAS OF EXPERTISE:** *educational assessment and evaluation; diversity and inclusive excellence; organizational development; improving campus climate; faculty/staff development; cultivating ethical leadership and social justice*

**JESÚS TREVIÑO** • associate provost for multicultural excellence, **University of Denver** • **AREAS OF EXPERTISE:** *campus climate issues; campus intergroup relations; diversity training; the collegiate experiences of students of color*

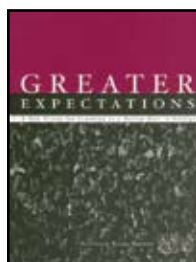


## INSTITUTE RESOURCES

*The Greater Expectations Institute draws on resources from the following AAC&U signature initiatives and publications:*

### Greater Expectations:

The Commitment to Quality as a Nation Goes to College



The Greater Expectations initiative was designed to articulate the aims of a twenty-first century liberal education and identify comprehensive models that improve learning for all undergraduate students. The initiative helped campuses develop learning-centered programs and placed strong emphasis on teaching students to apply their learning to real-world problems.

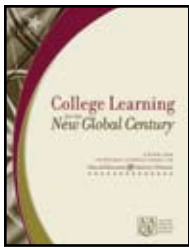
### Making A Real Difference with Diversity:

A Guide for Institutional Change

This publication is drawn from a six-year initiative designed to help twenty-eight independent California institutions “prepare all students for leadership in a diverse society and promote the success of underrepresented student populations,” and contribute new knowledge about effective diversity practices. It offers a set of promising practices and selected quantitative and qualitative findings pertaining to efforts to enhance college access and success for underrepresented students, increase the presence of underrepresented minority faculty, and strengthen overall institutional functioning regarding diversity.



## College Learning for the New Global Century



Building on Greater Expectations, AAC&U launched Liberal Education & America's Promise (LEAP) in 2005 to champion undergraduate liberal education as the best preparation for all students—whatever their background or chosen career—in an era dependent on economic creativity and democratic vitality. The initiative focuses campus practice on fostering essential learning outcomes

for all students, especially those traditionally underserved in higher education. LEAP seeks to engage the public with core questions about what really matters in college, to give students a compass to guide their learning, and to make a set of essential learning outcomes the preferred framework for educational excellence, assessment of learning, and new alignments between school and college.

### High-Impact Educational Practices:

#### What They Are, Who Has Access to Them, and Why They Matter

This publication—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. Author George D. Kuh presents data from the National Survey of Student Engagement about these practices and explains why they benefit all students, but also seem to benefit underserved students even more than their more advantaged peers. The report also presents data that show definitively that underserved students are the least likely students, on average, to have access to these practices.



*All campus teams receive complimentary copies of these AAC&U publications.*



## NEW 2009 INSTITUTE FEATURES

### Leadership Development

The ninth annual Greater Expectations Institute will focus on developing campus capacity and multilevel leadership to succeed with educational change initiatives, especially initiatives relevant to student learning, inclusive excellence, and assessment of programs. Teams will learn how to tap the contributions of various campus cultures and constituents to advance educational change efforts. Campus teams will consider these issues in the context of their specific educational change projects and in relation to institutional-level change more generally.

### Educating Students for Personal and Social Responsibility

This year's Institute will also focus on a set of learning outcomes essential for success in the twenty-first century and too often neglected in campus-wide planning. Participants will explore ways to facilitate students' exploration of questions about ethical responsibility to self and others, more precisely define the academy's role in fostering students' development of personal and social responsibility, and create learning environments that prepare students to fulfill their obligations in an academic community, and as global and local citizens. This focus will draw on the research and lessons learned from AAC&U's initiative, Core Commitments: Educating Students for Personal and Social Responsibility.



## CAMPUS PARTICIPATION AND TEAM COMPOSITION

*A campus team typically consists of a team leader and four team members.* Teams should include individuals who are significantly involved in the project the team will work on at the Institute to improve student engagement, inclusion, and success. Teams should also include key individuals who could extend the reach of these efforts. Team membership should include current and emerging faculty leaders from various disciplines, department chairs, student affairs educators, institutional researchers, registrars, librarians, or others with the capacity and commitment to carry out the action plan. All teams must include a senior academic officer.

Team leaders should consider including people with different perspectives on the work and reflect the broad diversity of campus communities. Teams are strongly encouraged to include

*“The Institute allowed us to consider and reconsider our use of the LEAP essential learning outcomes and how we would not impose them on faculty, but let faculty determine how their own goals fit with the essential learning outcomes.”*

an undergraduate student, a graduate student, or a community member. Ideally, the team’s sphere of influence to enhance student learning would reach multiple levels and settings.

*All regionally accredited two- and four-year colleges and universities are eligible to apply.* The online application consists of an information section and a narrative section and should be submitted by **Friday, March 13, 2009**, at [www.aacu.org/meetings/gexinstitute](http://www.aacu.org/meetings/gexinstitute). Selected campus teams will be **notified** of their acceptance by **Monday, March 30, 2009**.

NOTE: If you have questions or need technical assistance, please contact Nakia Bell at [bell@aacu.org](mailto:bell@aacu.org) or 202.387.3760 ext. 407.

## The Application Narrative

The narrative should be clear and concise—no more than the equivalent of five double-spaced pages—and address the following topics.

- **Need.** What initiatives have been undertaken by your institution to build capacity for greater engagement, inclusion, and success for all students? To what extent have your initiatives focused on underserved students? What has already been accomplished and by whom? Is there evidence to demonstrate progress? What are your next steps? What factors will your team address at the Institute to build support for improving educational quality across your campus? How might your team, and your campus, benefit from attendance at the Institute?
- **Goals.** What specific educational change project do you expect to work on at the Institute? How does your project connect to larger institutional efforts to raise expectations for students' learning? In what ways are your quality improvement and diversity efforts linked? What do you hope to achieve in the next year and in the next three years?
- **Contributions.** How will your experiences in creating more powerful learning environments assist others undergoing this process? How are you aligning your institutional structures, policies, and practices with an inclusive vision for learning? How has your campus contributed to local, regional, or national efforts to raise expectations for learning for all students?
- **Team.** What is the rationale for your team's composition? How do team members reflect a shared commitment to excellence, engagement, and inclusion on your campus?

## Fees

***Note:** We know that many institutions—and most of us, in general—are working with limited budgets this year. With that in mind, we are pleased to announce that AAC&U has kept its registration fees for this Institute at the same level as last year.*

The registration fee for the Institute will cover individual guest rooms for four nights (June 17– 20, 2009), tuition, materials, consultation, and most meals (breakfasts, lunches, refreshment breaks, and an opening night dinner).

- \$6,400 per five-member team from AAC&U member institutions
- \$7,100 per five-member team from nonmember institutions

Team size may be adjusted to accommodate additional team members for an additional registration fee.

## Institute Location

The 2009 Greater Expectations Institute will be held at the Dudley H. Davis Student Center at the University of Vermont (UVM) in Burlington, Vermont.

UVM is located between the Green Mountains and Lake Champlain. The campus is approximately 3.5 miles from the Burlington airport.

Burlington is easily accessible by air. For more information on airlines serving the city, visit the Burlington International Airport Web site at [www.burlingtonintlairport.com/travel\\_info/](http://www.burlingtonintlairport.com/travel_info/). The approximate drive time to Burlington is three hours from downtown Boston and six hours from New York City.



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*Photos courtesy of Vermont Department of Tourism & Marketing; University of Vermont photos by Suzanne Hyers, California Maritime Academy, and Westminster College*

# AAC&U SUMMER INSTITUTES

AAC&U summer institutes offer campus teams a time and place for sustained collaborative work on a project of importance—away from the daily pressures of campus life. Participants learn from new research, national trends, other campus' efforts, and consultations with distinguished institute faculty to develop campus action plans that are thoughtful, research-based, and feasible.

## General Education and Assessment

**May 29 – June 3, 2009 | University of Minnesota—Twin Cities**

—for campuses working on redesign and assessment of general education programs

## Greater Expectations Institute

**June 17 – 21, 2009 | University of Vermont**

—for campuses seeking to increase student engagement and success and to make excellence inclusive

## Engaging Departments

**July 8 – 12, 2009 | University of Pennsylvania**

—for deans, department chairs, and faculty working to advance integrative and engaged learning in and across disciplines, and to assess student learning outcomes



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