

7th Annual
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

Campus Leadership for Student
Engagement, Inclusion, and Achievement

A WORKING INSTITUTE FOR LEADERSHIP TEAMS

June 20–24, 2007 — Burlington, Vermont



Association
of American
Colleges and
Universities

APPLICATION DEADLINE: MARCH 16, 2007

FROM THE DIRECTOR

Dear Colleagues:

It is my pleasure to invite you to apply to send a leadership team to AAC&U's 7th annual **Greater Expectations Institute: Campus Leadership for Student Engagement, Inclusion, and Achievement**, to be held June 20–24, 2007 in beautiful Burlington, Vermont. The Institute is a five-day, intensive program designed for campuses working on ways to increase student engagement, inclusion, and high achievement. The Institute will help you align institutional purposes, structures, and practices as well as advance and assess the kinds of practical liberal education outcomes outlined in AAC&U's signature report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College*, such as critical inquiry, intercultural competence, and integrative learning. Our setting—on the shores of Lake Champlain—will provide an ideal retreat for this important work.

WHAT YOU CAN EXPECT FROM THE INSTITUTE

Campus leadership teams come to the Institute to advance a specific educational change project. The Institute will help you align the project to your institution's mission, clarify your desired outcomes, refine your planning and processes, and build a culture that fosters student and institutional learning. While in Burlington, teams will confer with expert faculty; explore more deeply the issues of engagement, inclusion, and high achievement; learn from other teams engaged in a rich variety of educational change efforts; and develop a concrete plan for departmental, divisional, or campus-wide action.

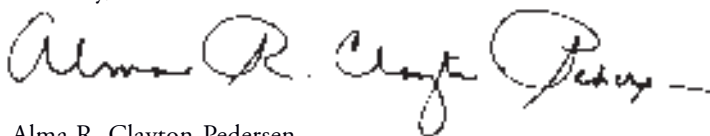
For the third year, we are pleased to offer team leaders the opportunity to participate in a half-day **leadership development workshop**. This pre-Institute session is designed to help leaders maximize their teams' experiences in Burlington and develop skills in building consensus, understanding group dynamics, aligning institutional structures, and managing change. Team leaders will be invited to participate once their teams are accepted into the Institute. The workshop will entail a separate registration fee and will include lunch, refreshments, and materials.

STANDARD OF EXCELLENCE FRAMEWORK

The Greater Expectations Institute curriculum grows out of AAC&U's long-standing work in diversity and educational quality, most recently brought together under a major initiative, Making Excellence Inclusive. Our 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 learning environments; the Institute focuses on developing the collaborative leadership needed to do so.

We invite you to create a team of current and emerging campus leaders—including an undergraduate or graduate student, college librarian, or community member, if possible—to join us in Burlington. Your institution will reap the benefits of your experience far into the future.

Sincerely,



Alma R. Clayton-Pedersen
Vice President, Office of Education and Institutional Renewal
Director, Greater Expectations Institute

INSTITUTE GOALS

The Greater Expectations Institute helps campus teams develop and strengthen learning environments that foster engagement, inclusion, and high achievement for all students. The Institute offers significant team time, consultation with expert faculty, framing plenary sessions, and topical seminars based on participant needs. These activities are designed to help each team create a comprehensive action plan to implement educational change on campus. Individually, each team works to refine its own project goals and strategies. Collectively, participants build capacity to strengthen and sustain change efforts over time. To accomplish these goals, the 2007 Institute provides in-depth study, analysis, and resources in three areas:

1. UNDERSTANDING CAMPUS CULTURES

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 high achievement. Once in Burlington, teams will explore the ways in which their campus cultures may both nurture and impede their work.

2. ADVANCING SIGNIFICANT EDUCATIONAL CHANGE

While campus projects will vary, all should broadly relate to raising the quality of learning for all students. The Institute will be particularly helpful for campuses interested in AAC&U's work related to Making Excellence Inclusive and Liberal Education and America's Promise (see sidebar). 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 co-curricular learning to increase student engagement and achievement;
- reframing a university's approach to diversity so that it enhances both student and institutional learning;
- structuring reaccreditation efforts around a comprehensive set of student learning outcomes;
- engaging departments in aligning faculty promotion and tenure processes with institutional goals for student learning;
- developing an e-portfolio assessment system that helps students integrate their learning over time.

3. ALIGNING INSTITUTIONAL VISION AND PRACTICE

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

Nearly 200 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 across the institution. Some teams have developed leadership seminars and faculty retreats based on the Institute's curriculum.

“Very stimulating, informative, and constructive.”

—2006 Participant

THE GREATER EXPECTATIONS INITIATIVE

Greater Expectations is designed to articulate the aims of a twenty-first century liberal education and identify comprehensive models that improve learning for all undergraduate students. The purpose of the initiative is to help campuses develop learning-centered programs and to link promising practices in higher education and secondary school reform. For more information, see www.greaterexpectations.org.

LIBERAL EDUCATION AND AMERICA'S PROMISE (LEAP)

LEAP is a ten-year campaign championing undergraduate liberal education as the best preparation for all students in an era dependent on economic creativity and democratic vitality. The campaign seeks to expand public and student understanding of what matters in college, focusing on a set of essential learning outcomes for work and citizenship in the 21st century. For more information, see www.aacu.org/advocacy/leap.

MAKING EXCELLENCE INCLUSIVE: Diversity, Inclusion, and Institutional Renewal

Making Excellence Inclusive is designed to help institutions link campus diversity efforts to higher education's core academic excellence mission, deeply and comprehensively. The initiative explores how colleges and universities can embed diversity in institutional cultures and structures to serve as a resource to advance the student learning and achievement described in AAC&U's *Greater Expectations* report. For more information, including a series of related briefing papers, see www.aacu.org/inclusive_excellence.

INSTITUTE CURRICULUM

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

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

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 semi-structured interactions with other campus teams** to discuss research, effective practices, and hallmarks of successful institutional change;
- **individual team consultations** with Institute faculty to address specific challenges your institution faces in developing learning-centered environments.

To review materials from past Institutes, visit www.aacu.org/meetings/gexinstitute.

CAMPUS PARTICIPATION

The Institute is most helpful for campuses that have made some progress in creating educational environments that foster engagement, inclusion, and achievement for all students. All accredited two- and four-year colleges and universities are eligible to apply. Listed below are examples of campuses that would benefit from sending a team to the Institute:

- If your institution has isolated innovations and you are in search of coherence, the Institute will help your campus team bridge islands of innovation and align resources to foster student success.
- If your academic and student affairs units are not collaborating effectively to achieve student learning outcomes, the Institute will provide a venue, time, and expertise to help your team examine and communicate mutual goals for students 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 team members foster shared commitment toward achieving greater expectations for all students.
- If your campus is preparing for reaccreditation, the Institute will help your team center this work on the essential learning outcomes all students need for the twenty-first century.

TEAM COMPOSITION

A campus team typically consists of a team leader and four team members. Team members should be significantly involved in the work of student engagement, inclusion, and achievement, and teams **must include a senior academic officer**. Teams should include existing and emerging faculty leaders from various disciplines, student affairs professionals, institutional researchers, librarians, or others with the capacity and commitment to carry out the action plan. Team leaders should consider including people with different perspectives on the work and are strongly encouraged to include a graduate or undergraduate student or community member. Ideally, the team's sphere of influence to enhance student learning would reach multiple levels and settings.

INSTITUTE FACULTY

Institute participants will work with nationally recognized scholars and practitioners in the areas of institutional transformation and student engagement, inclusion, and high achievement. Each team is assigned a faculty liaison who will mentor team members throughout the five-day Institute. Individual consultations provide opportunities for teams to connect with all faculty members in order to examine their goals and their capacity to broaden, deepen, and sustain educational change efforts.

2007 INSTITUTE FACULTY

Susan E. Borrego ■ Vice President for Student Affairs, California State University, Monterey Bay ■ **Areas of expertise:** student affairs; diversity; high-achievement programs; faculty collaborations; service-learning; leadership development; enrollment management; class issues; community outreach

Alma R. Clayton-Pedersen ■ Vice President for Education and Institutional Renewal, AAC&U ■ **Areas of expertise:** policy and program development and evaluation; organizational learning; collaboration; diversity as an educational resource; student readiness, recruitment, retention, and success

L. Dee Fink ■ Instructional 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:** faculty development; pedagogy; designing courses for significant learning; improving undergraduate educational programs; evaluating college teaching

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 co-curricular alignment

Sylvia Hurtado ■ Professor and Director of the Higher Education Research Institute (HERI), Graduate School of Education and Information Sciences, University of California, Los Angeles ■ **Areas of expertise:** student educational outcomes, campus climates, college impact on student development, diversity in higher education, assessment and innovation in undergraduate education

Patricia Iannuzzi ■ Dean of University Libraries, University of Nevada, Las Vegas ■ **Areas of expertise:** information literacy, especially as relates to faculty development and outcomes assessment; research-based learning; the educational role of libraries

L. Lee Knepfkamp ■ 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; curricular transformation; engaged pedagogies; integration of intercultural communication and diversity education; sustaining organizational innovation and change; the psychology of change and resistance to change; student affairs and academic affairs partnerships

George D. Kuh ■ Chancellor's Professor of Higher Education, Director of the Center for Postsecondary Research, and Director of the National Survey of Student Engagement (NSSE), Indiana University Bloomington ■ **Areas of expertise:** assessing student and institutional performance to enhance student success and undergraduate educational quality; characteristics of educationally effective colleges and universities

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; civic responsibility and the role of higher education in promoting good citizenship; leadership of change

Carol Geary Schneider ■ President, AAC&U ■ **Areas of expertise:** student learning outcomes; goals across the curriculum; re-defining liberal education for today's students; general education; curriculum change; research on teaching and learning

Daniel Hiroyuki Teraguchi ■ Dean for Diversity and Academic Advancement, Wesleyan University ■ **Areas of expertise:** developing a campus-wide educational plan for hate prevention/intervention; organizational learning; implementing and sustaining diversity initiatives; student affairs and academic affairs collaborations; science and diversity

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

Damon A. Williams ■ Assistant Vice Provost for Multicultural & International Affairs, University of Connecticut ■ **Areas of expertise:** organizational change and management; diversity in higher education; ethnic and racial identity

Vera Zdravkovich ■ Independent Consultant, Director of CyberWATCH Center, former Vice President for Instruction, Prince George's Community College ■ **Areas of expertise:** teacher education and distance learning; assessment and the accreditation process; curricular reform; general education; strategic planning; faculty development

FACULTY MEMBERS WILL HELP TEAMS

- articulate their goals and identify appropriate strategies to achieve them;
- develop relationships that will enable them to sustain their educational reform projects;
- address specific internal and external pressures that enhance or impede educational improvement efforts.

“Insightful...and invaluable...”—2006 Participant

APPLICATION GUIDELINES AND FEES

The online application consists of an information section and a narrative section and **should be submitted by Friday, March 16, 2007, at www.aacu.org/meetings/gexinstitute.**

NOTE: If you have questions or need technical assistance, please contact Nakia Bell at 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 focus on greater student engagement, inclusion, and achievement? 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?

SELECTION CRITERIA

Applications will be reviewed based on several factors: (a) effort and progress toward increased student engagement, inclusion, and achievement; (b) explanation of your institution's need for the Institute and how you expect to benefit; and (c) your team's potential to gain from and contribute to the success of both the Institute and national reform efforts. Teams will strengthen their application through the meaningful inclusion of an undergraduate or graduate student or community member. Reviewers strive to create a group of campus teams that represent a broad range of institutional types and experiences.

NOTIFICATION

Campus teams will be notified of their acceptance by **Friday, March 30, 2007.**

FEES

The registration fee for the Institute will cover individual guestrooms for four nights (June 20–23, 2007), tuition, materials, consultation, and most meals (breakfasts, lunches, refreshment breaks, opening night dinner):

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

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

ABOUT BURLINGTON, VERMONT

The Institute will be held at the Sheraton Burlington Hotel and Conference Center, less than two miles from the Burlington International Airport. The approximate drive time from downtown Boston is three hours, and the approximate drive time from New York City is six hours. For more information on hotel amenities and airlines that fly into Burlington, visit www.sheratonburlington.com/main.html and www.vermontairports.com/btv.html. For more information on area sites and attractions, visit www.vermontvacation.com.



THE UNIVERSITY OF VERMONT

At the Institute, participants will have an opportunity to learn about the University of Vermont's newest residential learning communities, Global Village and GreenHouse, which grew out of the university's 2005 Institute action plan. In addition, UVM will welcome Institute participants to campus for a closing night dinner on Saturday, June 23. AAC&U extends thanks to Dennis Mahoney, John Sama, and Gary Derr for arranging this very special event.

NSSE DATA CONSULTATIONS

Campus teams that currently use the National Survey of Student Engagement (NSSE) are encouraged to bring their survey results to review with NSSE Director, Dr. George Kuh. Dr. Kuh will be available to guide teams as they consider how to effectively use NSSE data to assess institutional performance toward improving undergraduate education.

FORTHCOMING FROM AAC&U IN SPRING 2007

MAKING A REAL DIFFERENCE WITH DIVERSITY

A Guide to Institutional Change

By *Alma R. Clayton-Pedersen, Sharon Parker, Daryl G. Smith, José F. Moreno, and Daniel Hiroyuki Teraguchi*



Based on findings from a large-scale, six-year diversity initiative at private California colleges and universities, this monograph takes readers through the steps needed to implement, evaluate, and sustain comprehensive diversity work on campus. The monograph describes the story of the James Irvine Foundation's Campus Diversity Initiative, which took an organizational learning approach to building and evaluating diversity efforts on campus. Taking this approach meant that campus leaders had to shift from simply reporting on activities to examining data that indicated whether efforts helped make progress toward broad campus goals for diversity.

The monograph offers selected quantitative and qualitative findings from the initiative, which relate 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. The text also includes a set of promising practices related to policies, programs, and planning for sustainability, and concludes with the step-by-step guide to implementing and sustaining comprehensive diversity work.

ALSO FROM AAC&U:

INSTITUTE ON GENERAL EDUCATION

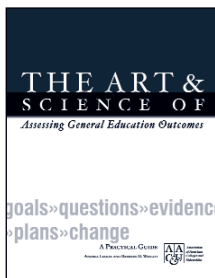
The AAC&U **Institute on General Education** provides reflective work time for teams of faculty and senior academic administrators interested in reviewing and revising their general education programs.

Three curricular tracks—each a series of connected, sequential presentations—cover the process of general education change, the learning improvement cycle, and assessment of general education. Concurrent sessions, workshops, faculty consultations, and substantial team time also contribute to the stimulating and engaging activities of the Institute.

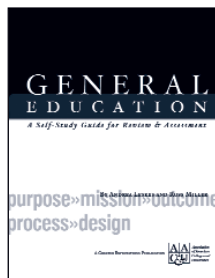
May 18–21, 2007
Newport, Rhode Island

www.aacu.org/meetings

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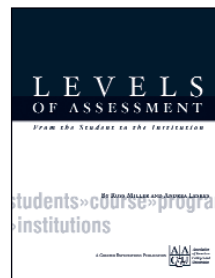
The Art and Science of Assessing General Education Outcomes: A Practical Guide
By Andrea Leskes and Barbara Wright



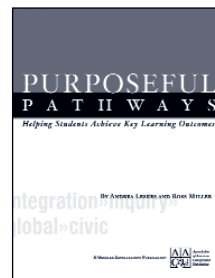
General Education: A Self-Study Guide for Review and Assessment
By Andrea Leskes and Ross Miller



Greater Expectations: A New Vision for Learning as a Nation Goes to College



Levels of Assessment: From the Student to the Institution
By Ross Miller and Andrea Leskes



Purposeful Pathways: Helping Students Achieve Key Learning Outcomes
By Andrea Leskes and Ross Miller



Taking Responsibility for the Quality of the Baccalaureate Degree
A report from the Greater Expectations Project on Accreditation and Assessment

Publications are \$20 each

For more information or to place an order visit www.aacu.org/publications



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www.aacu.org

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises more than 1,100 accredited public and private colleges and universities of every type and size.

AAC&U functions as a catalyst and facilitator, forging links among presidents, administrators, and faculty members who are engaged in institutional and curricular planning. Its mission is to reinforce the collective commitment to liberal education at both the national and local levels and to help individual institutions keep the quality of student learning at the core of their work as they evolve to meet new economic and social challenges.

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