

The Greater Expectations Gazette

Founded 2006

Today is Wednesday, June 21, 2006. Today's temperature: Hi: 60's Lo: 47° 

Pre-Institute Leadership Development Workshop Focuses on How to Guide Significant Educational Change

Snowbird, UT – The Greater Expectations Institute: Campus Leadership for Student Engagement, Inclusion, and Achievement, kicked off its 6th year with a pre-institute leadership development workshop, designed to help Institute participants reflect on the qualities of successful leaders and strategies to guide educational change.

The 23 participants began the workshop by filling out a leadership inventory, assessing their strengths on personal and interpersonal qualities related to mobilizing people for change, analyzing different audiences on campus, and guiding people through processes that are inclusive and generative.

Alma Clayton-Pedersen, director of the Greater Expectations Institute, facilitated the workshop along with AAC&U graduate intern Patty Alvarez and current Institute team member and past workshop participant Gail Evans of San José State University. Clayton-Pedersen led the group through a discussion of four critical factors related to advancing significant educational change: forces, goals, resources, and capacity-building. Forces, Clayton-Pedersen said, can help or hinder a change project, and can be either internal or external to campus. She recommended that campus teams analyze the forces that surround their educational change projects before shaping specific goals. Then she encouraged team leaders to involve a broad-based group of campus constituents in goal setting, to help constituents "get behind" the project. Clayton-Pedersen noted that consensus-building is a critical factor, "both on *what* the goals will be and *how* they will be reached."

Participants then brainstormed the various kinds of resources that could be garnered to help advance educational change, including facilities, information, technology, people, funds, time, expertise, and communication channels. Finally, the group discussed capacity—the ability to do the work. Clayton-Pedersen noted that it will be much easier to involve campus stakeholders in the project when their tasks align with existing roles and responsibilities.

See Workshop, over



From the Director...

On behalf of AAC&U, welcome to Utah! You and your team members are about to embark upon five days of intense work as you advance your educational change project. You'll have a great deal of "team time" where you can consult with expert faculty and develop an action plan to bring back to campus. You'll also have numerous opportunities to learn from other teams. Tonight's dinner and Saturday night's dessert mixer are just two opportunities for informal cross-team interaction. Our seminar group sessions are a formal way to engage other participants as you generate ideas about implementing your project, communicating your work to others on campus, or securing additional resources. You'll also read more about teams in this newsletter, a brand-new feature of the Institute.

The week's weather promises to be beautiful, and I encourage you to find outdoor spaces for team time. Let's roll up our sleeves, enjoy the view, and have fun!

Alma R. Clayton Pedersen

Alma Clayton-Pedersen
Director, Greater Expectations Institute

Special Feature: The Student View

This year, eighteen students are attending the Greater Expectations Institute, our biggest number ever. It attests to the value of including students in educational change in meaningful ways, and we're thrilled that so many students are able to join us for this powerful learning opportunity. The students that are here will serve as a valuable resource both for their teams and for teams that were not able to include a student while in Utah.

While here, students will have a chance to develop relationships with other students acting as change agents on their campuses, through three gatherings over the course of the Institute. They will also "take the stage" for a plenary on Friday morning, reflecting on their role at the Institute and in creating change on campus more generally.

These gatherings provide space to share experiences, strategies, and approaches that validate students as essential participants and stakeholders in any campus change initiative. Watch this column each day as we feature different students and their views on our work here at the Institute.

— Amy Addams and Patty Alvarez

Remembering Edgar Beckham

AAC&U celebrates the legacy of senior fellow Edgar F. Beckham, who died in late May. Beckham was a full-time faculty member at the Greater Expectations Institute since its inception six years ago, and he consulted with AAC&U on many projects, including Making Excellence Inclusive.

Over the course of his career at Wesleyan University, the Ford Foundation, and AAC&U, Beckham guided far-reaching change in higher education and worked tirelessly to help the entire educational community engage diversity—in our communities and in the college curriculum. Over his many years as an educational leader, he became a beloved adviser and mentor to faculty members, administrators, and students throughout the U.S. as well as South Africa and India.

AAC&U will celebrate Beckham's leadership and legacy in October at its Diversity and Learning conference. We also celebrate him here in Utah, as we work to answer his question, "*What are you doing educationally with diversity?*", and to realize the power of diversity as an educational resource.

Navigating the Institute: Seminar Sessions

Seminar sessions consist of 2-4 campus teams and an Institute faculty member who will serve as the group's liaison throughout their time in Utah.

Seminar sessions give participants the opportunity to discuss information gleaned from Institute activities and readings, ask questions they may have, or present ideas for feedback and advice. They are designed to foster cross-team learning and help each team apply theories, models, and practices to their projects.

Teams are assigned to seminar sessions based on project goals, and, when possible, institutional size and type. Participants should see page three of their Institute program to find out their seminar session group, faculty liaison, and room.

Workshop, con't.

Evans offered tips to participants on maximizing a team's time at the Institute.

- Focus on developing both your action plan *and* strategies to give your project "feet" to reach more people back on campus.
- Split up and attend different interest sessions and discuss how they apply to the project.
- Come to consultations prepared with questions or "sticking points" you may already be facing. Don't spend too much time explaining your project to Institute faculty—just give them enough detail so that they can be of help to you!
- If you've changed your project goals, let the faculty members know.
- Set up a timeline for team time and develop individualized goals for each team time session.

Other workshop highlights included a discussion of key leadership qualities, including the ability to synthesize multiple points of view, move the group along, keep the process transparent, and honor people's differences. Participants also spent time discussing the loss that accompanies taking one's ideas into a group process, and the importance of recognizing this loss even when the idea is strengthened by vetting by the group.

"The workshop reminded me about the importance of honoring everyone's voice and everyone's story," said Susan Mendoza-Jones, team leader for Grand Valley State University. Working to be inclusive throughout a process, she noted, "is difficult work, but worthy work."

"This was a dynamic and knowledgeable group who are passionate and excited about leading their teams toward greater expectations," said Evans. "They demonstrated candor and trust in each other, and really listened to one another."

Photo of the Day

Tinker Toy Exercise on Group Process, Pre-Institute Leadership Development Workshop



The Greater Expectations Gazette, Vol. 1, No. 1 Contributors

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LOSE THE ALTITUDE!

Reducing the effects of altitude sickness

Symptoms of altitude illness include headache, dizziness, fatigue, dry cough, loss of appetite, nausea, disturbed sleep, and a general feeling of being ill. Symptoms may mimic those produced by dehydration, carbon monoxide poisoning or low blood sugar.

Most symptoms are caused by a lack of oxygen. Lacking oxygen, muscles cannot do as much work, the nervous system cannot take as much stress, and the digestive system cannot process fatty foods.

While in Utah, **drink plenty of water** and include fruits, vegetables, and carbohydrates in daily meals. Participants with high blood pressure, sickle-cell anemia, or heart or lung disease should be especially careful. Anyone experiencing loss of muscular control, blurred vision, hallucinations, or mental confusion should seek medical attention.

For more information or medical support, please visit the pharmacy located on the 2nd floor of the Snowbird Center.

—Adapted from Utah Travel Health & Safety, health.utah.gov/travel/winter/altitude_illness.htm