

2005 Summer Academy – Schedule of Events

Wednesday July 13, 2005: *Introduction to the Academy*

3:00 pm
Wasatch A

Team Assignment #1 Due: Project Mission and Goals
Please place in folders in the Resource Room – Wasatch A. Consultant responses to assignments will be available by 8:30 am the morning following your submission.

Please note: Wasatch A has computers, printers, and a copy machine for your convenience.

10:00 am-3:00 pm

Registration – Cliff Lobby

10:00-11:00 am
Wasatch B

BEAMS Consultant Meeting
BEAMS Consultants will meet with BEAMS project staff to go over their plans and responsibilities for the Summer Academy.

10:00 am-12:30 pm

Optional Team Time and Poster Set-Up
Feel free to use the various open spaces in the Cliff Lodge or the following breakout rooms for team meetings: Ballroom (1), Ballrooms (2&3), Magpie (A), Magpie (B), Maybird, Superior (A), Superior (B) and Wasatch B. Please note: Wasatch (B) and Ballrooms (2&3) are in use during part of this time.

Teams may begin setting up posters in the Eagle's Nest for the evening poster session. Poster supplies are available in Wasatch A.

12:30-1:30 pm
Magpie B

Student Orientation
This optional session is recommended for all students at the Summer Academy. The session will provide information on the Summer Academy structure and content, and suggest strategies for a successful team experience.

12:30-1:30 pm
Wasatch B

Campus Program Cluster Leaders Meeting
Cluster leaders will meet with Carnegie staff to discuss Cluster work during the Summer Academy

1:30-2:30 pm
Ballrooms 2&3

Welcome and Introductions—Breaking the Ice: Let's Learn About Each Other
Please wear a T-shirt from your institution and bring your professional cards. The purpose of this session is to present the wealth and variety of experience participants bring to the Summer Academy and identify areas of expertise, interest, and coincidence we can draw and learn from at the Academy and beyond.

2:30-2:45 pm

Break

2:45-3:30 pm
Ballrooms 2&3

Opening Session

This year, the Summer Academy is held under the auspices of the Alliance for Equity in Higher Education. The Alliance for Equity in Higher Education promotes greater collaboration and cooperation among colleges and universities that serve large numbers of students of color in order to enhance the nation's economic competitiveness, social stability and cultural richness. The Alliance was founded by the American Indian Higher Education Consortium (AIHEC), the Hispanic Association of Colleges and Universities (HACU), and the National Association for Equal Opportunity in Higher Education (NAFEO), with support from the W.K. Kellogg Foundation and the Charles Stewart Mott Foundation. The Alliance is headquartered at the Institute for Higher Education Policy. This session will provide an introduction to the mission and goals of the Alliance and the Institute, and their vision for BEAMS and the Summer Academy.

Margarita Benitez, Senior Associate, the Institute for Higher Education Policy and Director, BEAMS, and Jamie Merisotis, President, the Institute for Higher Education Policy

3:30-4:30 pm
Ballrooms 2&3

Plenary Session—Rethinking Student Engagement: What's Multicultural and Global Awareness Got to Do with It?

U.S. society has become more multicultural and multinational in its demographic profile. Many institutions of higher learning are diversifying and internationalizing their curricula and programming to better prepare students for the 21st century. Since underserved minorities are a rapidly growing segment of the college population, institutions of higher education are also asking themselves how best to identify and address the needs and learning styles of minority students. Minority-serving institutions have an important role to play toward this end. To adequately prepare all students for an increasingly diverse and globalized future, institutions must create new opportunities for facilitating intercultural encounters and exchanges--both among diverse minorities and across national boundaries, enhancing students' exposure to, and engagement in, cross-cultural and international contexts. The lecture will address the following question: What difference does multicultural and global awareness make for minority students? Why should it be included as an objective for student engagement and attainment?

Opening Remarks by Cheryl Crazy Bull, President, Northwest Indian College and President, the American Indian Higher Education Consortium

Keynote Address by Faye Harrison, Professor of African American Studies & Anthropology, University of Florida-Gainesville

4:30-5:45 pm
BEAMS-Ballrooms
2&3 /Campus
Clusters-Ballroom 1

BEAMS/Cluster Meetings

All teams in the BEAMS Project and in the Campus Program Clusters Project will meet with project staff to discuss shared goals for the Summer Academy and orient new team members to project work.

5:45-6:45 pm
Conference Center
Terrace

Dinner

6:45-8:00 pm
Ballrooms 2&3

CRLT Players: Conflict in the Classroom

An integral part of the University of Michigan's Center for Research on Learning and Teaching (CRLT), the CRLT Players Theatre Program presents provocative performances built on a strong foundation of research concerning the experiences of faculty and students. Sketches focus on the impact of identity and diversity on teaching, learning, and departmental climate. Since its inception in 2000, the CRLT Theatre Program has performed over 120 times for more than 6,000 instructors, and was the winner of the 2006 U-M Alumnae Council "Birthday Greeting Award" for contributions to the advancement of women at the University of Michigan. In recent months, the Players have performed at campuses and conferences around the country, including several events at the National Science Foundation.

Tonight's performance of *Conflict in the Classroom* focuses on a classroom conversation that suddenly turns contentious. The sketch explores questions surrounding students' backgrounds and conflicting perspectives, instructor responsibility, and what does or does not constitute subject-appropriate discussion in the classroom.

Facilitated by Jeffrey Steiger, Director of the CRLT Theatre Program and Devon Dupay, Assistant Director of the CRLT Theatre Program
Actors include Ward Beauchamp, Aral Basil Gribble II, Lynn Lammers, Alex Mendiola, and Sabrina Quinn

8:00-9:00 pm
Eagle's Nest &
Golden Cliff

Poster Session/Dessert

This session will foster informal networking, fact finding, and information gathering among teams and participants. Each team will select one or two representatives to stay with the poster they created, and discuss it with colleagues from other institutions. Meanwhile, other team members will circulate to see posters of interest to them.

Thursday

July 14, 2005:

Sustainability

6:00 pm
Wasatch A

Team Assignment #2 Due: Sustainability
Please place in folders in the Resource Room – Wasatch A

4:00 pm
Wasatch A

Roundtable Session Descriptions Due for July 15th Roundtable Session
Anyone interested in hosting a roundtable discussion must submit a roundtable title and description by 4 pm. Forms are available in and must be returned to Wasatch A. A full list of roundtable topics for the July 15th session will be circulated during tomorrow morning's overview.

7:00-8:00 am
Ballroom Foyer

Breakfast

8:00-8:30 am
Ballrooms 2&3

Overview

8:30-9:30 am
BEAMS-various
locations

BEAMS Project and Campus Program Cluster Group Meetings
BEAMS and other Academy teams will meet with their assigned consultants to begin collaborating with other teams doing similar work. Room assignments will be distributed at the morning's overview.

Campus Clusters-
Ballroom 1

Campus Program teams will meet to learn more about the Workspace, the new equivalent of the WebCenter for clusters.

9:30-9:45 am

Break

9:45-11:45 am

Team Working Session

Feel free to use the various open spaces in the Cliff Lodge or the following breakout rooms for team meetings: Ballroom (1), Ballrooms (2&3), Magpie (A), Magpie (B), Maybird, Superior (A), Superior (B), and Wasatch (B).

11:45 am-1:00 pm
Conference Center
Terrace

Lunch

1:00-2:00pm
Ballrooms 2&3

Plenary Session—Stepping Stones to Sustainability

The road to institutional improvement is littered with failed and faltering interventions in part because too little thought was given to where the resources or energy would come from to sustain the efforts beyond a first or second round. This session will feature lessons from high performing colleges and universities as well as other types of organizations that have been able to effectively launch and sustain initiatives that promote student success.

George D. Kuh, Chancellor's Professor of Higher Education and Director,

Center for Postsecondary Research and the National Survey of Student Engagement, Indiana University Bloomington

Respondents: Arnold Kee, Director of Programs, The Institute for Higher Education Policy; Louise H. Feroe, President, Mercy College; and Agnes Mojica, Chancellor, Inter American University of Puerto Rico-San Germán

2:00-2:15pm

Break

2:15-3:45pm

Concurrent Workshops

Ballroom 1

Leaving Nothing to Chance: Program Planning for a Sustainable Future

This workshop will provide practitioners with an opportunity to discuss the sustainability of initiatives and programs beyond the conclusion of external funding. Participants will consider the practical and conceptual underpinnings of successful program sustainability; discuss how specific capacities such as evaluation, advocacy, and communication intersect to advance program sustainability; and examine how lessons learned from national K-16 programs such as GEAR UP and ENLACE can inform the design of an actionable strategy for solidifying project sustainability.

Alex Chough, Associate Director for Policy, Research and Evaluation Services, National Council for Community and Education Partnerships

Ballrooms 2&3

DEEP Lessons for Student Success at Minority-Serving Institutions

This presentation highlights key findings from the Documenting Effective Educational Practice (DEEP) project, an in-depth study of twenty institutions that engage students in effective educational practices and have better-than-predicted retention and graduation rates. Lessons for student success from minority serving institutions in DEEP and how these institutions reached this level of performance will be shared. Implications for creating more student-success friendly campuses will then be discussed.

Jillian Kinzie, Associate Director, NSSE Institute for Effective Educational Practice and Project Manager of the Documenting Effective Educational Practice (DEEP) initiative, Center for Postsecondary Research and George D. Kuh, Chancellor's Professor of Higher Education and Director, Center for Postsecondary Research and the National Survey of Student Engagement, Indiana University Bloomington

Magpie A

“We are from the government and we are here to help you”

Federal funding is central to most institutions of higher education, and particularly to minority-serving institutions. A panel of representatives from key federal agencies will discuss the funding priorities of the agencies, and how they mesh with the needs and interests of colleges and universities. They will also address the changes underway at the federal government as it moves towards more sophisticated performance tracking,

monitoring and funding, and the implications for institutions of higher education.

Jessie DeAro, Program Director, Historically Black Colleges and Universities-Undergraduate Program, Directorate of Education, National Science Foundation; Nalini Lamba-Nieves, Title V Program, and Diana Hayman, Director of Program Oversight Staff, Office of Postsecondary Education, United States Department of Education; and Maria Goldberg, Executive Director, USDA HSI National Program, United States Department of Agriculture

Samuel Cargile, Senior Program Director, the Lumina Foundation for Education, will serve as respondent

Magpie B

Five Fundamental Concepts for Stretching Information Technology (IT) Dollars at Minority-Serving Institutions

Although the challenges of supporting information technology are demanding at all institutions of higher education, additional pressures are sometimes placed upon the administration at minority-serving institutions to develop and sustain viable technology infrastructures for administrative and academic programs. This session will present five fundamental concepts based on experience and applicability in minority-serving institutions to improve efficiency and effectiveness as well as to maximize the value of expenditures for information systems in support of critical operations in higher education.

Margaret Massey, Associate Vice President for Technology, Norfolk State University

Wasatch B

Understanding and Building Pathways for Students of Color through Community Colleges

The US Census Bureau indicates that the percentage of blacks and Hispanics attending K-12 schools is projected to grow every year. The significant increase among all post-secondary students in the next ten years poses challenges, opportunities and a responsibility, primarily in urban centers, to strengthen the pipeline toward bachelor's and graduate degrees. Join this session concerning demographic trends, strategies to connect to communities of color, and retention initiatives that build and enhance pathways between two and four year colleges. This session will examine various ways to approach a student-centered environment in terms of an institution's message, predictive modeling, market segmentation, student services, new programs, and innovative relationships with two- or four-year colleges, and how they can enhance and maximize pathways for students of color. The session speaks directly to the needs of access, particularly for Hispanic and blacks in urban communities, as well as reducing attrition toward academic success.

Ben M. Corpus, Vice President for Student Development and Enrollment Management, Hostos Community College- CUNY, and Kellogg MSI Leadership Fellow

Superior A **Let's Find the "Community" in "Commuter" Schools: Finding Structures to Support Learning and Commuter Campuses**
This workshop will be interactive; participants will be encouraged to share both the problems they encounter in building learning communities within the commuter campus context and the strategies they've used to yield desired results. The presenter will share best practices from the literature and some anecdotal evidence of what really works.

Camille Hazeur, Assistant to the President and Director of University Equity and Diversity Services, George Mason University

Superior B **Bridging the Great Divide: Building a Sustainable Union between Academic and Student Affairs**
This interactive workshop will explore why academic affairs and student affairs often operate so independently; and what strategies can be employed to encourage consistent collaboration between these two institutional entities. Drawing upon the experiences of the attendees, the presenter, and available research and successful university models, this session will identify diverse approaches that may provide methods for aligning departmental goals and forming lasting partnerships between academic and student affairs professionals. The session will also include some common scenarios that the group can utilize to further the discussion in more specific ways and to suggest steps toward implementation of actions on their own campus.

Richard Chavolla, Faculty Member, Maricopa Community College District, and Independent Educational Consultant

3:45-4:00pm **Break**
Ballroom Foyer Join us for a reenergizing snack!

4:00-6:00 pm **Team Working Session**
Feel free to use the various open spaces in the Cliff Lodge or the following breakout rooms for team meetings: Ballroom (1), Ballrooms (2&3), Magpie (A), Magpie (B), Maybird, Superior (A), Superior (B), and Wasatch (B).

4:00-6:00 pm **Staff Office Hours**
Please use the sign-up sheets on the Bulletin Board in the Plenary room to schedule one-on-one time with Summer Academy staff members. Staff bios are in your notebook.

6:00-8:00 pm **Dinner on Your Own.**
Looking to form a group for dinner? Post a message on the bulletin board in the Ballroom.

Friday

July 15, 2005:

Learning about Learning

**6:00 pm
Wasatch A**

Team Assignment #3 Due: Learning about Learning
Please place in folders in the Resource Room – Wasatch A

**4:00 pm
Wasatch A**

Roundtable Session Descriptions Due for July 16th Roundtable Session
Anyone interested in hosting a roundtable discussion must submit a roundtable title and brief description by 4 pm. Forms are available in and must be returned to Wasatch A. A full list of roundtable topics for the July 16th session will be circulated during tomorrow morning's overview.

**7:00-8:00 am
Ballroom Foyer**

Breakfast

**8:00-8:30am
Ballrooms 2&3**

Overview

**8:30-9:30am
Ballrooms 2&3**

Plenary Session—Taking the Risk to Learn: What Research Tells Us
How might we develop the conditions on our campuses and in our classrooms so *all* students will thrive in their studies, unafraid to take the risk to learn deeply, seriously, and persistently? In this plenary, we focus on three insights from research on student learning and the questions they pose for our practice as educators: What does it mean to adopt a developmental approach to student learning? What strategies can we use to challenge students' conceptions of themselves as learners that stand in the way of learning anything new? What kind of curriculum and assignments will elicit the kind of deep thinking and deep learning from students that we value?

Gillies Malnarich and Emily Lardner, Co-Directors, The Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State College

9:30-10:00am

Break

10:00-11:30am

Concurrent Workshops

Ballroom 1

Using NSSE in Accreditation and Quality Improvement Plans
The National Survey of Student Engagement (NSSE) created "accreditation toolkits" based on the requirements and standards for each regional accreditation commission. In this session we'll show how NSSE items map to accreditation standards, discuss the potential for using NSSE data in institutional self-studies and quality improvement plans, and explore ways colleges and universities have used their results in accreditation and to measure and monitor institutional effectiveness.

Jillian Kinzie, Associate Director, NSSE Institute for Effective Educational Practice and Project Manager of the Documenting Effective Educational Practice (DEEP) initiative, Center for Postsecondary Research and Brian Bridges, Associate Director, Center for Postsecondary Research and the BEAMS Project, Indiana University Bloomington

Ballrooms 2&3

Meeting High Expectations: Learning Communities as an Intervention Strategy for Student Success

How can we effectively help students develop the academic abilities needed to be successful in college-level studies? This interactive workshop will begin with a brief overview of current research on developmental education and learning community practices that lead to impressive results for students considered “at risk” in higher education. Then, we will work on designing *integrative, linked assignments*—an approach that fuses skill-based instruction with college-level curriculum, and has also been used as a precursor to creating a broadly-based learning community program.

Emily Lardner and Gillies Malnarich, Co-Directors, The Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State College

Magpie A

The Art of Interactive Theatre: Strategies for Using Theatre to Create Dialogue

In this session, participants will have the opportunity for a greater discussion regarding the interactive theatre techniques utilized in the CRLT Theatre Program performance of “Conflict in the Classroom” Wednesday evening. In a typical interactive theatre performance, actors perform a sketch that dramatizes issues of diversity in the classroom or academic setting. Following the scene, audience members engage in a conversation *with the characters* (actors continue portraying the character they played in the sketch) to explore the dynamics in the classroom scene or academic setting. Eventually strategies are generated for changing the dynamics or outcome of the previous scene. In some performances, audience members themselves take turns stepping into the role of the instructor to act out proposed strategies. Attendees will strategize possible applications to their institutions and learn the basics of creating interactive theatre and actor training. This session should particularly benefit those who seek a creative, safe, and yet powerful format for community engagement and institutional transformation as well as an innovative way to present qualitative research.

Jeffrey Steiger, Director of the CRLT Theatre Program, The University of Michigan

Magpie B

Foundations of Excellence: First Year Programs

Campuses are paying increased attention to the academic success and persistence of their entering students. The Policy Center for the First Year of College has developed the Foundations of Excellence project (<http://www.fyfoundations.org/>) as a means for faculty, staff,

administrators, and students to review their work with entering students and develop action plans for improving student learning and success. The Foundations of Excellence project was launched in 2003 to reshape the first college year by doing something entirely new in higher education: provide an aspirational model consisting of a template or blueprint for excellence in the first college year. The model can be used by all institutions in measuring and evaluating their achievements. They are able to confirm what they are doing well and to develop plans for improvement. The workshop will include an introduction to the dimensions, giving campus-specific examples and giving participants contexts for reviewing their own work.

*Scott Evenbeck, Dean of the University College, Indiana University
Purdue University Indianapolis*

Wasatch B**Project HOLA: Hispanic Online Learning Access—Online Learning Tools and Support for Non-Native English Speakers**

This workshop presentation will share the best practices and outcomes of a collaborative team of faculty and support staff, from six HETS partner institutions, who worked at a distance to develop a set of online tools for students. The team focused its collaborative goal in designing a repository of “Learning Objects” (LOs) intended to help non-native speakers of English succeed in higher education. The team developed definitions, protocols and guidelines for the production of LOs, and created six specific products in the areas of information skills development, cooperative learning, searching and evaluating web pages, information and research, learning styles, and a Blackboard tutorial. The six LOs are meant to serve as models for future development of additional online products that may be used by faculty and students of HETS member institutions and beyond. Workshop attendees will be able to see and assess the LOs, will be encouraged to identify additional areas for future development of other online products, and discuss opportunities for their institutions getting engaged in similar initiatives using information technologies.

*Nitza Hernández, Executive Director, Hispanic Educational
Telecommunications System (HETS)*

Superior A**Graduate Education and Historically Black Graduate Schools**

This session will review the strengths of and challenges facing graduate programs at HBCUs. Participants will discuss the implications of National Opinion Research Center (NORC) annual Survey of Earned Doctorates data for graduate education among minority graduate students. The focus of the discussion will include implications for both degree programs and financial aid. Additionally, participants will have an opportunity to explore a variety of pathways to graduate education including non degree, graduate certificate programs, professional master's degrees, traditional master's and doctoral degrees.

Maurice Taylor, Dean of the School of Graduate Studies, Morgan State University, and Kellogg MSI Leadership Fellow

Superior B

Incorporating Active Learning into Courses and Programs: A Scholarly Dialogue

This interactive session will focus on incorporating active learning into courses and academic programs on your campus. Through the use of group activities and scenarios, participants will generate strategies for incorporating active learning and overcoming barriers for implementation. The cluster members, representing a variety of academic settings, will share their models and experiences. This workshop will appeal to students, faculty and administrators who are interested in participating in a scholarly dialogue on active learning.

Alease Bruce, Professor of Physiology/Immunology, University of Massachusetts Lowell; Debbie Dunlap Runshe, Assistant Director, Center for Teaching and Learning, Indiana State University; Robin Jordan, Professor of Physics, Florida Atlantic University; Martha Wicker, Director, Center for Instructional Development, Clayton College and State University; and Debbie Laverie, Associate Professor of Marketing, Texas Tech University—The Scholarly Inquiry about Active Pedagogies Cluster

Maybird

Disseminating Enrollment Management Practices at Five HBCUs: Lessons Learned

In 2001 Prairie View A & M University, Fayetteville State University, Jackson State University, Kentucky State University and Savannah State University began participation in a FIPSE Dissemination Grant focused on recruitment, retention, and remediation for students at HBCUs. The program sought to develop at the participating institutions an effective framework for student recruitment, retention, and remediation based at least partly on the PVAMU University College model's three basic components of rigorous academic enhancement programs; strong academic advisement programs with a low advisor/student ratio; and academically focused residential life programs. The combination, sequence, and saturation of innovative methods used in this program model, including intensive residential oversight of all freshmen, are seen as critical to the success of first-year students. In addition, the other participating campuses shared their own best practices, and PVAMU disseminated findings from other similar national projects. In this presentation each institution will share student recruitment, retention, and remediation success stories. The session will close with questions and answers and group discussion.

Lettie Raab, Executive Director, University College, Prairie View A&M University; Debra Buchanan, Vice Provost for Student Life, Jackson State University; Juanita Fleming, Vice President for Academic Affairs, Kentucky State University; Joseph Silver, Vice President for Academic Affairs, Savannah State University; and Jon Young, Senior Associate Vice President for Enrollment Management, Fayetteville State University

11:45am-12:45pm
Ballroom 2 & 3

Roundtables

A list of available roundtable discussions will be distributed during the morning overview. Anyone interested in leading a roundtable should sign up in Wasatch A no later than 4 pm on Thursday, the 14th.

12:45-8:00 pm

**Free Time and/or Team Working Session
Lunch and Dinner on Your Own**

2:00-4:00 pm

Staff Office Hours

Please use the sign-up sheets on the Bulletin Board in the Plenary room to schedule one-on-one time with Summer Academy staff members. Staff bios are in your notebook.

2:00-2:30 pm

Wasatch A

2:30-3:00 pm

Wasatch A

3:00-3:30 pm

Wasatch A

3:30-4:00 pm

Wasatch A

BEAMS WebCenter Orientations

At least one representative from each team must attend a hands-on orientation for the BEAMS WebCenter. The WebCenter is the main communication and collaboration tool for the project; therefore, it is important that someone from each institution understands the system and can train teammates on its use. In addition, new features for the WebCenter are being introduced at the Summer Academy, so be sure your team is up-to-date on the newest tools offered through the WebCenter.

These orientations will be held in the computer lab in Wasatch A; space is limited. Please sign up in advance for an orientation session. If space remains, more than one representative from a campus may attend. Individuals or teams with wireless-enabled laptops may attend any of the sessions without signing up in advance.

Please note: During these sessions, Wasatch A will not be available for other Summer Academy attendees. We regret the inconvenience.

Saturday July 16, 2005: *Assessing Project Success*

6:00 pm
Wasatch A

Team Assignment #4 Due: Assessing Project Success
Please place in folders in the Resource Room – Wasatch A

7:00-8:00 am
Ballroom Foyer

Breakfast

7:00-8:00 am
Ballroom 1

Campus Clusters Leaders Meeting
Over breakfast, Cluster leaders will discuss status of work with Carnegie staff. Be sure to grab breakfast on the way into the meeting.

8:00-8:30 am
Ballrooms 2&3

Overview

8:30-9:30 am
Ballrooms 2&3

Plenary Session—Lessons Learned and Best Practices in Assessment of Student Learning
In this session two experienced administrators will discuss lessons learned in implementing assessment of student learning in different institutional settings, including minority-serving institutions. They will address how assessment efforts facilitate minority students' pathway to a degree.

Estela R. López, Vice Chancellor for Academic Affairs, Connecticut State University System, and Betty Overton-Adkins, Vice President of Academic Affairs, Spring Arbor University

Sarita Brown, President of Excelencia in Education, will serve as respondent

9:30am-10:00am

Break

10:00am-11:30am

Concurrent Workshops

Ballroom 1

Mapping Assessment Activities on the Campus Landscape: Tools and Processes to Ensure Student Success
Changing patterns of student participation in and progression through higher education require that institutions develop strategic assessment plans addressing such questions as “When” and “Where” to assess specific outcomes. The purpose of this workshop is twofold. First, administrators will present the campus assessment model, processes, and tools designed to stimulate, guide, and support institutional quality enhancement efforts. Second, faculty representatives will discuss how a campus-wide curriculum mapping exercise helped to enhance coherence of the curriculum, ensure fairness and validity of assessment activities, and identify appropriate courses to target assessment strategies. The workshop will include discussion and a small group activity.

Elsie M. Barnes, Vice President for Academic Affairs; Alexei G. Matveev, Associate Director of Institutional Effectiveness and Assessment ; and Nuria M. Cuevas, Associate Vice President for Academic Affairs and Director of Institutional Effectiveness and Assessment, Norfolk State University

Ballrooms 2&3

The Devil is in the Details: Assessing Student Learning Outcomes and Campus Performance Measures

This session will discuss planning and implementation steps focused on institutional processes for assessing student learning outcomes and institutional integration strategies from an academic administration perspective. Attendees are encouraged to bring their assessment plans.

Betty Overton-Adkins, Vice President of Academic Affairs, Spring Arbor University

Magpie A

Keeping Your Eyes on the Prize: Make Assessment Work for You and Your Success Agenda

Assessment works when we responsively work it for the greater good of those our initiatives exist to serve. What claims are you making about the impact of your services or products? How credible and compelling are those claims to your key stakeholders, and how do you know? Savvy educators proactively embrace assessment and evaluation as a rich self-diagnostic resource for critical and creative reflection, empowered self-improvement and strategic image management. Assessment for excellence is not simply an event, project, or product but rather, a vibrantly responsive process that informs and improves as well as proves. More specifically, it is a valuable resource for relevant knowledge creation and continuous development towards excellence in addition to accountability compliance verification. Excellence demands that we “know the prize” from multiple vantage points so that we can then more fully keep our eyes on it. The ultimate prize resides in students and others who receive our services or products vis à vis our outcome promises: what our success vision pictures them experiencing, learning, being able to do, etc. In what ways and to what extent are your curricular, cocurricular, pedagogical and other intervention activities breathing life into that vision for all segments of the target population? How do you know you have accomplished that and to what extent do your evaluative judgments resonate with the lived realities of persons who you assess experiential validity? Cultivate your capacity to tell your own evidence-grounded story in ways that are credible and compelling to your key stakeholders.

Hazel Symonette, Senior Policy and Program Development Specialist, University of Wisconsin, Madison

Magpie B

Pedagogy and Policy—Promoting the Success of Adult Learners in Higher Education

The first part of this workshop will focus on contemporary theory and best practices in pedagogy and support services for adult learners, as well as the

challenges of adopting them in particular institutional settings. Current theories, best practices, and case studies of implementation will be presented, followed by a discussion among participants of their own ideas and experiences. The second part of the workshop will explore one of the most significant obstacles to the success of many adult learners: outdated policies and practices of transfer and articulation. As workshop participants know, college attendance patterns of adult learners are increasingly characterized by what has been called "swirl," i.e. attendance at two or more community or four-year colleges without a linear pattern of progression towards a degree. The patchwork of course credits that results is typically difficult to transfer into a degree program; many credits are lost, and many students give up. We will focus on promising new initiatives in transfer and articulation that promise to better meet the needs of adult students, whose patterns of mobility and attendance are not adequately addressed by existing policy.

*Joanne Passaro, Vice President for Planning and Institutional Assessment,
Mercy College*

Wasatch B**Electronic Portfolios: Supporting Student Learning**

Reflection, integration, social construction, and self efficacy are all attributes of learning that can be effectively supported through electronic portfolios. This workshop focuses on these and other attributes of learning encouraged through students' electronic portfolios that feature in-class and out-of-class learning. In addition, you'll hear about research questions college and university teams are taking up through the National Coalition for Electronic Portfolio Research. If your campus uses e-portfolios, come to share your experience. If you are curious about the possibilities for your campus, come hear about the practices and inquiries of others.

*Barbara Cambridge, Senior Program Officer, the National Council of
Teachers of English; Director, the Carnegie Academy Campus Program;
and Co-leader, the National Coalition for Electronic Portfolio Research*

Superior A**Developing SoTL Social Capital in the UW System:
Increasing Participation and Creating Campus Leaders**

In this workshop, we will describe some of the strategies we have used in the University of Wisconsin System to build social capital for research in the scholarship of teaching and learning (SoTL), and to develop SoTL leaders on all campuses. We will focus specifically on three projects: Teaching Fellows and Scholars Program, SoTL in the Disciplines project, and a recent Fine Arts Initiative. This program will address how we go about finding faculty to participate, the kinds of support that are offered to participants in these programs, and the type of SoTL work that is expected of participants in one of these programs (both at the individual and team levels). We will discuss how all of the programs are interconnected and how together they help to encourage new participants and to build SoTL leaders on the campuses. We will offer examples of the types of SoTL projects that have been accomplished in the past, and provide examples of

how some of the individuals from these programs have gone on to serve as leaders on their own campuses.

Lisa Kornetsky, Director, Office for Professional and Instructional Development, University of Wisconsin System; Renee Meyers, Coordinator, UW Leadership Site for SoTL, UW-Milwaukee and UW System; Tony Ciccone, Director, Center for Instructional and Professional Development, UW-Milwaukee; and Katina Lazarides, Communication and Project Specialist, UW Leadership Site for SoTL, UW-Milwaukee and UW System

Superior B**Defining a Scholarship of Multicultural Teaching and Learning**

What would a scholarship of multicultural teaching include? What practices in faculty development and teaching contribute to the success of students from diverse backgrounds? What constitutes "evidence" of multicultural learning? In this interactive workshop, we will explore these questions, demonstrate some of the strategies we have used to promote multicultural learning, and present plans for a book that grows out of our cluster's work on this topic.

Suzanne Burgoyne, Professor of Theatre, University of Missouri Columbia; Neill Johnson, Program Manager, The Pennsylvania State University; and Matt Kaplan, Associate Director, Center for Research on Learning and Teaching, University of Michigan

Maybird**Lessons for Everybody from the Latino Student Success Project**

To develop greater understanding about institutional leadership and practices that promote Latino student success, six public, baccalaureate institutions from California, Texas and New York engaged in a 18 month long demonstration project to examine Latino Student Success at Hispanic Serving Institutions. The project was funded by the US Department of Education, Fund for the Improvement of Post Secondary Education. The demonstration project addressed three critical areas: understanding what it means for a college to be "Hispanic serving," defining Latino student success, and exploring useful and appropriate indicators for institutions to hold themselves accountable for educating Latinos. A significant result of the LSS line of inquiry was the development of an encompassing strategy for data gathering and analysis with regard to institutional practices for Latino student success. The LSS inquiry model generated substantive data from participating institutions and informed the development of data tools focused on Latino students. This session will focus on lessons learned from LSS and the usefulness of the LSS line of inquiry and data tools to institutions of higher education interested in promoting the academic success of Latino students.

Sarita Brown, President, Excelencia in Education, and Sally Andrade, Adjunct Professor, Department of Political Science, The University of Texas at El Paso and President, Andrade & Associates, Inc.

11:30-11:45 am	Break
11:45 am-12:45 pm Ballrooms 2&3	Roundtables A list of available roundtable discussions will be distributed during the morning overview. Anyone interested in leading a roundtable should sign up no later than 4 pm on Friday, the 15 th .
12:45-2:00 pm Ballrooms 2&3	Lunch and Student Panel Student participants in the Academy will discuss campus experiences and provide their insights into how we can all better organize in order to maximize their learning. Be sure to pick up your box lunch in the Ballroom Foyer. <i>Moderated by Lacey Leegwater, Senior Program Manager, BEAMS, The Institute for Higher Education Policy</i>
2:00-6:00 pm	Team Working Time Feel free to use the various open spaces in the Cliff Lodge or the following breakout rooms for team meetings: Ballroom (1), Ballrooms (2&3), Magpie (A), Magpie (B), Maybird, Superior (A), Superior (B), and Wasatch (B).
3:00-5:00 pm	Staff Office Hours Please use the sign-up sheet on the Bulletin Board in the Plenary Room to schedule one-on-one time with Summer Academy staff members. Staff bios are in your notebook.
6:15-9:00pm Conference Center Terrace	Dinner Celebration and Dance Academy Among the many things we can share with each other are the pleasures of food, music, and dance. As we come to the end of our hard work together, let's all come to the table to celebrate our efforts, and then head out to the dance floor to teach each other a few steps from our rich and multiple traditions. On a strictly voluntary basis, Academy participants will demonstrate and teach the dances they know best, be they salsa, merengue, hip hop, swing, line dancing, or a revised version of the twist. Others can sit around, cheer on the dancers, and join in the laughter.

Sunday

July 17, 2003:

Action Planning and Decompression

12:00 noon
Wasatch A

Team Assignment #5 Due: Project Draft/Action Plans
Please place in folders in the Resource Room – Wasatch A

7:00-8:00 am
Ballroom Foyer

Breakfast

8:00-10:00 am
BEAMS-Ballrooms
2&3

BEAMS Project and AAHE/Carnegie Cluster Group Meetings
All teams in the BEAMS Project and in the Campus Program Clusters Project will meet to share outcomes of work at the Summer Academy and plan for next steps for the respective programs.

Campus Clusters-
Ballroom 1

10:15-11:00 am
Ballrooms 2&3

Strategies for the Future

Please sit with your team members. We will review the lessons learned in this Summer Academy and lay out projections and plans for the future, with special attention to ways to keep in touch, continue our dialogue, and disseminate our findings and accomplishments through multiple venues.

Safe journey home and beyond.