

## 2007 Summer Academy – Schedule of Events

**Sunday**

**July 22, 2007: *NATN: Introduction to the Academy***

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**8:30 am-5:00 pm**  
Hawk Room

**National Articulation and Transfer Network (NATN) Board of Directors Meeting**

The NATN Board of Directors will hold a Board retreat prior to the Summer Academy. An invitational reception hosted by the Board will follow the meeting.

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**4:30-5:30 pm**  
Mountain View Foyer

**NATN Pre-Academy Registration – Main Lobby**

Please pick up your NATN-specific schedule with your other conference materials. If you are unable to register before 5:30, these materials will be available at the NATN Pre-Academy meeting on Monday.

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**7:30 pm**

**Dinner on Your Own**

**Monday**

**July 23, 2007: Introduction to the Academy**

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**3:00 pm**  
Hawk AB

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

**Please note: Hawk AB has computers, printers, and a copy machine for your convenience. The computers and printers are compliments of the University of New Mexico.**

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**9:00 am-12:00 pm**  
Badger

**National Articulation and Transfer Network Pre-Academy Meeting**  
Institutional representatives from NATN schools will meet with NATN staff, speakers, and consultants to discuss their contributions to NATN and their expectations for the Summer Academy. A light lunch will be provided.

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**10:00 am-3:00 pm**  
Mountain View Foyer

**Registration – Main Lobby**  
Welcome to the Hyatt Tamaya Resort and Spa! Please pick up your conference materials. Thank you to **USA Funds** for sponsoring our conference bags and to our **New Mexico Planning Committee** for providing gifts and giveaways.

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**10:30-11:30 am**  
Council Room

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

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**11:00-12:00 am**  
Tamaya G

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

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**10:00 am-1:30 pm**

**Optional Team Time**  
Feel free to use the following breakout rooms for team meetings: Eagle A and B, and Bear A and B.

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**11:30 am-1:30 pm**

**Lunch on your own**

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**12:30-1:15 pm**  
Rio Grande Bar

**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.

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**1:30-2:15 pm**  
Tamaya ABCD

**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 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.

*Margarita Benitez, Senior Associate, BEAMS Project Director, and NATN Coordinator, The Institute for Higher Education Policy*

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**2:15-2:30 pm**

**Break**

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**2:30-3:30 pm**

Tamaya ABCD

**Opening Session**

An opening blessing will commence our work and set the cultural context for our time in New Mexico. An overview of the goals and resources of the Summer Academy and of the mission and programs of the Institute for Higher Education Policy will follow.

*Joe Garcia, President, National Congress of American Indians, and Chairman, All Indian Pueblo Council; and Jamie Merisotis, President, The Institute for Higher Education Policy*

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**3:30-4:30 pm**

Tamaya ABCD

**Keynote Address – Access without Support is Not Opportunity**

Though gaps in access to higher education between high and low-income students have diminished over the past two decades, gaps in the completion of four-year degrees have not. Indeed they may have increased somewhat. For too many low-income students, especially those who begin academically under-prepared, the open door to higher education has become a revolving door. This is the case for a variety of reasons not the least of which is the continuing inability of colleges and universities to provide low-income students the types of academic and social support they need to be successful. Some institutions, however, have modified their practices, curricular and pedagogical, to better serve the needs of these students. In focusing on some of these institutions, Professor Tinto will share the results of a four-year study funded by the Lumina Foundation for Education and the William and Flora Hewlett Foundation of the impact of learning communities and collaborative pedagogy on the success of academically under-prepared, low income students in nineteen two and four-year colleges across the nation. The findings of this study, together with other research, shed important light on the types of academic and social support academically under-prepared, low-income students need to be successful in college and by extending the types of practices colleges and universities need to adopt to provide meaningful opportunity to the students they admit.

*Vincent Tinto, Distinguished Professor, Syracuse University*

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**4:30-5:45 pm**

BEAMS – Tamaya  
ABCD

MRI – Eagle A

NATN – Bear A

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**Program Meetings**

All teams in the Building Engagement and Attainment for Minority Students (BEAMS), the Model Replication Institutions (MRJ), and the National Articulation and Transfer Network (NATN) Projects will meet with project staff to discuss shared goals for the Summer Academy and orient new team members to project work. General teams will meet with their assigned consultant to begin working on their team action plan.

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General – Tamaya G

All teams will develop posters at this time to share during the Dessert and Networking session. Staff and consultants will prompt the content of the posters.

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**6:00-7:30 pm**  
Tamaya Terrace

**Opening Dinner**

Featured dinner speaker: Dr. William Flores, Deputy Secretary of Academic Affairs, Planning, and Research of the New Mexico Higher Education Department.

Do not forget your name badge, as it is required for meals during the Summer Academy.

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**7:30-8:30 pm**  
Tamaya Prefunction

**Dessert and Networking Reception**

This session will foster informal networking, fact finding, and information gathering among teams and participants. Posters will be developed during the project meetings preceding dinner. 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.

**Tuesday July 24, 2007: *Align Institutional Resources for Systematic Change***

**6:00 pm**  
Hawk AB

**Team Assignment #2 Due: Align Institutional Resources for Systematic Change**  
Please place in folders in the Resource Room – Hawk AB

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**7:00-8:00 am**  
Tamaya Prefunction

**Breakfast**  
Do not forget your name badge, as it is required for meals during the Summer Academy.

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**7:30-8:30 am**  
Tamaya ABCD

**Past Participant Panel**  
Veteran participants of the Summer Academy will share their past experiences and offer advice about how to maximize your time at the Academy.

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**8:30-9:30 am**  
BEAMS & NATN–  
Tamaya ABCD

**Program Time**  
BEAMS and NATN teams will meet together to discuss and develop potential transfer and articulation relationships.

MRI – Wolf BC  
  
General – Bear B

MRI teams will meet with consultants to discuss institutional data collection and application.  
  
General teams can use this time to meet with their assigned consultant and/or work on their Academy project.

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**9:30-9:45 am**

**Break**

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**9:45 -11:45 am**

**Team Working Session**  
Feel free to use the following breakout rooms for team meetings: Eagle A and B, Bear A and B, Wolf BC, and Break Out 6.

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**11:45 am-1:00 pm**

**Lunch**  
Featured speaker: Dr. David J. Schmidly, President of the University of New Mexico

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**1:00-2:00 pm**  
Tamaya ABCD

**Plenary Session- Aligning Institutional Resources for Systemic Change**  
Academic success is grounded in an institutional focus on a student-centered environment. Organizational culture and tradition can solidify silos that prevent shared responsibility for academic achievement. Developing a common path across the institution based on a shared goal (ie, student success), can only occur in a system that has collaborative leadership; joint accountability; thorough, available and complete data; and budgeted programmatic efforts that credit the student learner, while rewarding inter-departmental partnerships.

A case study will provide an example from start to finish on how a particular institution aligned its budget to the focus of student-centered

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success. Institutional process, planning, decisions and programs will be discussed to highlight the critical nature of analytics, urgency and communication in developing the integration of an academically sound engine for student success.

*Moderator: Lacey Leegwater, BEAMS Senior Program Manager, Institute for Higher Education Policy*

*Ben Corpus, Vice President for Student Development, Baruch College; and Estela Lopez, Vice Chancellor for Academic Affairs, Connecticut State University*

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**2:00-2:15 pm**

**Break**

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**2:15-3:45 pm**

**Concurrent Workshops**

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**Bear A**

**Recruiting, Engaging and Retaining Science, Technology, Engineering, and Mathematics Students in the First Two Years**

Guiding students to the right academic trajectory can be as much art as it is science. This workshop will look at synthesized methods used in the MIE model to attract students with STEM potential, build strong connections with those students when they arrive, and to keep them engaged in a variety of academic pursuits in their first two years.

*Tanya McKinney, Program Director, Model Institutions for Excellence Program, Xavier University of Louisiana; and Albert Thompson, Professor of Chemistry, Spelman College*

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**Bear B**

**Establishing, Sustaining and Assessing a Faculty Development Program that Works for You!**

Because students' experiences in classrooms matter so much, supporting teachers is critical to all institutional projects aimed at improving students' persistence and academic achievement. BEAMS consultants will begin the session with a broad overview of different approaches to faculty development taking into account differing missions, circumstances, and resources. Representatives from CSU-Dominguez Hills and University of the District of Columbia will then provide details on how their very different institutions have engaged faculty in various ways. The consultants will close the session with a list of questions campuses can use to assess their faculty development projects.

*(Moderators) Gillies Malnarich and Emily Larnder, Co-Directors, The Washington Center for Improving the Quality of Undergraduate Education, The Evergreen State; (Panelists) Bertha D. Minus, Professor and Associate Provost for Student Retention, Professional Development, and International Programs; and Jim Cooper, Faculty Associate for Engagement, Center for Teaching and Learning, and Professor of Graduate Education, California State University – Dominguez Hills*

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**Eagle A**

**Linking Students to Support Services: The Challenge Continues**

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We know that linking students to support services, either through existing programs or through knowing individual faculty, staff and other students is important to enhancing engagement. Email, websites, billboards, whiteboards, and electronic boards help us tackle this challenge head-on, but Florida International University, through its Virtual Student Services website, and Our Lady of the Lake University, through its Safety Net (SN) program, have found unique, and replicable, inlets. Join us for more in depth discussion of these projects and other potentially successful ideas and applications.

*(Panelists) Jacquelyn Alexander, Vice President for Academic Affairs, Our Lady of the Lake University; Kandell Malocsay, Director of Retention and Student Success, Florida International University; (Moderator) Camille Hazeur, Assistant to the President and Director of University Equity and Diversity Services, George Mason University*

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**Eagle B**

**Science, Technology, Engineering and Mathematics (STEM) Transfer from, to, and among Minority-Serving Institutions (MSIs)**

Within the range of issues faced by those facilitating transfer among institutions are there challenges which are specific to minority serving institutions seeking student transfer in science, technology, engineering and math? This workshop will examine potential challenges and match the needs and assets of institutions on both sides of transfer destinations. One specific outcome this workshop is designed to accomplish is to help participating institutions take significant steps toward forging new transfer relationships. Additionally, we will spend significant time looking at Tribal Colleges and the principles for successful student transfer they can provide.

*Carrie Billy, Deputy Director, American Indian Higher Education Consortium; Arnold Kee, Managing Director of Programs, Institute for Higher Education Policy, with a panel of campus representatives*

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**Tamaya ABCD**

**Off to a Good Start: The Critical Importance of the First Year**

National research continues to demonstrate the importance of the first college year in enhancing the academic success and persistence of our students. This session will discuss how the first year experience offers opportunities to integrate a number of campus supports (first year seminar, residential life, mentoring, advising, learning communities, etc.), bringing together academic and student affairs in supporting first-year students. Two BEAMS campuses—Jarvis Christian College and California State University-Northridge—will share examples of work on their campuses, reporting on their initiatives and the impact those initiatives have had in strengthening support for students.

*(Moderator) Scott Evenbeck, Dean of the University College, Indiana University Purdue University Indianapolis; (Panelists) Orenthia Mason, Director of Teacher Education, Jarvis Christian College; and Cheryl Spector, Director, Academic First Year Experiences, California State University, Northridge*

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**Wolf BC**

**Finishing What We Start: Improving Degree Completion at the University of New Mexico**

In 2006 a 'Graduation Task Force' at the University of New Mexico was charged 'to devise practical strategies that can have a tangible impact on the problem of degree completion at the university.' Focusing on student pathways to graduation, the Task Force engaged over 60 students, staff, faculty, and external stakeholders in an intensive 6-month review that resulted in both long-term strategies and over \$1 million of allocations in the subsequent university budget cycle. Members of the task force will describe the process and its major findings. This session will not only discuss the engagement of stakeholders (students, faculty and staff) but analyze what are the sustainable interventions that are measurable and can be adjusted to a particular campus mission.

*Wynn Goering, Associate Provost for Academic Affairs, University of New Mexico; and (Moderator) Jaime Chahin, Dean, Applied Arts, Texas State, San Marcos*

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**3:45-4:00pm**

**Break**

Join us for a reenergizing snack!

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**4:00-5:00 pm**

Various, see description

**BEAMS Inter-Institutional Learning Community (ILC) Meetings**

BEAMS ILCs will meet with their assigned consultants to discuss collaborative work. Room assignments are as follows: Evenbeck/Lopez-Bear A, Bridges/Chahin-Bear B, Malnarich/Lardner-Wolf BC, Overton-Adkins/Kinzie-Hazeur-Breakout 6, Hazeur/Iriarte-Eagle A, and Symonette/Gilliard-Eagle B.

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**4:00-6:00 pm**

**Team Working Session**

Feel free to use Tamaya ABCD for team meetings, as well as, tables and seating areas inside and outside the hotel. Eagle A and B, Bear A and B, Wolf BC, and Breakout 6 may also be available beginning at 5:00 pm.

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**4:00-6:00 pm**

**Staff Office Hours**

Please use the sign-up sheets on the Bulletin Board in Tamaya ABCD to schedule one-on-one time with Summer Academy staff members. Priority for consultants will be given to their assigned teams. Meeting locations will be are posted on the sign-up sheet. Staff bios are in your notebook.

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**6:00-8:00 pm**

**Dinner on Your Own.**

Looking to form a group for dinner? Post a message on the bulletin board in Tamaya ABCD.

**Wednesday July 25, 2007: Contextualize Data Accountability and Assessment**

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**6:00 pm**  
Hawk AB

**Team Assignment #3 Due: Contextualize Data Accountability and Assessment**

Please place in folders in the Resource Room – Hawk AB

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**7:00-8:00 am**  
Tamaya Prefunction

**Breakfast**

Do not forget your name badge, as it is required for meals during the Summer Academy.

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**8:00-8:30 am**  
Tamaya ABCD

**Overview**

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**8:30-9:30 am**  
Tamaya ABCD

**Plenary Session- Contextualize Data Accountability and Assessment**

What is the state of assessment and how did we get here? How relevant are assessment tools to current institutional missions? This session will review the history of the assessment movement in U.S. higher education, as well as focus on performance and the various criteria for judging it.

Two current assessment models that will be discussed are the American Diploma Project and the American Indian Measures of Success project (AIMS). The former uses assessment to align learning from one level of education to the next, and the latter uses assessment to significantly increase and, for the first time, accurately measure American Indian success in higher education based on the goals and priorities of the American Indian community.

*Cliff Adelman, Senior Associate, Institute for Higher Education Policy and Carrie Billy, Deputy Director, American Indian Higher Education Consortium*

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**9:30-10:00 am**

**Break**

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**10:00-11:30 am**

**Concurrent Workshops**

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**Bear A**

**Curriculum Mapping and Alignment for Student Achievement: Process, Tools, and Outcomes**

Accreditors, government agencies, and higher education professional associations increasingly require institutions to present evidence that their curricula embody coherent courses of study. This session presents a curriculum alignment model that will assist campuses to evaluate how intentionally program curricula support expected learning outcomes, ensure that students receive instruction in the desired order, and develop more effective transfer articulation agreements with other institutions.

*(Panelists) Alexei G. Matveev, Associate Director, Institutional Effectiveness and Assessment; Chinedu G. Okala, Professor, Fine Arts; Enrique G. Zapatero, Associate Professor, Management Information*

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*Systems from Norfolk State College; and (Moderator) Betty Overton Adkins, Vice President for Academic Affairs, Spring Arbor University and Chair, The Higher Education Commission of the North Central Association of Colleges and Schools*

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**Bear B**

**Make Assessment Work for Student Success: Mobilizing and Sustaining Excellence Momentum**

Assessment works best when we responsively work it for the greater good of the persons our initiatives exist to serve. What claims are you making about the impact of your services or products: notably, desired changes in knowledge, skills, attitudes, aspirations, orientations, relationships, conditions? How credible and compelling are those claims to your key stakeholders, both on and beyond your campus? How do you know and who says so? In particular, how fully are you crafting and mining evidentiary resources that illuminate and document actualization of your outcome promises? Savvy educators, both inside and beyond the classroom, proactively embrace assessment and evaluation as potent self-diagnostic resources for critical and creative reflection, empowered self-improvement and strategic image management. Evaluation for excellence is not simply a fixed event, project, or product but rather a dynamically responsive, diversity-grounded 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. This workshop encourages you to {organically} connect systematic program assessment and evaluation processes to ongoing planning and implementation processes. This form of developmental assessment and evaluation has important roles at every stage from initial visioning through restructuring for continuous improvement.

*Hazel Symonette, Senior Policy and Program Development Specialist, University of Wisconsin, Madison and the University of Wisconsin System Administration*

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**Eagle A**

**Data Needs for Building a Culture of Transfer**

This session will explore what data campuses need to collect and use when making decisions about meeting transfer student needs, who should be familiar with these data, how do these data differ from other data used to make general decisions about student success, and what data should be shared between institutions to effectively meet the need of transfer students. Each of these issues will be tied to a broader roadmap for developing an institutional culture of transfer.

*Cliff Adelman, Senior Associate, The Institute for Higher Education Policy*

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**Eagle B**

**Using External and Internal Benchmarks for Data-Informed Decision Making in STEM**

Data-informed decision making is being applied in various contexts. While student engagement has set the context for many previous discussions, it's also been used to gauge success in STEM development and education. This workshop will focus on STEM-related institutional

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objectives and the creation of measures used as benchmarks of progress by looking at Peer-Comparisons and internal measures generated annually. It will also explore the types of adjustments made in program implementation based on those benchmarks.

*Ben Flores, Professor and Chair, The University of Texas at El Paso; and Carlos Rodriguez, Principal Research Analyst, American Institutes of Research*

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**Tamaya ABCD**

**Assessment to Prove and Improve**

Assessment is critical to long-term program success. This session describes different forms of assessment and how they can be used to support program growth and improvement over time. Each form of assessment, to prove and improve, is important to ensuring that programs not only start, but also endure and improve over time. Particular attention will be paid to the use of focus group techniques as a means of hearing the voices of your students and learning from them how programs can better serve their needs.

*Vincent Tinto, Distinguished Faculty, Syracuse University*

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**Resource Room –  
Hawk AB**

**Student Focus Group: GRE**

This session is recommended for students at the Summer Academy. They will engage in a focus group to discuss and respond to proposed changes to the Graduate Record Examination (GRE). Space is limited, available on a first-come, first-serve basis. You will receive a \$25 iTunes gift card for your participation.

*Gwen Galloway, GRE Client Relations Director, Educational Testing Service*

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**11:30am-11:45am**

**Break**

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**11:45am-12:45pm  
Tamaya ABCD**

**Roundtables**

A list of available roundtable discussions will be distributed during the morning overview. Anyone interested in leading a roundtable should sign up in Hawk AB no later than 4 pm on Tuesday, July 24.

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**12:45-1:45**

**Box Lunch/ Student Panel**

Student participants in the Academy will discuss campus and Academy experiences and provide their insights into how we can all better organize in order to maximize their learning. Be sure to pick up your lunch in the Tamaya Prefunction. Again, name badges are required for all Academy meals.

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**2:00-6:00 pm**

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

Feel free to use tables and seating areas inside and outside the hotel for team meetings. The following rooms will also be available after 3:00 pm: Bear A and B, Eagle A and B, Tamaya ABCD, Tamaya G, and Break Out 6.

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**2:00-3:00 pm**

**BEAMS Inter-Institutional Learning Community (ILC) Meetings**

BEAMS ILCs will meet with their assigned consultants to discuss collaborative work. Room assignments are as follows: Evenbeck/Lopez-Bear A, Bridges/Chahin-Bear B, Malnarich/Lardner– Break Out 6, Overton-Adkins/Kinzie-Hazeur–Tamaya ABCD, Hazeur/Iriarte-Eagle A, and Symonette/Gilliard–Eagle B.

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**2:00-3:00 pm**

Tamaya G

**MRI Meeting**

MRI teams will meet with consultants to discuss recruitment strategies for STEM students and graduate and science career initiatives.

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**3:00-5:00 pm**

**Staff Office Hours**

Please use the sign-up sheets on the Bulletin Board in Tamaya ABCD to schedule one-on-one time with Summer Academy staff members. Priority for consultants will be given to their assigned teams. Meeting locations will be posted on the sign-up sheet. Staff bios are in your notebook.

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**3:00-3:30 pm**

NATN

Hawk AB

**MRI and NATN WebCenter Training**

At least one representative from each MRI and NATN team must attend a hands-on orientation for the WebCenter. The WebCenter is the main communication and collaboration tool for the projects; therefore, it is important that someone from each institution understands the system and can train teammates on its use.

**3:30-4:00 pm**

NATN

Hawk AB

**4:00-4:30 pm**

MRI

Hawk AB

*These orientations will be held in the computer lab in Hawk AB; space is limited. Please sign up in advance for an orientation session on the bulletin board in the Ballroom. 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 which sessions will focus specifically on your program.*

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**3:00-5:30**

**Hispanic Cultural Center**

**Visit to the Hispanic Cultural Center**

The National Hispanic Cultural Center (NHCC) is dedicated to the study, advancement, and presentation of Hispanic culture, arts, and humanities. The visit will include a tour of the three main galleries of the visual arts center. One of the current exhibitions of particular interest to our group is known as "Who Are We Now? Roots, Resistance, and Recognition," which addresses the shared history of Mexicans and African Americans both in the United States and in Mexico and aims to increase the social capital among African Americans and Latinos in general.

Reservation and costs were made in advance. Check with the Resort Reservations Desk to see if space is still available. Transportation will depart from the Tamaya at 3:00.

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**6:00-8:00 pm**

**Dinner on Your Own.**

Looking to form a group for dinner? Post a message on the bulletin board in Tamaya ABCD.

Thursday

July 26, 2007: *Integrate Efforts for Sustainability*

6:00 pm  
Hawk AB

**Team Assignment #4 Due: Integrate Efforts for Sustainability**  
Please place in folders in the Resource Room – Hawk AB

7:00-8:00 am  
Tamaya Prefunction

**Breakfast**  
Do not forget your name badge, as it is required for meals during the Summer Academy.

8:00-8:30 am  
Tamaya ABCD

**Overview**

8:30-9:30 am  
Tamaya ABCD

**Plenary Session— A Framework for Integrating and Sustaining Success Efforts**

Creating robust institutions requires strategic implementation of framework for integrating and sustaining success efforts. This framework includes the development of a shared vision for the future that involves the buy-in from the entire campus community and a clear definition of success. The scale and pace of implementation requires leaders to be attentive to the dynamics of change and to provide momentum at appropriate points. Long-term success is also highly dependent upon recruiting the right talent and providing ample professional development opportunities and appropriate incentives. Adequate checkpoints for evaluation and feedback must be determined. Key factors in establishing and sustaining any effort include alignment to strategic goals and the power of symbols and communication. This session will discuss how successful efforts incorporate a framework to achieve and sustain success and how strong senior leadership can advance powerful visions of change into reality. It will also pay particular attention to the role that the accreditation process can play in the dynamics of change and momentum.

*Moderator: Patti Peterson, Senior Associate, The Institute for Higher Education Policy*

*Panelists: Steven Crow, President, The Higher Learning Commission of the North Central Association of Colleges and Schools; James C. Renick, Senior Vice President for Programs and Research, American Council on Education*

9:30am-10:00 am  
Tamaya Prefunction

**Break**

10:00am-11:30 am

**Concurrent Workshops**

Bear A

**Sustaining Campus Change: The Presidential Role**

One important role of the campus CEO is that of cheerleader, and their consistent support of an initiative can often be the difference between

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success or failure. This session uses the examples of New Jersey City University and Tennessee State University to highlight the importance of involving senior leaders in securing institutional buy-in and advancing their campus action plan. Panelists will share strategies for gaining presidential buy-in and the benefits of maintaining administrative involvement and support for the project.

*(Panelists) John Melendez, Associate Vice President for Student Affairs, New Jersey City University; Deena Sue Fuller, Director of Service Learning and Civic Engagement, Tennessee State University; (Respondent) Hilda M. Colon Plume, Chancellor, University of Puerto Rico at Humacao; and (Moderator) Brian Bridges, Associate Director of the Center for Advancement on Racial and Ethnic Equity, American Council on Education*

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**Bear B**

**Moving Student Achievement to the Center**

This session will help teams identify the connections between their Summer Academy project goals and their broader institutional goals, and develop strategies for blending these two sets of goals together to enhance student achievement. To participate in this session, participants must bring a copy of their strategic plan or other relevant documents that articulate their institution-wide student learning goals. This will be an interactive session that will produce a road map for integrating Summer Academy work into ongoing institutional initiatives.

*Michelle Gilliard, Vice President for Programs, Foundation for Independent Higher Education*

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**Eagle A**

**Developing Collaborations to Sustain Transfer**

Representatives from NATN teams will provide best practices for developing collaborations to support and foster successful student transfer. The collaborations highlighted will include campus-to-campus initiatives, system-to-system transfer models, and possibilities for state-to-state articulation. Panelists will address such issues as how such initiatives are crafted, which stakeholders must be involved in the process, and how these collaborations are sustained over time. This session will also include a national view of trends and innovations in transfer collaborations by the session facilitator to provide context for the examples presented by the panelists.

*Kate Hogan, Senior Policy Advisor, Grand Canyon University with a panel of NATN campus representatives*

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**Eagle B**

**Grant Writing and Capacity Building**

As you develop your action plans and long-term objectives, how will you fund your sustained efforts? During this session you will look at potential funding sources that can build upon those in which you are already

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engaged. The facilitators will also look at tools that can be used for grant collaboration online. Finally, principles for successful grant application and management will be discussed.

*Juan Arratia, Director & Principal Investigator, Universidad Metropolitana; and William McHenry, Executive Director of the Mississippi eCenter, Jackson State University*

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**Tamaya ABCD**

**Linking Institutional Change Work with Accreditation Plans**

This workshop will provide participants with an opportunity to consider the practical and long-term benefits of linking the fundamental concepts and strategies of their project with accreditation plans. The session will begin with a general overview of the accreditation process and the benefits of incorporating concepts already identified within each institution's project. Two institutions will share how they have successfully linked their projects with their respective accreditation plans. The session will involve group discussion and give participants an opportunity to address obstacles and opportunities that they have had or may anticipate having at their institution during the accreditation process and how smaller institutional projects can assist in the planning and implementation process.

*(Panelists) Denise Doyle, Vice President for Academic and Student Affairs and Sandy McMakin, Director of First Year Engagement, University of the Incarnate Word; J. David Fairbanks, Associate Vice President for Policy, Planning & Analysis, and Dr. Chris Birchak, Dean of University College, University of Houston-Downtown; and (Moderator) Arturo Iriarte, Director, Opportunity Scholars Program, University of South Carolina Beaufort*

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**11:30-11:45 am**

**Break**

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**11:45 am-12:45 pm**  
**Tamaya ABCD**

**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 Wednesday, July 25th.

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**12:45 pm-7:00 pm**

**Free Time and/or Team Working Session**

**Lunch on Your Own**

Feel free to use Tamaya ABCD for team meetings. Break Out 6, Eagle A and B, Bear A and B, Tamaya ABCD, and Tamaya G may also be available beginning at 2:00 pm.

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**1:00-2:00 pm**

**BEAMS Inter-Institutional Learning Community (ILC) Meetings**

BEAMS ILCs will meet with their assigned consultants to discuss collaborative work. Room assignments are as follows: Evenbeck/Lopez-Bear A, Bridges/Chahin-Bear B, Malnarich/Lardner-Break Out 6, Overton-Adkins/Kinzie-Hazeur-Tamaya G, Hazeur/Iriarte-Eagle A, and Symonette/Gilliard-Eagle B.

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**1:00-7:00 pm**

**Santa Ana Pueblo Visit**

The Santa Ana Pueblo is open today for an annual feast day. Food vendors and artisans will be on site. Roundtrip transportation will be \$5. The bus will depart at 1:00, 2:00, 3:00 4:00 5:00, 5:30 and 6:00 from the Tamaya.

Thank you to the **University of New Mexico** for coordinating today's transportation arrangements.

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**7:15-9:00 pm**

Cotton Woods

**Dinner Celebration and Dance Academy**

To celebrate what we have learned and accomplished together at this Summer Academy, let us enjoy the flavors and music of New Mexico!

Do not forget your name badge!

Tonight's entertainment is provided by the **Brian Olivas Band**.

**Friday**

**July 27, 2007: *Action Planning***

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**12:00 noon**  
**Hawk AB**

**Team Assignment #5 Due: Project Draft/Action Plans**  
Please place in folders in the Resource Room – Hawk AB

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**7:00-8:00 am**

**Breakfast**

Do not forget your name badge, as it is required for meals during the Summer Academy.

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**8:00-9:00 am**  
BEAMS-Tamaya  
ABCD

**Program Meetings**

Teams in the BEAMS, MRI, and NATN Projects will meet to wrap up their project-specific work and plan next steps for the respective programs. General teams can use this time to complete their team action plans.

MRI-Eagle A

NATN-Bear A

General-Bear B

All teams will be asked at this time to develop a poster to outline their accomplishments during the Academy. Posters will be shared during the next session.

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**9:00-10:00 am**  
Tamaya ABCD

**Share your Success**

All teams will meet to share outcomes of their work at the Summer Academy. 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 network with teams addressing similar issues.

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**10:15-11:00 am**  
Tamaya ABCD

**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.***