### SUNDAY JULY 20, 2008: INTRODUCTION TO THE ACADEMY

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>3 p.m.</td>
<td><strong>TEAM ASSIGNMENT #1 Due: Vision &amp; Goals Statements and Team Poster</strong></td>
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<tr>
<td></td>
<td>Please place assignment in folders in the Resource Room – Pelham.</td>
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<tr>
<td></td>
<td>Consultant responses to assignments will be available by 8:30 am the</td>
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<tr>
<td></td>
<td>morning following your submission.</td>
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<td></td>
<td>Posters will be displayed during the Dessert and Networking Reception at 7:00 p.m.</td>
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<td></td>
<td><strong>Please note:</strong> Pelham has computers, printers, and a copy machine for your convenience.</td>
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<tr>
<td>10 a.m.-3 p.m.</td>
<td><strong>OPTIONAL SESSION: Team Working Session</strong></td>
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<tr>
<td>NOON-4:30 p.m.</td>
<td><strong>REGISTRATION: Hoover Ballroom Foyer</strong></td>
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<td></td>
<td>Feel free to use the following breakout rooms for team meetings:</td>
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<td></td>
<td>Homewood, 10:00 a.m.-12:30 p.m., Hoover Ballroom E, Hoover Ballroom F, 1:30 p.m.-3:30 p.m.</td>
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<tr>
<td>NOON-4:30 p.m.</td>
<td><strong>REGISTRATION: Hoover Ballroom Foyer</strong></td>
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<tr>
<td></td>
<td>Welcome to the Renaissance Ross Bridge Golf Resort &amp; Spa in</td>
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<tr>
<td></td>
<td>Birmingham, AL! Please pick up your conference materials. Thank you to USA Funds for sponsoring our conference bags and to our Local Planning Committee and the Greater Birmingham Convention and Visitors Bureau for providing gifts and giveaways.</td>
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<tr>
<td></td>
<td>If you would like to attend Tuesday's optional excursion to the</td>
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<tr>
<td></td>
<td>Birmingham Civil Rights Institute and 16th Street Baptist Church,</td>
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<tr>
<td></td>
<td>please sign up and pay at this time. Meal tickets for guests of</td>
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<tr>
<td></td>
<td>registered Summer Academy participants will also be on sale.</td>
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<tr>
<td>1:30 p.m.-2:15 p.m.</td>
<td><strong>OPTIONAL SESSION: Poster Preparation</strong></td>
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<tr>
<td></td>
<td>This optional session is available to teams that need to develop or</td>
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<tr>
<td></td>
<td>put the finishing touches on their institutional posters. Posters will be shared during the Dessert and Networking session. See assignment #1 for further directions about the content of your poster.</td>
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<tr>
<td></td>
<td>Teams may begin setting up posters in the Hoover Ballroom Foyer for the evening poster session.</td>
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<tr>
<td>1:30 p.m.-2:30 p.m.</td>
<td><strong>MEETING: IHEP Consultants</strong></td>
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<td>Consultants will meet with IHEP project staff to go over their plans and responsibilities for the Summer Academy.</td>
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### Detailed Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>2:30 p.m.-3:15 p.m.</td>
<td><strong>OPTIONAL SESSION: New Participant Introduction</strong>  &lt;br&gt;Vestavia  &lt;br&gt;This optional session is recommended for all new participants attending the Summer Academy. The session provides information on the Summer Academy's structure and content, and suggests strategies for a successful team experience.</td>
</tr>
<tr>
<td>3:15 p.m.-3:30 p.m.</td>
<td><strong>BREAK</strong></td>
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<tr>
<td>3:30 p.m.-4:30 p.m.</td>
<td><strong>WELCOME AND OPENING SESSION</strong>  &lt;br&gt;Hoover Ballroom EFGH  &lt;br&gt;The Opening Session is designed to give participants an overview of the goals and resources of the Summer Academy and of the mission and programs of the Institute for Higher Education Policy.  &lt;br&gt;<em>Please wear a T-shirt from your institution and bring your professional cards.</em> This session will also 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.  &lt;br&gt;<strong>PRESENTERS:</strong> Lacey H. Leegwater, Associate Director for Planning and Special Projects, The Institute for Higher Education Policy; and Thomas D. Parker, Ed.D., Interim President and Senior Associate, The Institute for Higher Education Policy</td>
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<tr>
<td>4:30 p.m.-5:30 p.m.</td>
<td><strong>KEYNOTE ADDRESS:</strong> George T. French, Jr., President, Miles College  &lt;br&gt;Hoover Ballroom EFGH</td>
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<tr>
<td>5:30 p.m.-6 p.m.</td>
<td><strong>BREAK</strong></td>
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<tr>
<td>6 p.m.-7 p.m.</td>
<td><strong>OPENING DINNER</strong>  &lt;br&gt;Hoover Ballroom ABCD  &lt;br&gt;Remember to bring your name badge, as it is required for meals during the Summer Academy.</td>
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<td>7 p.m.-8 p.m.</td>
<td><strong>DESSERT AND NETWORKING RECEPTION</strong>  &lt;br&gt;Hoover Ballroom Foyer Terrace  &lt;br&gt;This session will foster informal networking, fact finding, and information gathering among teams and participants. Posters will be developed in advance or during the optional poster preparation session at 1:30 p.m. 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.  &lt;br&gt;Tonight’s entertainment is provided by Miles College.</td>
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</table>
MONDAY JULY 21, 2008: INTEGRATING BEST PRACTICES IN STUDENT LEARNING

6 p.m.          TEAM ASSIGNMENT #2 Due: Integrating Best Practices in Student Learning

Pelham

All teams should place their assignments in the marked folders located in the Resource Room (Pelham). Consultant responses to assignments are scheduled to be available by 8:30 a.m. the following morning.

Note: For your convenience, Pelham is equipped with computers, printers, and a copy machine.

RESOURCE ROOM SPONSOR: Alabama A&M University

7 a.m.-8 a.m.          BREAKFAST

Terrace

Hoover Ballroom ABCD

8 a.m.-8:30 a.m.          OVERVIEW

Hoover Ballroom EFGH

8:30 a.m.-9:30 a.m.          PLENARY SESSION: Coordination, Integration, and Collaboration: Building Blocks for Effective Student Success Programs

Hoover Ballroom EFGH

Kezar and Herrera will discuss key strategies for bringing together institutional stakeholders, critical support programs, and successful classroom-based teaching and learning practices to craft seamless support for student success. Kezar will highlight best practices for integrating institutional practices, such as successful models for collaborations between student affairs and academic affairs, ways to connect classroom-based and out-of-classroom-based activities, and strategies for structuring comprehensive programs. Herrera will focus on ways to effectively align policies and practices to support transfer students and students attending multiple institutions, a particularly important aspect of student success given today’s increasingly mobile students. He will also address key partnerships, both on campus and between institutions, needed to foster successful transfer support systems.

MODERATOR: Lacey H. Leegwater, Associate Director for Planning and Special Projects, The Institute for Higher Education Policy

PRESENTERS: Alfred Herrera, Director of Community College Partnerships, University of California Los Angeles; and Adrianna Kezar, Associate Professor of Higher Education, University of Southern California

9:30 a.m.-10 a.m.          BREAK
CONCURRENT WORKSHOPS (SEE DETAILS BELOW)

WORKSHOP: An Educational Collaborative that Addresses First-Year Student Experiences: Vision Driven and Outcome Specific

Educational collaboratives among multiple institutions are often designed to facilitate constructive responses to issues surrounding the retention, progression, and graduation of students. These collaboratives are also created to enhance and sustain the ongoing academic and social development of students. The issue of collaboratives and attention to first-year experiences is increasingly relevant as our students progressively compete within a world market. This workshop will address best practices in building first year programming to improve retention and solve existing and emerging problems relating to active student engagement across institutions, specifically among Predominantly White Institutions (PWIs) and Historically Black Colleges and Universities (HBCUs). The workshop will also highlight the complexities of collaboration that often exist between PWI's and HBCU's when building shared programming, goals and outcomes.

FACILITATOR: Michael Heard, Associate Dean of University College, Kennesaw State University

WORKSHOP: Alternative Financial Aid Mechanisms to Support Student Access

Grant aid has failed to keep pace with family and student financial need as federal support for grants and subsidized loans has sharply declined over the past two decades. Research on college access among low income groups demonstrates that while cost is one of the greatest barriers, life skills and support are also critical. Individual Development Accounts (IDAs) offer a promising and underutilized solution to the problems of access and financial aid for postsecondary education for low-income working students. IDAs are matched savings accounts that can be used to build assets toward paying for post-secondary education, and include additional support and training for students and families. This session will outline new research in the field and help you consider alternative financial aid mechanisms to support student access on your campus.

FACILITATOR: Adrianna Kezar, Associate Professor of Higher Education, University of Southern California

WORKSHOP: Science, Technology, Engineering, and Mathematics (STEM) Student Support Services for Non-Traditional College Students

Institutions promoting access and success are quickly learning to develop learner-centered environments that effectively support non-traditional students in areas of national needs, such as the STEM disciplines. The diversity of learning skills and core knowledge that these students bring with them present rather interesting challenges that require innovative approaches of engagement. The approaches work because they are able
to target students with a wide range of at-risk factors and provide both time and physical structures that promote effective learning. In this session, institutional teams will explore the significance of developing support services that encourage social and academic interaction, promote professional skills development, and reinforce cognitive abilities. Institutional teams will begin to develop and design a support service that will address the needs of their students.

**FACILITATOR:** Ben Flores, Professor and Chair, The University of Texas at El Paso

**WORKSHOP:** Building Institutional Collaborations to Support Today’s Mobile Students

How well institutions partner and collaborate influences students’ perceptions about transferring and completing their baccalaureate degrees and attaining their career and personal goals. This session will explore the role inter- and intra-institutional collaborations plays in supporting today’s mobile student. In particular, this workshop will highlight the Community College of Baltimore County’s efforts improve student access and success through the creation of the multi-institutional CCBC Articulation and Transfer Team. CCBC representatives will share the importance of campus collaboration, contribution, and accountability and how to create synergy among the campuses involved in transfer work. They will also highlight some of their nontraditional initiatives to ease the flow of students from all walks of life, through CCBC, and on to their Bachelor’s degrees.

**FACILITATORS:** Kate Dillon Hogan, Senior Policy Advisor, Grand Canyon University; Tom Thompson, Associate Professor and Chair of the Communication Arts Department, Community College of Baltimore County; and Nicole Zairi, Articulation Coordinator, Community College of Baltimore County

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**11:30 a.m.-NOON**

**BREAK**

**NOON-1:30 p.m.**

**LUNCH and 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.

Remember to bring your name badge, as it is required for meals during the Summer Academy

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**1:30 p.m.-2 p.m.**

**BREAK**

**2 p.m.-3 p.m.**

**PROGRAM MEETING**

Participants in the BEAMS, NATN, and MRI programs will meet with project staff to discuss program updates, ongoing needs and responsibilities.
### DETAILED SCHEDULE

**summer academy**

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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>NATN: Oxmoor</td>
<td>Institutions not participating in these programs can use this time to meet with their assigned consultant and/or work on their Summer Academy project. Feel free to you the following breakout rooms for team meetings: Hoover Ballroom F, Hoover Ballroom G, and Hoover Ballroom H.</td>
</tr>
</tbody>
</table>
| MRI: Vestavia| **3 p.m.-5 p.m.**  
STAFF OFFICE HOURS  
Please use the sign-up sheets on the Bulletin Board in the Hoover Ballroom E 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. |
| 3 p.m.-6 p.m. | **MEETING: Team Working Sessions**  
Feel free to use the following breakout rooms for team meetings: Hoover Ballroom E, Hoover Ballroom F, Hoover Ballroom G, Hoover Ballroom H, Clubhouse Terrace, Homewood, Oxmoor, and Vestavia. |
| 6 p.m.-8 p.m. | **DINNER: On Your Own**  
Looking to form a group for dinner? Post a message on the bulletin board in Hoover Ballroom E. |
TUESDAY  JULY 22, 2008: CREATING CULTURES OF EVIDENCE

6 p.m.  TEAM ASSIGNMENT #3 Due: Creating Cultures of Evidence
Pelham
All teams should place their assignments in the marked folders located in the Resource Room (Pelham). Consultant responses to assignments are scheduled to be available by 8:30 a.m. the following morning.

Note: For your convenience, Pelham is equipped with computers, printers, and a copy machine.

RESOURCE ROOM SPONSOR: Alabama A&M University

7 a.m.-8 a.m.  BREAKFAST
Terrace
Hoover Ballroom ABCD
Remember to bring your name badge, as it is required for meals during the Summer Academy.

8 a.m.-8:30 a.m.  OVERVIEW
Hoover Ballroom EFGH

8:30 a.m.-9:30 a.m.  PLENARY SESSION: Learning from Our Students: Using Data to Improve Undergraduate Education
Hoover Ballroom EFGH
In this session, the new director of the National Survey of Student Engagement (NSSE) will discuss how colleges and universities can use NSSE results and other information to diagnose and improve the undergraduate experience for all students. This usually requires looking beyond aggregate institutional results to examine internal variations in the student experience, both to identify and learn from successes and to target new initiatives. McCormick will discuss the particular challenges of “drilling down” in assessment data, and provide examples of how a focus on internal variations can guide improvement efforts.

MODERATOR: Alisa Federico Cunningham, Vice President of Research and Programs, The Institute for Higher Education Policy

PRESENTER: Alexander C. McCormick, Director, NSSE, and Associate Professor, Indiana University School of Education

9:30 a.m.-10 a.m.  BREAK

10 a.m.-11:30 a.m.  CONCURRENT WORKSHOPS (SEE DETAILS BELOW)

WORKSHOP: Dealing with the Nomads
Hoover Ballroom E
In case you haven’t noticed, the undergraduate population in the U.S. is incredibly mobile. You have a considerable number of students passing through your institution. How do you identify these nomads? Convince
some of them to stay and persist? Assist others in breaking camp and moving on in constructive ways? In one sense, these are enrollment management questions. In another sense, they are part of your monitoring and advisement functions. We're going to look closely at these populations with attention to differences by age and enrollment intensity.

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

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**Hoover Ballroom F**

**WORKSHOP:** Developing An Evidence-Based Retention Strategy

The workshop facilitators will begin the session by presenting and discussing the concept of student success as defined by students at NSU, an urban minority-serving institution. Then, the facilitators will demonstrate the adaptation and application of strategy visualization as a tool to effectively summarize and contextualize large amounts of data collected for assessment and retention projects and to improve the formulation, communication, and implementation of retention strategies in colleges and universities.

**FACILITATOR:** Alexei Matveev, Associate Director of Institutional Effectiveness, Norfolk State University

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**Hoover Ballroom G**

**WORKSHOP:** Focus on Faculty: Make Assessment Work for Inclusive Excellence

Assessment works best when faculty works responsively for the greater good of the persons our educational initiatives serve. Educators are privileged authorities with social powers to define reality and make judgments about others. Yet, we often look without seeing, listen without hearing, touch without feeling. Such limitations handicap our abilities to discern truth, build trust, and refine teaching and learning outcomes. They taint the prospects for credible and compelling claims about our work and erode our capacities for actualizing inclusive excellence and success for all. Such issues of interpersonal validity summon serious attention as critical complements to more conventional data quality considerations.

**FACILITATOR:** Hazel Symonette, Senior Policy and Program Development Specialist, University of Wisconsin-Madison

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**Hoover Ballroom H**

**WORKSHOP:** Learning Communities: Getting Students off to a Good Start

Learning communities provide first-year students with curricular and co-curricular learning contexts to enhance their academic achievement and persistence as they begin postsecondary study. Students in cohort groups, often with courses coupled and faculty emphasizing interdisciplinary approaches, become more engaged with their learning, with the faculty, and with one another through such intentional programming to enhance their transition to the campus. Participants will learn how to organize learning communities using qualitative and quantitative data to improve programs and policies for their students in learning communities.
FACILITATOR: Scott Evenbeck, Professor of Psychology and Dean of the University College, Indiana University Purdue University Indianapolis

WORKSHOP: Performance Based Scholarships

MDRC's Opening Doors demonstration is testing innovative programs to help students stay in school and earn a credential, including reforms in curricula and instruction, enhanced student services, and financial aid supplements. This workshop will highlight two such programs using performance-based scholarships and learning communities to improve student retention and graduation rates. You will learn about how these programs were implemented, evidence of their success, and how the assessment of these programs will inform implementation at a second cohort of institutions.

FACILITATOR: Lashawn Richburg-Hayes, Senior Associate: Young Adults and Postsecondary Education Policy Area, MDRC

11:30 a.m.-11:45 a.m. BREAK

11:45 a.m.-1 p.m. BOX LUNCH and OPTIONAL SESSION: SHARE BEST PRACTICES

Hoover Ballroom ABCD

Come together for this informal "rap" session where participants can share their institutional successes. With many different institutional types, missions, and sizes present, this will be a chance for you to add your unique experiences to the dialogue. Consider what works and how you and your peers can avoid reinventing the wheel.

Be sure to pick up your lunch in the Hoover Ballroom Foyer. Again, name badges are required for all Academy meals.

1 p.m.-2 p.m. STAFF OFFICE HOURS

Please use the sign-up sheets on the Bulletin Board in Hoover Ballroom E 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.

1 p.m.-6 p.m. MEETING: Team Working Sessions

Feel free to use the following breakout rooms for team meetings: Hoover Ballroom E, Hoover Ballroom F, Hoover Ballroom G, Hoover Ballroom H, Clubhouse Terrace, Homewood, Oxmoor, and Vestavia.

2 p.m.-7 p.m. OPTIONAL EVENT: Visit the Birmingham Civil Rights Institute and the 16th Street Baptist Church

The Birmingham Civil Rights Institute’s mission is to promote civil and human rights worldwide through education. As described by the Institute, “[it] sets out to focus on what happened in the past, to portray it realistically...
and interestingly, and to understand it in relationship to the present and future developments. It is both a time capsule, and a modern day think-tank focused on seeking equitable solutions to common problems. It is a place where yesterday's struggles inspire a brighter tomorrow."

Sixteenth Street Baptist Church is a large, predominantly African American Baptist church located across the street from the Civil Rights Institute. In September 1963, it was the target of a racially motivated bombing that killed four girls in the midst of the American Civil Rights Movement.

Roundtrip transportation and admission is $15. Sign-up and payment will take place during registration on Sunday. The shuttle departs from the conference area entrance at 2:00 p.m. You will have until 4:30 p.m. to visit both sites. The shuttle will then take participants to a central downtown location near restaurants and shopping. The bus departs for the Renaissance Ross Bridge promptly at 6:30 p.m.

DINNER: On Your Own

Looking to form a group for dinner? Post a message on the bulletin board in Hoover Ballroom E.
JULY 23, 2008: SUSTAINING CAMPUS CHANGE

TEAM ASSIGNMENT #4 Due: Sustaining Campus Change

All teams should place their assignments in the marked folders located in the Resource Room (Pelham). Consultant responses to assignments are scheduled to be available by 8:30 a.m. the following morning.

Note: For your convenience, Pelham is equipped with computers, printers, and a copy machine.

RESOURCE ROOM SPONSOR: Alabama A&M University

7 a.m.-8 a.m.
Terrace
Hoover Ballroom Foyer

BREAKFAST

Remember to bring your name badge, as it is required for meals during the Summer Academy.

8 a.m.-8:30 a.m.
Hoover Ballroom EFGH

OVERVIEW

PLENARY SESSION: “Well, then, Let’s Fix It Together!”

Remember “If it ain’t broke, don’t fix it”? But what if “it” or pieces of “it” are “broke”? Well, then, let’s fix it together! Lyons will begin with a brief but broad look at predictions and trends for the future of higher education, followed by some steps for orienting your instutional action plans to address those national trends. He will discuss how addressing these broader needs can help build long-term support for your work and more directly tie your action plans to accountability demands and institutional strategic plans. Finally he will emphasize the importance of including a range of stakeholders in your planning and implementation—senior administrators, faculty, staff, and external stakeholders—in order to sustain your work over time.

MODERATOR: Thomas D. Parker, Ed.D., Interim President and Senior Associate, The Institute for Higher Education Policy

PRESENTER: James E. Lyons, Secretary of Education, Maryland Higher Education Commission

8:30 a.m.-9:30 a.m.
Hoover Ballroom EFGH

BREAK

10 a.m.-11:30 a.m.

CONCURRENT WORKSHOPS (SEE DETAILS BELOW)

WORKSHOP: Sustaining Your Initiatives with an Eye on the Bottom Line

As state and institutional budgets tighten across the country, it is important
to consider how you will implement new or maintain existing initiatives to bolster access and success for students of color on your campus. Current project leaders who have sustained their projects over a protracted period will be invited to share lessons learned and best practices. The discussion will focus on strategies for campus buy-in, evaluation plans that justify budget consideration, low-cost implementation strategies, grant opportunities, and project expansion and collaboration.

FACILITATOR: Camille Hazeur, Assistant to the President and Director of University Equity and Diversity Service, George Mason University

WORKSHOP: "Killing Two Birds...:" Effectively Linking Institutional Goals and Accreditation

Institutions see accreditation as an "extra" activity or a hurdle they need to jump so that they can continue their real work. In this workshop, the presenter provides a framework for ongoing planning and continuous improvement that integrates accreditation and institutional goals or project action into a systemic process. This integration is also linked to embedding projects into institutional effectiveness efforts, funding streams, and assessment planning.

FACILITATOR: Betty Overton-Adkins, Vice President for Academic Affairs, Spring Arbor University and Incoming Chair, The Higher Education Commission of the North Central Association of Colleges and Schools

WORKSHOP: Senior Administrative Buy-In: Making your Case for Institutional Change

This session will focus on perspectives of institutional change from the vantage point of institutional leaders. The presentations and discussion will examine how you can work with senior leaders to promote buy-in for effecting change on your campus. Issues that will be addressed include linking new initiatives to the vision of your senior leaders, avenues of influence, and elements of a thoughtful and comprehensive plan of action. This workshop will identify strategies for working with senior leaders resistant to change and those looking for fresh ideas.

FACILITATORS: Patti Peterson, Senior Associate, The Institute for Higher Education Policy; and Hilda M. Colón Plumey, Chancellor, University of Puerto Rico Humacao

WORKSHOP: Strategies for Securing Funding Support, Institutionalization, and Sustainability

Establishing and sustaining viable research, curricula development, and student support services at colleges and universities involves intramural support and extramural contacts. The faculty, administration, staff, and students all are important contributors to this collaboration. This session will highlight strategies for coordinating the efforts of campus stakeholders to secure funding not only for scholarly research but student-focused campus initiatives as well. Teams will consider cost needs and institutional
support needed to sustain change on their campus. The session will take a special look at issues of funding and sustainability in the STEM disciplines while confronting general challenges teams face in building positive relationships with public and private funders and engaging stakeholders across campus in the grant-seeking and grant-writing process.

**FACILITATOR:** Albert Thompson, Professor of Chemistry, Spelman College

**Workshop:** Strengthening Institutional Collaboration to Improve National Competitiveness

What does the future hold for higher education in the US? Is the “go-it-alone” model still relevant in today’s global environment? How can institutions of higher learning work together to help ensure sustainability of effort, and contribute to national competitiveness? This interactive session will explore existing models of collaboration, both at home and abroad, and how institutions can work together to enhance student opportunity and success. In addition, the workshop will consider how the intra-institutional efforts that have evolved through Summer Academy participation can be expanded to embrace inter-institutional partnerships. Participants will have an opportunity to dialogue about building their own collaborative models, which in turn will set the stage for future Academy initiatives.

**FACILITATOR:** Kathleen Nelson, Higher Education Consultant, Smithfield Consulting Group

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**11:30 a.m.-11:45 a.m.**

**Break**

**11:45 a.m.-12:45 p.m.**

**Roundtables**

Hoover Ballroom E

Alcorn State University: Table 1

Claffin University: Table 2

Inter American University of Puerto Rico San German: Table 3

Tennessee State University: Table 4

Roundtable discussions will be led by returning Summer Academy teams, which are selected, based on their proposed session descriptions submitted during the registration process. Any additional roundtable topics that arise during the week will be announced at the morning’s overview.

Alcorn State University will share successful outcomes in providing student engagement activities to students via co-curricular activities.

Claffin University will identify the critical components of program initiation; including utilizing all available resources and developing an action plan that involves all members of the institutional family.

Inter American University of Puerto Rico San German will examine the importance of buy-in along the 1-, 5-, and 10-year timeline of program implementation.

Tennessee State University will discuss their initiative to unify advisement among all university entities with a particular mission to offer comprehensive and coherent lower-division advisement.
12:45 p.m.-2 p.m. LUNCH: On Your Own

2 p.m.-4 p.m. STAFF OFFICE HOURS

Please use the sign-up sheets on the Bulletin Board in Hoover Ballroom E 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.

2 p.m.-7 p.m. MEETING: Team Working Sessions

Feel free to use the following breakout rooms for team meetings: Hoover Ballroom E, Hoover Ballroom F, Hoover Ballroom G, Hoover Ballroom H, Clubhouse Terrace, Homewood, Oximoor, and Vestavia.

7:15 p.m.-9 p.m. DINNER CELEBRATION AND DANCE ACADEMY

Terrace

Hoover Ballroom ABCD

To celebrate what we have learned and accomplished together at this Summer Academy, let us enjoy the flavors and musical styling of the Alabama!

Do not forget your name badge!

Tonight's entertainment is provided by the 2008 Summer Academy Local Planning Committee.
THURSDAY  JULY: 24, 2008: ACTION PLANNING

11 a.m.  TEAM ASSIGNMENT #5 Due: Project Draft and Action Items

Pelham

All teams should place their assignments in the marked folders located in the Resource Room (Pelham). For feedback from consultants, discuss your project draft and action items with your consultant prior to your submission.

Note: For your convenience, Pelham is equipped with computers, printers, and a copy machine.

RESOURCE ROOM SPONSOR: Alabama A&M University

8 a.m.-9 a.m.  BREAKFAST/TEAM WORKING TIME

Terrace

Hoover Ballroom ABCD

9 a.m.-10:30 a.m.  MEETING: Share Your Success

Hoover Ballroom EFGH

All teams will meet to share outcomes of their work at the Summer Academy. Each team will develop a final poster of significant accomplishments from the week, newly formed collaborations, and key next steps upon return to campus. Teams 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, taking this final opportunity to network with teams addressing similar issues and learn from the accomplishments of others at the Academy.

10:30 a.m.-11 a.m.  MEETING: Strategies for the Future

Hoover Ballroom EFGH

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.

11 a.m.  THE 2008 SUMMER ACADEMY ENDS

Safe journey home and beyond.
Project Descriptions

This section includes project descriptions and a list of members for all teams attending the Summer Academy. The array of teams attending this year's event is quite impressive, representing a range of institutional type, mission, and size; student demographics; and geographical service areas. The Summer Academy provides a number of networking opportunities for cross-fertilization of ideas across teams and projects. We encourage you to seek out teams doing similar work or those whose work might inform your own. All participants have much to learn from each other, so take advantage of your time in Alabama to hear more about each other's work.

Team member contact information is included in the participant roster, and team leaders are highlighted in bold.

Alabama A&M University
The Alabama A&M University Summer Project will involve the continual planning and eventual implementation of a major retention program whose task would be to increase the overall success, retention and graduation rates of undergraduates majoring in STEM disciplines. In a proactive manner, the team's program will identify academic, social, economic, and personal barriers that stymie student success: poor time management, varied economic backgrounds, improper money management, improper and insufficient academic advisement, and even poor career planning. Alabama A&M's specific objectives are to: 1) expand the University's peer tutorial program and implement supplemental Instruction (SI), 2) develop evaluation instrument that provides adequate feedback, and 3) secure adequate and necessary funding for program implementation. The retention program at Alabama A&M University will parallel the University's Quality Enhancement Plan (QEP) and "Blueprint for Excellence" which aim to strengthen the experience for first-time/first-year, returning, and transfer students by identifying strategies to increase student success, retention, and graduation rates.

Team members: Fayequa Majid, Razi Hassan, and Jarrod Patterson

Albany State University
Albany State University, a historically black institution in Southwest Georgia, is a progressive institution that seeks to foster the growth and development of the region, state, and nation through teaching, research, creative expression and public service. Out of the approximately 4,000 students, the university serves over 90% African-American students--one half of these students from Albany and surrounding rural counties in southwest Georgia--and a large number are first-generation college students. ASU 2006-2011 strategic goals include strengthening its historic mission and role while proactively serving the diverse educational goals of its students. The university is using NSSE data, focus group reports and campus survey data to determine the Quality Enhancement Plan (QEP) topic, finding that students viewed advisement as an area of weakness. Additionally, the University System of Georgia (USG) is also addressing the need to improve the quality and effectiveness of advising at all USG institutions. The ASU team will develop and implement an early warning system that will: 1) actively monitor student performance; 2) provide intervention when students experience academic difficulty, which includes tutoring, counseling, and additional support services; and 3) follow up on and track student progress.

Team members: Connie Leggett, Rosalyn Jones, Antonio Leroy, and Ontario Wooden
**Alcorn State University**
The Alcorn State University Summer Academy project will be a continuation of their BEAMS work, a comprehensive service learning program. The focus will be to integrate all aspects of the student experience including the classroom, residence halls, co-curricular activities, and community life. Accordingly, the primary objectives will be 1) to establish a Learning Center in the residence halls in order to reinforce "classroom" student learning outcomes and develop a culture of continuous study and 2) to implement a Student Leadership Development program that will provide training to students whereby they will become campus leaders and ultimately successful leaders in society. The team from Alcorn State believes this year's project will contribute to their efforts to improve learning and retention for students by way of showing that learning does not cease when classes end.

*Team members: Wanda Newell, Valerie Thompson, Zelda Cole, Rickey Coleman, Charlene Moore, Preshervie Thomas, and Pamela Wood*

**Bowie State University**
Bowie State University's Summer Academy project will focus on student retention. As a result of participating in this year's Academy, Bowie State would like to examine more closely the following questions: 1) how academic and non-academic units significantly impact student retention and 2) how the academic advisement unit along with student access and success programs strengthens academic affairs and positively contributes to student retention.

*Team member: Cosmos Nwokeafor*

**Calhoun Community College**
*Marilyn Beck, Alicia Taylor, Mary Yarbrough*  
Calhoun Community College's project at this year’s Summer Academy will focus on the first year experience.

**Claflin University**
*Carolyn Snell, Miriam Chitiga, Leory Durant, Denver Malcom, Simone Phipps*  
This year's Summer Academy project for Claflin University is geared toward discovering novel means to further foster engagement among faculty, staff, and students at the institution in order to maximize learning with the involvement of all members of the Claflin family. The team strongly believes that if all students, regardless of circumstances, are able to easily access all the necessary resources, including human resources, they will be better equipped to achieve excellence. Claflin's project theme this year is directly related to the Academy's overarching theme of "strengthening institutions to improve national competitiveness". Project objectives of include: 1) to "brainstorm", suggest, and discuss ideas for new programs that will increase student engagement and promote student success academically and otherwise, thus making the institution more competitive and 2) to determine the most effective ways to implement these programs on campus. The aim is to make strategic changes that will improve the university and make it the premier liberal institution in the United States.

**College of Micronesia-FM**
*Dokowe George, Nena Mike, Kalwin Kephas*  
The College of Micronesia-FM team plans to focus on a student recruitment and retention program that provides mentoring and tutoring services to underperforming students across academic disciplines at this year's Summer Academy. Pertinent questions the team hopes to address and to inform program design this year are: 1) How does the institution effectively recruit students? 2) At what stage in grade school can the institution integrate students into the higher education culture and mindset?; and 3) Who can help in nurturing college bound aspirations?.
Ultimately, this program will support the College of Micronesia-FM’s strategic goal to provide institutional support to foster student success and satisfaction.

**The Community College of Baltimore County**

*Nicole Zain, Timothy Thompson*

At this year's Summer Academy, The Community College of Baltimore County (CCBC) team plans to focus its efforts on an initiative to increase enrollment, graduation rates, and seamless transfer success by reducing the time to degree using both traditional and non-traditional methods to maximize credits transferred in and out of CCBC. According to the Community College of Survey of Student Engagement (CCSSE), a majority of CCBC students work part time, receive financial aid, are traditionally older, and almost half are an ethnic/racial minority. Being a commuter school, CCBC students must juggle myriad social issues and struggles associated with being a minority student. The CCBC team plans to specifically look at ways to support these students to maximize their "time-to-degree" completion. This will be accomplished by developing a plan to implement a system of "Transcripted Graded Credits" from non-traditional sources and by increasing (2+) and 2+2 agreements. The first (2+) is representative of Tech Prep, Continuing Education, and other non-traditional forms of articulated credit. The second 2+2 is the more traditional agreement between community college and four-year school. The team is going to work on efforts to network and increase these agreements as well.

**Dillard University**

*Toyia Barnes-Teamer, Kevin Bastian, Robert Collins, Henrietta Harris, Dewain Lee*

Academic preparation and advising have been the key areas the Dillard University team has worked to improve for their broader strategic initiative. The team has been assessing and recommending enhancements for programs that allow provisionally admitted students the opportunity to participate in academic and social enrichment programs offered on campus prior to the first semester (Emerging Scholars), assist first year students in cultivating relationships with their academic advisors and departments (Jubilee Scholars), and work to support programs developed in tandem with the academic divisions to retain students from year to year. Dillard University’s BEAMS team, under the leadership of its president and Executive Cabinet, is striving to facilitate institutional change that provides the necessary support for all students to successfully meet their academic and professional goals and objectives through their Dillard University experience. The three major goals of the project are: 1) increased enrollment and retention, 2) enhance support services and academic advising, and 3) increased degree completion.

**East Central Community College**

*Joe Killens, Lavinia Sparkman, Betsy Mann*

East Central Community College (ECCC) serves a very rural area of Mississippi. Approximately 87 to 90 percent of the students who attend the college receive federal aid. Given its unique student body and the population it serves, ECCC has several goals that relate to retention of all students and also, specifically, students of color. For this year's Summer Academy, ECCC's project will focus on retention of students of color in math and science. The team's project objectives are to increase the retention of students of color in the math and science at the college level in order to increase successful and seamless transfer to a four-year college or the workforce. This year's Summer Academy project will shape ECCC's overall mission, which is to stand as an open door, comprehensive, two year institution of higher education that values and demonstrates accessibility, affordability, excellence and integrity in teaching and learning by providing university transfer education and career-technical programs to meet the life-long learning needs of its diverse students and community.

**Edward Waters College**

*Phyllis Walker, Andrea Bernard, Gladys Clay*
Edward Waters College's Summer Academy project was not available at the time of print.

**Harris-Stowe State University**

_Shawn Baker, Eileen O'Brien, Vicki Bernard, Deola Dean, Jodi Jordan, Michelle McClure, Patricia Miller_

"Enhancing the Academic Performance of Residential Students" is the theme of Harris-Stowe State University's Summer Academy project. This project will create a partnership between Academic and Student Affairs to develop viable learning communities that focus on reading, writing, and mathematics using innovative pedagogy. As Harris-Stowe State University is an open enrollment institution, the team believes it is necessary for the institution to assist freshman students in making the important transition from high school to university life. The goals of the program the team will work on this year are to improve retention, increase student learning and achievement, increase time on tasks both in and out of class, and promote active learning and team work skills.

**Haskell Indian Nations University**

_Karen Gillis, Venida Chenault, Denise Lowe-Weso, Brenda Schildt, Gary Tanner_

At this year's Summer Academy, Haskell Indian Nations University's (HINU) project is two-fold. The first part will focus on their new program, "Jump Start". This program will select freshman with low ACT scores and high school GPA's in the core areas of math and English for concentrated assistance in a 6 to 8 week summer program. Participation in this intensive program hopes to strengthen student skills in math and English and will serve as a bridge to enrollment into the fall term at the institution with course credit. This is a departure from HINU's traditional structure whereby these students were placed in remedial non-credit courses, which could last for one semester or extend to a full academic year. The second part of their Academy project will focus on the development of an Honors Program for high achieving students. This stems from the recognition of poor retention rates for high achieving students as a result of a lack of challenging course offerings and the absence of courses that align with students' academic goals. With the establishment of both the Jump Start and Honors programs, HINU hopes to retain high-achieving students for successful degree completion.

**Inter American University of Puerto Rico-San Germán**

_Zulma Quinones, Nyvia Alvarado, Agnes Mojica, Idalmy Ramos, Janet Rivera_

At this year's Summer Academy the team from Inter American University of Puerto Rico-San Germán (UPRSG) plans to develop a model for their Freshmen Seminar. The Freshmen Seminar intends to create an enriching freshmen experience and to teach new students needed skills for college survival. As part of the Seminar's design, UPRSG's team will design and implement an on-campus mentoring project and online e-mentoring program. This year's Summer Academy project will service UPRSG students who are most in need of support and often are those students who are unable to access traditional forms of support services due to their busy lifestyles. With the assistance of Florida International University, the San Germán campus developed the Virtual Student Center (VSC) to provide a viable model for access to services formulated to the delivery of services online and to assist all students to engage in their major and campus life even though on-campus time is limited.

**Kennesaw State University, Savannah State University, Stillman College**

_Michael Heard, Joan Maynor, Marforie Campbell_

The focus of Kennesaw State's Summer Academy project will be on an educational collaborative between Predominately White serving Institutions (PWI's) and Historically Black Colleges and Universities (HBCU's) that address first-year student experiences, both vision-driven and outcome-specific. The goal of Kennesaw State's educational collaborative is to bring members of various participating campuses together, in an atmosphere of support, to systematically solve existing and emerging problems relating to first-year experiences. The issue of collaboratives
and attention to first-year experiences is increasingly relevant as Kennesaw State students progressively compete within a world market. Understanding the complexities of collaboration that often exist between PWI’s and HBCU’s is fundamental to programmatic success and increases the likelihood of achieving shared goals and outcomes. As a result, Kennesaw State University, a (PWI), Savannah State University and Stillman College (both HBCU’s) are forming an active collaborative partnership to address first-year student experiences, which will be the focus of Kennesaw State University’s project.

**Kentucky State University**  
Sue Stamper, Mark Shale, Sandra Trammell, Titilayo Ufomata, Verlee Wilson  
The Kentucky State University (KSU) Summer Academy project will focus on a pilot project to be implemented on campus during the fall 2008 semester. The pilot project is a result of KSU’s Quality Enhancement Plan titled “Academics with Attitude.” Non-cognitive, attitudinal factors are found to play a crucial role in student engagement in and persistence through a program of postsecondary study. This QEP focuses upon developmental and gateway courses with the support services that students need to complete them successfully. Students’ abilities to understand the core concepts and applications of developmental and gateway courses will be enhanced through “active engagement in learning and planning to meet academic expectations” as reflected in regular class attendance, satisfactory performance in UNV 101, and regular use of university support services. The College Student Inventory (CSI) will also be used to assess and evaluate the positive student attitudes that contribute to academic success. First-year student success will be enhanced through living/learning communities with the UNV 101 course at the hub of student assessments and interventions. The objectives of our project include high levels of student engagement with faculty and staff that result in academic competence in the developmental and gateway courses.

**LaGuardia Community College**  
David House, Mimi Blaber, Amy Dalsimer  
LaGuardia Community College recognizes the need to enhance access and success for under-served populations to complete college. While there are more than 55,000 registrations in the Division of Adult and Continuing Education each year, fewer than 10% of the enrollees apply for credit studies at the college. Since 2001, the College Prep Program has reached out to as many as 1,500 prospective students annually and provided a range of services such as guiding students through the college selection and application process and helping student investigate financial aid resources. However, the program is limited to the number of prospective students it can reach. Therefore, the LaGuardia team would like to consider how technology can be used to deliver this valuable support. The focus of this project will be to create a video and/or online service that will allow the College Prep Program to reach a wider audience. The LaGuardia team will concentrate its efforts on (1) developing a framework for the video or online service which details the critical information to help under-served students understand the “why” and the “how” of attending college and (2) researching the possible funding sources to finance the production of this new outreach tool.

**Miles College**  
Gwendolyn Bowie, Charles Crockrom, Barbara Nunn, JaVonda Williams, Charles Wood  
For this year’s Summer Academy, the team from Miles College plans to assess the implementation of its First Year Academy and plan next steps in changing their campus climate. This specific project is guided by the belief that steady increases to or above the national retention rates for first year students will contribute to student persistence to graduation, improvements in financial efficiency of Miles College, and will stabilize Miles’s ability to continue delivering quality education to all students. Miles’s First Year Academy addresses the needs of first-year transfers, non-traditional students, and commuters. The school’s long-term goal is to
develop a sustainable culture of engagement and achievement by cascading necessary experiences, which began with the entering class of students in the fall of 2007.

National University
Donna Elder, Wayne Padover
National University places more minority teachers in California public schools than any other single institution in California. As part of the NCATE accreditation process, National University’s Summer Academy project will focus on designing on-going monitoring systems to determine what factors contribute to the recruitment and retention of a diverse student body and faculty. In addition, the institution’s team will design an exit interview instrument that will help to determine the factors that students identify as supporting them in completing the program successfully.

New Jersey City University
John Melendez, Joanne Bruno, Lyn Hamlin, Lyle Hickman
New Jersey City University’s 2008 Summer Academy project will continue their work in providing a centralized and innovative system of academic support services that will leverage institutional resources and match faculty to students in an attempt to sustain a quality educational environment. The team’s project initiatives are three-pronged: 1) faculty, staff, and student development, 2) development of a learning community, and 3) enhanced web based services. Under the auspices of these broader goals, New Jersey City University’s team hopes to promote student-faculty engagement, emphasize civic responsibility, and strengthen the university community.

New York City College of Technology
Reginald Blake, Dorie Clay, Paul Dorestant, Stephen James, Janet Liou-Mark, Tony Nicolas
The New York City College of Technology (City Tech) has benefited tremendously from its first experience at last year’s Summer Academy in New Mexico. As a result, City Tech has made significant progress in implementing last year’s Action Plan. Serving a diverse student body, City Tech’s main objective for this year’s project is to retain and graduate African American and Hispanic male students in STEM disciplines. This year City Tech plans to concentrate on two critical components to successfully achieve their STEM related goal: 1) enhanced student support and 2) increased undergraduate research. By attending the Summer Academy, coupled with a National Science Foundation grant, City Tech hopes to develop an action plan that will enable them to advance STEM plans for the institution and sufficiently train and graduate a diverse set of prospective engineers, scientists, and technicians.

Norfolk State University
Alexei Matveev, Brandon Brown, Faith Fitzgerald, Charles Ford, Mildred Fuller, Khadijah Miller, Tarrye Venable, Enrique Zapatero
Norfolk State University’s (NSU) 2008 Summer Academy project builds on the successful work of the NSU BEAMS team in expanding and enhancing opportunities for enriching educational experiences for NSU students. The purpose of this year’s project is to stimulate, encourage, and facilitate meaningful collaborative relationships between the divisions of Academic Affairs and Student Affairs. These relationships will focus on a common set of specific critical thinking student learning outcomes and will be based on the principles of intentionality, alignment, reciprocity, and systems synergy. NSU’s project goal is to design concrete procedures and tools to support implementation and sustainability of the strategic NSU Quality Enhancement Plan (QEP) Pathway Two. This plan will create intentional co-curricular experiences to facilitate development of critical thinking skills in students. The first specific objective of this year’s project is to develop a prototype of the critical thinking outcomes mapping for Student Affairs units and programs. The second objective is to develop a framework for an outcomes-based intentional educational model for the programs and activities offered by Residence Life and Housing.
Oglala Lakota College
Anthony Fresquez, Kim He Crow
Oglala Lakota College plans to continue improving student advising, retention, and completion through the first year for students. In doing so, the OLC team hopes to create a first year experience guided by best practices and significant learning engagement. The first year student supports and services will directly serve OLC’s unique and at-risk student body, which is predominately Native American, Oglala Lakota (Sioux).

San Jacinto College
Amy Ammerman, Earl Godfrey, Rebecca Goosen, Sarah Janes, Kevin McKisson
San Jacinto College’s Summer Academy Project was not available at the time of print.

Southern University System
Johnny Tolliver, David Adegboye, Cathy Woods, Marty Fortner, Raymond Hicks, Kassie Freeman, Gloria Matthews
For its Summer Academy project, the Southern University and Agricultural & Mechanical College System will bring together leaders from its member campuses to work on strengthening its participation in the National Association of System Heads (NASH) “Access to Success Initiative”. As the nation’s only Historically Black College or University system, Southern seeks to serve as a leader in the development and employment of new strategies designed to increase access to a college education for more African Americans and other minorities from low- to middle-income backgrounds. The System’s immediate goal for this year’s Academy is to increase their graduate and retention rates to the national average among peer systems. In doing so, Southern University will also evaluate and address curricular stop out points to enhance student preparation for the transition into the workforce.

St. Mary’s University
Rosalind Alderman, Janet Dizinno, Norma Guerra Gaier, Graciela Lopez, Mark Winston
St. Mary’s University serves a diverse student body representing its San Antonio home base as well as students from across the Southwest, the nation, and internationally. As part of their participation in this year’s Academy, St. Mary’s hopes to accomplish five broad goals: 1) development of an effective plan to provide students with the opportunity to succeed both academically and socially at the institution; 2) creating a plan to effectively communicate to the campus community the importance of identifying students needing support services and directing them to the appropriate office or program for assistance; 3) establishment of a campus culture focusing all faculty and student support staff on the importance of contributing to student success; 4) identification of longitudinal data needed to monitor the ongoing success of this initiative and provide the opportunity for programs to initiate needed improvements, with focus on forging effective means of communication across the campus community; and 5) obtaining additional data, both quantitative and qualitative, to aid in identifying and addressing issues related to cultural or ethnic backgrounds that may impede student success.

Stillman College
Marjorie Campbell, Johnathan Asuru, Linda Beito, Linda Bradford, Charlotte Carter, Mary Jane Krotzer,
Stillman’s participation in the 2008 Summer Academy is heavily aligned with their mission and commitment to produce students who are competent in their disciplines, who can qualify for graduate and professional schools, and who have the ability to complete independent research. As such, Stillman believes these to be integral attributes to the success of their students within STEM disciplines. Stillman’s STEM-focused project is part of the institution’s greater student-centered Strategic Plan to increase retention. Currently, Stillman has laid the groundwork for a Center for Academic Excellence. This Center will 1) provide academic support (specifically in math and science), 2) offer resources and activities to help improve study habits and test-taking
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skills, and 3) provide resources and activities to improve student life-skills. Stillman's overarching goal at this year's Academy to develop pathways of communication with other institutions and to consolidate and increase student use of existing services and resources at Stillman.

**Tarrant County College**
*Charles Philip Riley*
Tarrant County College's Summer Academy project was not available at the time of print.

**Tennessee State University**
*Sandra Holt, John Cade, Ashley Floyd, Michael Freeman, Deena Fuller, Monetha Reaves*
Tennessee State University's (TSU) Summer Academy project focuses on convening a range of campus voices to discuss student-centered efforts and service-learning. TSU's revised project involves bringing key vice presidents—Academic Affairs, Student Affairs, and Enrollment Management—together in a new collaboration to build on our current service-learning initiatives and to focus efforts in their First Year Program. This year, the team is adding a new dimension to their project: to more directly impact success and retention of TSU first year students. The culminating activity of Student Orientation will be the institution's second TSU Community Service Day, involving first year students, working in teams on service projects, both on campus and in the community. Each small group of first year students will have a student and a faculty or staff mentor. The work teams will participate in an orientation session before Service Day, complete a meaningful work project together, celebrate together after the work, and will maintain contact throughout the first year. The student, faculty, and staff mentors will commit to attend orientation/training sessions to prepare them to serve as mentors for the First Year Students.

**The University of Alabama Birmingham**
*Louis Dale, Carolyn Braswell, Cynthia Scott*
The University of Alabama Birmingham (UAB) will focus on its Summer Bridge Program and Summer Research Internship Program supported by the National Science Foundation at this year's Summer Academy. These programs are designed to smooth the transition of high school graduates to college life and to provide research experience for undergraduates in science, technology, engineering and mathematics (STEM) fields. As a result of these projects, the university is able to meet its diversity goals and objectives and, also, increases the number of highly qualified underrepresented minorities entering the scientific workforce. The UAB project's goal is to contribute to the improvement of learning and retention of underserved students. The experience gained by the student participants by its nature will contribute to degree completion.

**University of the District of Columbia**
*Helene Krauthamer, Janice Borlandoe, Bertha Minus, John Page, Marie M.B. Racine*
The University of the District of Columbia (UDC) team mission is to continue to plan their successful and ongoing workshop series, Myrtilla Miner Professional Development Academy (MMPDA). As part of the series, the UDC team will focus on the development of learning communities to further promote their Student on a Roll (SOAR4+) project. In doing so, the team hopes to create a series of professional development workshops that will introduce the greater UDC community to the concept of learning communities as well as to establish strong connections to ensure programmatic success and sustainability. In addition to enhancing campus-wide communication, this project hopes to develop connections among developmental courses (math, English, reading) with a content course (sociology, psychology). Also, the team hopes to develop a freshman orientation within this process. This project is consistent with the team's ongoing retention initiative UDC has worked on over the course of their Summer Academy participation.

**The University of Montana**
*Arlene Walker-Andrews*
The University of Montana is composing a Retention Plan devised to meet several challenges faced by The University of Montana and the State of Montana. These challenges include attrition rates from the first to second year, high rates of six-year completion, a decrease in the projected number of high school graduates in the state, and the necessity of increasing the proportion of Montanans who have a college degree by 2020 in order to remain competitive. The approach taken in this plan recognizes that student success is multifaceted and begins well before a student arrives at college. Therefore, the Retention Plan is organized around six “issues” associated with student success: K-12 preparation for college work, the fit between entering students and The University of Montana, an integrated early curriculum in college, student engagement, student support, and faculty and staff development. In the plan, discussion of each issue includes an introduction followed by one or more specific Actions, each with Implementation Steps. The Implementation Steps include an assignment of responsibility, a statement defining the nature of the resources needed for implementation, the key benchmarks against which progress will be assessed, and a timeline for completion.

University of New Mexico
Tim E. Gutierrez, Jozi De Leon, Nora Dominguez, Jennifer Gomez-Chavez, Gary Smith
The University of New Mexico (UNM) has a 45 percent minority undergraduate population, which the team seeks to have a direct impact on through this year’s Summer Academy project. The UNM project is to develop one to two major initiatives that address the retention of sophomores and juniors on the path to graduation. The strategic importance of this project to the University is to address a major objective to increase overall retention and graduation rates at the institution. The objectives of the project are two-fold: 1) to improve the retention of students in their sophomore and senior years and 2) to increase graduation rates. UNM’s institutional objectives of retention and graduation are specifically aligned with the goals outlined in UNM’s vision, core values, and strategies of the President’s Strategic Framework.

University of Puerto Rico-Humacao
Hilda Colon-Plumey, Jose A. Baldaguez, Carlos Ruben Carrazquillo, Jose M. Encarnacion, Luis R. Rodriguez
The University of Puerto Rico-Humacao (UPRH) serves a unique student body that is 75 percent female and 60 percent first-generation students. As a result, much of UPRH’s focus has been on assessing student engagement and support services. Their Student Support Program through the Integration of Services has constantly evolved since its inception in 2005. The UPRH team returns to this year’s Summer Academy with the intention to further examine their Student Support Program and to develop a model for its adult students and students in special at-risk populations. The need to include these targeted populations is a result of their assessment of undergraduate engagement at UPRH. In addition to examining supports for undergraduates, UPRH is establishing new supports and course offerings at the graduate level as well as more evening classes, which was identified with the growing demand for specialized professional accreditations.

University of Redlands
Gail Oliveira
Recently, the University of Redlands underwent a review and restatement of its institutional mission and values. As a result, the university created a strategic action plan that focuses on the concept of diversity. By attending the 2008 Summer Academy, the University of Redlands plans to further carve out strategic directions that are mindful of this core concept, diversity. These strategic directions will be accomplished with the aid of five specific action steps: 1) ensuring the institution’s transformative educational experience is open to all qualified students, 2) increasing the awareness of the success of students and alumni of color at the university, 3) considering
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