



Elon University
June 13-15, 2007

The focus of this year's conference will be on best practices in teaching and learning. The institute will emphasize pedagogies and programs that blur traditional disciplinary and classroom boundaries, bringing together curricular and co-curricular efforts to transform student learning on our campuses and around the world.

Wednesday, June 13

Breakfast Buffet

7:00 – 8:30

McKinnon Hall, first floor of the Moseley Center

Coffee will be available after 5:30 a.m. in the Oaks Commons, the Daniele Center Commons, and the Honors Pavilion lobby of the Academic Village.

Preconference Sessions

Institutional Representatives Meeting

8:00 – 11:00

Koury Business Center 300

Breakfast will be available at this meeting.

Preconference #1: Reacting To The Past

8:30 – 11:00

Academic Village – Teaching & Learning 208

Dr. John M. Burney, Associate Provost for Curriculum and Faculty Development at Drake University and a member of the Reacting to the Past editorial board, will present a pre-conference workshop on this exciting role playing pedagogy. The workshop will introduce interested faculty and staff to an approach to teaching courses that gets students to wrestle with classic philosophical, religious, or political texts and substantive issues by playing roles in elaborate games. "Reacting to the Past" was initially designed by Professor Mark Carnes at Barnard College in New York, has been featured in articles in *The Chronicle of Higher Education* and *Change* and received the Theodore Hesburgh award as the outstanding pedagogical initiative for 2004. New games are now being developed by the Reacting Consortium that includes 25 institutions. Participants in this seminar will learn the essentials of Reacting pedagogy by playing a mini-version of the French Revolution game. After getting a sense of the student experience and discussing the assessment of learning that takes place in the games, we will discuss their use in a variety of courses, including first year and honors seminars. Participants will learn how to use the games for developing critical thinking and persuasive writing and speaking, and explore the possible uses of Reacting on their own campuses. No content expertise or prior preparation is necessary. Participants will receive a copy of the student text and instructions when they arrive at the workshop. Through our discussions and multiple examples we will provide information on the wider variety of games in history, religion, literature, and science now under development by the Reacting Consortium

Preconference #2: Overview Of Elon's Student Life Program

9:00 – 11:00

Moseley Center 215

In this session the senior student life officers of Elon University will give an overview of programs in the Division of Student Life and broad institutional initiatives which led to Elon's recognition as one of the most effective colleges and universities in the country for "engaging" students. The current Five Year Plan for Student Life will be presented with specific programs designed to engage students, integrate student learning in-and-out of the classroom, and promote a vibrant, diverse campus climate. The

Elon Student Life deans and several directors will be available at this session to meet fellow professionals, discuss the details of their programs, and arrange time during the institute for onsite visits to their programs.

- Smith Jackson, Vice President for Student Life and Dean of Students
- Jana Lynn Patterson, Assistant Vice President for Student Life and Associate Dean of Students
- Richard McBride, University Chaplain
- Rex Waters, Associate Dean of Students
- Scott Nelson, Assistant Dean of Students
- Jeff Stein, Assistant Dean of Students

Preconference #3: Newcomers to ANAC

11:15 – 12:15

Koury Business Center 101

Come meet others new to an ANAC event. The Newcomers to ANAC session is an opportunity to learn more about the history of the Associated New American Colleges, its mission and goals, why your institution is a member and what it can mean for you. Elon Provost Gerry Francis, Wagner Provost Devorah Lieberman, and ANAC Executive Director Lynette Robinson are hosting.

Opening Luncheon

12:15 – 1:30

McKinnon Hall, first floor of the Moseley Center

Gerry Francis, Provost, Elon University, and Devorah Lieberman, Provost, Wagner College will offer welcoming remarks.

Plenary Address

What Matters to Student Success in College: Lessons for ANAC Institutions

George Kuh, Chancellor's Professor of Higher Education, Indiana University

1:45 – 3:15

Koury Business Center 101

Creating the conditions that foster success in colleges is more important than ever. In this session Kuh will briefly review what matters to student success drawing on the NSSE data base and other research and illustrate the kinds of policies and practices used by strong performing universities that channel student and institutional efforts toward educationally purposeful activities.

Moderator: Gerry Francis, Provost, Elon University

Respondents:

Greg Stinson, Director of Institutional Research, Valparaiso University

Linda McMillan, Provost and Dean of the Faculty, Susquehanna University

Refreshment Break

3:15 – 3:30

First floor lobby of the Koury Business Center

Concurrent Session #1

1a. Department Models for Curriculum Assessment

3:30 – 4:45

Koury Business Center 244

Session presenters will demonstrate how a clearly defined set of departmental outcomes can guide curriculum development. Lessons learned from two departmental assessments identify the value in a (coordinated) faculty driven assessment program which uses assessment data to enhance student learning in the major.

- Anna Leon-Guerrero, Professor of Sociology and Assistant to the Provost for Faculty Development, Pacific Lutheran University
- Jon Mueller, Professor of Psychology, North Central College

1b. Innovative Service-Learning at Comprehensives: Comprehensive, Supported, and Multi-Generational

3:30 – 4:45

Koury Business Center 346

The three program models featured here permit us to explore ways to support community partnerships at ANAC institutions, including:

1. Implementing effective funding models
2. Organizing multi-disciplinary projects in single agencies
3. Nurturing intergenerational partnerships that include community members in classes
4. Engaging students as on-site supervisors
5. Building long-term relationships with community partners

Participants will have the opportunity to engage with the issues illustrated and will receive detailed information about each of the three programs.

- Kim Boggs, Associate Professor of Chemistry and Director of the Teaching Center, Belmont University
- Pam Kiser, Watts-Thompson Professor, Department of Human Services and Kernodle Service-Learning Faculty Development Fellow, Elon University
- Julia Lapp, Assistant Professor of Health Promotion and Physical Education, Ithaca College
- Susanne Morgan, Associate Professor of Sociology and Director, Center for Faculty Excellence, Ithaca College

1c. Diversity-Competent Institutions: Toward a Strategic Institutional Transformation

3:30 – 4:45

Koury Business Center 242

Diversity is an inescapable phenomenon in higher education. The changing demography, the increasing globalization, the rising demand for diversity-competent workforce, and the growing realization that diversity is a blessing not a burden have compelled progressive institutional leaders to rethink their values and approaches to institutional diversity. This presentation provides a rationale for investing in diversity agenda. It presents a comprehensive definition of diversity that captures the essence of the academic enterprise. It discusses the characteristics of a diversity-competent institution and concludes with recommendations for institutions wishing greater returns on their diversity investments.

- Robiaun Charles, Assistant to the President/Director of Diversity Initiatives, University of Evansville
- Steve O. Michael, Professor and Vice Provost, Kent State University

1d. Combining Professional and Liberal Arts Education

3:30 – 4:45

Koury Business Center 101

The session will discuss the ramifications of integrating professional programs with traditional liberal arts and sciences curriculum. The participants will demonstrate how their institutions have blended professional programs of business and communications into their liberal arts educations. They invite attendees to share with the panel some of the ways in which these programs will affect technology, curriculum, faculty development, and student expectations.

- Ray Lutgring, Chair of the Department of Chemistry and Director of Honors, University of Evansville
- Paul Parsons, Professor and Dean of the School of Communications, Elon University

Small Group Meetings

Informal gatherings for participants with similar responsibilities

5:00 – 6:00

Find a group of ANAC colleagues who have similar responsibilities to you:

- Admissions/ Enrollment Management, *Koury Business Center 204*
- Communications Officers (Administrative), *Koury Business Center 307*
- Diversity/Multicultural Affairs, *Koury Business Center 202*
- Student Affairs, *Koury Business Center 348*
- Institutional Research, *Koury Business Center 310*
- Deans and Associate Deans: Arts and Sciences and Professional Programs, *Koury Business Center 244*
- Arts and Sciences Faculty, *Koury Business Center 242*
- Professional Programs Faculty, *Koury Business Center 206*
- Assistants to Presidents, *Koury Business Center 107*
- Provosts, *Koury Business Center 300*
- Associate Provosts, *Koury Business Center 207*
- Civic and Service Learning, *Koury Business Center 208*
- First Year Programs and Learning Communities, *Koury Business Center 346*
- Centers for Teaching and Learning, *Koury Business Center 104*
- General Education Programs, *Koury Business Center 117*

Reception

6:30 – 7:00

First floor of the Moseley Center

Catch up with your team over a pre-dinner drink.

Dinner

7:00 – 9:00

McKinnon Hall, first floor of the Moseley Center

Leo Lambert, President of Elon University, and Lynette Robinson, ANAC Executive Director, will speak.

After Dinner

9:00+

Hearth Lounge, first floor of the Moseley Center

Relax with colleagues (new and old) over a drink and some snacks.

Breakfast Buffet

7:00 – 8:30

McKinnon Hall, first floor of the Moseley Center

Coffee will be available after 5:30 a.m. in the Oaks Commons, the Danieley Center Commons, and the Honors Pavilion lobby of the Academic Village.

Concurrent Session #2

2a. Interdisciplinary Teaching and Learning within the New American College Context

8:45 – 10:00

Koury Business Center 101

ANAC institutions, small to moderate in size, comprehensive in nature, and integrative in aspiration, provide a promising experimental laboratory for interdisciplinary teaching and learning. This panel will explore best practices and challenges associated with interdisciplinary programs in the areas of teaching and learning, faculty professional activity, program administration, and assessment. What working definitions of interdisciplinary studies inform our programs? What challenges and successes emerge, including those that arise out of the intersection between liberal art and pre-professional programs? How are faculty roles defined, and what organizational structures accommodate them? What avenues exist for supporting interdisciplinary teaching, scholarship, service, and assessment? The panel will draw upon examples from the four institutions represented as well as from the larger context of ANAC institutions and the literature of interdisciplinarity.

- Marcia McDonald, Associate Provost, Belmont University
- Francine Navakas, Bramsen Professor in the Humanities and Associate Academic Dean, and Director of Integrative Programs, North Central College
- Charles Taylor, Vice President for Academic Affairs and Dean of the College, Drury University
- Janet Warman, Professor of English and Education, and Director of General Studies, Elon University

2b. Living-Learning Challenges for Millennial Students

8:45 – 10:00

Koury Business Center 346

Living-Learning Communities have been in existence for decades. The Johnston Center for Integrative Studies at The University of Redlands is over three decades old; at Elon University Learning Communities are 13 years old. How do such programs remain vibrant, effective, collaborative learning environments in this era of electronically connected “millennial” students and their “helicopter parents”? In an effort to raise the academic bar in Learning Communities and meet a wide range of residential and academic goals, Elon University has developed new partnerships between Student Life and Academic Affairs, including a Faculty Fellow, Learning Community Syllabi, contracts, and new communities. The Johnston Center, on the other hand, has consistently practiced contracted academic learning at the heart of the program. Yet because faculty and student initiatives shape structures and choices, living-learning programs are sometimes autonomous from Student Life and sometimes part of a productive partnership with Student Life. Overall the program requires students to take “ownership” of their education through negotiated learning contracts, face to face meetings (no text messaging needed) and forms of personal and academic socialization that students cannot find elsewhere on campus.

- Steve Anderson, Associate Director of Residence Life, Elon University
- Russ Gill, Learning Communities Faculty Fellow, Professor of English, and Distinguished University Professor, Elon University
- Virginia C. Hunsaker, Chair in Distinguished Teaching, University of Redlands
- Kathy Ogren, Director, Johnston Center for Integrative Studies, University of Redlands
- Greg Salyer, Incoming Director, Johnston Center for Integrative Studies, University of Redlands
- Jeff Stein, Assistant Dean of Students, Assistant Professor, Elon University
- Julie Townsend, Assistant Professor of Interdisciplinary Humanities, Johnston Center for Integrative Studies, University of Redlands

2c. The Institutional Culture and Commitment of Educating Global Citizens

8:45 – 10:00

Koury Business Center 242

Arcadia University and Elon University, recipients of the Paul Simon Internationalization of the Campus Award in 2006 and 2007, respectively, share their perspectives on the importance and necessity of institutional commitments towards creating a culture of educating global citizens. Topics to be discussed include the differences between global education and internationalization, the impact of internationalization and global education on study abroad, and steps towards creating institutional commitments towards both.

- Larry Basirico, Dean of International Programs, Elon University
- Steven House, Dean of the College of Arts and Sciences, Elon University
- Jeffrey Shultz, Associate Dean of Internationalization, Arcadia University
- Norah Shultz, Dean of Undergraduate Studies and Faculty Development, Arcadia University
- Ellen Skilton-Sylvester, Associate Professor of Education, Arcadia University

2d. Creating an Online Summer School Program

8:45 – 10:00

Koury Business Center 244

Elon is an institution that prides itself on the personal contact it gives students, so instruction online did not at first seem to be a likely fit. This presentation will outline how we designed a program, recruited faculty, provided training and support for students and faculty, assessed our courses and program, and satisfied our disbelievers. We will provide a brief profile of Elon's online learner and instructor, our recruiting strategies for faculty and students, training, and evaluation of the individual classes and program.

- Jim Murphy, Director of Instructional Design and Development, Elon University

Enrollment Management/Admissions Meeting

8:45 – 10:00

Koury Business Center 204

Institutional Research Meeting

8:45 – 10:00

Koury Business Center 310

Refreshment Break

10:00 – 10:30

Enjoy an Elon tradition, College Coffee, outside near the fountain in front of the Koury Business Center

Concurrent Session #3

3a. Engaged Learning that Develops Global Citizens

10:30 – 11:45

Koury Business Center 242

Courses that include international travel components can give students the chance to apply what they've learned, gain the knowledge and perspective necessary to become global citizens, and even develop an appreciation for the value of service. To achieve these goals, such courses need administrative support, careful logistical and curricular planning, motivated and prepared faculty, appropriate selection and preparation for students, and economics that work for students and the institution. This session will offer three perspectives on priorities, pitfalls, and lessons learned in offering such courses.

- Bill Clyde, Associate Vice President of Academic Affairs, Quinnipiac University
- Natalie Edwards, Assistant Professor of French and Italian, Wagner College
- Ruta Shah-Gordon, Associate Dean for Student Development, Wagner College

3b. Navigating the Rough Waters of General Education Reform

10:30 – 11:45

Koury Business Center 101

Quality general education programs, linked to the mission of their institutions, are complex, deliberately created processes. Many schools are facing growing pressure to explain the need for such curriculum, while many faculty and administrators are slow to engage in thoughtful, analytical evaluation of such programs or to attempt any revision of a general education program. This panel will share their experiences of attempting to initiate changes to their institutions' general education program, while inviting participants in this session to share their experiences.

- Burton Kirkwood, Assistant Vice-President of Academic Affairs & Associate Professor of History, University of Evansville
- Dianne Oliver, Associate Professor of Philosophy and Director of the Eykamp Center for Teaching Excellence, University of Evansville
- Patricia Tooker, Assistant Professor of Nursing and Chairperson of the Academic Policy Committee, Wagner College

3c. Multiple Literacies

10:30 – 11:45

Koury Business Center 346

This session presents two innovative models designed to enhance student literacy through fundamental reassessment of library services and information literacy goals for majors, and through multi-divisional support of classroom data analysis modules that use institutional data. In examining these very different initiatives, session participants will consider implementation potential in their own institutions.

- Susanne Morgan, Associate Professor of Sociology and Director of the Center for Faculty Excellence, Ithaca College
- Priscilla Quirk, Coordinator of Health Promotion and Substance Abuse Prevention, Ithaca College
- Jenny Rushing, Reference Librarian and Library Faculty, Belmont University
- Stephen Sweet, Assistant Professor of Sociology, Ithaca College
- Lonnie Yandell, Professor of Psychology, Belmont University

3d. Elon College Fellows: A Path from Inquiry to Research

10:30 – 11:45

Koury Business Center 244

The Elon College of Arts and Sciences houses a 4-year comprehensive Fellows program structured to support talented students in posing and pursuing research questions. Our first year Fellows enter college already well-versed in the traditional problem-solving tasks handed to them from above. In contrast, our program is based on the idea that true discovery, true creativity comes from a multi-directional process in which the focal inquiries come from a synthesis of questions from oneself, one's mentor and one's peers. This pedagogical theory guides the program beginning with the first year course on the nature of interesting questions in all branches of the Arts and Sciences, and continues through the second and third years with branch specific courses and a grant proposal. This process culminates in the fourth year with a completed undergraduate research/creative expression project that includes a written thesis and presentation at a professional forum.

- Cindy Fair, Associate Professor of Human Services, Elon University
- Steven House, Dean of the College of Arts and Sciences, Elon University
- Todd Lee, Associate Professor of Mathematics, Elon University
- Tom Mould, Assistant Professor of Sociology and General Studies, Elon University
- Shawn Tucker, Associate Professor of Fine Arts, Elon University

3e. The Gateway Project: Learning and Assessment in a Student Life Leadership Program

10:30 – 11:45

Koury Business Center 348

Over the past three years, the office of Student Involvement and Leadership at Pacific Lutheran University has developed a project that connects academic learning objectives, national student affairs learning outcomes, and authentic assessment to enhance the holistic student experience. This presentation will share best practices, strengths and challenges and a vision for stronger collaboration among student and academic affairs.

- Eva Frey Johnson, Director of Student Involvement and Leadership/Diversity Center, Pacific Lutheran University

Enrollment Management/Admissions Meeting

10:30 – 11:45

Koury Business Center 204

Institutional Research Meeting

10:30 – 11:45

Koury Business Center 310

Lunch Roundtables

12:00 – 1:15

McKinnon Hall, first floor of the Moseley Center

Join the table that most suits your interest! Topics will include:

- Assessment
- Core curriculum
- Living learning
- Integrating the curricular with the co-curricular
- Honors programs
- Retention
- Faculty development
- Moving on over: from faculty to administration
- Short term off-campus programs: international
- Short term off-campus programs: domestic
- Interdisciplinarity
- Preparing for accreditation

Plenary Address

Visible Evidence of Invisible Learning

Randy Bass, Assistant Provost for Teaching and Learning Initiatives, Executive Director of the Center for New Designs in Learning and Scholarship, and Associate Professor of English, Georgetown University

1:30 – 3:00

Koury Business Center 101

One of the consequences of the “learning paradigm” has been to unleash an expanded range of learning far broader and more complicated than higher education is prepared to recognize. Although we have paid more attention to active learning and learning processes over the past ten years, we actually still know relatively little about them, or how best to make use of what we know in the design of teaching and learning. Furthermore, much student learning is elusive—if not invisible—in traditional assessments. This presentation will look at several examples where faculty have tried to learn more about their students’ learning, and in particular looked closely at these intermediate and sometimes invisible dimensions of learning. The presentation will also explore what difference it makes in their teaching and learning designs, and some ways that faculty are sharing these insights with other faculty.

Moderator: Devorah Lieberman, Provost, Wagner College

Refreshment Break

3:00 – 3:30

First floor lobby of the Koury Business Center

Concurrent Session #4

4a. University-Community Partnerships

3:30 – 4:45

Koury Business Center 346

Increasingly colleges and universities are partnering with their communities to share their resources and to create meaningful experiential service for undergraduates. The University of Redlands and Elon University will provide examples of some of their outreach programs and their experiences in initiating new partnerships. In this session the challenges and rewards associated with these initiatives will be discussed.

- Deborah Long, Faculty Administrative Fellow, Assistant to the President, Elon University
- Tony Mueller, Director of Community Service Learning, University of Redlands
- Katherine Wood, Associate Director of Community Service Learning, University of Redlands

4b. General Education and the Assessment of Student Learning: Strategies for Integration and Documentation

3:30 – 4:45

Koury Business Center 101

This session will feature case studies from two institutions in which general education programs were developed alongside initiatives to assess student learning—Belmont and Quinnipiac Universities. Part I will explore effective approaches to building general education with assessment in mind. Part II will address a later phase in the assessment/curriculum continuum: employing the evidence of student learning in curriculum revision. What are the best practices along the arc of assessment initiatives, and how does general education crystallize the institutional issues associated with student learning? This panel will offer an opportunity to consider such questions.

- Jeff Coker, Associate Professor of History and Director of General Education, Belmont University
- Sean Duffy, Associate Professor of Political Science and Coordinator of the University Curriculum, Quinnipiac University
- Francine Navakas, Bramsen Professor in the Humanities and Associate Academic Dean, and Director of Integrative Programs, North Central College
- Walter Mullen, Director of Assessment and Academic Research, Quinnipiac University

4c. Student Voices in the Scholarship of Teaching and Learning: Examples and Questions

3:30 – 4:45

Koury Business Center 242

As part of the Carnegie Foundation's CASTL Institutional Leadership Program, Elon University systematically involves undergraduate students in scholarship of teaching and learning (SoTL) research projects. This session will consider the implications of students as partners in SoTL, focusing on: (1) the ways that teachers can really listen to students during the semester, assessing learning to understand the roadblocks to and opportunities for student transformation; and (2) the potential of and effective practices in student/faculty collaborative SoTL projects. This session, through both dialogue and examples of projects from different disciplines, will explore some of the ways that student-faculty SoTL partnerships can offer new insights into student *and* faculty learning and transformation.

- Jeffrey Coker, Assistant Professor of Biology, Elon University
- Peter Felten, Director, Center for the Advancement of Teaching and Learning, Elon University
- Sirena Hargrove-Leak, Assistant Professor of Engineering, Elon University
- Stephen Schulman, Assistant Professor of Philosophy, Elon University

4d. Foundations in “Design Thinking”: Laying the Groundwork for Longitudinal Education Integration

3:30 – 4:45

Koury Business Center 244

The Sage Colleges of Albany, specifically, the School of Professional Studies, has made an institutional commitment to the concept of Design Thinking. This concept is particularly appropriate to SCA because its student population is heavily concentrated in design fields such as Fine Arts, Graphic Design, Interior Design, Information Design and Computer Science Web Design. Well over 75 percent of the incoming class is represented by these majors. Further, SCA has a long tradition of

interdisciplinary programs, team teaching and collaborative learning, strengths that suggested a more-formalized, institutionally supported experience involving both Student Life and the academic side, would benefit our students. Supported by an institutionally awarded Vision Grant, the chairs of the departments of Art, Computer Science, Management and Communications, have developed an innovative series of three common classroom experiences spread over four years that would bring students from those disciplines together to both introduce and reinforce Design Thinking concepts which will then be embedded as core values in the various curricula. After an initial first-year experience, students will have a common third-year experience, then the capstone courses from the disciplines will be merged in a fourth year to facilitate a final, culminating Design Thinking exercise that will encompass the four pillars of the idea, e.g., Experiential Learning, Collaborative Learning, Studio Learning and Integrative Learning.

- Barry Jones, Chair of the Department of Math and Computer Sciences, The Sage Colleges
- Kevin R. Stoner, Dean of Sage After Work, The Sage Colleges

Enrollment Management/Admissions And Institutional Research Joint Meeting

3:30 – 4:45

Koury Business Center 204

Bill Hall, President of Applied Policy Research, will discuss the results of an ANAC collaborative research project on net tuition revenue and its direct application to enrollment management. Using case studies from two ANAC institutions, Valparaiso University and University of Redlands, Bill Hall will show how analysis of enrollment data can lead to increased revenue and enrollments.

Break

4:45 – 6:00

Go for a walk or a swim, relax alone or with your team, or ...?

North Carolina Barbecue

6:00 – 7:15

McKinnon Hall, first floor of the Moseley Center

Enjoy a dinner of local fare.

John McCutcheon Concert

7:30 – 9:00

McCrory Theatre, Center for the Arts

Spend the evening with John McCutcheon, who *Sing Out!* Magazine describes as “the perfect example of a modern folk musician.”

Ice Cream Social

9:00+

Hearth Lounge, first floor of the Moseley Center

Enjoy a sweet treat after the concert – with more than just ice cream available.

Breakfast Buffet

7:00 – 8:30

McKinnon Hall, first floor of the Moseley Center

Coffee will be available after 5:30 a.m. in the Oaks Commons, the Danieley Center Commons, and the Honors Pavilion lobby of the Academic Village.

Concurrent Session #5

5a. Models of Civic Engagement for ANAC Institutions

8:45 – 10:00

Koury Business Center 101

The mission statement for almost every institution claims to graduate engaged citizens or responsible global citizens. But how do we actually accomplish it within the institutional environment? This session focuses on two different institutional models for advancing civic engagement. Drake University will present a new project, the "Engaged Citizen Experience," which each spring focuses the campus community on the discussion of a significant public issue through specially developed courses linked to co-curricular programs and experiential learning. Wagner College will present a model, "Civic Innovations," indicating the broad way in which civic engagement is grounded in the mission and general education curriculum of the Wagner Plan creating Community-Connected Departments. Participants will have the opportunity to learn more about pedagogical strategies to achieve and assess civic engagement from the following perspectives: student, faculty, department, and community organization.

- Julie Barchitta, Dean of Experiential Learning and Learning Communities, Wagner College
- John M. Burney, Associate Provost, Drake University
- Rachel Paine Caufield, Associate Professor of Politics, Drake University
- Cass Freedland, Project Director, Civic Innovations Project, Wagner College
- Devorah Lieberman, Provost, Wagner College
- Melissa Sturm-Smith, Assistant Dean of Students, Drake University

5b. Engaging Students in their Successes

8:45 – 10:00

Koury Business Center 346

Wagner College, Russell Sage College, and Elon University will present three distinct programs for engaging students in their success. Elon will discuss its program of Study Group Formation and the means by which it prepares students to operate effectively in study groups. Wagner will describe its Student Success seminars for responding to the needs of students on academic probation and helping them take more responsibility for their own academic success. Russell Sage will present its "three-legged stool" approach of linked first year classes, town meeting discussions, and shared readings and speakers across the curriculum to provide for student intellectual and personal growth.

- Anne Goodsell Love, Dean of Academic and Career Development, Wagner College
- David Milford, Dean of Campus Life, The Sage Colleges
- David Noer, Frank S. Holt Jr. Professor of Business Leadership, Elon University
- Rex Waters, Associate Dean of Students, Elon University

5c. New Approaches to Cross-Institutional Assessment

8:45 – 10:00

Koury Business Center 242

Both University of Redlands and Westminster College have drawn lessons from productive assessment practices at the unit level to comprehensive, systematic assessment of student learning and institutional goals across programs. Two examples will be presented and lessons learned will be shared. Westminster College, having long experience using electronic portfolios for assessment in its Education Department, will discuss its plan to expand the use of electronic portfolios throughout the institution

to demonstrate college wide learning goals. University of Redlands will share the process it used to determine that institutional goals stated in its mission statement were demonstrated in the capstone projects of all of its graduates.

- Nancy Carrick, Vice President for Academic Affairs, University of Redlands
- Peter Ingle, Associate Professor of Education, Westminster College
- Marjo Mitsutomi, Associate Professor, School of Education, University of Redlands
- Paul Presson, Associate Provost for Institutional Research and Assessment, Westminster College
- Ed Wingebach, Associate Professor, Government, College of Arts and Sciences, University of Redlands

5d. Learning Spaces and Libraries: Integrated Services for Student Success

8:45 – 10:00

Koury Business Center 244

Join us for an informal discussion of how technology, space planning, and unique collaborations can create effective environments for student learning. Advances in technology have changed the face of libraries and classrooms, not only transforming how educational services are delivered, but also offering a wide variety of opportunities for creativity in design. Today's library buildings transcend the concept of being merely "book warehouses" and are vital centers for intellectual stimulation, human interaction, and active learning -- becoming among of the most desired destinations on campus. The same influences are transforming classrooms, resulting in a wide array to configurations. Library and IT leaders from Valparaiso University and Elon University will lead the discussion.

- Rick AmRhein, Dean of Library Services, Valparaiso University
- Kate Hickey, Dean and University Librarian, Elon University
- Scott Hildebrand, Director of Instructional Technology Services, Elon University

Plenary Address

Enhancing Integrative Learning through Transformational Cross-Campus Partnerships

Barbara Jacoby, Senior Scholar, Stamp Student Union, University of Maryland, and Campus Compact Engaged Scholar for Professional Development, and Scholar, National Clearinghouse for Commuter Programs

10:15 – 11:45

Koury Business Center 101

Creating and sustaining environments dedicated to integrative learning requires transformational leadership by both academic affairs and student affairs working in authentic partnership. Student achievement of critical outcomes like civic engagement depends upon the purposeful integration of curricular and co-curricular learning from multiple sources. The frequently asked question of whether civic engagement initiatives should be organizationally located in student affairs or academic affairs is not the issue. Rather, the issue is how both "sides of the house" can enter into truly collaborative partnerships that are transformational, rather than transactional, in nature, using the language of James McGregor Burns. Transformational partnerships can grow to engage the entire institution and are potentially unlimited in their scope and impact. The characteristics of both types of partnerships will be discussed, together with steps from moving from transactional to transformative leadership for integrative learning.

Moderator: Dan McAlexander, Provost, Belmont University

Closing Remarks

11:45 – 11:55

Koury Business Center 101

Lynette Robinson, Devorah Lieberman, and Gerry Francis will conclude the conference.

Lunch

12:00+

First floor lobby, Koury Business Center

Pick up a box lunch on your way out of town, or find a nook in the building to meet with your team and discuss how you take what you learned back to campus.

Program Committee

The 2007 ANAC summer institute program committee:

- Bill Clyde, Quinnipiac University
- David Garcia, Ithaca College
- Devorah Lieberman, Wagner College (committee chair)
- Francine Navakas, North Central College
- John Burney, Drake University
- J. Burton Kirkwood, University of Evansville
- Lynette Robinson, ANAC
- Mary Wise, Elon University
- Nancy Midgette, Elon University
- Peter Felten, Elon University

Special thanks to Barbara Guy and Edie Alexander of Elon University who coordinated registration and logistics for the conference.