

Building a Learning-Centered Institution

PROGRAM

*Sponsored by
The Collaboration for the Advancement
of College Teaching & Learning*

**FEBRUARY 17-18, 2006
SHERATON BLOOMINGTON HOTEL
BLOOMINGTON, MINNESOTA**

PROFESSIONAL *Development Conference*



PRECONFERENCE SESSION

Friday, 8:00-10:30 a.m. — Separate registration required.

A
**ADDRESSING ETHICAL
INSTRUCTIONAL ISSUES:
Creating Constructive
Contexts for Learning**

PLAZA 1

*Miriam Rosalyn Diamond, Associate Director of Faculty Programs, Searle Center for Teaching Effectiveness
Northwestern University*

Faculty members regularly face ethical dilemmas in their interactions with students. Their responses to these situations strongly affect the learning environment. How does one develop a professional, yet accessible, relationship with learners, address grade expectations, use humor appropriately, and foster sensitivity and fairness in a diverse classroom setting? What is the best way to perform damage control when one has made a *faux pas*? Through case studies, role-plays, and discussion, participants will address areas of concern, identify key ethical principles associated with teaching, and consider the relative merits of potential responses to ethical challenges. Together, participants will explore the impact faculty actions can have on student motivation and ultimately on learning.

This preconference workshop is based on The Collaboration's Traveling Workshop "The Ethics of Teaching: Responding Constructively to Complex Situations."

B
**CHANGING MINDS AND
CHANGING WAYS:
Preparing Faculty for
Institutional Change**

PLAZA 3

*Judy Dittman, Associate Professor of Health, Physical Education and Exercise Science, College of Education
Maureen Murphy, Assistant Professor of English, College of Arts and Sciences
Todd Quinn, Instruction/Reference Librarian and Assistant Professor, Mundt Library
Lynette Molstad-Gorder, Associate Professor, College of Business and Information Systems
Dakota State University*

During The Collaboration's 2004 Summer Institute, a cross-disciplinary team from Dakota State University developed a comprehensive, year-long series of training and assessment activities aimed at preparing the campus for the implementation of a campus-wide wireless technology initiative. This collaborative planning laid the groundwork for ongoing, continually evolving faculty development activities that provide a model for the successful integration of technology into courses and programs that focuses on student learning. This workshop will demonstrate the planning, implementation, and assessment of this faculty development program. In addition, it will provide participants with hands-on experience with wireless, mobile computing technology and discussions of new and emerging technologies in the context of building learning-centered environments.

C
**ENGAGING STAKEHOLDERS IN
CREATING A LEARNING-
CENTERED INSTITUTION**

PLAZA 6

*Velma J. Lashbrook, Assessment Consultant, Center for Teaching and Learning
Augsburg College*

All change happens at the individual, not the organizational, level and requires the involvement, commitment, and skill development of all key stakeholders. What does it mean to be learning-centered and what changes does it require? Who has a stake in these changes and what are their primary interests? Through a series of large and small group dialogues, participants will help clarify how to engage stakeholders in creating a learning-centered institution. We will consider how to involve stakeholders in the change process and how to build and sustain commitment to the vision of a learning-centered institution. The workshop will highlight the skills needed in a learning-centered environment and identify obstacles, ways to overcome them, and tools to measure, monitor, and recognize progress.

This preconference workshop is based on The Collaboration's Traveling Workshop "Engaging Multiple Stakeholders in the Change Process."



PRECONFERENCE SESSION, cont'd

Friday, 8:00-10:30 a.m. — Separate registration required.

D **FOCUSING FACULTY DEVELOPMENT ON STUDENT LEARNING**

PLAZA 5

Barbara Licklider, Professor, Educational Leadership and Policy Studies
Jan Wiersema, Associate Director of Project LEARN, Department of Electric and Computer Engineering
Iowa State University

How can students be actively engaged in classrooms? How can faculty determine whether a particular method is appropriate? After engaging participants in experiences about student learning, the workshop facilitators will share components of a learning-centered approach to faculty development at Iowa State University. Participants will then consider approaches to faculty development that help faculty members critically question their own teaching to make informed choices about how to increase the potential for student learning. We will also discuss ways that teams of faculty can work together to help each other grow as educators.

E **GRANT WRITING FOR LEARNING-CENTERED INSTITUTIONS**

PLAZA 4

Joan West, Director, Research, Grants, and Contracts
Bonnie Daniel, Senior Research Associate, Research, Grants, and Contracts
Patty Flowers, Senior Research Associate, Research, Grants, and Contracts
University of Tennessee at Martin

Grant writing represents a meaningful way for disparate groups on a campus to participate in the design of a learning-centered institution. This workshop will provide participants with an interactive introduction to the grant-writing process. Following an overview, presenters will facilitate group activities that introduce an approach to critically examine Requests for Proposals (RFPs), use the budget to establish project goals and objectives, write effective goals and objectives, and integrate the project idea into an effective management plan. Participants will learn how to use grant writing to create programs and collaborative partnerships that promote student engagement, positive organizational change, and a culture of evidence.

F **LIBERAL LEARNING – PARTNERS, PASSIONS, PRACTICALITIES: Engaging the Learner Through Interdisciplinary Teaching**

PLAZA 2

Cynthia Gray-Mash, Professor, Foundations of Education
University of Wisconsin-Eau Claire

Jeannine Saabye, Associate Professor of Arts and Humanities
Jon L. Brudvig, Associate Professor, Department of History
Gwyn Herman, Assistant Professor, Department of Education
University of Mary

In August of 2005, the faculty of the University of Mary, Bismarck, North Dakota, began interdisciplinary teaming to design innovative courses that bridged the gap between liberal arts and professional education subject matter. Their goals were to establish a shared liberal arts knowledge base, to rekindle their passions for the liberal arts within the values expressed in their campus vision, and to engage their students in a new vision for professional practice. The courses they designed were carried out in fall of 2005. This session will explain the process and the results of that endeavor. Participants will consider how to apply similar approaches to a partnership between liberal arts and professional studies in their institutions.

FREE MINI-CONSULTATIONS ON CAMPUS INITIATIVES

Friday, 9:45-10:30 a.m.

PLAZA MALL

Meet representatives of The Collaboration's consulting corps and get tips on how to make your campus or departmental initiatives to improve teaching, learning, and assessment more successful. Three 45-minute time slots are available during the conference:

Friday, 9:45-10:30 a.m.
Friday, 4:00-4:45 p.m.
Saturday, 9:45-10:30 a.m.

Sign up at the registration desk in the Plaza Mall and come prepared to describe your program and needs and pose your questions. **These sessions are offered in conjunction with The Collaboration's Program Consulting and Evaluation Services.** To enlist more extensive consulting, call us at 651-646-6166.

THANK YOU!

The Collaboration thanks the following Consultant/Evaluators for contributing their time and expertise during our February Conference:

Kathryn Alley
Associate Vice President for Academic Affairs
South Dakota School of Mines and Technology

Pamela Pinahs-Schultz
Associate Professor and Assessment Coordinator
Carroll College

Kenneth Jones
Director of Learning Enhancement Services
College of Saint Benedict/Saint John's University

Jack Rossmann
Professor of Psychology
Macalester College

Velma Lashbrook
Assessment Consultant
Augsburg College

Stacey Sherwin
Faculty Development Coordinator
Salish Kootenai College

Diane L. Pike
Director of the Center for Teaching & Learning
Augsburg College

Phyllis Worthy Dawkins
Director of the College of Professional Studies
Johnson C. Smith University

SUMMER INSTITUTE CONSULTING OPPORTUNITY

Make an appointment to consult with Collaboration staff or Summer Institute Core Faculty about possible team proposals during the conference. To request an appointment, talk with the staff at the registration desk. The Call for Proposals, including project guidelines, is in your conference packet.

BOOKSTORE

A bookstore, operated by the University of St. Thomas, will have texts related to the conference theme as well as other topics available for purchase during the conference.

NOTE

Please be considerate of your colleagues during plenary and concurrent sessions. Either turn cell phones off or set them to "no ring."

**GRAND BALLROOM
EAST & CENTER**

OPENING PLENARY SESSION

Friday, 10:45 a.m.-2:00 p.m.

WELCOME AND INTRODUCTION

Lesley K. Cafarelli, President and Chief Executive Officer, The Collaboration
Ann Leja, Director of the Undergraduate Nursing Program, College of St. Scholastica

KEYNOTE

John Tagg, Associate Professor of English at Palomar College

FROM INNOVATION TO TRANSFORMATION: Learning to Change and Changing to Learn in Higher Education

Today the means of education—the organizational structures that shape our institutions—limit the ends. How can we raise expectations and liberate higher education to achieve its mission? The touchstone and core mission of higher education is student learning. Yet many of the well-intended innovations that institutions have pursued in the last decade have failed to alter basic processes or dramatically improve outcomes. Form often inhibits function; the parts often obscure the whole. This presentation will outline the functional mission of the college that puts learning first. One reason that we seldom get very far on the journey of transformation is that we lack a usable map. What and how should students learn? And how can faculty members, advisors, student affairs staff, and administrators reorient their work to achieve their real mission, put form at the service of function? If the parts of the academic enterprise are to function effectively together, we must begin with a coherent and aligned vision of the whole.

John Tagg is associate professor of English at Palomar College. He is co-author of “From Teaching to Learning: A New Paradigm for Higher Education,” “arguably the most widely cited piece that Change ever published,” according to Peter Ewell, editor of Change. It sparked a nationwide discussion of the meaning and mission of higher education. In his recent book The Learning Paradigm College (Anker Publications, 2003), Tagg develops the case for organizational transformation in higher education. He describes a research-based approach to redesigning higher education in the service of student learning and provides detailed examples of institutions that exemplify the Learning Paradigm. Tagg has made presentations and conducted workshops for dozens of campuses and professional organizations. Recently, he has worked with the Pew Forum on Undergraduate Learning.

LUNCH

Discuss Dr. Tagg’s message over our Italian buffet. At the end of lunch, there will be a book drawing courtesy of Anker Publishing.

-- Menu --

Marinated pasta salad and fresh garden salad
Seasonal vegetables and garlic whipped potatoes
Chicken breast with tomato basil
Tri-color tortellini and penne pasta with marinara and alfredo sauce
Italian meatballs
Tiramisu

PANEL DISCUSSION

LEADING ORGANIZATIONAL CHANGE TO PUT LEARNING AT THE CENTER

What do educational leaders have to say about leading learning-centered organizational change? This distinguished panel will tackle issues raised by the keynote address in the context of their personal experiences. The President of Century College, Larry Litecky, will moderate this panel.

Corly Petersen Brooke

Director, Center for Excellence in Learning and Teaching at Iowa State University

Richard Davenport

President, Minnesota State University, Mankato

Michael McPherson

President, The Spencer Foundation
Past President, Macalester College

Ferol Menzel

Vice President for Academic Affairs and Dean of the Faculty, Wartburg College
Member, Higher Learning Commission
Board of Trustees

Josephine Reed-Taylor

Senior Vice President of Academic Affairs,
Minneapolis Community and Technical College
Member, Higher Learning Commission
Board of Trustees

John Tagg and panel members will be available for informal conversation during Concurrent Session 1H, taking place in Plaza 5 at 2:15 p.m.

CONCURRENT SESSION 1

Friday, 2:15-3:30 p.m.

1A
LEADING TRANSFORMATIONAL CHANGE:
Promoting Communication, Building Collaboration, and Rethinking Curricula

Joseph Graves, Dean, University Studies
Karen Hornsby, Assistant Professor of Philosophy and Interim Director, Liberal Studies Program
Scott Simkins, Director of Academy for Teaching and Learning and Associate Professor of Economics
North Carolina A&T State University

This session will focus on the process of bringing about transformational change, from the inception of the idea through implementation of the changes themselves. Using our case study as a backdrop, we will employ cooperative learning groups to identify central issues, challenges, and opportunities related to transformational change. Discussion will highlight potential roadblocks, real-life examples, and strategies that promote successful university-wide institutional changes. Participants will leave with a list of tools and tactics for transformational change on their campuses.

PLAZA 1

1B
LEADING THE REVOLUTION: Faculty at the School of Mines Increase Student Engagement

Jackie Adamson, Assistant Professor, Department of Social Sciences
John Bruni, Assistant Professor, Department of English
Bob Corey, Chair and Associate Professor, Department of Physics
John Lofberg, Instructor, Department of Mathematics and Computer Science
Frank Van Nuys, Assistant Professor, Department of History
South Dakota School of Mines and Technology

Faculty at the School of Mines looked at their NSSE data, looked at themselves, and acted! Although they believed the curriculum was student-centered, the actual data showed that first-year students were less engaged than expected or desired. Hoping to increase students' active learning, faculty organized a voluntary cohort to make their introductory courses (in physics, psychology, math, history, and writing) more student-centered. Participants in this session will experience how cohort members rethought their courses, hear about their biggest "ah-ha's," and will leave understanding just how easily it can be done at their own institutions.

ATRIUM 7

1C
ENHANCING STUDENT ENGAGEMENT AND EDUCATIONAL EFFECTIVENESS: The National Survey of Student Engagement

Jillian Kinzie, Associate Director
NSSE Institute and Indiana University Center for Postsecondary Research

Almost 1,000 colleges and universities have administered the National Survey of Student Engagement (NSSE) since 2000. Although NSSE doesn't assess student learning outcomes directly, it measures student behaviors that are correlated with desirable learning outcomes. During this session, a brief overview of NSSE, CCSSE (the Community College Survey of Student Engagement), and FSSE (the Faculty Survey of Student Engagement) will be provided, and participants will consider the application of these tools in efforts to build a learning-centered institution. Examples of how NSSE data are being used to inform improvement in teaching and learning and in assessment and accreditation efforts will be discussed.

PLAZA 6

1D
CREATING A POWERFUL UNDERGRADUATE EXPERIENCE FOR STUDENTS (Part 1)

Mary Secor, President
Institute to Promote Learning (IPL), Ltd.

Colleges and universities offer a variety of programs (first-year experiences, service-learning, learning communities) and services (tutoring, career counseling, advising) that are designed to promote student learning and success. Typically, students fail to take full advantage of these programs, services, and experiences, resulting in lost opportunities to effectively promote student learning, engagement, development, and success. During this workshop, participants will explore components of a Powerful Undergraduate Experience and learn how faculty, administrators, program directors, and student affairs personnel can work together to create a Powerful Undergraduate Experience for students. Participants will leave with a plan and process that institutions can utilize to organize, integrate, and deliver effective academic programs, campus services, and curricula, designed to create Powerful Undergraduate Experiences for their students.

PLAZA 3

CONCURRENT SESSION 1, cont'd

Friday, 2:15-3:30 p.m.

1E
LEARNER-CENTERED
TEACHING:
Beyond Talk

ATRIUM 6

Linda Carpenter, Coordinator of the Network for Excellence in Teaching
Donna Raleigh, Program Manager of the Network for Excellence in Teaching
University of Wisconsin-Eau Claire

This session will introduce the transformation strategy that one campus took toward becoming learning-centered. The approach began with a strategic goal to build a learning-centered focus into the campus culture. Presenters will share strategic directions that have been undertaken to achieve the goal with a particular emphasis on the faculty development initiatives that have supported it. Participants will consider the rationale for the approach and the program development components; they will also apply this information by designing a programmatic approach to transforming their own campuses into learning-centered institutions.

1F
DEBATE THIS!
Critical Thinking and Content
Mastery via In-Class
Mini-Debates (Part 1)

PLAZA 2

Deano Pape, Assistant Professor, Department of Communication
Ripon College

A learning-centered institution begins with faculty, administrators, and staff who know how to engage students beyond the lecture or standard group discussion model. Learn how to create and conduct mini-debates in classrooms and other student environments on campus. Participants will engage in mini-debates during this session to focus on critical thinking and content mastery within this workshop. The session will conclude discipline-specific methods for applying mini-debates and plans to utilize them in classes. With many roles for everyone, even shy students in larger classes will learn from mini-debates.

1G
USING SERVICE-LEARNING TO
ENHANCE STUDENT LEARNING

PLAZA 4

Elizabeth Tolman, Associate Professor of Communication Studies
South Dakota State University

Service-learning projects allow students to apply course material to real world situations, provide service to the community, engage in teamwork, and illustrate the applied nature of course material. They foster academic partnerships with local organizations from which students gain career direction and greater understanding of the types of opportunities available in their fields. In short, service-learning exemplifies the best in learning-centered methodology. In this introduction to service-learning, participants will learn about guidelines and resources that they can use when incorporating service-learning into their courses. The interactive discussion will address characteristics of service-learning, the rationale for this approach, the development of course objectives, recommendations for establishing community partners, types of common obstacles, examples of assignments, and methods for promoting reflection.

1H
FURTHER CONVERSATION ON
THE KEYNOTE AND
LEADERSHIP PANEL

PLAZA 5

Facilitator: *Jay Barnes, Executive Vice President and Provost*
Bethel University

Join keynoter John Tagg and members of our leadership panel for informal, facilitated discussion of issues and ideas raised in their presentations. This is an opportunity to raise questions, consult on leadership strategies with professional peers, and share your own stories.

This session is designed especially for administrators and other campus leaders.

BREAK

3:30-4:00 P.M.

PLAZA MALL

BOOK SIGNING

During the break, John Tagg and Jillian Kinzie will be in the Plaza Mall signing copies of their books, including *Assessing Conditions to Enhance Educational Effectiveness*, *Student Success in College: Creating Conditions that Matter*, and *The Learning Paradigm College*.

CONCURRENT SESSION 2

Friday, 4:00-5:15 p.m.

2A
FIRST-YEAR SEMINAR ABC'S:
Advising, Building
Community, and Content to
Enhance Academic Skills

Kris Bransford, Assistant Professor, Department of Psychology
Robert Krueger, Associate Professor, Department of Mathematics
Concordia University-St. Paul

Many academic institutions offer first-year seminars to facilitate student engagement, enhance academic skills, and foster student/faculty relationships. However, they are challenged to devise assessment strategies which will demonstrate that first-year programs meet institutional goals. In this session, participants will be introduced to one institution's process for developing learning outcomes for a first-year seminar, creating assessment tools and data collection processes, and using the results to improve the seminar. Presenters will share assessment tools and data management strategies that will stimulate ideas for increasing student engagement. Participants will develop a model of assessment that can be utilized by institutions with established first-year experiences as well as those interested in developing first-year seminars.

PLAZA 5

2B
GRASS-ROOTS TACTICS FOR
INSTITUTIONAL CHANGE

Marla Martin Hanley, Assistant Professor and Director of Field Education, Department of Social Work
Martha Phillips, Associate Professor, Department of Biology
College of St. Catherine

In a project called "Claiming a Community of Connection," the College of St. Catherine began with a year-and-a-half effort to clearly articulate goals for a learning-centered liberal arts education. The process used to achieve consensus on college-wide learning goals provides a model of campus change through effective community organization and leadership involving both academic and student affairs. The goals themselves serve as a foundation for the next phases of renewal in advising, learning communities, and curricular revision. In this session presenters will share their experience and provide opportunities for participants to identify barriers to change in their institutions, discuss how to reframe barriers as opportunities to institutional learning, and identify and honor the strengths of their institutions.

PLAZA 1

2C
FIFTEEN WAYS TO ENGAGE
STUDENTS WITH
COOPERATIVE LEARNING
STRATEGIES

Darlene Habanek, Assistant Professor, Education Foundations
University of Wisconsin-Whitewater

Teaching faculty continuously search for new and effective methods to engage students in deep and enduring learning. In this interactive session participants will learn about 15 of the best cooperative learning methods refined by the presenter over 18 years of college teaching. Course mapping will be used to help instructors select the most appropriate strategies to accomplish their learning objectives. Strategies will include base group, informal, and formal cooperative learning options, all of which will help get student attention and keep them learning. Learn about methods like The Homework Show, The Problem-Solving Rally, Note-Taking Pairs and Case Sleuthing. Participants will map their instructional needs and leave with strategies to engage students for maximum learning.

ATRIUM 6

This concurrent session is based on The Collaboration's Traveling Workshop "Succeeding with Cooperative Learning."

2D
CREATING A POWERFUL
UNDERGRADUATE
EXPERIENCE FOR STUDENTS
(Part 2)

Mary Secor, President
Institute to Promote Learning (IPL), Ltd.

Colleges and universities offer a variety of programs (first-year experiences, service-learning, learning communities) and services (tutoring, career counseling, advising) that are designed to promote student learning and success. Typically, students fail to take full advantage of these programs, services, and experiences, resulting in lost opportunities to effectively promote student learning, engagement, development, and success. During this workshop, participants will learn how faculty, administrators, program directors, and student affairs personnel can work together to create a Powerful Undergraduate Experience for students. The characteristics and components of a Powerful Undergraduate Experience. Participants will leave with a plan and process that institutions can utilize to organize, integrate, and deliver effective academic programs, campus services, and curricula, designed to create Powerful Undergraduate Experiences for their students.

PLAZA 3

CONCURRENT SESSION 2, cont'd

Friday, 4:00-5:15 p.m.

2E
ENGAGED AND LEARNING!
Learning Community
Strategies for
Undergraduate Education

PLAZA 6

Kathleen Jorissen, Assistant Professor of Educational Administration and Leadership Studies
Carol Rosiak, Doctoral Candidate in Leadership and Policy Studies
Bowling Green State University

Working in teams to accomplish organizational goals is common in business, education, and the professions. However, many new graduates enter the workforce having spent their college years learning primarily through the traditional lecture format. This session will present strategies that can be used to foster a classroom learning community. The session itself will be structured into cooperative groups as well as a whole-class learning community, providing participants experience in specific learning and assessment strategies. Participants will leave with a sampler of activities, suggestions about assessment and grading, tips for handling the paper load, and recommendations for dealing with underperforming students.

2F
DEBATE THIS!
Critical Thinking and Content
Mastery via In-Class
Mini-Debates (Part 2)

PLAZA 2

Deano Pape, Assistant Professor, Department of Communication
Ripon College

A learning-centered institution begins with faculty, administrators, and staff who know how to engage students beyond the lecture or standard group discussion model. Learn how to create and conduct mini-debates in classrooms and other student environments on campus. Participants will engage in mini-debates during this session to focus on critical thinking and content mastery within this workshop. The session will conclude discipline-specific methods for applying mini-debates and plans to utilize them in classes. With many roles for everyone, even shy students in larger classes will learn from mini-debates.

2G
ARTICLE DISCUSSION:
Academic and Student Affairs
Consider Promoting Student
Success

PLAZA 4

Sandra Olson-Loy, Vice Chancellor for Student Affairs
University of Minnesota-Morris

How do academic and student affairs offices, programs, and personnel collaborate to facilitate student success? What recruitment and orientation policies and practices help students begin to identify their learning strengths and educational goals? These are just two of many questions about promoting student success that will be considered. The NSSE Practice Briefs, "Creating Conditions So Every Student Can Learn" by Arthur Chickering and George Kuh and "What Student Affairs Can Do" by Elizabeth Whitt provide the basis of this discussion. This session will have a practical, experiential focus. It will afford opportunities to exchange experiences across institutions and take away ideas to apply back on campus. Articles will be available at the session.

FREE MINI-CONSULTATIONS ON CAMPUS INITIATIVES

Friday, 4:00-4:45 p.m.

PLAZA MALL

Meet representatives of The Collaboration's consulting corps and get tips on how to make your campus or departmental initiatives to improve teaching, learning, and assessment more successful. Sign up at the registration desk in the Plaza Mall. **This session is offered in conjunction with The Collaboration's Program Consulting and Evaluation Services.**

RECEPTION

Friday, 5:15-6:15 p.m.

GARDEN COURT

You won't want to miss this year's reception. Socialize with fellow conference participants over a scrumptious selection of appetizers and a glass of your favorite beverage from the cash bar. This is a great opportunity to network in a relaxing setting. Come and enjoy the musical soundscapes of the jazz trio "Standard Deviation."

FACULTY DEVELOPERS' BREAKFAST SESSION

Saturday, 7:30-9:15 a.m. — Separate registration required.

STRATEGIC APPROACHES TO BUILD INVOLVEMENT IN FACULTY DEVELOPMENT

*Lynne Groves, Instructional Technology and Curriculum Specialist
South Central College*

*Marion Hogan Larson, Professor of Writing and Faculty Development Coordinator
Bethel University*

PLAZA 1

Join your colleagues for an informal discussion examining how strategic approaches to faculty development can increase faculty involvement on your campus. Learn about what's working at other campuses, including how framing messages, integrating partnerships and networking, and embedding meaningful incentives can be used effectively to meet your institution's teaching and learning goals. This session will also include time to share your own experiences and to develop strategies that best meet your campus needs.

CONTINENTAL BREAKFAST

7:30 - 9:45 A.M.

PLAZA MALL

CONCURRENT SESSION 3

Saturday, 8:00-9:15 a.m.

3A CURRICULAR INTEGRATION: Vertical and Horizontal Learning (Part 1)

*Ryan Cross, First-year student, Construction Engineering
Brandy Nohava, First-year student, Construction Engineering
Kelly Strong, Associate Professor of Civil, Construction, and Environmental Engineering
Rhonda Wiley-Jones, Academic Advisor in Construction Engineering
Iowa State University*

PLAZA 5

This session will use the Construction Engineering Cornerstone Learning Community as a illustration of how to create a deeper understanding of integrated curricula development, focusing on horizontal and vertical learning. Participants will explore the application of the Herrmann Brain Dominance Instrument (HBDI) in activities such as student self-exploration, teambuilding and teamwork, problem-solving, and communication and the linkage with English composition classes as the horizontal learning components. The "vertical" role of industry in curricular matters will be discussed. Two students will share their perspectives of how it is working for them and participants will generate ideas that can be used as models.

3B THE DIVERSITY AWARENESS CARD PROGRAM: An Activities and Classroom Connection

*Naurine D. Lennox, Associate Professor of Social Work
Tim Schroer, Associate Dean of Community Life and Diversity
Lindsey Thoreson, Fourth-year student, Music and Political Science majors
St. Olaf College*

PLAZA 3

Isn't it frustrating when excellent diversity programming is poorly attended? Two of the challenges on college campuses are to better link the wealth of programming revolving around diversity issues to what is being taught and discussed in the classroom and to increase attendance at these events. Majority students in the college community often think that these are not for them. This program will discuss the planning and implementation of the Diversity Awareness Card program at St. Olaf College, which was implemented as a pilot program during fall semester of 2003 and offered to the entire faculty in the fall of 2004. Participants will learn about the benefits of this program and discuss how to adapt it for use their own campuses.

CONCURRENT SESSION 3, cont'd

Saturday, 8:00-9:15 a.m.

3C FUELING LEARNING- CENTERED CHANGE THROUGH GRANT ACQUISITION, ASSESSMENT, AND ACTIVE LEARNING

ATRIUM 6

*Mary Hassinger, Dean, School of Letters and Sciences
Theresa Moore, Instructional Design Specialist, Title III
Viterbo University*

The Title III Project "Becoming Learner-Centered" provides \$1.8 million to Viterbo University over five years for improving academic quality by strengthening the learner-centered nature of the curriculum. The grant increases Viterbo's institutional effectiveness by implementing a comprehensive program of organizational change. Early findings support that institution-wide improvement of academic quality is taking place through outcomes assessment and active learning strategies. Upon termination of federal funding in 2008, Viterbo University has long-term plans in place to sustain the culture of outcomes assessment and improved teaching. In this session, participants will learn how to obtain federal funding to become more learner-centered and the mechanisms needed to actualize and sustain large-scale, institutional change.

3D INNOVATION, TECHNOLOGY, AND INSTITUTIONAL CHANGE: Latest Technologies for Building Learning-Centered Institutions

PLAZA 2

*Justin Blessinger, Assistant Professor of Computers and Writing, College of Arts and Sciences
Deana Hueners, Instructor of English, College of Liberal Arts
Nancy Moose, Professor of English, College of Liberal Arts
Daniel J. Weinstein, Associate Professor of English, College of Liberal Arts
Dakota State University*

Faculty from Dakota State University will showcase innovative and practical approaches to integrating new and emerging technologies into the classroom, including Skype voice chat, digital inking, blogging, and podcasting. The presenters share their pedagogical challenges and solutions when a Wireless Mobile Computing Initiative (WMCI) to revolutionize the learning environment at Dakota State University was implemented. The goals of the initiative were to encourage students to become more effective and independent learners and to provide faculty the tools to develop student skills in accessing, organizing, analyzing, and presenting information using new and emerging computing technologies. Participants will work in small groups with tablet PCs. Several cutting-edge technologies will be demonstrated with an emphasis on specific learning activities that utilize the technology to enhance student learning.

3E LESSON STUDY, LESSONS LEARNED

PLAZA 4

*Julie Bell, First-Year Academic Advising Coordinator
Debra DeBates, Associate Professor, Department of Human Development, Consumer and Family Sciences
Nancy Lyons, Associate Professor, Apparel Merchandising and Interior Design
Renee Oscarson, Gerontology Coordinator
Cindi Penor Ceglian, Associate Professor, Department of Human Development, Consumer and Family Sciences
South Dakota State University*

"Lesson study," an approach to instructional improvement and faculty development that originated in Japan, involves a group of instructors who meet regularly to collaboratively plan lessons focused on real-world application. Instructors gather evidence of student learning within one another's courses and use that evidence to improve future lessons. In the U.S., the lesson study process is used primarily in grades K-12. This session provides an overview of the modification of the lesson study approach for use in higher education. Presenters will share experiences as an interdisciplinary group of faculty who participated in lesson study. Participants will share insights and consider application of this approach.

continued

CONCURRENT SESSION 3, cont'd

Saturday, 9:45-11:00 a.m.

3F ORGANIZATIONAL CHANGE FOR STUDENT LEARNING

PLAZA 6

*John Tagg, Associate Professor, Department of English
Palomar College*

Why is it so hard for colleges to change? Organizational structures and processes often undermine the functional mission of the institution. And those who work hard to achieve organizational change are often frustrated in their efforts but can't identify the source of the problem. This workshop will identify some of the common barriers to transformative change in colleges and uncover features of organizational structure and culture that deflect change. How can assessment, feedback, and effective organizational communication help institutions combat defensive routines and move from single-loop to double-loop organizational learning? Building on the ideas outlined in the keynote address, this session will highlight points of leverage that can move the institutional focus from maintaining organizational processes to achieving the learning mission.

BREAK

9:15 - 9:45 A.M.

PLAZA MALL

CONCURRENT SESSION 4

Saturday, 9:45-11:00 a.m.

4A CURRICULAR INTEGRATION: Vertical and Horizontal Learning (Part 2)

PLAZA 5

*Ryan Cross, First-year student, Construction Engineering
Brandy Nohava, First-year student, Construction Engineering
Kelly Strong, Associate Professor of Civil, Construction, and Environmental Engineering
Rhonda Wiley-Jones, Academic Advisor in Construction Engineering
Iowa State University*

This session will use the Construction Engineering Cornerstone Learning Community as a illustration of how to create a deeper understanding of integrated curricula development, focusing on horizontal and vertical learning. Participants will explore the application of the Herrmann Brain Dominance Instrument (HBDI) in activities such as: student self-exploration, teambuilding and teamwork, problem-solving, and communication and the linkage with English composition classes as the horizontal learning components. The "vertical" role of industry in curricular matters will be discussed. Two students will share their perspectives of how it is working for them. And participants will generate ideas that can be used as models.

4B MAKING THE MOST OF TWO WEEKS ABROAD: A Novel Teaching-Learning Model

PLAZA 3

*April Brooks, Professor, Department of History
Robert Burns, Dean of Honors College
Nels Granholm, Global Studies Director
Mary A. Haug, Associate Professor, Department of English
South Dakota State University*

Three faculty members from South Dakota State University will discuss their approach to an interdisciplinary honors colloquium with a study abroad component. The course explores many similarities between the Isle of Mull, Scotland, and South Dakota, including issues of ecology, sociology, economics, world trade, agriculture, relative isolation and rugged landscape, and the treatment of Native American and Celtic peoples. The course concludes with a two-week study abroad experience in the United Kingdom, primarily on the Isle of Mull, where students engaged in a variety of hands-on research projects ranging from anthropology to technology to economics to folklore. This session will provide participants with a model for an intensive, semester-long, interdisciplinary and highly-focused study followed by a two-week study abroad experience, applicable at their home institution.

CONCURRENT SESSION 4, cont'd

Saturday, 9:45-11:00 a.m.

4C MEETING PROGRAMMATIC AND STUDENT NEEDS THROUGH ELECTRONIC PORTFOLIOS

*Ralph Erion, Professor, Department of Educational Leadership
Denise Peterson, Associate Professor, Department of Educational Leadership
South Dakota State University*

Electronic portfolios can be a powerful tool for documenting student learning. But how do you balance student control over portfolio projects with other assessment needs, such as program evaluation or compliance with external requirements of professional organizations? This presentation describes an electronic portfolio process that provides both considerable student control and flexibility to meet institutional evaluation needs. Presenters will highlight key decisions in developing an electronic portfolio process, and participants will brainstorm applications to their own programs. Examples, templates, rubrics, and information on resources will be provided.

ATRIUM 6

4D ONE SIZE NEVER FITS ALL: Differentiated Instruction in the Undergraduate Setting

*Candyce Chrystal, Chair and Associate Professor and Chair, Department of Elementary Education
Christine Conroy-Hof, Ed.D. Associate Professor, Department of Special Education
Mary C. Miller, Assistant Professor, Department of Teacher Education
Mount Marty College*

Thirty years ago, 14 percent of the graduating high school class went to college; today 60 percent attend college. This means that most of our undergraduate students today would not have been going to college some years ago. There are ways, some acceptable and some not, to deal with underprepared students. You can blame or ignore them, water down your content—or you can step up to the plate and teach like your life depends on it. Differentiated instruction allows us to maintain high standards and outcomes, yet teach so that all may learn and demonstrate that learning to us. This workshop will allow participants to discover their learning preference and teach outside of that mode. This session will present strategies used in undergraduate classrooms to differentiate instruction.

PLAZA 1

4E A TRIBAL COLLEGE'S COMMUNITY ENGAGEMENT INITIATIVE TO COMBAT DIABETES

*Ron Carpenter, Associate Professor, Department of Arts and Humanities
Cynthia Jelleberg, Instructor, Department of Arts and Humanities
Andrew Johnson, Assistant Professor, Department of Arts and Humanities
Peggy Johnson, Associate Professor, Department of Arts and Humanities
Curtis Poitra, First-year Student, Science & Secondary Education Major
Turtle Mountain Community College*

Full-time faculty and adjunct instructors from a variety of disciplines at Turtle Mountain Community College worked cooperatively with staff and community leaders to involve students in service-learning activities that combat diabetes in their reservation community. This cooperative effort engaged students in activities that fulfill course objectives, while allowing them to learn from real-life situations in their communities. Based on the success of this program, service-learning is now a requirement in a variety of courses. Presenters will share their experiences establishing this interdisciplinary project. Participants will receive models to document student involvement and gauge the effectiveness of a community-based service-learning initiative.

PLAZA 2

4F USE OF ART AS A SCAFFOLDING TEACHING STRATEGY FOR PROFESSIONAL EDUCATION

*Nicole M. Hooper, Third-year Student, Nursing Major
Sharon K. Hydo, Assistant Professor, Nursing Systems Department
Diane L. Marcyjanik, Graduate Student, Nursing Major
CeCelia R. Zorn, Associate Professor, Nursing Systems Department
University of Wisconsin-Eau Claire*

Students in professional degree programs develop well-honed skills within their disciplines. However, they need meaningful opportunities to explore self-awareness. Scaffolding is a teaching strategy where students collaboratively build on previous knowledge to enhance self-awareness. Using art as the scaffold enables students to personally examine, in increasingly richer and more complex ways, what it means to develop a professional identity. Educators must be creative in designing scaffolds to facilitate this discovery. Presenters will share results of a research project, conducted from a naturalistic inquiry perspective, that linked the use of art in helping 96 baccalaureate nursing students create a personal expression of what the profession is for them. Session participants will engage in an activity to experience this teaching strategy and will brainstorm implications for educators.

PLAZA 4

continued

CONCURRENT SESSION 4, cont'd

Saturday, 9:45-11:00 a.m.

4G
TEACHING CIRCLES:
A Catalytic Mechanism
to Build a
Learning-Centered College

Larry Litecky, President
Michele Neaton, Active Learning Advocate, Center for Teaching and Learning
Century College

How can a faculty development initiative become a catalytic mechanism that transforms a college? Learn how Century College's Teaching Circles have become a powerful force in changing the campus culture and moving this community and technical college toward becoming a learning-centered institution. This session will introduce the concept of catalytic mechanisms and describe how Teaching Circles have provided mentoring for new faculty, established community, and improved teaching and learning. Participants will take part in a mock Teaching Circle and analyze their own institutions to determine feasibility of adapting the Teaching Circle model to their own campuses.

PLAZA 6

FREE MINI-CONSULTATIONS ON CAMPUS INITIATIVES

Saturday, 4:00-4:45 p.m.

PLAZA MALL

Meet representatives of The Collaboration's consulting corps and get tips on how to make your campus or departmental initiatives to improve teaching, learning, and assessment more successful. Sign up at the registration desk in the Plaza Mall. This session is offered in conjunction with The Collaboration's Program Consulting and Evaluation Services.

CLOSING PLENARY SESSION

Saturday, 11:15 a.m.-12:30 p.m.

INTRODUCTION

Sandra Olson-Loy, Vice Chancellor for Student Affairs, University of Minnesota-Morris


DEEP LESSONS FOR
PROMOTING STUDENT
SUCCESS AND EDUCATIONAL
EFFECTIVENESS

Jillian Kinzie, Associate Director of the NSSE Institute and the Indiana University Center for Postsecondary Research

The National Survey of Student Engagement (NSSE) provides an annual snapshot of the quality of undergraduate education. This session highlights key findings from NSSE and offers an in-depth review of student-success-oriented cultures drawn from Project DEEP (Documenting Effective Educational Practice), a study of 20 diverse four-year colleges and universities that "add value" to the undergraduate experience. That is, they perform well on NSSE and have better-than-predicted graduation rates. These institutions clearly communicate that they value high-quality undergraduate teaching and learning and provide effective, well-linked academic and support services. In this closing plenary session, Dr. Kinzie will elaborate on the programs, policies, and practices common to these institutions that are described in her book *Student Success in College: Creating Conditions That Matter*. A diagnostic template that participants can use to assess the extent to which these features exist on their campus will be introduced.

GRAND BALLROOM EAST

Jillian Kinzie, Ph.D., is Associate Director of the NSSE Institute and the Indiana University Center for Postsecondary Research. She was the Project Manager of the DEEP initiative. Previously, she taught in the Higher Education and Student Affairs program at Indiana University and worked in academic and student affairs positions. She is co-author of Assessing Conditions to Enhance Educational Effectiveness and Student Success in College: Creating Conditions that Matter (Jossey-Bass, 2005).



MULTICULTURAL WORKSHOP

Saturday, 12:30-3:30 p.m. — Separate registration required.

PLAZA 2 Assessing Learning and Engagement of Minority Students

In this interactive workshop you will explore approaches to assessing student learning and engagement of minority students from the perspective of different Minority-Serving Institutions (MSIs). Faculty and administrators from Clark Atlanta University, Salish Kootenai College, and Western New Mexico University, along with Dr. Jillian Kinzie, Associate Director of the National Survey of Student Engagement (NSSE), will share insights into developing meaningful initiatives to improve student learning and engagement, including best practices in defining goals, matching assessment instruments to outcomes, analyzing data, and communicating and using results to inform change.

You will also learn about the Building Engagement and Attainment of Minority Students (BEAMS) project, along with lessons learned through this program and from other MSIs using NSSE to increase student retention and achievement on their campuses. There also will be opportunities for you to share examples from your campus, pose questions for larger group discussion, and gain practical applications to bring back to your institution.

FINAL EVALUATION

Feedback about your experience at this conference will help The Collaboration plan future programs and services. In place of a written overall evaluation, we will be conducting an online evaluation of the conference. Please watch for an email from us on Monday, February 20, asking for your feedback. You may also go to www.collab.org to complete the evaluation. If you would prefer a print version, please contact us at (651) 646-6166 or collab@collab.org. Presenters will also be asked to complete a separate online evaluation about their experience in this role. Thanks for taking a few minutes to help us with this important evaluation effort.

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as of January 31, 2006

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- Sitting Bull College
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- South Dakota State University
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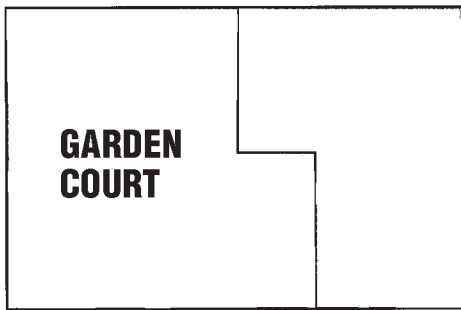
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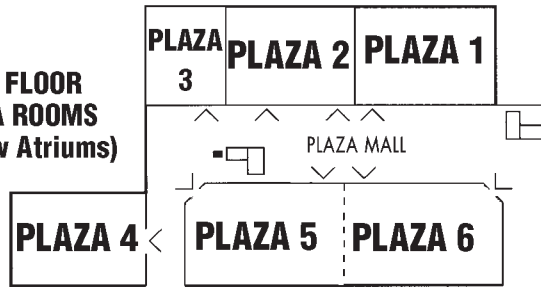
CONFERENCE SCHEDULE AT A GLANCE

SHERATON BLOOMINGTON HOTEL MEETING SPACE

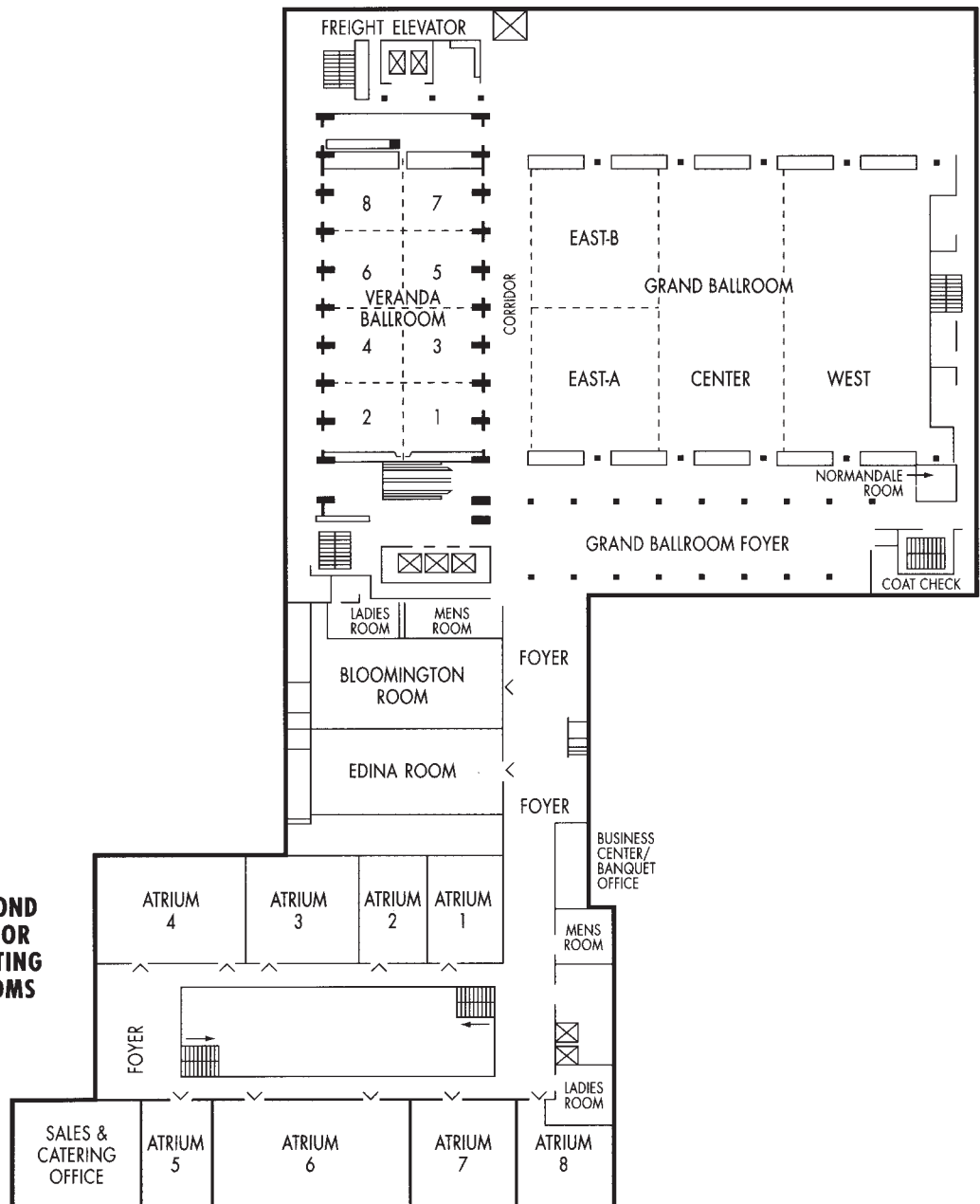
**GARDEN COURT,
FIRST FLOOR (off hotel lobby)**



**FIRST FLOOR
PLAZA ROOMS
(below Atriums)**



**SECOND
FLOOR
MEETING
ROOMS**



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For more information, contact The Collaboration at (651) 646-6166, collab@collab.org, or see our website at www.collab.org.

THE COLLABORATION FOR THE ADVANCEMENT OF COLLEGE TEACHING & LEARNING

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