





























GRAND 6, SECOND LEVEL | Problem Solving Session

### **CS 11: “Courageous Conversations” Mindset: Creating Pathways to Equity and Inclusion**

Participants will explore and examine barriers to having courageous conversations on their campuses to move beyond diversity to equity and inclusion practices. By engaging in interactive dialogue, participants will determine how to: 1) move beyond diversity; 2) acknowledge and redress any campus history of inequity/inequality; 3) clearly articulate and coordinate goals, strategies, and values across institutional levels; 4) facilitate organizational learning to expand traditional norms of educational excellence and equity; 5) build coalitions across campus; and 6) mobilize change agents in the pursuit of equitable outcomes for all students. *Participants will develop a repertoire of strategies to engage their campus community in the areas of equity and access, campus climate, diversity in the curriculum, and student/faculty learning development to increase campus-wide commitment to equity and inclusion practices.*

*Michele Hancock, Director of Equity and Inclusion, Visiting Professor of Education, Jacqueline Easley, Chair and Associate Professor of Education, and Dana Garrigan, Associate Provost for Planning and Assessment and Associate Professor of Biology—all of Carthage College*

GRAND 7, SECOND LEVEL | Problem Solving Session

### **CS 12: Constructing Effective Campus Partnerships to Support Student Success and Inclusive Excellence**

In a world where not enough students graduate from college and in which those who do need to be ready to work in diverse environments, how can campus work unify around student success and inclusive excellence? The value of campus partnerships is well documented. But the professional practice of effectively designing and sustaining these partnerships does not come without challenge. Session facilitators will examine key literature informing the importance of partnerships, share examples of best practices from various types of institutions, and offer space for personal reflection and group discussion to apply scholarship to practice. *Participants will understand elements of, challenges to, and opportunities for fostering effective partnerships; learn about and apply cross cultural theory to campus partnerships; and complete a reflection worksheet that will serve as a guide of “next steps” to engage in partnerships to increase inclusive excellence and student success.*

*Lua Hancock, Vice President of Campus Life and Student Success—Stetson University*

CITY TERRACE 7, THIRD LEVEL | Strategic Planning Session

### **CS 13: Social Justice Thinking: Modifying Current Teaching Strategies to Foster Social Justice Thinkers**

Session facilitators will provide a concise definition of social justice thinking, define the attributes a social justice thinker possesses, and explain how this thinking can be fostered in a classroom, regardless of the discipline. *Participants will be provided examples of modified research-supported pedagogical strategies to foster social justice thinking and have the opportunity to create their own model framework and modify their classroom strategies to foster specific attributes of social justice thinking.*

*Veronica van Montfrans, Doctoral Candidate in Educational Psychology—Virginia Tech*

GRAND 8, SECOND LEVEL | Problem Solving Session

### **CS 14: An Equity Asset Based Approach to Student Learning and Faculty Development**

What does it mean to use an equity asset based framework for student learning and faculty/staff development? This session will engage participants in a workshop setting that focuses on the concept of inclusion through an equity asset based framework. When working with students who are underserved and underrepresented in higher education, deficit based thinking can negatively affect the success of those students in higher education and lead students to question their ability to achieve their educational goals. Using scenarios in small groups, participants will focus on how to “flip the script” from a deficit based to an equity asset based approach to build on student assets. *Participants will understand an equity asset approach in higher education; learn concrete practices to enact this approach when working with students; and plan strategies for developing faculty/staff leadership for change.*

*Nicole Truesdell, Senior Director of Academic Diversity and Inclusiveness/Adjunct Assistant Professor of Anthropology, Marijuana Sawyer, Director, Student Excellence and Leadership Program, Aтира Coleman, Director, McNair Scholars Program, and Paul Dionne, Inclusive Success Coordinator—all of Beloit College*

CLEARWATER, THIRD LEVEL | Problem Solving Session

### **CS 15: How to Leverage Faculty Voices to Build Communities of Inclusion**

Most colleges and universities carry out initiatives to increase awareness of diversity issues among their faculty and staff. These initiatives can take several forms including formal training, seminars, guest lectures, and student panels. While such efforts often inspire individuals to be more proactive in incorporating diversity concerns into their course designs or classroom approaches, they may not result in a campus-wide commitment to trust, safety, and acceptance for all students. This session asks the question “How can we leverage the commitment of individual diversity change agents to create a broad campus-wide community of diversity practitioners?”

Facilitators will use brainstorming, concept mapping, discussions, and action planning to engage participants in an examination of the issue, to identify opportunities and roadblocks associated with building communities of action, and to develop an action plan for their institution. *Participants will* identify initiatives that engage faculty in diversity discussions and describe a plan for helping more faculty become diversity advocates.

**Theresa Pettit**, Director, Center for Teaching Excellence and **Kim Kenyon**, Associate Director, Center for Teaching Excellence—both of Cornell University

CITY TERRACE 4, THIRD LEVEL | Strategic Planning Session

### **CS 16: Modeling Diversity and Inclusion: The Impact on Campus Climate of a CDO-Led Team Model**

This session will explore the value and initial impact of an inclusive, collaborative diversity leadership model aimed at sustaining and expanding institution-wide change efforts and effective practices for advancing faculty and staff leadership. Beginning with an overview of the leadership model, this session will illustrate how modeling a commitment to diversity and inclusivity is a simultaneously complex, enriching, and “messy” process. *Participants will* explore key considerations, in the context of the team model and illustrate what it means—and takes—to put into practice a collaborative, “semi-flat” leadership model within a university context. They will learn value, challenges, impact, and strategies for implementing or adjusting the model to their context and anticipate the skill set needed to be effective.

**Carmen Henne-Ochoa**, Diversity and Inclusion Fellow, Office of the Associate Provost for Diversity and **Atiya Stokes-Brown**, Diversity and Inclusion Faculty Fellow, and Associate Professor of Political Science—both of Bucknell University

RIVER TERRACE 2, THIRD LEVEL | Problem Solving Session

### **CS 17: My Classroom, My Impact: Teaching to Improve Course Climate and Outcomes for Diverse Learners**

As undergraduate enrollments diversify, and campus leaders exhort inclusive excellence, the classroom becomes a high-stake performative site of campus diversity and student success. No wonder instructors and students seek guidance from their teaching/learning centers on how to engage with each other as whole persons, not just as talking heads or walking grades. What can faculty do in the classroom to improve outcomes for diverse learners?

This session will explore the challenges, practices, and rewards of inclusive pedagogy. *Participants will* learn how to bridge the gap between diversity theory and teaching practice in order to create an inclusive classroom climate for their students. Using Colorado University Boulder’s Bringing Theory to Practice (BTtoP) Seminar as a case study of problem-solving collaboration between campus training units and teaching groups, session facilitators will model a mini-BTtoP seminar with hands-on exercises in order to identify research-based principles, explore experience-based practices, and plan “what works” in the classroom.

**William Kuskin**, Vice Provost and Associate Vice Chancellor for Strategic Initiatives and **Corinna Rohse**, Director, Student Academic Success Center—both of University of Colorado Boulder

### 3:45 P.M. – 5:00 P.M. CONCURRENT SESSIONS

GRAND 6, SECOND LEVEL | \*LEAP Featured - Problem Solving Session

#### **CS 18: Teach, Learn, Lead: Campus Teaching and Learning Centers for Institutional Inclusiveness**

Institutions are challenged to deliver student success and successful institutions will redefine their own culture to reflect teaching and learning centered on inclusiveness. SUNY Old Westbury is constructing a strategy to examine institutional barriers to inclusiveness such as unrecognized bias and practices that impede rather than foster academic and social integration for students. This institutional directive is being engineered through the college's Teaching and Learning Center as a collaborative commitment to an institutional culture of student inclusion and success. The TLC provides a means for faculty, staff, and administration to identify and assess structural impediments to student success; create spaces for internal dialogue and external consultation; and design specific action plans for change. The commonality of some form of a teaching and learning resource on campus allows this model to be adapted and applied to other institutions. *Participants will* gain an awareness of bias and identify barriers to student success and inclusiveness and conceptualize strategies to create and sustain change.

**Cristina Notaro**, Assistant Dean, Arts and Sciences and **Barbara Hillery**, Dean, Arts and Sciences—both of SUNY Old Westbury

GRAND 7, SECOND LEVEL | Strategic Planning Session

#### **CS 19: Faculty Diversity for Student Success: Minority Faculty Retention and Evaluation of Teaching**

Retention and advancement of minority faculty is important to ensure high quality learning for all students (Alger et al., 2000). One of the important factors affecting the retention of minority faculty is student evaluation of teaching. *Participants will* learn research findings about the biases in student evaluations (Basow & Martin, 2013), how they affect retention of minority faculty, and how to provide alternative methods to assess teaching effectiveness. They will have an opportunity to work on a case study, practice alternative methods for the evaluation of teaching, and leave with resources about alternative teaching evaluation methods and planning.

**Mayuko Nakamura**, Coordinator, Center for Teaching, Learning, and Technology and **Julie-Ann McFann**, Team Leader, Faculty Development, Center for Teaching, Learning, and Technology—both of Illinois State University

CITY TERRACE 12, THIRD LEVEL | \*LEAP Featured - Problem Solving Session

#### **CS 20: Cultivating High-Impact Practices for Cultural Awareness Competence**

This session will focus on the gap between cultural awareness and cultural competence among students in higher education. Facilitators will prompt discussion on these critical issues and analyze high-impact tools to address a framework for learning. Healthcare students, in particular, need to learn cultural competence, gain an understanding of the relationship between cultural beliefs and health seeking behaviors, and implement culturally relevant interventions to improve quality of care for diverse populations. The need for cultural competence extends beyond healthcare to most professions in a climate of increasing diversity. *Participants will* identify problems with cultural awareness perception on their campuses, analyze high-impact learning tools, take-away a framework of cultural awareness activities, and adapt activities to diverse educational departments.

**Christina Gunther**, Director of Global Health Programs and Adjunct Professor and **Gail Samdperil**, Clinical Professor and Associate Dean—both of Sacred Heart University

CLEARWATER, THIRD LEVEL | Problem Solving Session

#### **CS 21: Creating Safe Spaces for Talking about Differences: Implementing a Town Hall Approach**

The complexity of diversity requires a multi-pronged approach to building awareness and creating a more inclusive environment on campus. Community Conversations, a town hall meeting approach open to all faculty, staff, and students, is supported by the SUNY Explorations in Diversity and Excellence Grant 2016-2017. This format emphasizes the importance of relying on the collective creativity of the campus community to generate ideas and solutions to diversity issues. Workshop facilitators will describe this model and engage participants in examining the challenges and rewards that inform the implementation of a town hall strategy on campus. *Participants will* receive experience-based information on best practices for implementing a town hall approach on campus.

**Faith Prather**, Associate Professor of Department of Public Administration, **Karen Podsiadly**, Director of Community Development, and **Will Dillard-Jackson**, Student—all of The College at Brockport, SUNY



ST. JOHNS, THIRD LEVEL | Strategic Planning Session

**CS 22: Effective Cross-Cultural Communication: Listening and Interacting through Common Vocabulary**

Learning to speak the language of justice is a lot like learning a foreign language, but with even more complications. There are strong emotions connected with individual experiences of injustice and numerous unspoken assumptions that derive from those experiences. Using lessons derived from the experiences of two social justice and political activists, participants will engage in illustrative activities that will help them learn to identify when differences in cultural and linguistic understandings are creating communications barriers. They will learn strategies for breaking down these barriers to encourage greater dialogue, communicate more effectively, and ultimately promote greater opportunities for learning. *Participants will identify linguistic gaps that derive from diverse human experiences and develop tools for creating shared language PRIOR to engaging in challenging conversations around diversity and social justice.*

*Sarah Korpi, Equity and Diversity Coordinator and Director of Independent Learning, Division of Continuing Studies and Justin Hager, Special Projects Coordinator and Chief of Staff to the Vice Provost of Lifelong Learning—both of the University of Wisconsin-Madison*

CITY TERRACE 7, THIRD LEVEL | Strategic Planning Session

**CS 23: Transparency and Trust: Budget Strategies to Respond to Faculty and Student Activism**

Achieving a high level of budget clarity across the institution dispels doubt and mistrust throughout the university. The opportunity it provides to build a broad base of educated and informed campus citizens directly affects the successful implementation of strategic planning and emergency responding in the future. The presenters believe that one of the key forces driving student and faculty activism and campus unrest is the mistrust and distrust of budget models that are either non-existent or unavailable. One only need notice how often the vocabulary of campus unrest is captured by themes such as transparency, openness, clarity, shared governance, trust, and confidence. *Participants will be exposed to an innovative multiyear budget strategy including short and long term proposals that can alleviate distrust and discord while also building transparency and strategic planning.*

*Leslie Wong, President and Ron Cortez, Vice President, Administration and Finance—both of San Francisco State University*

CITY TERRACE 4, THIRD LEVEL | Problem Solving Session

**CS 24: A Campus-Wide Committee on Disability and Access: Accomplishments and Lessons Learned**

Session presenter will discuss the new campus-wide Committee on Disability and Access at the College at Brockport, State University of New York. The committee's mission is to: 1) ensure accessibility (physical and emotional) for all students; 2) increase awareness related to special needs individuals; and 3) develop coursework for students to study disability. *Participants will gain increased knowledge of the goals and activities of a committee on disability and access; learn about the process through which committee members were recruited; and discuss the lessons that were learned in its inaugural year. In addition, participants will be invited to share their own challenges in making campuses more inclusive for individuals with disabilities as well as the approaches that they have taken to make their own campuses more welcoming and accessible.*

*Jennifer Ashton, Assistant Professor—The College at Brockport, SUNY*

GRAND 8, SECOND LEVEL | Problem Solving Session

**CS 25: Establishing a Maker Culture to Break Down Institutional and Diversity Barriers**

Increasingly in the past few years, universities are investing in maker spaces to explore their role in student learning, retention, graduation, and career success. Is there a role for maker culture in areas of learning, self-identity, and collaboration? This session will explore the infinite possibilities of maker culture and its ability to bring experiential student driven learning to the classroom, expand opportunities for inter-departmental and university-community partnerships, and increase the academic success of diverse student populations. *Participants will learn how to break institutional and diversity barriers for student success by developing maker culture, incorporating problem based experiential learning, transferring theory into practice, collaborating across departments, and partnering with community.*

*Amy Jiang, Coordinator, Library Technology, Vinaya Tripuraneni, University Librarian, and Breanna Gallegos, Senior, Business Major—all of the University of La Verne*

RIVER TERRACE 2, THIRD LEVEL | \*LEAP Featured - Problem Solving Session

### **CS 26: The Student Voice: Performing in a Transformational High-Impact Diversity Curriculum**

Session facilitators will introduce several problems on race and diversity and engage the audience in solving these problems through the role-play methodology of Brazilian theorist Augusto Boal. They will present data and assist participants in assessment techniques for such dialogues. *Participants will* learn how to frame questions, engage a group in role-play, and begin difficult dialogues on diversity modeled after a course entitled "Theatre for Social Change." They will learn how to use these methodologies in curricular and co-curricular settings to uncover bias, dismantle racism, and evaluate the role-playing using LEAP rubrics.

**Karen Berman**, Chair of Theatre and Dance, **Kathy Newman**, Lecturer of Theatre, and **Candiss Hill**, Student—all of Georgia College and State University

GRAND BALLROOM FOYER, SECOND LEVEL

**5:00 – 6:00 P.M.**

**POSTER SESSIONS AND HAPPY HOUR**

### **POSTER 16: Identity in the Classroom: A Graduate Learning Community with Broad Campus Benefits**

This poster will address the effectiveness of a graduate learning community as a mechanism to increase graduate students' ability to productively engage with issues related to student identity and affirm classroom belonging for first generation/low income students. Before and after questionnaires revealed a significant increase in participants' self-reported knowledge about, preparation to address, and comfort with issues related to student identity; and a significant increase in participants' confidence in their ability to create an inclusive classroom. This approach not only benefits graduate student participants, but also benefits undergraduates in classes where learning community participants bring new skills and confidence. In addition, other campus instructors (faculty and TAs) will benefit from the group outcomes, including web resources such as relevant readings and concrete teaching suggestions emerging from group discussion and consultation with campus experts. *Participants will* examine evidence for the benefits of a graduate learning community to effectively engaging student diversity, and will explore how such a community can benefit the campus more broadly.

**Jennifer Randall Crosby**, Director of Faculty and Lecturer Programs—Stanford University

### **POSTER 17: Transfer Experiences: Creating Transition Pathways for All Students.**

Queens University of Charlotte recently implemented a required transfer roadmap course designed to improve the success of an increasingly diverse student population who come from a range of backgrounds and ages. The transfer roadmap is an intentionally adapted version of a First-Year Experience that provides new students with the opportunity to become connected to campus and to each other while strengthening metacognitive and integrative thinking skills. This process is accomplished through pedagogical approaches that intentionally leverage students' prior experiences, encouraging them to recognize their multiple identities and personal and academic goals. Since instituting this requirement, both quantitative and qualitative measures have provided evidence of increased student success and satisfaction. *Participants will* examine options for effectively supporting the academic and personal transitions of transfer and post-traditional students.

**Jeffrey Thomas**, Director of General Studies and Associate Professor of Biology, **Sarah Fatherly**, Associate Provost and Dean of University Programs, and **Emily Richardson**, Dean of the Hayworth School of Graduate and Continuing Studies—all of Queens University of Charlotte

### **Poster 18: Student Success Seminar for Students Returning from Academic Dismissal**

Georgia Institute of Technology successfully implemented a Student Success Seminar to address the needs of students returning from academic dismissal. These students have multiple risk factors that prevent them from being able to meet their full potential and to graduate from college. *Participants will* learn how students in this seminar course are supported during their first semester returning from academic dismissal through time management exercises, personal reflection writing, group experience sharing, and academic coaching. The success rates of re-admitted students who returned to the institute prior to the implementation of this required seminar will be compared to those who completed the course to demonstrate the effectiveness of this program.

**Donald Pearl**, Director of the Center for Academic Success—Georgia Institute of Technology

### **POSTER 19: Civic Liberal Arts: Decentralizing Traditional Classroom Hierarchies and Minority Student Leadership**

The New School's undergraduate Civic Liberal Arts initiative provides a new and noteworthy twist to the issue of civically engaged, high-impact practices. Since its birth in 2014, the program has sponsored nearly 60 new faculty-created courses across a wide variety of academic areas that utilize an outside professional as a co-designer/co-teacher. In addition, each class engages one student fellow—chosen on merit—to assist with specialized tasks. Over the past three years, these courses have become a distinguishing feature of the undergraduate curriculum and have attracted a competitive group of minority students unlike any other program at the school. *Participants will* learn about the Civic Liberal Arts as a replicable model that: 1) dislodges the traditional dichotomy between the classroom and the outside world; 2) embeds civically engaged programming within the curriculum; and 3) creates a sizable group of academically strong, visible student leaders from under-represented groups.

**Stefania de Kenessey**, Program Director, Civic Liberal Arts and **Keiji Ishiguri**, Program Coordinator, Civic Liberal Arts—both of Eugene Lang College, The New School for Liberal Arts

### **Poster 20: Spartan Success Program at Michigan State University: Analysis and Reflection**

Neighborhoods Initiative is the institutional home of Michigan State University's emerging portfolio of student success research and assessment, predictive analytics and pro-active advising. Data collected nationally and at MSU focused on the 6-year graduation rates of students, utilization of resources on campus, and overall grade point averages. One example of this is through the Spartan Success Scholar program, which is the Neighborhoods signature initiative created to offer focused outreach to first-year students who are first generation, Pell grant eligible, and/or taking both college preparatory classes in math and writing. *Participants will* learn how to measure student success through this model of student success by examining the student profile of academic proficiency, institutional navigation, and socio-cultural engagement (Royal, Noto, High McCord, Pticher, 2015).

**Bradley Allen**, Master of Social Work Student Intern—Michigan State University

### **POSTER 21: Reflective Mirror: The Promise of Thoughtful Representation**

Following an equity-minded framework this poster will express the importance of recruiting, hiring, and retaining diverse faculty. Presenters will: 1) share institutional challenges, triumphs, lessons learned, best practices, and work still to be done; 2) review tools and resources that can be used to help increase diversity hiring; and 3) explore variations in institutional cultures. *Participants will* gain strategies, promising practices, and templates that can be replicated at their respective institutions. Institutional and system-wide data will be shared and research findings that suggest a relationship between the racial composition of faculty/staff and student academic achievement will be introduced.

**Kim McKinsey-Mabry**, Dean, Business and Community Engagement and **Ebony Caldwell**, Director, Title III—both of Monroe Community College

### **POSTER 22: Retaining Historically Underrepresented Students in STEM: A Peer-Mentoring, Academic Community**

The AAC&U identified learning communities, collaborative learning, and undergraduate research as high-impact educational practices. This poster will present an overview of a program that provides academic learning, professional development, and research and social support for students from historically underrepresented groups, who study in the fields of science, technology, engineering, and mathematics (STEM). The program seeks to retain historically underrepresented groups (HUGs) in STEM while supporting the personal endeavors of each student. It also contributes to a diverse and inclusive environment in the STEM community. Presenters will discuss findings on the persistence and retention of HUG students in STEM and patterns of migration within or outside the STEM fields over the past five years. *Participants will* learn best practices for adopting this program prototype in different university settings including potential bottlenecks and efficient methods of assessment.

**Gelonia Dent**, Director, Science Center and Adjunct Assistant Professor of Applied Mathematics and **Oludurotimi Adetunji**, Associate Dean of the College for Undergraduate Research and Inclusive Science and Adjunct Assistant Professor of Physics—both of Brown University

**POSTER 23: From “For” Students to “With” Students, From “Token” to “Tool”: Reimagining Diversity and Inclusion**

The poster will describe a new student-driven model being pioneered at Florida State University to forge alliances between faculty, staff, and students, and catalyze meaningful action on diversity and inclusion. Taking the form of a student-led body reporting directly to the Office of the President, the model is intentionally designed to produce a centralized, comprehensive, and universally resonant framework for building student capacity to engage across difference. By elevating student autonomy while guaranteeing university support, the model itself represents the power of partnerships. How this effort has empowered the university to concretely redefine diversity and inclusion as tools for student excellence and enabled students to synthesize different perspectives will be outlined. Key emerging principles that can be applied in a myriad of higher education contexts to truly translate theory into practice will also be discussed. *Participants will* learn of a pioneering student-driven and university-wide model of collaboration between students, faculty, and staff to define diversity and inclusion as a universal tool for success and to build student capacity to engage across difference.

*Inam Sakinah, Chair, Student Diversity and Inclusion Council—Florida State University*

**POSTER 24: Understanding Self and Others: Becoming a Culturally Competent Social Change Agent**

This poster will describe the unique classroom instruction and extra supportive techniques used to encourage students to critically think about the intersectionality of race, ethnicity, gender, socioeconomic status, religion and ability with the intention of becoming effective social change agents. The presentation specifically addresses how professors can support students in the process of establishing substantive transformations in their personal lives, on their campuses, and in their communities. A detailed outline of course assignments, student learning objects and assessments will be provided to demonstrate the change process. Examples of students’ success will also be presented. *Participants will* learn how to effectively use a combination of theories, students’ personal journals, volunteering, and community involvement as a means of propelling students into becoming social change agents.

*Lisa Sechrest-Ehrhardt, Assistant Professor, Department of Social Work—University of the District of Columbia*

**POSTER 25: Reaching Higher: Understanding Black Male Students and Promoting their Success**

Concerned with the academic struggles of Black male students at the national level and in a local context, California State University, Fullerton embarked on an effort to explore firsthand how Black male students experience and navigate the academic environment, campus life, and the university in general. Relying primarily on focus groups, this inductive, qualitative study revealed valuable information on Black male students’ impressions of the campus climate, obstacles faced, persistence strategies, existing support, and needs to be addressed. *Participants will* learn about the Black male student experience and how to create spaces for discussion on how an individual, group, or institution, can take action to better support Black male students in their academic and personal success.

*Jyenny Babcock, Senior Assessment and Research Analyst and Yessica De La Torre, Assessment and Student Fee Programs, Coordinator—both of California State University, Fullerton*

**POSTER 26: Using Avatars to Challenge Fears, Ethics, and Empowerment**

Educators sometimes struggle with the ability to create learning experiences where students engage real-world issues in a controlled, reflective situation and are guided through “real life” conditions. This poster session will picture role-play as a means to stage learning at the optimal level using interactive avatars. *Participants will* discuss how simulated interactions can be used to create difficult real-world scenarios in which students engage to better understand the challenges they will face in work and life.

*Shawna BuShell, Assistant Professor and Program Director, Instructional Design and Delivery—Manhattan College*

### **POSTER 27: Indigenous and Pacific Islander Students and Faculty in Higher Education**

Indigenous and Pacific Islander scholars are often the most invisible populations on college and university campuses, even though Native identities, cultures, and symbols are ubiquitous in higher education (Native mascots, “lu’au” themed parties). Yet very little is known about these complex, often marginalized communities, due to the limited amount of large-scale research focused on small populations. This poster will present findings about indigenous and Pacific Islander students and faculty from four years of data collection from hundreds of colleges and universities across the country. *Participants will* learn more about who these populations are, how these students are engaging in effective educational practices, and how these faculty are contributing to undergraduate student engagement.

*Allison BrckaLorenz*, Assistant Research Scientist, *Natasha Saelua*, NSSE Project Associate and Doctoral Student, and *Jillian Kinzie*, Associate Director, Center for Postsecondary Research and NSSE Institute—all of Indiana University Bloomington

### **POSTER 28: Spirituality, Community, and Race Consciousness: Breaking the Cycle of Racialization in Adult Higher Education**

This phenomenological study explored the experiences of African American students in adult degree completion programs at predominantly white, Christian institutions. The findings were analyzed through Critical Race Theory and Christian theological frameworks. Salient themes reported were goals for education, adult learning conditions, support systems, faith, and race. Recommendations of this study include structuring adult programs so that they increase accessibility to adult learners; create deliberate systems of support; empower minority students' counter-narratives to influence the institutions' commitment to race-consciousness and a multiracial educational community; and affirm faith-based motivators for social equity and fairness. *Participants will* see how to apply the phenomenologically based “Breaking the Cycle” model to their institutional contexts and re-envision predominantly white institutions to become integrated, supportive, and race conscious learning environments.

*Timothy Westbrook*, Assistant Professor—Harding University

### **POSTER 29: Creating Relationships With Diverse Students: An Academic Affairs - Student Life Collaboration**

A series, “Creating Successful Relationships with Our Students” was collaboratively developed between Student Life and Academic Affairs. Students from diverse ethnic and cultural backgrounds were active co-designers throughout the project, which began with their stories of faculty and staff with whom they had a meaningful relationship. Multidisciplinary teams including students were invited to facilitate campus-level sessions. Each student – faculty/staff pair participated in a videotaped dialogue discussing their relationship. In the analysis, three themes emerged. *Participants will* learn about these themes, identify collaborative strategies between academic affairs and student life to promote a student-centered campus, and increase knowledge of how to fully incorporate students into campus-level professional development.

*Monica Roth Day*, Associate Professor, Social Work and Director, Center for Excellence in Teaching and Learning, *Gabriela Theis*, Interim Director, Office of Multicultural Affairs, and *Dean Yohnk*, Dean of Faculties and Graduate Studies—all of the University of Wisconsin – Superior

### **POSTER 30: Sisters in Dialogue: Mentoring through Public Narrative Within an Ecological Framework**

In the spring of 2015, two faculty members re-introduced a mentoring program that seeks to invigorate discussion beyond the classroom, create community, and focus on silent student issues, specifically for women of color. This program, Sisters in Dialogue, challenged students to discuss their intersectionality of race, gender, and class as seen as through negotiations within the classroom, the residence hall, and with family members. This poster will address the obstacles faced during the last year of the program; the benefits of the mentoring programs for students, staff, and faculty; and the significance and challenges of the global initiatives. *Participants will* become familiar with culture and gender through an institutionally appropriate model for mentoring women within a liberal arts setting and critically evaluate resources to provide a platform for women of color.

*Fareeda Griffith*, Associate Professor, Sociology—Denison University

## SATURDAY, MARCH 18, 2017

GRAND BALLROOM FOYER, SECOND LEVEL

**8:00 A.M. – 12:00 P.M.**                      **REGISTRATION AND MEMBERSHIP INFORMATION**

GRAND BALLROOM FOYER AND GRAND 5, SECOND LEVEL,

**8:00 A.M. – 8:30 A.M.**                      **BREAKFAST**

**8:30 A.M. – 9:30 A.M.**                      **CONCURRENT SESSIONS**

CITY TERRACE 7, THIRD LEVEL | Strategic Planning Session

### **CS 27: Many Voices, One Community: Creating a University-Wide Strategic Plan to Enhance Diversity, Equity, and Inclusion**

What steps should a university take to create a fully inclusive campus environment? Where do you begin, who should be involved in the process, and how do you assess your progress over time? This session will delve into strategies that faculty, administrators, staff, students, and community partners, working in collaboration, have used at Stetson University to foster diversity, equity, and inclusion. *Participants will* receive information on best-practices, program implementation, and assessment for increasing campus-wide diversity and inclusion initiatives and begin to build a strategic plan to move diversity, equity, and inclusion forward at their institutions.

**Savannah-Jane Griffin**, Director of Community Engagement and Inclusive Excellence, **Resche Hines**, Assistant Vice President of Institutional Research and Effectiveness, and **Colin MacFarlane**, Director of Assessment and Operational Effectiveness—all of Stetson University

RIVER TERRACE 2, THIRD LEVEL | Problem Solving Session

### **CS 28: Beyond Faculty Training: Building Centers of Teaching and Learning for Change**

Session facilitators will: 1) investigate the need for faculty participation in campus change related to diversity, inclusion, and equity; 2) identify principles, evidence-based practices, and institutional structures from centers for teaching and learning that promote successful faculty engagement in campus-wide initiatives; 3) review successful models and then practice problem-solving typical scenarios; and 4) share steps for participants to address a campus diversity challenge. *Participants will* be able to recognize an expanded role for teaching and learning centers, locate diversity within learning environments, identify structures for change, and apply principles and best practices for faculty engagement.

**Deb Martin**, Associate Professor, Department of Writing Arts and Provost Fellow, Academic Affairs and **Adam Kolek**, Instructor, Music Department—both of Rowan University

GRAND 7, SECOND LEVEL | Strategic Planning Session

### **CS 29: Faculty Community of Practice in Equity and Privilege**

Diversity efforts have largely focused on assimilating students from under-represented groups into the existing educational environments. Session facilitators posit that this environment, even in supposedly culture-neutral STEM disciplines, includes many cultural biases making the learning environment more accessible to the majority culture – some explicit, but many implicit. The facilitators have established a multi-disciplinary community of practice to help each other recognize and address such issues within their own classrooms. The facilitators will discuss how this group was formed, what is being accomplished, and how to form such a network to address issues within one's own classroom. The session will conclude by illustrating some of the tools used to uncover biases and move towards honoring commitment to diversity. *Participants will* examine a model of a grass-roots faculty reflection on privilege and its impact on students, uncover homogeneity in content and presentation in their syllabi, and discover ways to remedy it and identify challenges in changing deep-rooted thinking habits.

**Fatma Mili**, Professor, Computer Information Technology, **Chris Clifton**, Professor, Computer Science—both of Purdue University

CLEARWATER, THIRD LEVEL | Strategic Planning Session

### **CS 30: Creating More Inclusive Classrooms Through Faculty Professional Development**

As student demographics become more diverse, incidents of racism, privilege, and power impact undergraduates on campuses on a regular basis. Without training, knowing how to address these inequities effectively can be a challenge for faculty. Faculty members at the University of Wisconsin-Madison are learning how to make class and campus more inclusive through workshops on inclusive teaching. The workshops employ a model where participants: 1) examine their local context; 2) reflect on their own identities; 3) explore inclusive teaching practices; 4) identify ways to be change agents; and 5) decide how to continue the conversations. *Participants will* engage in activities from this model; reflect on the impact of identity on learning environments; increase awareness of microaggressions, stereotype threat, and privilege; and identify inclusive practices to apply in their own classes and to faculty development work on their campuses.

**Megan Schmid**, Associate Director, Madison Teaching and Learning Excellence and **Don Gillian-Daniel**, Associate Director, Delta Program for Research, Teaching and Learning—both of the University of Wisconsin-Madison

CITY TERRACE 4, THIRD LEVEL | Problem Solving Session

### **CS 31: The Role of Active Learning and Reflective Writing in Promoting Religious Understanding**

College students are presented with a dizzying array of religious beliefs and values, as well as a discouraging amount of misinformation about other religious practitioners. Active learning experiences such as observing and participating in the religious practices of other faiths show promise in encouraging deep learning about other traditions while also clarifying misconceptions. *Participants will* understand trends in the religious background of liberal arts students, as well as global trends and their impact on the classroom; develop active learning strategies that promote student understanding of religious diversity; and consider reflective writing assignments connected to those active learning strategies. Participants will see how these strategies allow students to display their understanding while also offering faculty opportunities for assessment of their diversity goals.

**Jessica Tinklenberg**, Associate Professor of Religious Studies and **Jeremy Schnieder**, Associate Professor of Writing and Rhetoric—both of Morningside College

GRAND 8, SECOND LEVEL | Problem Solving Session

### **CS 32: Bringing Global Learning to a Local Setting: Using System Mandates to Create Meaningful Change**

What resources does your institution provide for developing diversity, equity, and inclusion? What obstacles do you face in making change? How can you analyze where efforts should be prioritized in order to develop effective change strategies? Join a group of faculty and administrators who are looking to leverage a diversity and inclusion directive into meaningful cultural change at a semi-rural community college. By considering analysis of changemaking at a small community college in a large state university system, *participants will* identify cultural impediments to diversity, equity, and inclusion at their own institutions and formulate strategies for making meaningful social change by working with, against, and around these impediments.

**Tracy Archie**, Coordinator of the Diversity and Inclusion Task Force, **Kristen Fragnoli**, Provost and Vice President of Academic and Student Affairs, and **Vera Whisman**, Assistant Professor of Sociology—all of Finger Lakes Community College

ST. JOHNS, THIRD LEVEL | Strategic Planning Session

### **CS 33: Madison Matters: Fostering Institutional Change through Student Research on Campus Climate**

Faculty and student led research of an institution's own campus climate presents important opportunities for engaged learning through student research, learning about decision-making processes, collaborating with stakeholders for creating institutional change, and developing a disposition toward civic engagement. The Madison Matters model includes 20+ collaborative partnerships resulting in stakeholder meetings, policy changes, training programs, and more. Participants will learn how to use this model to design, develop, and implement student led research to positively impact discussions of and policies for improving diversity and campus climate.

**Kristin Mack**, Research Assistant, **Will Esswein**, Research Assistant, and **Paul Mabrey III**, Communication Center Coordinator—all of James Madison University

GRAND 6, SECOND LEVEL | Problem Solving Session

**CS 34: Achieving Faculty Diversity: Strategic and Intentional**

Session facilitators will address challenges institutions face when seeking faculty diversity and help participants develop action plan items to export to their campus. The facilitators will lead small groups through several guided brainstorming sessions; groups will report out to the larger session; and facilitators will then transition to subsequent brainstorming session. Facilitators will highlight actions on their campus which have led to hiring a highly diverse faculty. *Participants will* compare student/faculty diversity at their institution, deeply examine challenges in diversifying faculty, evaluate options to improve the applicant pool, and develop an action plan for achieving faculty diversity at their institution or in their discipline.

*Patrice Bell, Associate Professor of Chemistry, David Pursell, Professor of Chemistry, and C. Douglas Johnson, Professor of Leadership and Management—all of Georgia Gwinnett College*

9:45 A.M. – 11:00 A.M.

CONCURRENT SESSIONS

CLEARWATER, THIRD LEVEL | Strategic Planning Session

**CS 35: Men of Color – The Community College Experience**

Data show that men of color are one of the smallest demographic groups to attend college. Led by Kevin Christian of the American Association of Community Colleges, this interactive session will feature five male students from the Year Up and Early College Programs at Florida State College at Jacksonville. The students will discuss issues centered in academic and personal success, balancing the college experience, and understanding what it means to be a man of color pursuing postsecondary education in today's society. *Participants will* hear first-hand from and discuss with the students the kinds of factors that are important to advancing their academic and career goals.

*Kevin Christian, Senior Program Associate for Diversity, Inclusion and Equity—American Association of Community Colleges; and Nkosi Alexander, Student, Early College Program, Muayed Alsherif, Student, Year Up Program, Yjang Leiba-Wynter, Student, Early College Program, Devonta Manning, Student, Year Up Program, and Yang Zeng, Student, Year Up Program—all of Florida State College at Jacksonville*

Sponsored by the American Association of Community Colleges

CITY TERRACE 4, THIRD LEVEL | Strategic Planning Session

**CS 36: Reinventing Institutional Diversity to Include Disability: Transforming Understanding and Collaboration**

Session facilitators will address the multiple strategic benefits of moving a disability services department into the Office of Diversity, Equity, and Community Engagement (ODECE) at the University of Colorado Boulder. Housed in Academic Affairs, the inclusion of disability within institutional frameworks for diversity has enhanced community understanding with regard to the fundamental principles of human difference, learning, and development. Corresponding with this move in 2007 was the appointment of a Vice Chancellor who has skillfully advocated for diversity on the Chancellor's cabinet. Over this time period and for numerous reasons, the office of Disability Services has experienced significant growth and currently serves more than 2200 students/year. The incorporation of disability in the university's broader diversity and inclusion mission has generated synergistic and collaborative opportunities to achieve greater inclusive excellence across various diverse communities and groups, which is empowering Disability Services to support students beyond customary accommodations. *Participants will* develop awareness of an organizational model incorporating a disability services department into Academic Affairs. Discussion will focus on increasing understanding for the richness of human experience through collaborative inclusive excellence endeavors.

*David Aragon, Assistant Vice Chancellor for Diversity, Equity, and Community Engagement and Carla Hoskins, Assistant Director of Disability Services—both of the University of Colorado Boulder*



GRAND 7, SECOND LEVEL | Problem Solving Session

**CS 37: Are Students Flourishing? Expanding Learning Outcomes Via Positive Psychology**

Student learning outcomes (SLOs) measure student progress at the course, program, and institutional levels. These measures are almost exclusively concerned with curriculum and may not be coordinated to buttress each other towards an overarching student support goal. How is non-cognitive development measured as students progress through their academic careers? Could typically transactional course feedback be structured to connect student learning to life outside of the course to establish a transformational experience? Can a university produce life-long learners through coursework alone or is an institution-wide endeavor called for? How can characteristics like self-efficacy, agency, self-awareness, motivation, growth mindsets, hope, and resilience be embedded into course, program, and institutional level outcomes in a way that positively impacts student success in the classroom and beyond? *Participants will* address the relevance of course, program, and institutional level SLOs within the context of student development, retention, and positive psychology. They will consider if and how SLOs can be expanded to include non-cognitive measures to increase student agency, self-efficacy, and flourishing on campus.

**Patricia Marshall**, Deputy Commissioner for Academic Affairs and Student Success—Massachusetts Department of Higher Education; and **Angela Quitadamo**, Director of Retention—Worcester State University

ST. JOHNS, THIRD LEVEL | Strategic Planning Session

**CS 38: More Than Words: Conceptualizing and Implementing a University-Wide Inclusion Strategy**

When institutional change occurs, students, faculty, staff, and administrators respond in different ways. Utah Valley University established the term Inclusive as one of four core themes and determined that campus-wide planning was necessary to solidify a commitment to inclusive excellence across campus. Presenters will share UVU's Strategic Inclusion plan, the planning process, and how new faculty/staff are encouraged to participate in the inclusion efforts of the university. *Participants will* learn strategies and processes for the development and implementation of a campus-wide, strategic inclusion and diversity action plan and how such planning and implementation processes are received across campus.

**Janet Colvin**, Chair of University Global/Intercultural Courses, Communication Department Chair, **Kyle Reyes**, Chief Diversity Officer, and **David Connelly**, Faculty Senate President, History and Political Science Department Chair—all of Utah Valley University

GRAND 6, SECOND LEVEL | \*LEAP FEATURED - PROBLEM SOLVING SESSION

**CS 39: Collectivism and Inclusive Excellence: Transforming Student Success While Leading Institutional Change**

Dynamic change is often met with resistance for myriad reasons. Approaching comprehensive changes by engaging rather than isolating stakeholders whose past investments in programs and processes could contribute to the future is crucial. This interactive session will engage participants in identifying areas where collaboration to align processes with mission can foster positive programmatic, policy, and institutional change. By framing transformation in the context of institutional mission and the Organizational Developmental Model of Inclusion, Saint Mary's College of California's faculty and staff came together to contemplate, deliberate, and then implement research driven, high-impact, 21st century student success practices. The culmination of this work occurs when students successfully transition from dependence to independence to interdependence, leaving college with the tools to be successful in a global society and pursue meaningful lives. *Participants will* identify their areas of influence and evaluate effective tactics to advance and sustain individual, departmental, and institutional change while infusing strengths-based thinking into strategic planning and implementation.

**Tracy Pascua Dea**, Assistant Vice Provost for Student Success and **Cynthia Van Gilder**, Associate Professor, Department of Anthropology and Director of the The Advising Office—both of Saint Mary's College of California

CITY TERRACE 7, THIRD LEVEL | Problem Solving Session

### **CS 40: Weaving Inclusiveness and Social Responsibility into Pedagogical Practices and Curricular Pathways**

Session facilitators will present pedagogical practices and curriculum design that Virginia Wesleyan College (VWC) and Shenandoah University (SU) are developing to create more inclusive curricula. Partnered in a Teagle-sponsored consortium committed to designing a more compelling and coherent liberal arts curriculum, VWC and SU are currently undertaking multiyear projects that address diversity and social responsibility through significant institutional and curricular modifications. VWC is expanding its high-impact practices, attending especially to removing institutional, financial, and cultural barriers that prevent some students from participating. SU is weaving issues of diversity, equity, and social justice into its general education curriculum whereby students research cultural issues from their courses' perspectives and share their diverse perspectives with other students and community partners. *Participants will* discuss and develop pedagogical practices and curriculum design ideas that promote diversity and inclusiveness that fit their institutional cultures and student bodies. They will consider curricular, institutional, and societal barriers that prevent students from participating equally in the curriculum. **Sara Sewell**, Executive Director of the Quality Enhancement Plan and the Lighthouse: Center for Exploration and Discovery and Professor of History—Virginia Wesleyan College; and **Amy Sarch**, Associate Vice President for Academic Affairs and Director of General Education—Shenandoah University

RIVER TERRACE 2, THIRD LEVEL | Strategic Planning Session

### **CS 41: Narratives of Community Service: Blending Program Assessment, Faculty Research, and Student Learning**

Session facilitators will describe longitudinal, participatory research that blurs distinctions between program implementation and assessment; program assessment and faculty research; and faculty, staff, and student domains of expertise. This builds on research establishing narrative reflection on community service experience as a high-impact practice that increases retention, academic success, and personal growth. An interdisciplinary research team of students, faculty, and staff work with Rhodes' Bonner Scholars Program, an endowed service scholarship for underrepresented students who engage in regular service and reflection. Session facilitators will describe three threads of identity work students do as they construct narrative accounts of their service experience. These will be illustrated in an exercise allowing attendees to work with data to identify three domains of student growth; considering what can be learned about student development and program effectiveness; and exploring what adaptations might make this useful on their campus. *Participants will* learn how participatory research strategies and student narrative accounts, studied in an interpretive community, can address questions about both student development and program effectiveness.

**Marsha Walton**, Professor of Psychology and Winton M. Blount Chair in Social Sciences, **Shannon Hoffman**, Director of the Bonner Center for Service, **Elizabeth Thomas**, Associate Professor of Psychology and Plough Chair of Urban Studies, and **Anna Manoogian**, Student, junior year Psychology Major—all of Rhodes College

GRAND 8, SECOND LEVEL | Problem Solving Session

### **CS 42: Strategies for Creating Inclusive Communities at Predominantly White Institutions**

This session will address the challenges and opportunities for creating and cultivating agents of change related to privilege, inclusion, and diversity at a homogeneous university. Session facilitators will explain strategies for engaging the campus community in diversity dialogue, including a credit-bearing academic course, sending groups of students, faculty, and staff to a diversity conference, and providing subsequent support for student-led initiatives when they return to campus after their experiences. The goal of this session will be to help identify areas of need and develop the support networks necessary to educate and empower students to pursue social justice work as a means to create and sustain positive change on campus. *Participants will* engage in creating curricular and co-curricular structures that are highly experiential and collaborative to foster student learning outcomes of diversity and social justice.

**Thomas Morgan**, Associate Professor, **Daria Graham**, Director of Student Leadership Programs, **Kaleigh Jurcisek**, Undergraduate Student in Sociology, and **Jesse Hughes**, Graduate Student in Biology—all of the University of Dayton

GRAND BALLROOM 5, SECOND LEVEL

**11:15 A.M. -12:15 P.M. PLENARY**

**Taking Meaningful, Strategic, and Collective Action When the Stakes Are High**

**Becky Wai-Ling Packard**, Director, Weissman Center for Leadership, and Professor of Psychology and Education—  
Mount Holyoke College

How do higher education institutions demonstrate that they are going beyond the rhetoric of inclusion and engaging in meaningful action? Importantly, how does this happen when the stakes are so high to “get it right”? This plenary will foreground the challenges facing students who bring a diverse set of identities to our campuses, as well as the possibilities and barriers facing faculty, staff, and administrators who have difficulty finding spaces where they can learn and practice ways to support students. Professor Packard will highlight practical strategies to engage in daily actions with students and colleagues, and to invest in co-creating the campuses where all voices are included and valued in ensuring high-quality education for all students.

**Thank you for participating in and contributing to the program.**

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