DIVERSITY, LEARNING, AND STUDENT SUCCESS
POLICY, PRACTICE, PRIVILEGE

The Westin Michigan Avenue | Chicago, Illinois
March 27 – 29, 2014

Dear Colleagues,

Welcome to Chicago and AAC&U's Network for Academic Renewal conference *Diversity, Learning, and Student Success: Policy, Practice, Privilege*. Thank you for joining us to ask challenging questions about strategies that support or hinder successful learning for all our students. Knowing that we face deeply persistent educational disparities, we intend to explore approaches that empower *all* students, including three broad areas of learning: the knowledge and skills all students need for success in the workplace, the enrichment of finding purpose in life, and the capacity to advance the well-being of our pluralistic and global society.

Throughout the next few days, you will have the opportunity to examine the ways in which higher education, society, and government can work together to dismantle policies and practices that support educational divides and inequities. Sessions will explore the intersection of diversity, high-quality teaching, and student learning. Leading experts and practitioners will examine historical notions of privilege while offering approaches to learning that empower all students to benefit from America's rich educational system. We invite you to consider how emerging innovations in digital learning, some of which appear to be opportunities to increase access and success, can disrupt or support the success of the students they are intended to help.

The program offers a variety of session formats to engage your attention and provide practical, organizational, and pedagogical change strategies to improve student learning outcomes. *Poster sessions* provide an opportunity to discuss model programs, student success interventions, and practices that foster equitable student learning and success. *HEDs Up sessions* follow the "TED Talks" model and limit each speaker to about fifteen minutes. *Concurrent sessions* provide an opportunity to engage with emerging research, theory, and practice relevant to diversity, equity, and student learning. And *workshops* provide an opportunity for facilitators to significantly engage participants in applying a sophisticated and effective model, practice, or strategy to their own specific campus work.

Thank you for joining with colleagues from across the country as we consider how to make excellence truly inclusive through policymaking and practices that explicitly link diversity, learning, and success for all students.

Enjoy the conference,

Susan Albertine
Vice President
Office of Diversity, Equity, and Student Success

Tia McNair
Senior Director for Student Success
Office of Diversity, Equity, and Student Success

AAC&U extends a special note of appreciation to the individuals and campuses listed below for their many contributions to the conference program.

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Joyce Fey
Coordinator of Liberal Studies and Professor of Communications

Benedictine University
Carol Swett
Assistant To the Provost for Intercultural Education

Columbia College Chicago
Pangratios Papacosta
Professor of Physics

Lott Hill
Executive Director, Center for Teaching Excellence

Eastern Illinois University
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Edgewood College
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Interim Associate Academic Dean

Interfaith Youth Core
Kathryn Bringman Baxter
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Assistant Provost of Curriculum and Instruction

Association of American Colleges and Universities
Lee Knefelkamp
Senior Scholar

FEATURED SESSIONS

Liberal Education and America's Promise
Throughout the conference program, sessions noted with the **Liberal Education and America's Promise** (LEAP) designation highlight the innovative work of colleges and universities that are members of AAC&U's LEAP Campus Action Network. The LEAP Campus Action Network brings together campuses and organizations committed to liberal education; helps them to improve their efforts to ensure that all students achieve essential liberal education outcomes; and shines a spotlight on educational practices that work. Participants in these sessions will learn how members of the network are using the LEAP framework and resources to advance their educational improvement efforts. For information about LEAP visit www.aacu.org/LEAP.

AAC&U thanks the sponsors below for their generous contribution. Conference sponsors are colleges, universities, associations, nonprofit organizations, and businesses that participate in the program and/or provide financial or in-kind support. Through their contributions, sponsors enhance the conference experience for everyone.

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Academic Partners are colleges, universities, associations, or non-profit organizations with missions and programs related to the conference theme. They contribute to the success of the conference in a variety of ways—developing the program, reviewing proposals, sharing information about the conference with their constituencies, presenting a session during the conference, and sharing materials about their organization at the conference.

The National Resource Center for the First-Year Experience and Students in Transition serves as the trusted expert, internationally recognized leader, and clearinghouse for scholarship, policy, and best practice for all postsecondary student transitions. http://www.sc.edu/fye/index.html

American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's community colleges. AACC promotes community colleges through five strategic action areas: recognition and advocacy for community colleges; student access, learning, and success; community college leadership development; economic and workforce development; and global and intercultural education.

http://www.aacc.nche.edu/Pages/default.aspx

October 16-18, 2014 ◆ Minneapolis, Minnesota
Global Learning in College: Cross-Cutting Capacities for 21st Century College Students
Call for Proposals Online Now, Deadline: April 22

November 6-8, 2014 ◆ Atlanta, Georgia
Transforming STEM Higher Education
Call for Proposals Online Now, Deadline: April 7

February 19-21, 2015 ◆ Kansas City, Missouri
General Education and Assessment

March 26-28, 2015 ◆ San Diego, California
Diversity, Learning, and Student Success

For Information about Network for Academic Renewal conferences, please see www.aacu.org/meetings/network
or contact Karen Kalla or Siah Annand at 202.387.3760

OPPORTUNITIES TO CONNECT

In an effort to provide more networking opportunities for conference participants, we are offering a few ways for you to connect with colleagues both within and outside of conference sessions.

Along with your name badge, ribbons with a variety of interest areas will be available at conference registration. Please select the one that best represents your primary area of interest and reason for attending the conference. We hope that these ribbons will help you to reach out to those with mutual interests.

Sign-up sheets for lunch and dinner groups, organized by areas of interest, will be available in the registration area.

Please let us know how these networking opportunities worked for you and also let us know of other kinds of networking opportunities that we can provide when you complete the online conference evaluation form.

Join the conversation on Twitter at hashtag #dlss14.

Thursday, March 27, 2014

10:00 a.m. – 7:00 p.m.	**Conference Registration and Membership Information, Publication Sales**
2:00 – 5:00 p.m.	**Pre-conference Workshops** (*separate registration and fee required*)
7:00 – 8:30 p.m.	**Welcome** *Tia Brown McNair, AAC&U*
	Performance *First Wave Hip Hop Theater Ensemble, University of Wisconsin-Madison*
	Keynote Address: The Wind Beneath Their Wings *Julianne Malveaux, Bennett College for Women*
8:30 – 10:00 p.m.	**Welcome Reception and Poster Sessions**

Friday, March 28, 2014

7:30 – 8:00 a.m.	**Continental Breakfast**
8:00 – 9:15 a.m.	**Concurrent Sessions**
9:30 – 10:45 a.m.	**Plenary** **Improving and Measuring Student Success: Perspectives on Policy and Practice** *Michelle Asha Cooper, The Institute for Higher Education Policy; Steve Gunderson, Association of Private Sector Colleges and Universities; Debra Humphreys, AAC&U; José Moreno, California State University, Long Beach; Christi Pedra, Cardinal Health*
11:00 a.m. – 12:00 p.m.	**Concurrent Sessions**
2:00 – 3:00 p.m.	**Plenary** **Technology-Enabled Education: Opportunities and Pitfalls** *Candace Thille, Stanford University; Sylvia Manning, Higher Learning Commission; Carol Geary Schneider, AAC&U*
3:15 – 5:30 p.m.	**Concurrent Sessions and Workshops**
5:30 – 7:00 p.m.	**Community Forum** **Assuring Diversity in the Post-Fisher Era: Insights, Implications, Actions** *Lester P. Monts, University of Michigan; Susan Albertine, AAC&U*

Saturday, March 29, 2014

7:30 – 8:00 a.m.	**Continental Breakfast**
8:00 – 10:30 a.m.	**Concurrent Sessions and Workshops**
10:45 – 11:45 a.m.	**Closing Plenary** **Intentional and Strategic Connections of Diversity, Learning, and Student Success** *Lon Kaufman, University of Illinois at Chicago*

PROGRAM OF EVENTS

THURSDAY, MARCH 27, 2014

| 10:00 a.m. – 7:00 p.m. | **Conference Registration, Membership Information, Publication Sales** |

Superior East, Level Two
Please stop by the conference registration desk for your program, badge, and membership information. AAC&U publications will also be available.

| 2:00 – 5:00 p.m. | **Pre-Conference Workshops** |

Separate registration and fee required ($100 members; $150 nonmembers). Participation is limited.

Lincoln Park Room, Level Three
WORKSHOP 1: Taking High-Impact Practices (HIPs) to the Next Level
This workshop will focus on strategies for moving beyond one stand-alone practice to a more intentional multi-level approach to HIPs activity. Participants will work on scaffolding high-impact practices across the curriculum and discuss how to connect entry-level HIPs with those that should follow in the middle and later years of an undergraduate career. One important area in scaffolding to consider is how to bridge academic affairs and student affairs in ways that nurture reflection on, and enhance learning throughout, all HIPs activities. Participants will explore strategies for engaging special populations, from first-generation college students to international students, in HIPs activities.
George Sanchez, *Professor of American Studies and Ethnicity and History—University of Southern California*

Ontario Room, Level Two
WORKSHOP 2: Using VALUE Rubrics to Advance Student Learning
How well are student success interventions working for those who most need them? How can campus practitioners identify the kinds of educational practices that produce successful and equitable outcomes for all students, with attention to data-driven decision making and direct assessment of student learning outcomes? Workshop participants will discuss strategies for assessing student learning outcomes using AAC&U's VALUE rubrics. They will consider a framework for deciding which rubric to use, which student artifacts to assess, how to select and train scorers, and how to analyze and use data to enhance student learning. Workshop facilitators will share lessons learned including conditions for success in the actual rating/scoring process. Participants will be invited to share promising practices to consider and pitfalls to avoid.
Genevieve Boesen, *Executive Director—South Metropolitan Higher Education Consortium;* ***Jocelyn Milner***, *Director, Academic Planning and Analysis—University of Wisconsin-Madison; and* ***Terrel Rhodes***, *Vice President, Office of Quality, Curriculum, and Assessment—AAC&U*

Huron AB Room, Level Two
WORKSHOP 3: Educators as Boundary-Spanning Excellence Facilitators: Activating and Supporting Student Success
Campus practitioners increase prospects for operating at their educator/facilitator best when they intentionally embrace a contextually responsive approach. Engaging contexts is foundational for appropriate and effective communications and social relations—the twin criteria for intercultural competence. Participants will explore who they are as educators, what they bring to their work (their lenses, filters, frames, and sociopolitical locations), and how they engage relevant attributes to activate and support student success. Participants will enhance their understandings of self as educator and ways to mindfully embrace a lifelong development journey that helps students do their best learning, best engaging, and best work. And they will learn about a holistic framework for this work while simultaneously calibrating and cultivating self as a responsive instrument.
Hazel Symonette, *Program Development and Assessment Specialist—University of Wisconsin–Madison*

Washington Park II, Level Three
WORKSHOP 4: E-Portfolios as Tools for Advising and Intentional Learning
For e-portfolios to be an effective tool for student learning, they must be embraced by students, faculty, and staff. This workshop will address how to develop an e-portfolio system that is tailored to a specific institutional mission, facilitates student engagement and learning, and is endorsed by all stakeholders. Participants will examine an e-portfolio system designed to help students think carefully and intentionally about their educational choices, including not only their courses

and major but also their cocurricular and community involvement. The architecture of the portfolio system encourages students to develop a four-year intentional educational plan, maintain a living resume, interact with faculty on writing and research projects, and engage in reflection on their educational experiences. While the underlying structure is fixed, students have the freedom to shape the portfolio through the content. Workshop facilitators will discuss effective strategies for, and challenges to, implementation and assessment.

Henry Kreuzman, *Dean for Curriculum and Academic Engagement,* **Alison Schmidt**, *Associate Dean for Academic Advising and Professor of Education,* **Mamoudou N'Diaye**, *Student, and* **Anastasia Jaeb**, *Student—all of The College of Wooster*

7:00 – 8:30 p.m.	Welcome and Keynote Address

Great Lakes Grand Ballroom, Level Two

WELCOME: *Tia Brown McNair, Senior Director for Student Success—AAC&U*

PERFORMANCE: **First Wave Hip Hop Theater Ensemble, University of Wisconsin-Madison**

First Wave Hip Hop Theater Ensemble is a groundbreaking collective of spoken word poets, emcees, dancers, singers, actors, and activists who attend the University of Wisconsin-Madison. The ensemble is the performance company of the First Wave Spoken Work and Urban Arts Learning Community, founded by the Office of Multicultural Arts Initiatives. The Touring Ensemble is a select group of First Wave students, chosen by audition to tour and perform nationally and internationally. Under the artistic direction of Chris Walker, the Touring Ensemble has performed in England, Mexico, Panama, Ghana, South Africa, and Jamaica as well as across the United States, including featured performances on Broadway. First Wave will open the conference with its latest exploration and interpretation of power, identity, and personal and social responsibility.

Ashlyn Elizabeth Akins, *Student, Majoring in Political Science and Languages and Cultures of Asia,* **Jonathan Williams**, *Student, Majoring in Communications Arts and Entrepreneurship,* **Eli Lynch**, *Student,* **Shameaca Moore**, *Student,* **Marvin Gutierrez**, *Student, Majoring in Sociology and Journalism,* **Chris Walker**, *Artistic Director, and* **Willie Ney**, *Executive Director, Office of Multicultural Arts Initiatives –all of University of Wisconsin-Madison*

KEYNOTE ADDRESS: **The Wind Beneath Their Wings**

Julianne Malveaux, *Economist, Author, Commentator, and President Emerita, Bennett College for Women*

Much of the issue of students' success depends on the professionals that support them. First-generation students, and many others, need to be embraced, lifted, and encouraged. They must not be the subjects of stereotypes. As Maya Angelou says about the next generation, "you are the best we have, you are all we have." In the name of love and commitment to our nation's future, it is our job to embrace every student, especially those who are underrepresented and overlooked. There are students who have had daunting challenges and still they rise, especially if we lift them, the wind beneath their wings.

8:30 – 10:00 p.m.	Poster Sessions and Reception

Michigan Ballroom, Level Two

THEME I: CAMPUS PRACTICES, POSTERS 1-22

POSTER 1: A Three-Pronged Approach to Student Success
Intended audience: Administrators and faculty members who are creating and assessing programs that address diversity goals and offer high-quality instruction in support of student persistence and academic success.
Wellesley College utilizes three main types of curricular and cocurricular pathways to support student success. One set is directed at traditionally underrepresented students; another set targets students with demonstrated academic needs; and the third supports all students. This poster will describe three specific programs that epitomize these approaches, detail how these programs have evolved over time and offer evidence of their impact on students' outcomes. Wellesley Plus offers dedicated first-year seminars and writing courses, as well as cocurricular training in technology, study skills, and effective engagement to incoming first-generation and other traditionally underrepresented students. The Quantitative Reasoning Program offers a basic skills QR course to first-year students with weaker quantitative skills (indicated by assessment), as well as data analysis courses and advanced quantitative training for all students. Supplemental Instruction in gateway courses in economics, mathematics, and the sciences is offered to all students.
Corrine H. Taylor, Director of the Quantitative Reasoning Program, and Elena Bernal, Associate Provost for Institutional Planning and Assessment—both of Wellesley College

POSTER 2: From Beating the Odds to Changing the Odds: Alternative Approaches to Developmental Coursework
Intended audience: Educators and administrators working with developmental education, as well as scholars studying student success.
It has been well documented that students entering college in need of developmental coursework are retained and graduate at rates lower than their counterparts prepared to take college-level courses. In 2000, Alexander Astin called the education of underprepared students "the most important educational problem in America today." More than a decade later, the challenge of educating students with diverse backgrounds and abilities remains central to educators, scholars, and policy makers. The University of Wisconsin–Parkside has historically enrolled a far greater percentage of students placing into developmental math and English courses than any other UW campus. As such, there has been a need to explore the effectiveness of developmental offerings to try to increase the likelihood of student success. This poster will feature models offering integrated learning, wrap-around support services, and individualized attention—models which have demonstrated substantial improvement over traditional stand-alone developmental courses, even when controlling for a host of other potential factors impacting student success.
John Standard, Institutional Planner—University of Wisconsin–Parkside

POSTER 3: First-Year Seminars and Senior Capstones: Bookending Writing Instruction
Intended audience: Faculty, staff, and administrators who teach in and/or direct first-year seminars or senior capstone experiences, as will those who are charged with creating greater coherence in the undergraduate learning experience.
Surveys of employers continually highlight the need for stronger writing skills among recent college graduates. Similarly, faculty complain that entering undergraduates are ill-prepared for college-level writing. Perhaps in response to these concerns, both first-year seminars (FYS) and senior capstones have increasingly become sites for writing instruction in the college curriculum. But are campuses intentionally connecting these experiences to facilitate the development of writing proficiency throughout college? How might writing in the FYS prepare students for the capstone project? How might the FYS and senior capstone together support larger institutional goals and external expectations for student writing? Drawing on national surveys of the FYS and senior capstone and a review of the literature, this poster will describe the role of writing in these two high-impact practices and lead participants in an exploration of how they might integrate writing within and connect it across the first and senior year.
Tracy L. Skipper, Assistant Director for Publications, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina–Columbia
Sponsored by the National Resource Center for The First-Year Experience and Students in Transition

POSTER 4: Enhancing Academic Diversity and Student Success through Sexual and Gender Diversity Studies
Intended audience: Individuals involved with academic program development who focus on building academic diversity and transformative learning.
This poster will share basic research on the characteristics of formalized academic programs in sexual and gender diversity studies, commonly known as LGBT or queer studies. While only a limited number of colleges or universities have

developed an academic program in LGBT or queer studies, the potential for this type of academic program to expand academic diversity across the disciplines and enhance student success can also contribute to social transformation beyond campus. Findings to be shared include core mission and other guiding philosophies for programs, common epistemological and pedagogical principles, and current or potential transformative learning approaches. The information and dialogue from this poster will increase awareness of the impact sexual and gender diversity studies programs can have, and the ways in which these programs can promote critical learning for students to graduate and advance equity and inclusion.
***M. David Kessler**, PhD Candidate in Higher Education—University of North Texas*

POSTER 5: Global Learning: Increasing Study Abroad Opportunities for *All* Students
Intended audience: Administrators, faculty, and staff interested in building inter-institutional networks which can lead to positive learning outcomes and opportunities for innovation in study abroad and diversity.
The Office of Minority Affairs and Diversity promotes meaningful global learning opportunities for students from low-income, first-generation, and underrepresented backgrounds. This poster will describe the efforts carried out at the University of Washington to increase the engagement and participation of diverse students in study abroad opportunities. This proactive approach infuses diversity into the study abroad equation and uses a three-pronged strategy to build and augment the heterogeneity of study abroad student participants, curricula, and staff involvement. This approach includes (1) intentional recruitment, candidate cultivation, and financial support; (2) strategic engagement of staff in the development and creation of study abroad programs, including purposeful collaborations with faculty, academic departments, and administrative partners to develop programs with diversity curricula; and (3) active engagement of staff from diverse backgrounds in program logistics, travel, and support of faculty in study abroad opportunities.
***Sheila Edwards Lange**, Vice President for Minority Affairs and Vice Provost for Diversity—University of Washington*

POSTER 6: Future Teacher Program: Best Practices in Student Retention
Intended audience: Faculty and administrators working with teacher education and diversity initiatives.
This poster will provide an overview of the Future Teacher Program (FTP) in the College of Education and Professional Studies at the University of Wisconsin–Whitewater. The FTP is a support program with a mission to retain and graduate future teachers of color and teachers receiving licensure in academic disciplines experiencing teaching shortages in the state of Wisconsin. FTP provides programming that is aligned with the Liberal Education and America's Promise (LEAP) initiative and highlights high-impact practices as a pathway to increase student retention and graduation rates. FTP offers a summer institute, test preparation, undergraduate research opportunities, mentoring, and early experiences in schools among other high- impact cocurricular offerings.
***Marijuana Sawyer-Clardy**, Coordinator of Recruitment and Retention Programs—University of Wisconsin–Whitewater*

POSTER 7: Supporting Faculty toward High-Quality Online Course Design
Intended audience: Faculty teaching online; instructional designers; professionals in online and continuing education units, student success offices, or centers for teaching excellences; and researchers in higher education.
To be effective in the online classroom, instructors must possess pedagogical, instructional, social, managerial, assessment, and technical competencies that provide high-quality learning experiences. Recent research concludes both a demand for and a lack of supporting systems for college faculty who want to teach online. The eCampus Center provides faculty development seminars to support online course design, development, and teaching at Boise State University. This program serves as a professional development opportunity for online-teaching faculty to apply instructional design principles, to familiarize themselves with best practices of online teaching, and to meet the Quality Matters standard. This poster will feature an evaluation of the effectiveness, efficiency, and appeal of the faculty development seminars and share approaches to continuing improvements to the program.
***Ken-Zen Chen**, Instructional Design Consultant and Retention Research Analyst—Boise State University*

POSTER 8: First-Year Academic Success: Removing Roadblocks and Creating Pathways
Intended audience: Professionals working with high-risk students; academic advisors; faculty teaching developmental coursework; and other educators interested in student success.
The First-Year Academic Success (FYAS) Program is designed to help students complete the prerequisite math or writing courses required for their major at DePaul University. FYAS provides students a pathway to take these courses over the summer, tuition-free, for no credit, with the ability to advance to the next math or writing course. This poster will describe the specifics of the FYAS Program, including an overview, the implementation process, and assessment data.
***Yesenia Sanchez-Giancola**, Director, First-Year Academic Success Program, and **MariAnn Curta**, Assistant Director, First-Year Academic Success Program—both of DePaul University*

POSTER 9: Latino Student Success and Community Engagement
Intended audience: Educators interested in the assessment of community-based learning, strategies for Latino student success, and/or heritage language instruction.
This poster will present research findings from a pilot study of the use of service learning in a course in Spanish language and culture for heritage speakers. Students reported potentially transformational gains in communication skills, dispositional learning, identity formation, and solidarity with Latino communities. Service learning engages with social justice education, as well as education for democracy, pointing the discipline in a promising direction as Latino student enrollments grow in the years to come.
Lisa Amor Petrov, Assistant Professor of Spanish, Director Latino and Latin American Studies Program—Dominican University

POSTER 10: Advancing Engaged Learning Practices through Institutional Partnerships
Intended audience: Administrators, faculty, and staff in academic and student affairs departments who have an interest in advancing high-impact or engaged learning practices at their institutions.
Edgewood's mission calls for the connection of learning, beliefs, and action, so engaged learning (EL) practices are priorities in strategic and academic plans. Four areas of EL that are underdeveloped on the Edgewood campus have been identified: civic engagement, student research, global/multicultural learning, and internships. Student participation in these experiences is more variable than in other EL practices at Edgewood. Over the 2012–13 academic year, practitioners of these EL practices met to develop vision statements for each area and participated in a study of the infrastructure and current practice for each. From this work came a framework for advancing EL through partnerships between academic affairs and student development. This poster will provide a brief overview of a process for advancing EL practices at an institutional level. Participants will consider the opportunities that exist on their campuses for advancing EL and developing campus partnerships. Materials used for developing the EL framework will be available.
Kelley W. Grorud, Associate Academic Dean for Teaching and Learning, and Kristine Mickelson, Dean for the School of Integrated Studies—both of Edgewood College

POSTER 11: Undocumented Students: Creating an Inclusive Campus Environment
Intended audience: Faculty, professional staff, and administrators, particularly those in the areas of student affairs, financial aid, and admissions; higher education policy makers and grant makers.
Approximately 65,000 undocumented students graduate from US high schools each year. In a study funded by the Ford Foundation, a team of researchers from Fairfield University, Santa Clara University, and Loyola University Chicago completed a two-year study of undocumented students to develop a better understanding of the challenges that these students face at institutions of higher education. The project comprised a comprehensive analysis of undocumented students' access to Jesuit colleges and universities, and their integration into these institutions. This poster will present some of the findings of this study, including policies and practices that are in effect at some institutions, as well as proposed best practices based on qualitative data.
Suzanna Klaf, Associate Director, Center for Academic Excellence—Fairfield University

POSTER 12: Opening the Doors of Liberal Arts to the Underserved: Building Equity and Fostering Inclusion
Intended audience: Educators who are interested in prioritizing liberal learning outcomes for students across a spectrum of abilities and backgrounds.
Traditionally underserved students often do not have the resources or social support to enter higher education. The typical response is to focus on remedial work and job skills training rather than liberal learning outcomes such as critical thinking and communication skills. This poster will share a program for underserved students that provides an array of educational and social support practices intertwined with a curriculum focused on the humanities and service learning. This yearlong program recruits low-income adults from homeless shelters and community organizations and holds these students accountable to the learning outcomes of the existing liberal arts degree at Antioch. This poster will highlight elements of the program necessary to support these students, as well as particular challenges, and share student successes.
Kathryn Pope, Bridge Program Director, Andrea L. Richards, Dean of Assessment and Student Learning, and MeHee Hyun, Cochair and Core Faculty, Undergraduate Studies—all of Antioch University Los Angeles

POSTER 13: TRIO's Retention and Graduation Strategies—Take Our Ideas, Please!
Intended audience: Those from campuses with federally funded TRIO Student Support Services programs to increase the college retention and graduation rates of low-income and first-generation students and students with disabilities.
How is your campus utilizing its TRIO Student Support Services (SSS) program? Nationwide, 947 colleges and universities have federally-funded TRIO SSS programs with the mission of increasing the retention and graduation rates of low-income

and first-generation college students and students with disabilities. Launched in 1968 under President Johnson's War on Poverty, SSS programs provide tutoring, advising, financial guidance, and degree-completion strategies to participants with academic, social, and cultural barriers. This poster will describe a successful program that is using individualized and targeted interventions to help high-risk college students identify and achieve their educational goals.
Jenn Wagnon, Director, TRIO Student Support Services—Fort Lewis College

POSTER 14: Student Learning and Engagement through Leadership Education
Intended audience: College students, instructors, and administrators who are interested in engaging their campuses to be a positive force within their community and the responsibility shared by students, faculty, and staff toward that goal.
Lawrence Technological University is promoting student learning, success, and degree completion through the implementation of an undergraduate leadership curriculum. The undergraduate leadership curriculum consists of four leadership courses required for graduation and cocurricular opportunities designed to engage students in real-world problems and the pursuit of solutions that demonstrate classroom learning. Each leadership course exposes students to professional and societal issues for personal reflection and development of their skills with an emphasis on character and integrity. The leadership curriculum promotes student success by connecting learning from major and core curriculum courses with societal and professional needs. This poster will explain how the LTU Office of Leadership Programs oversees curricular and cocurricular aspects of the leadership curriculum that are dedicated to leadership education and development, and community service and engagement.
Jim Jolly, Director of Leadership Programs—Lawrence Technological University

POSTER 15: Building Our Leadership in Detroit (BOLD): A Comprehensive Urban Leadership Curriculum
Intended audience: Academic administrators and faculty interested in strategic planning, curricular design, and assessment of student learning outcomes using the AAC&U VALUE rubrics.
This poster will detail the planning, implementation, and initial assessment of a distinctive college-wide curricular initiative. Grounded in a strategic plan inspired by an institutional vision of urban leadership, and seeded with a Kellogg Foundation grant, the goal of the "Building Our Leadership in Detroit" (BOLD) initiative is to transform Marygrove College at all levels (curricular, faculty, and programmatic). This transformation will provide meaningful community engagement opportunities for students and community residents to ensure that they will be driving forces of social change in Detroit. Five coordinated activities will be shared: (1) creating interdisciplinary teaching and learning leadership teams; (2) establishing institutional and community partners; (3) piloting leadership pedagogies with an urban context; (4) curriculum mapping using a backwards design method and the AAC&U Essential Learning Outcomes and VALUE rubrics; and (5) integrating a Higher Learning Commission Quality Initiative proposal.
Jeanne M. Andreoli, Associate Professor of Biology and Chair, Division of Science and Mathematics and Jane Hammang-Buhl, Vice President for Academic Affairs—both of Marygrove College; and Lara Kovacheff Badke, Graduate Research Assistant, Center for the Study of Higher and Postsecondary Education—University of Michigan

POSTER 16: The Power of Integrative Learning: Moving from Research to Practice
Intended audience: Educators who want to learn more about how integrative learning influences educational outcomes and ways to enact integrative learning both in and beyond the classroom, especially for students of color.
Integrative learning is positively correlated with academic motivation, critical thinking, moral reasoning, enjoyment of reading, civic engagement, intercultural development, personal well-being, and socially responsible leadership. Furthermore, students of color often benefit more from integrative learning than white students. This poster will present related findings from the Wabash National Study of Liberal Education, as well as suggest implications for practice within and beyond the classroom. Implications will be discussed for student affairs/academic affairs collaborations, as well as ways of combining integrative learning with other high-impact practices.
Kathleen M. Goodman, Assistant Professor, Student Affairs in Higher Education—Miami University

POSTER 17: Improving Student Retention: Course-Based Undergraduate Research for Biology Majors
Intended audience: Science faculty who want to infuse research in a standard laboratory course and administrators and faculty who want to increase the number of students who are attracted to and graduate well-prepared in the sciences.
North Carolina Central University's Biology Department, with the support of Howard Hughes Medical Institute (HHMI), created a mechanism for producing student success by integrating course-based research experiences into the curricula and training new and current faculty in the development and delivery of engaging curricula. The goal was to improve first-year retention rates from Biology I to Biology II, help students better apply concepts, and provide students with an early exposure to research. Prior participation in the HHMI Phage Hunters Advancing Genomics and Evolutionary Science program lead to the adaption of elements of that model to fit a scale-up model suitable for introductory courses to majors.

This poster will describe an inquiry-based learning model that will be used in three core classes. The model uses a common set of basic and progressive techniques in experimental design with peer-led teaching and learning activities.
***Gail P. Hollowell**, Associate Professor of Biology, **Catherine Silver Key**, Associate Professor of Biology, and **Ruth Phillips**, Visiting Assistant Professor of Biology—all of North Carolina Central University*

POSTER 18: The LEAD Scholars Program: Serving the Needs of First-Generation College Students
Intended audience: Campus administrators, faculty, and staff working with first-generation students and students of color.
The challenges faced by first-generation college students are often multidimensional consisting of academic, socio-cultural, and financial components. To support students through these challenges, Santa Clara University established the Leadership Excellence and Academic Development (LEAD) Scholars Program in 2003. Over the last ten years, LEAD has used an anti-deficit approach that integrates academic and social dimensions by engaging students in compelling classes that speak to their experiences, programming that builds community, and support that meets their individualized needs. This poster will share assessments of the LEAD Scholars Program that indicate that this program has been successful in helping first-generation college students navigate college life and earn their college degrees.
***Erin Kimura-Walsh**, Assistant Director, LEAD Scholars Program and **Lester A. Deanes II**, Assistant Dean, Office of Student Life—both of Santa Clara University*

POSTER 19: Aggies Commit to Learning for a Lifetime: From High-Impact Practices to Student Success
Intended audience: Individuals responsible for the overall implementation of retention activities for first-year students and faculty interested in increasing engagement of students beyond the normal classroom environment.
In 2011, Texas A&M University began implementing high-impact practices as a means of influencing retention rates, reducing time to completion, and enhancing student commitments toward lifetime learning. The high-impact practices are based on George Kuh's examples, which include learning communities and undergraduate research. This poster will describe the administrative process, challenges, and opportunities associated with implementing these practices in the College of Education and Human Development at Texas A&M University.
***David A. Byrd**, Assistant Dean for Undergraduate Academic Affairs, College of Education and Human Development, and **Shailen M. Singh**, Director of the Marilyn Kent Byrne Student Success Center—College of Education and Human Development—both of Texas A&M University*

POSTER 20: Innovative Collaborative Teacher Education Program Redesign Between Four Universities
Intended Audience: Professors, university administrators, urban school leaders, teachers, and anyone interested in learning about innovative and grounded ways of addressing issues of diversity in education.
This poster will address how, through a multi-university collaborative effort, four universities have innovatively redesigned their teacher preparation programs. Each university will focus on one aspect of redesign with an overview of targeted community-based recruitment efforts, one-year internship programs for all teacher candidates, and sustaining dialectical relationships with schools and communities that help address the diverse needs of an large urban school district and the need to prepare traditionally underrepresented groups to become highly qualified teachers.
***Aisha El-Amin**, Content Manager—University of Illinois at Chicago; **MT Garreton**, Professor of Education—Northeastern Illinois University; **Dorothy Giroux**, Clinical Assistant Professor—Loyola University-Chicago; **Eleni Katsarou**, Clinical Professor and Director of BA in Urban Education—University of Illinois at Chicago; and **Debbie O'Connor**, BA Program Coordinator, Elementary Education and Assistant Professor—National Louis University*

POSTER 21: Alternatively Admitted Student Athletes: Practices and Programs for Academic Success
Intended audience: Administrators, general advisers, athletic academic advisers, and other student engagement programming professionals within the higher education arena.
This poster will describe a qualitative study that investigated and analyzed which institutional policies, practices, and programs of the Athletic Department at the University of Nevada, Las Vegas (UNLV) contributed to the success of alternatively admitted student athletes. When student applicants are denied admission to UNLV, they have an option to appeal that decision. If the appeal is successful, the student is admitted to the university by alternative criteria. Many times, student athletes are admitted under the alternative-admission criteria and their first-year retention rates are higher than those of their traditionally admitted peers at this institution. Groups of both alternatively admitted student athletes and professionals within the athletic department were interviewed at length for their perceptions and opinions of which policies, practices, and programs contributed to academic success of this special population of students. Results were compared to George Kuh's theoretical framework of student engagement and analyzed for concordance and variance.
***Adrienne Ekas-Mueting**, Assistant Dean for Field Instruction, Social Work Program—University of Maryland Baltimore County*

POSTER 22: Adding Value to the Student Work-Study Experience: a Cocurricular Approach
Intended audience: Campus units that work closely with student employees or who are interested in cocurricular development of students.
Recent research studies have revealed the positive impact of campus employment on student retention, especially for those with background factors that may cause them to be otherwise at risk. Since 2011, the University Libraries at the University of Nevada, Las Vegas (UNLV) have developed and implemented a program to prepare work-study student employees for the real world challenges they will face after graduation. Through participation in a series of cocurricular workshops culminating in a certificate, students acquire skills that aid them in accomplishing academic, personal, and professional goals. Utilizing some of the high-impact educational practices described by George Kuh and AAC&U, this workshop series incorporates elements of a traditional internship program into the everyday work experience of student employees and provides opportunities for supervisors to engage with their employees in a culture of mentorship. This poster will describe the benefits of a cocurricular approach to preparing students for work and provide a framework for advancing students' essential learning outcomes including teamwork, problem solving, and critical/creative thinking.
Amanda Melilli*, Head, Curriculum Materials Library, and **Rosan Mitola**, Outreach Librarian—both of University of Nevada, Las Vegas*

THEME II: STUDENT LEARNING AND ASSESSMENT, POSTERS 23-25

POSTER 23: Supporting Underprepared and Underrepresented Students in a Highly Selective Setting
Intended audience: Administrators and other university staff who are developing academic support programs, or who are currently running such programs but are looking for ideas on structure or assessment practices.
This poster will describe two efforts, using two different strategies, to provide academic and social support for underprepared and underrepresented students at a highly selective institution. One of these, BioEXCEL, brings students in during the summer before their first year for intensive coursework and college orientation. The other, the Academic Mentoring Program, provides peer-group support to students in difficult introductory courses. The presenters will share goals, activities, and outcome data for each program, and will discuss the challenges faced and lessons learned. Assessment methods will be presented in detail.
Marina Micari*, Associate Director, Searle Center for Advancing Learning and Teaching, and **Luke Flores**, Director, BioEXCEL—both of Northwestern University*

POSTER 24: Dialogue across Difference: Practice, Theory, and Research on Intergroup Dialogue
Intended audience: Educators interested in developing meaningful ways to engage students with diversity and in developing rigorous assessments of the effectiveness of these efforts.
The Multi-University Intergroup Dialogue Research (MIGR) Project was conceptualized in response to the 2003 Supreme Court affirmative action cases and a call for more evidence and evidence-based practices of diversity education. A collaboration across nine universities, MIGR investigated the learning outcomes and processes of intergroup dialogue. The project used an experimental design with students randomly assigned to dialogue courses and to matched control groups (N=1432). Dialogue students, more than control group students, increased in intergroup understanding, intergroup relationships, and intergroup collaboration. The study also identified the psychological and communication processes that help students learn. The poster will include the challenges that the project sought to address, visuals of the practice and theory models, key effects, and an overall structural equation model that connects pedagogy to outcomes through the processes. The poster will showcase a dialogue video highlighting key facilitation and student engagement skills. A recently published book on the project will be displayed.
Biren (Ratnesh) A. Nagda*, Professor of Social Work and Director, Bachelor of Arts in Social Work Program, and **Patricia Gurin**, Professor Emeritus—both of University of Michigan*

POSTER 25: Improving and Assessing Student Learning Around Diversity
Intended audience: Faculty, diversity officers, and administrators with oversight of general education.
This poster will describe one institution's approach to enhancing and assessing undergraduate cultural competence learning in order to achieve a general education outcome. Joining the Council of Independent College's Engaging Evidence Consortium, a Widener team developed and implemented a plan for engaging cross-campus faculty and staff in infusing cultural competence in curricular and cocurricular experiences and assessing the impact of those experiences on student learning. Participants will learn more about the faculty groups, cross-campus forums and workshops, rubric development, and a student affairs effort that led to a successful pilot assessment. This poster will provide plans for more fully

integrating diversity learning into the undergraduate experience.
***Stephanie Schechner**, Assistant Dean, College of Arts and Sciences, and **Stephen Wilhite**, Provost and Academic Vice President—both of Widener University*

THEME IV: DIVERSITY AND PRIVILEGE, POSTERS 26-31

POSTER 26: Braiding Diversity Ideologies for Institutional Change
Intended audience: College and university students, faculty, administrators, and staff involved in advancing diversity work at their campuses.
The Diversity Steering Committee at Brandeis University was formed in 2012 to implement a key component of the Heller School of Public Policy's 2011 Strategic Vision. The committee includes faculty, staff, alumni, and students and is charged with "develop(ing) programs, policies, and procedures that will permanently embed equity, inclusion, and diversity in the fabric of Heller's academic and work environment." Supporting this work, the presenter conducted informal interviews with center and institute directors to explore the ways in which the school's commitment to diversity is implemented through research and scholarship. Through these interviews, the presenter simultaneously gathered information about the status of the school's diversity work and engaged faculty and staff in reflective conversations around the topic. This poster will summarize the findings from those interviews, highlighting both the challenges and promise inherent in the multiplicity of diversity ideologies employed by interviewees.
***Megan Pamela Ruth Madison**, PhD Student—Brandeis University*

POSTER 27: Challenges Facing First-Generation Latino Students in California TRiO Programs
Intended audience: TRiO program administrators and advisors.
Latino students in California are underrepresented in almost every statistical category that measures academic success. In virtually all statistical categories that tabulate the attainment of college degrees, Latinos trail almost all other subpopulations in California. First-generation students, whose parents lack college degrees, are adversely affected by not having academic mentors who are familiar with the college-admission process. The success of low-income, first-generation Latino and Chicano students has been acutely targeted by TRiO programs for the past four decades. This poster will describe how TRiO programs are shepherding millions of low-income, first-generation students through high school with the ultimate goal of graduation from college or university.
***Arash Daneshzadeh**, Director of Education Programs for Hip Hop Chess Federation and Director of Community Programs — San Francisco Unified School District*

POSTER 28: Extended Family: A Black Studies Course and the Humanization of Students on the Margin
Intended audience: University faculty, staff and administrators who are interested in instructional strategies, curriculum, and support for minority students; members of organizations that are interested in minority student collegiate success, and the experiences of women in academic settings.
Previous research has found that black and Latino college students are at greater risk of not completing their undergraduate degrees as compared to their white peers. Additionally, research illustrates that predominantly white colleges and universities do not consistently recognize and support the diverse needs of their minority students, and this lack of support is one factor in college attrition. Utilizing bell hooks' theory of homeplace, this ethnography explored the reasons undergraduate students at a predominantly white university enrolled in an African American, woman-centered course, and what impact this course had on their undergraduate experience. The data showed that the instructor re-interpreted the traditionally hierarchical student-teacher relationship and established a personal connection with students. This poster will examine why marginalized students sought this course and describe how they felt it provided a safe haven from racial micro-aggressions and singular hegemonic narratives they experienced in other courses. It will also explore how the course engaged students in a culturally-relevant curriculum within a supportive environment.
***Crystal M. Menzies**, Doctoral Student, Urban Education—Temple University*

POSTER 29: Linking Learning Outcomes on Power and Privilege to a Cluster of Courses on Sexual Diversity
Intended audience: Faculty, diversity officers, directors of teaching and learning centers, and faculty developers.
A diversity curriculum frequently focuses on issues of difference and the role that power and privilege play is oftentimes debated as a learning outcome. Just as controversial for many institutions is the inclusion of sexual orientation. To address these areas, faculty at a Catholic liberal arts university worked to develop a cluster of courses with sexuality as a diversity theme. Key elements included investigating diversity through the lenses of power and privilege, having an interdisciplinary cluster with common learning experiences, and emphasizing the intersectionality of sexuality with other identities. Assignments were assessed to measure students' ability to discuss sexual diversity that expresses not only understanding

of differences but also awareness of the social marginalization and political disenfranchisement of sexual minorities. This poster will describe this cluster of courses and how it advanced students' ability to critically examine intersections of sexual orientation with other identities.

Sandra Sgoutas-Emch, *Director of the Center for Educational Excellence, and* **Steve Sumner**, *Associate Professor of Economics—both of University of San Diego*

POSTER 30: An Unequal Triangle: Can Education Mitigate the Disparities Between Banking, Housing, and Socioeconomic Status?

Intended audience: Educators involved in financial literacy teaching and curriculum development, Adult Basic Education professionals, and developmental mathematics professionals.

A plethora of research confirms that women and ethnic minority populations were disproportionately affected by the US financial and housing crises of the late 2000s. In response to these crises, the Federal Government enacted the Dodd-Frank Wall Street Reform and Consumer Protection Act. One provision of this act provides funds for public education and counseling related to home buying and personal finance management. Is the Dodd-Frank Act working? Are women and ethnic minority populations benefiting from the provisions of this act? This poster will present findings from a comprehensive literature review related to the outcomes of the educational provisions of the Dodd-Frank Act. Implications for educational institutions will be discussed.

Johnnie C. Bannier, *Doctoral Student, Adult and Continuing Education Leadership—University of Wisconsin–Milwaukee*

POSTER 31: Authenticity, Relevance, and Connection (ARC) Theory and Underrepresented Student Success

Intended audience: Faculty members and academic administrators seeking new lenses and approaches to underrepresented student success in the classroom.

A student's capacity to succeed in higher education is strongly influenced by her ability to make sense of her place, purpose, and relationships within the institution. Furthermore, a student's capacity to succeed in the classroom is influenced by her ability to make connections with the classroom environment, content, and people. ARC Theory frames student learning in the context of Authenticity of identity, Relevance of curriculum and material, and interpersonal Connections. The theory emerged out of a number of campus initiatives and studies focused on underrepresented student success. This poster will highlight the studies that led to the development of ARC Theory as well as innovative examples of ARC Theory in practice.

Kyle Reyes, *Special Assistant to the President—Utah Valley University*

FRIDAY, MARCH 28, 2014

7:30 a.m. – 5:30 p.m.	**Conference Registration and Membership Information**

Superior East, Level Two

7:30 – 8:00 a.m.	**Breakfast**

Levels Two and Three

Please plan to take your breakfast into one of the 8:00-9:15 a.m. concurrent sessions. Visit the breakfast buffet on the level of the session you plan to attend.

8:00 – 9:15 a.m.	**Concurrent Sessions**

Michigan Ballroom, Level Two
CS 1: HEDs UP: Campus Practices to Support Student Success
This session will include four presentations followed by time for questions and discussion.
    Moderator: *Kyle Reyes, Special Assistant to the President—Utah Valley University*

Theme I: Campus Practices
M-e-n-t-o-r-i-n-g: Another Way to Spell SUCCESS
Underrepresented students can feel disengaged at a predominately white institution and this can lead to troubling consequences. Studies confirm that unengaged students graduate at lower rates than their engaged counterparts. Recognizing that mentors can connect students to campus, the Norman Brown Diversity Leadership program at Indiana University-Purdue University Indianapolis matches underrepresented students with faculty and staff mentors to help promote student success. In its thirty-year history the program has produced a graduation rate of over 88 percent–compared with a campus graduation rate of 33 percent. Participants will learn how the program has adapted to challenges and how it may be replicated at other institutions.
Kimberly Stewart Brinston, Director of the Office of Diversity, Access and Achievement—both of Indiana University-Purdue University Indianapolis

Theme I: Campus Practices
Supporting Student Success by Assessing and Enhancing Academic Support Programs
Northeastern Illinois University is a public Hispanic-Serving Institution located in Chicago. This session will focus on the recent analysis and strategic approach utilized to assess and bolster two long-standing academic support programs designed to support transition to and within the university. These programs support African American, Hispanic, and first-generation college students through high-impact practices focusing on issues found to be salient to the success of students in transition. The programs admit students who do not meet general admission requirements, and for years they have documented higher first-year retention rates than general admission students.
Jermaine F. Williams, Assistant Vice President for Student Affairs, and Frank E. Ross III, Vice President for Student Affairs—both of Northeastern Illinois University

Theme I: Campus Practices
Building Bridges: Reimagining Campus Practice to Impact Student Success
Higher education institutions are charged, now more than ever, with increasing access, success, and retention for increasingly diverse groups of students, especially those from traditionally underrepresented populations. Dynamic collaboration across institutional units is essential to effectively serve the needs of today's students and further a socially responsible mission of higher education. Roosevelt University's recent summer bridge program represented a marked change in campus practice with the goal of redressing historical inequality in student access and retention. The program was designed to dismantle barriers for first-generation, underrepresented students transitioning to the university environment. The presenters will discuss their experiences using a holistic model to address pedagogy and practice within a framework of social justice, including applying a socially responsible paradigm to their work with

colleagues. This unprecedented collaboration has provided an opportunity to reinvent campus-wide practice to better foster success of students in a variety of contexts.

*Amanda Wornhoff, Interim Director of English Composition and Assessment Director, **Cathy Evins**, Lecturer in Mathematics, and **Andrea Egle**, Director of Student Support Services/Project Prime (TRiO)—all of Roosevelt University*

Theme I: Campus Practices
Beyond Retention: Equitable Outcomes for Higher-Risk Students
What do you get when you combine a multicultural student affairs model with a student success office? Answer: cocurricular programs that empower your highest-risk students to graduate with the knowledge and skills to achieve their post-college goals. This presentation will introduce you to a student success model based in three key curricula: college transitions, leadership and identity development, and post-college success. Participants will learn how this model can be used to develop scalable programs that help higher-risk students achieve equitable outcomes throughout their college journey. Outcomes data will be shared throughout the presentation. The presenter will also discuss the benefits and challenges of conducting retention, persistence, and graduation programming in a multicultural student affairs framework. Participants will leave this presentation with three key questions to help them assess their institutions' challenges and opportunities for increasing higher-risk student outcomes.
Vijay Pendakur, Director of Multicultural Student Success—DePaul University

Grant Park, Level Three | Theme I: Campus Practices
CS 2: What Students Say Faculty Can Do to Help Them Succeed

Participants will examine six factors that community college students identified as critical to their success and discuss how educators can address these factors, both in the classroom and beyond.

When faculty think about how they can promote student success, they typically focus on curriculum and pedagogy in the classroom. What else can they do, in the classroom and beyond, to support student success? This interactive workshop will draw upon a mixed-methods study led by the Research & Planning (RP) Group of the California Community Colleges. Based on responses from almost 900 students at thirteen colleges, the study identified six factors as being critical to student success: students must feel directed, focused, nurtured, engaged, connected, and valued. Following an overview of key findings and specific actions students suggested for faculty, participants will work in small groups to generate and share ideas about how faculty at both two- and four-year institutions can promote these factors, especially in students' first two years of college. The presenters will then facilitate a discussion of ways that colleges can support faculty in implementing promising approaches. More information is available at the Student Support (Re) Defined website: http://www.rpgroup.org/projects/student-support
*Debra David, Project Director, Give Students a Compass—California State University System Office; **Darla Cooper**, Director of Research and Evaluation—The RP Group; and **Julie Stein**, Faculty, Business and Communication—Las Positas College and California State University–East Bay*

Lincoln Park, Level Three | Theme I: Campus Practices
CS 3: Data to Action: Cross-Campus Collaboration to Increase Freshman Retention through Direct Intervention

Participants will understand how connecting existing sources of program assessment data can create a deeper understanding of the student experience and how that understanding can improve campus practice.

This session will provide an overview of the Freshman Retention Project, an innovative approach to using data to support student success. The highly collaborative project involved a number of areas on campus to design direct intervention strategies for underserved students. The presenters will share results and chart the plan that has led to success. This effort is helping change the way educators at Portland State University think about using data to inform action, and is changing understanding of students' needs and the strategies that are possible to support their success.
*Mirela Blekic, Retention Associate, and **Rowanna Carpenter**, Director of Assessment and Upper-Division Clusters— both of Portland State University*

Ontario, Level Two | Theme I: Campus Practices
CS 4: Campus Designs for Improving Latino Student Learning and Success

Participants will learn how five HSIs have introduced integrated, campus-based programs, including high-impact practices, to support Latino student success.

Growing Knowledge about What Works for Latino Student Success is a cooperative project between the Association of American Colleges & Universities (AAC&U) and Excelencia in Education that applies and expands evidence based, high-impact practices to improve Latino student success. Research findings support the relationship between participation in high-impact practices and increases in self-reported learning gains of underserved students. Five Growing Knowledge campuses, selected by AAC&U and Excelencia based on their capacity to bring current, engaged learning practices to scale and to assess student learning, have applied this knowledge specifically to the experiences and needs of Latino students. Representatives from each of the Growing Knowledge institutions— Borough of Manhattan Community College, Bronx Community College, Palm Beach State College, Texas A&M – Corpus Christi, and University of Texas – Brownsville— will report on their selected strategies and how these efforts have influenced student learning and success. This project is funded by TG Philanthropy.
__Karline Prophete__, Test Center Manager—Palm Beach State College; __John Montanez__, Dean of Grants and Research Administration—Borough of Manhattan Community College; __Leslie Kimberling Jones__, Co-Director of Learning Enrichment—University of Texas at Brownsville; __Luis Montenegro__, Interim Associate Dean, Office of Academic Affairs—Bronx Community College; and __Bradley Shope__, Director of Center for Faculty Excellence, and __Gerardo Moreno__, Assistant Vice President for Student Success—both of Texas A&M University Corpus Christi

Washington Park I, Level Three | Theme II: Student Learning and Assessment
CS 5: The What and How of Learning in Intergroup Dialogue: Findings and Lessons from a Multi-University Study

Participants will learn about the practice and theory of intergroup dialogue and how to assess student learning from intergroup dialogue.

The Multi-University Intergroup Dialogue Research (MIGR) Project is a unique practitioner-researcher collaboration for learning and assessment of diversity and social justice education. Using an experimental design with students randomly assigned to dialogue courses and to matched control groups at nine universities, the MIGR study provides strong causal evidence showing that intergroup dialogue increased students' understanding of identity and inequalities, values and skills in building relationships across difference, and confidence and participation in social action. Furthermore, the study identified the mechanisms of learning in intergroup dialogue—psychological processes that happen within students and the communication processes that happen among students—that account for learning. The presenters will draw on lessons from the study to provide a road map for participants to develop their own assessments of student learning: from the initial development of the practice and theory models to the design and methodologies used to making sense of the findings.
__Biren Ratnesh A. Nagda__, Professor of Social Work and Director, Bachelor of Arts in Social Welfare Program—University of Washington–Seattle; __Patricia Gurin__, Professor of Psychology Emerita—University of Michigan; and __Nicholas Sorensen__, Senior Research Scientist—American Institutes of Research

Marquette Park, Level Three | Theme IV: Diversity and Privilege
CS 6: Facilitating Excellence: Activating and Supporting Students to Do Their Best Learning

Participants will understand the pivotal role and importance of empathic perspective taking for authentic boundary-spanning communications, social relations, protocols, processes, and practices, and recognize pathways for engaging multicultural learning and development.

Educators increase prospects for operating at their best when they intentionally embrace a contextually-responsive action research approach. Engaging contexts is foundational for appropriate and effective communications and social relations—the twin criteria for intercultural competence. Participants will explore who they are as educators, what they bring to their work—lenses/filters/frames and sociopolitical locations—and how we engage relevant attributes to robustly activate and support student success. This session will enhance participant's multilateral understanding of

themselves as educators and guide them to mindfully embrace a lifelong development journey that helps students do their best learning, best engaging, and best work.
Hazel L. Symonette, *Program Development and Assessment Specialist—University of Wisconsin–Madison*

Washington Park II, Level Three | Theme IV: Diversity and Privilege
CS 7: Paradigm Shifts in Thinking and Teaching to Reach the Full Range of Diversity and Privilege

Participants will gain knowledge and skills to design teaching and learning environment to support diverse learners.

Often diversity and privilege have led us to equate a person to a single identity as if it alone represents the whole person. The whole person has multiple identities and they intersect. Simplifying the complexities of dynamic relations among multiple identities and their intersections limits our ability to understand the full range of diversity and privilege. This workshop will demonstrate how to shift to holistic thinking and transformative learning styles to facilitate understanding of diversity and privilege to include cultural, institutional, and familial influences on internalized oppression/privilege, systemic privilege/oppression, and identity construction. Psychology and neuroscience research findings relevant to understanding the power of implicit learning on racism, sexism, classism, heterosexism, and other "isms," its resistance to change, and how to stop automatic activation of attitudes will be discussed. Participants will be engaged in experiential learning activities which increase consciousness for internal and external change.
Heesoon Jun, *Professor of Psychology—The Evergreen State College*

Huron AB, Level Two
CS 8: AAC&U Newcomers' Welcome and Introduction to LEAP

Participants will learn the who, what, why, and where of AAC&U and the Liberal Education and America's Promise (LEAP) initiative, exploring how the LEAP vision for learning serves as a useful overarching framework for undergraduate learning.

As the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education, AAC&U works closely with its member institutions to extend the advantages of a liberal education to all students, regardless of academic specialization or intended career. In this session, participants will learn how AAC&U's four broad goals for student learning (1) *LEAP: Liberal Education as a Global Necessity;* (2) *Quality: 21st-Century Markers for the Quality of US Degrees;* (3) *Equity: Innovation, Inclusive Excellence, and Student Success;* and (4) *Social Responsibility: Integrative Liberal Learning and the Global Commons* and its LEAP initiative provide both context and framework for the undergraduate experience. Data from recent surveys about the value of key college learning outcomes to employers will be included in the presentation.
Bethany Zecher Sutton, *Chief of Staff and Coordinating Director of the LEAP Initiative—Association of American Colleges and Universities*

9:00 a.m. – 5:30 p.m.	Publication Sales

Great Lakes Foyer, Level Two

9:30 – 10:45 a.m.	Plenary

Great Lakes Grand Ballroom, Level Two

Improving and Measuring Student Success: Perspectives on Policy and Practice

Michelle Asha Cooper, *President—The Institute for Higher Education Policy;* **Steve Gunderson**, *President and Chief Executive Officer—Association of Private Sector Colleges and Universities;* **José Moreno**, *Associate Professor of Latino Education and Policy Studies—California State University–Long Beach;* **Christi Pedra**, *Senior Vice President, Marketing and Customer Solutions, Pharmaceutical Distribution—Cardinal Health*
Moderator: **Debra Humphreys**, *Vice President for Policy and Public Engagement—AAC&U*

Diversifying access to college and boosting student success have become policy and campus priorities. At the same time, employers seek ever larger numbers of college graduates with robust capacities to fuel our innovation-driven economy. What does success really mean in today's terms? How can we hold ourselves accountable for it with integrity? How can we best combine the movement to increase access and completion with the movement to empower all students with knowledge and skills they need for success in the workplace and contribution to the common good? This panel will examine these questions, identifying ways in which higher education, employers, and policy makers can marshal resources, enact policies, and foster practices that enable us collectively to make excellence inclusive.

11:00 a.m. – 12:00 p.m.	Concurrent Sessions

Huron AB, Level Two| Theme I: Campus Practices
CS 9: First Wave Hip Hop Theater Ensemble Talk-Back

Participants will have the opportunity to talk with the ensemble and learn more about their experiences, academic goals, and the environments that inspire and support their individual talents, aspirations, and successes.

An emerging leader on the hip hop theater scene, First Wave uses devising and choreographic practices centered in the positionality of the hip hop generation to build contemporary theater that pushes the boundaries of American performance poetry, dance, and theater. This session will engage participants in open conversation with the students and directors to learn more about the frameworks of this unique learning community and the practices that nurture both the individual creative talents and collective performances of the students.
Ashlyn Elizabeth Akins, *Student, Majoring in Political Science and Languages and Cultures of Asia*, **Jonathan Williams**, *Student, Majoring in Communications Arts and Entrepreneurship*, **Eli Lynch**, *Student*, **Shameaca Moore**, *Student*, **Marvin Gutierrez**, *Student, Majoring in Sociology and Journalism*, **Chris Walker**, *Artistic Director, and* **Willie Ney**, *Executive Director, Office of Multicultural Arts Initiatives—all of University of Wisconsin-Madison*

Michigan Ballroom, Level Two
CS 10: HEDs UP: Collaborating for Student Success—On Campus and Beyond
This session will include two presentations followed by time for questions and discussion.
　　Moderator: **Sherwood Smith**, *Director of the Center for Cultural Pluralism—The University of Vermont*

Theme I: Campus Practices
The Extension Bridge: From Pre-College to Post-Graduate
Many institutions provide summer bridge programs and other support programs and offices for students from first-generation, low-income, or other backgrounds not typically represented on their campuses. Such programs often have aspects of segmentation in time or demographics or administrative unit that interfere with a student's seamless experience of success at the institution, or that limit the range or scope of the students served. Many also have the very limited goals of simple retention or graduation. In this session we will present and explore central and unit programs that build on and hand off to each other, and allow for many on and off ramps for students to be both strongly supported through their distinctive situations and fully a part of high achievement in the broad range of institutional academic programs.
A.T. Miller, *Associate Vice Provost, Academic Diversity—Cornell University*

CS 10 HEDs Up, Continued
Theme I: Campus Practices

Community Partnerships for Student Success: "I Can't Do This Without You"

This session highlights a model for creating university-community partnerships for student success that leverages expertise from a college of education with an urban mission and community-based organizations (CBOs) embedded in historically-marginalized communities throughout Chicago. The Grow Your Own Teachers program in the College of Education (COE) at Northeastern Illinois University seeks to recruit, support, and graduate culturally competent, expert teachers for local neighborhood schools. What began eight years ago as a partnership between the COE and one CBO has developed into institutionalized practices for both the university and six CBOs. The partnership has been a catalyst for faculty and teacher candidates to better understand community needs. By engaging with CBO partners all stakeholders can better apply research-based, best-practice K-12 pedagogy to foster reflective, collaborative, and transformative teaching. This fosters the deep potential of community partnerships that not only influence university practice but also develop our teachers for difficulties they will face—something neither entity could do alone.

Maureen D. Gillette, *Dean of the College of Education, and* **Christina Madda**, *Associate Professor of Literacy Education—both of Northeastern Illinois University*

Grant Park, Level Three | Theme II: Student Learning and Assessment
Sponsored by LiveText
CS 11: Coaching for Student Success: Supporting the Feedback Loop for Student Learning

Participants will hear about ways that faculty can more easily communicate with students, students can engage in deeper reflective learning, and administrators can collect the data needed to make improvements that ensure students meet learning outcomes.

From global competitiveness, to government and accreditation policy changes, to the impact of MOOCs and the Degree Qualifications Profile (DQP), this presentation will focus on ways that technology can support evidence-based learning. Key areas of focus include supporting methods for immediate feedback and student engagement; providing ways to develop, deliver, and align learning outcomes; identifying key assessments and facilitating direct assessment; and generating powerful outcomes-based data reports, disaggregated by demographics.

Stephanie Stewart, *Director, Career Development Center and Faculty Director, Achieving College Excellence—Loyola University Chicago; and* **Ida Asner**, *Director of Educational Consultants—LiveText*

Ontario, Level Two |Theme II: Student Learning and Assessment
CS 12: Mapping the Learning Environment: Linking Learning Opportunities to Maximize Student Growth and Development

Participants will learn how to facilitate students' integrated and holistic learning by mapping their institution's learning environment and identifying concrete ways they can forge links with campus and external resources.

Learning occurs in many venues during college. Students learn online and in classrooms, through study abroad opportunities, cocurricular experiences, jobs, and athletics. However, much of this learning occurs in isolation. Students rarely have systematic opportunities to use the learning that occurs in one domain to make meaning of the learning that occurs in another context. As a result, many opportunities to reinforce, deepen, and extend learning are lost, which is especially problematic when formal learning opportunities ignore or discount the lived experiences of diverse students. This session encourages participants to map the range of learning opportunities available to their students and consider how they can link these opportunities to develop a richer learning environment. This is an especially important strategy for helping first-generation, minority, and nontraditional students see the relevance of their formal education to their career aspirations and lives as a whole. Participants will consider how instructors, administrators, and peer educators can employ high-impact learning practices and the strategies known to promote deep and transformative learning connected to students' lives.

Roger G. Baldwin, *Professor of Higher, Adult, and Lifelong Education, and* **Matthew R. Wawrzynski**, *Associate Professor of Higher, Adult, and Lifelong Education—both of Michigan State University*

Washington Park I, Level Three | Theme III: Policies
CS 13: Integrating Strategic Goals and Resources to Advance the College Completion Agenda

Participants will be able to link institutional mission and goals with national and state priorities and identify strategies and resources for academic support services and faculty development.

The student completion agenda has permeated campus-based planning and resource allocation to improve college graduation rates. Panelists will explore linking institutional planning with national and state completion goals, as well as the identification and acquisition of resources to advance retention and graduation outcomes. The resource component is particularly critical in light of the economic downturn, higher education funding challenges, and efforts to control expenses and net tuition costs. Panelists will explore how institutional strategic goals (creating innovation in urban education, increasing student success rates, fostering a culture that is responsive to changing societal needs) were mapped to national and state policies and several grant opportunities to expand strategies to facilitate high-quality learning and to improve student learning outcomes. Among the strategies to be highlighted are financial aid education, dual enrollment, professional development for university and high school faculty, ESL/ELL programming, high-impact retention programs, and transfer/adult completion opportunities.
Virginia Bender, *Special Assistant to the President for Institutional Planning,* ***Marylou Yam***, *Provost and Vice President for Academic Affairs, and* ***David Surrey***, *Professor of Sociology/Urban Studies and Director of Faculty Research—all of Saint Peter's University*

Lincoln Park, Level Three | Theme IV: Diversity and Privilege
CS 14: Students Talk about Developing a Social Justice Identity: Michigan Community Scholars Program

Participants will gain insights about student experiences related to diversity, community, and social justice and learn new approaches for student academic success through an emphasis on diversity and community engagement.

Undergraduate students will share their personal stories of developing a social justice identity through their experience in the Michigan Community Scholars Program (MCSP), a residential learning community at the University of Michigan. A diverse group of students and student leaders in the program will discuss in their own words and from their own experiences how their participation in the MCSP community in the first two years of college helped them to explore and understand their social identities, their sense of power and privilege, and their commitment to making a difference in the world. The directors of the program will offer a brief overview of the structure and high-impact activities of MCSP, its classes and retention/persistence rates, multicultural community-building efforts, community engagement projects, and emphasis on diversity, social identity, and intergroup relations. An open and engaged discussion will follow.
David Schoem, *Director, Michigan Community Scholars Program,* ***Jessica Weed***, *Coordinator of MCSP Community Building;* ***Maya Williams***, *Coordinator or MCSP Diversity Initiative,* ***Rebecca Christensen***, *PhD Candidate Studying MCSP; Student Panel:* ***Hanah (Nan) Boyle, James Henry Blattner, Meredith Burke, Amanda Champagne, Kimberly Cui, Jean Emily Dubose, Lello Guluma, Mark Haidar, Zain Halawani, Samuel Lowenthal,*** *and* ***Matthew Williams***—*all of University of Michigan*

Washington Park II, Level Three | Theme IV: Diversity and Privilege
CS 15: Breaking the Silos: A Key Component to Student Access and Success

Participants will learn about planning and assessment tools that have led to a data informed cross divisional approach to student success.

The session will focus on the strategic and intentional work of the Pennsylvania State System of Higher Education (PASSHE) and the fourteen universities under its umbrella to assess and improve student access, retention, and progress to graduation. With the goal of closing gaps in admission and completion for underrepresented minority and low-income students, PASSHE has partnered with the Center for Urban Education at the University of Southern California and the Education Delivery Institute to develop a system wide approach crossing siloed divisions of academic affairs, student affairs, and finance and administration.
Victoria Sanders, *Assistant Vice Chancellor—Pennsylvania State System of Higher Education*

Friday

Marquette Park, Level Three | Theme IV: Diversity and Privilege
CS 16: LGBTQ Student Success in Higher Education

Participants will learn about various campus policies that either support or inhibit LGBTQ student success and determine their institutions' engagement with issues related to LGBTQ student success.

This presentation will address LGBTQ student success in the context of three themes: campus culture, institutional type (public vs. private), and the changing nature of higher education. In an era of increasing civil rights for gay and lesbian individuals at the societal level, are LGBTQ student groups/individuals able to fully participate on their respective campuses? All students must have the ability to thrive at both the academic and personal levels on their respective campuses, and this presentation will discuss the types of campus policies, practices, and institutional cultures that either support or inhibit academic and personal growth in LGBTQ students. This presentation will also explore LGBTQ student life in the context of private, religious, and public institutions. Further, this presentation will address the connection between LGBTQ student success and the changing nature of higher education with a focus on the increased reliance on contingent faculty. Participants will explore how environments and practices that support student success should be inclusive of a student's entire, intersectional identity, which traditionally includes factors such as race and class, but extends in familiar and unique ways to gender and sexuality.
Rebecca Dolinsky, *Program Manager and Research Analyst, and **Heather McCambly**, Program Associate—both of AAC&U*

12:00 – 2:00 p.m.	**Lunch on Your Own**

2:00 – 3:00 p.m.	**Plenary**

Great Lakes Grand Ballroom, Level Two

Technology-Enabled Education: Opportunities and Pitfalls

Candace Thille, *Assistant Professor of Education, and Senior Research Fellow, Office of the Vice Provost for Online Learning—Stanford University; and **Sylvia Manning**, President—Higher Learning Commission*
Moderator: ***Carol Geary Schneider***, *President—AAC&U*

Higher education's increasing use of MOOCs to raise enrollments and expand the reach of higher education prompts serious questions about the quality of learning. It also prompts a more capacious question about the opportunities for technology to increase access to high-quality education for all students and academic achievement of Essential Learning Outcomes for those who might otherwise not succeed. Thille and Manning will examine the research in technology-enabled and hybrid learning and will critique strategies for maximizing its benefits in the contexts of shrinking budgets, institutional mission, and higher education policies. They will also discuss how to avoid the pitfalls of poorly implemented designs—pitfalls that include a narrow education for some and a liberal education for others.

3:00 – 3:15 p.m.	**Coffee Break**

Great Lakes Grand Ballroom Foyer, Level Two

3:15 – 4:15 p.m.	**Concurrent Sessions**

Washington Park I, Level Three | Theme I: Campus Practices
CS 17: Community Engaged Scholarship with Passion, Not Pretext: Abolition Pedagogies and Participatory Classrooms

Participants will examine and determine the best strategies to democratize the classroom and assess the effect of such democratization on student learning within varied student constituencies.

Diversity and service-learning initiatives have frequently forged parallel paths in higher education, both often developed with similar constituencies and goals in mind. This session will explore how the American Cultures Engaged Scholarship (ACES) initiative, led by an academic-community partnership in the San Francisco Bay area, is inspiring a new generation of scholars. It will appeal directly to those who occupy the scholar-activist worlds within higher education, addressing how community-based teaching and scholarship might forge exciting and powerful new places

within the curriculum. After hearing background on and examples of abolition pedagogy and democratizing practices used in ACES courses, participants will break into working groups to strategize how to infuse these strategies into the work of community-campus partnerships and campus-based programs.
***Suzan Akin**, Assistant Director, the Public Service Center—University of California–Berkeley*

Washington Park II, Level Three | Theme I: Campus Practices
CS 18: Changing Your Story: Using Narratives to Increase the Success of American Indian Students

Participants will experience narrative storytelling as a means of analyzing their own institutional initiatives to increase the success of culturally diverse students.

Salish Kootenai College, a tribal college in western Montana, developed an innovative and culturally-relevant model to increase the success of underprepared American Indian students. Using data from a three-year research project funded by the Lumina Foundation, the college designed the Springboard Program to improve academic skills and noncognitive attributes of at-risk students. One component of this model—the narrative approach—was developed to integrate the storytelling tradition of American Indians, but the approach is applicable to all institutions working with underprepared students. The presenters will share an overview of institutional change in academic and student support areas that can impact success rates of American Indian students. Participants will learn how the narrative approach is a culturally relevant model that can build on existing student strengths.
***Stacey Sherwin**, Director, Office of Institutional Effectiveness, and **Steve McCoy**, Director, Department of Academic Success—both of Salish Kootenai College*

Ontario Room, Level Two | Theme I: Campus Practices
CS 19: Linking Data with Practice to Improve Success

Participants will learn how to use readily available data and conceive of it in new ways to inform, support, and enhance student success.

This presentation focuses on an often overlooked area that can be informed by institutional data: student success and retention. The session will answer the question of how can we utilize early data indicators to inform our student success programs and improve student retention. This session seeks to make clear how data can significantly inform student success efforts, how those efforts can be assessed, and how the assessment outcomes can then be utilized to inform future recruitment and success efforts. Participants will learn how key, readily available data can be utilized and critiqued to inform the development of best practices that predict, support and enhance student success. The presenters will provide an overview of how to assess the effectiveness of those data driven practices. Finally, the presenters will model the importance of cross departmental collaboration as central to student success.
***Dante Cantu**, Director of Student Success, and **Ryan Williams**, Director of Institutional Research—both of Mount Saint Mary College*

Michigan Ballroom, Level Two
CS 20: HEDs UP: Preparing Teachers
This session will include three presentations followed by time for questions and discussion.
    Moderator: ***Patricia Lowrie**, Senior Advisor to the Dean—Michigan State University*

Theme I: Campus Practices
Future Teacher Program: A Model for Student Success
The College of Education and Professional Studies at the University of Wisconsin–Whitewater has completed the third year of implementing its Future Teacher Program (FTP). Developed by the college in 2009, the FTP is a recruitment and retention program with a mission to retain and graduate future teachers of color and teachers receiving licensure in academic disciplines experiencing teaching shortages in the state of Wisconsin. FTP provides programming that is aligned with the Liberal Education and America's Promise (LEAP) initiative and highlights high-impact practices as a pathway to increase student retention and graduation rates. FTP offers a summer institute, test preparation, undergraduate research, mentoring, and early experiences in schools among other high-impact cocurricular offerings.

In this session, facilitators will share the development, implementation, and outcomes of the FTP and will share the LEAP strategies being implemented that have led to early and likely sustainable student successes.
Marijuana Sawyer-Clardy, *Coordinator of Recruitment and Retention Programs,* ***Katy Heyning***, *Dean, College of Education and Professional Studies, and* ***Ellyn Dickmann***, *Associate Dean, College of Education and Professional Studies—all of the University of Wisconsin–Whitewater*

Theme I: Campus Practices
Innovative Collaborative Teacher Education Program Redesign between Four Universities
This session will address how, through a multi-university collaborative effort, four universities have innovatively redesigned their teacher preparation programs. Each university will focus on one aspect of redesign with a discussion of targeted community-based recruitment efforts, one-year internship programs for all teacher candidates, and sustaining dialectical relationships with schools and communities that help address the diverse needs of an large urban school district and the need to prepare traditionally underrepresented groups to become highly qualified teachers.
Aisha El-Amin, *Content Manager—University of Illinois at Chicago;* ***MT Garreton***, *Professor of Education— Northeastern Illinois University;* ***Dorothy Giroux***, *Clinical Assistant Professor—Loyola University-Chicago;* ***Eleni Katsarou***, *Clinical Professor and Director of BA in Urban Education—University of Illinois at Chicago; and* ***Debbie O'Connor***, *BA Program Coordinator, Elementary Education and Assistant Professor—National Louis University*

Theme II: Student Learning and Assessment
Sustained Professional Development: Designing Lasting Change
This session will present findings from a five year case study of a professional development program designed as coursework for teacher endorsement in the area of English as a Second Language (ESL) and Bilingual Education. The program was developed in collaboration with local school district partners, customized to meet the needs of their particular contexts, and delivered onsite. Participants will have an opportunity to review the design of the program, which was based on best practices for teaching culturally and linguistically diverse learners and current research on effective professional development. The presentation will include program strengths and directions for future development based on findings.
Tricia Valdez-Zontek, *Associate Professor of Bilingual Education/ESL, and* ***Joanie K. Monroy***, *Associate Professor of Bilingual Education/ESL—both of Heritage University*

Huron AB, Level Two | Theme II: Student Learning and Assessment
CS 21: Promoting Engagement through Themed Learning Communities

Participants will learn how to design curricula for themed learning communities (TLC) in order to best meet student and faculty needs and how to use technology to create, promote, and assess TLCs.

Crucial to building a strong foundation for academic success is bringing students and faculty together early on in the college experience. Northern Illinois University's Themed Learning Communities (TLC) connect students to caring faculty, supportive peer leaders, and students with similar interests through coordinated classes that create integrated assignments and out of classroom experiences. An early intervention and assessment tool based on students' pre-entry characteristics and responses to a series of surveys, is integrated into the TLCs to (1) promote greater self awareness among students; (2) enhance TLC faculty's understanding of their students' strengths and challenges; and (3) assess TLC students' acclimation, personal development, likelihood to persist, and progress with TLC specific learning outcomes. This session presents the process for establishing TLCs, the use of technology in promoting TLCs, the incorporation of assessment tools, and the resulting benefits to students, faculty, and the institution.
Dana Keeler Gautcher, *Director, Office of Student Academic Success,* ***Anne Birberick***, *Vice Provost, and* ***Julia Spears***, *Director, Office of Student Engagement and Experiential Learning—all of Northern Illinois University*

Marquette Park, Level Three | Theme IV: Diversity and Privilege
CS 22: Addressing Perspectives on Whiteness: Possibilities for Practice and Outcomes in the College Classroom

Participants will examine the planning, process, and outcomes for a course on whiteness and white culture.

The purpose of this workshop is to provide a self-reflective analysis and an intentional deconstruction of the curriculum and pedagogical practices used in the teaching the course titled "Ethnic Identity Development: Constructions of Whiteness in the USA." The workshop will review the course through the presenters' lenses as a faculty member and a graduate teaching assistant. The presenters will intentionally deconstruct their processes in classroom practice and curriculum decisions. In addition, student feedback in the course evaluation will be reviewed.
Sherwood E. Smith, *Director of the Center for Cultural Pluralism and Lecturer, Department of Leadership and Developmental Sciences, and* **Adriana Lara**, *Graduate Teaching Assistant—both of University of Vermont*

Grant Park, Level Three | Theme IV: Diversity and Privilege
CS 23: Transgressing Binaries in the Classroom

Participants will be challenged to contemplate their own positions on and perceptions of gender and cultural difference in relation to the practices and policies that exist on their home campuses while learning how to be better advocates, allies, and agents of inclusive student-centered learning.

What do we mean when we refer to "inclusive" and "student-centered" classrooms or curricula? What practices and policies unintentionally privilege some learners while oppressing others? How can generational differences between teachers and learners provide learning experiences for both about how to enhance student success? This interactive and engaging session will challenge your notions about the roles and conflicting interests of gender and culture in college classrooms. The presenters will provide suggestions and solutions for faculty and administrators for building safe critical learning environments for all students.
Lott Hill, *Executive Director, Center for Innovation in Teaching Excellence,* **J. Conway**, *Coordinator of LGBT Office of Culture and Community, and* **Lance Cox**, *Student—all of Columbia College Chicago*

Lincoln Park, Level Three | Theme IV: Diversity and Privilege
CS 24: The Influence of Institutional Culture on Perceptions and Decisions about Diversity and Student Success

Participants will deepen their understanding of socioeconomic factors that impact institutional culture and behavior and consider institutional practices and organizational narratives that may be in conflict with the needs of our increasingly diverse student bodies.

In 2011, Worcester State University started a campus-wide campaign to increase awareness of issues related to retention and student success. In addition to implementing a comprehensive early alert system and a predictive retention model, administrators conducted an internal review of institutional policies and procedures that impact our most at-risk students. That data shifted the campus narrative from one that consistently placed the blame on our students to a culture based in self-reflective practice informed by data. This process has resulted in the realignment of resources and the creation of a shared vision of student success, requiring that students, faculty, staff, and administration question our "fix-the-student" approach to doing business.
Angela E. Quitadamo, *Director of Retention, and* **Patricia Marshall**, *Associate Vice President for Academic Affairs— both of Worcester State University*

4:30 – 5:30 p.m.	Concurrent Sessions

Grant Park, Level Three | Theme I: Campus Practices
CS 25: Faculty and Diversity: Opportunity, Encouragement, and Inclusion

Participants will hear findings from research on faculty and diversity education and discuss how these findings could be used to improve how diversity contributes to student learning.

Through a presentation of findings from a new "diverse perspectives" section on the Faculty Survey of Student Engagement (FSSE), participants in this session will learn about how faculty perceive diversity offerings on campus, how much they encourage students to participate in diversity activities, and how much they include diversity content in their courses. Further, participants will gain an understanding of how these diversity indicators relate to one another and what predicts them. Session facilitators and participants will work together to create plans for making change in areas they know that they can influence (e.g., their courses, departments, or programs).
***Thomas F. Nelson Laird**, Associate Professor of Higher Education, **Allison M. BrckaLorenz**, Research Analyst and FSSE Project Manager, and **Leah Peck**, FSSE Project Associate—all of Indiana University Bloomington*

Washington Park II, Level Three | Theme I: Campus Practices
CS 26: Institutionalizing Dialogue-Based Diversity Education: Realities of Campus Process and Practices

Participants will learn how campuses have used intergroup dialogue to promote opportunities for student learning through the help of lived experiences and researched evidence of the efficacy of intergroup dialogue courses.

Dialogue-based education, specifically intergroup dialogue (IGD) practices on college campuses, has grown from a handful of colleges in the early 1990s to a national network of over 160 campuses. A substantial contributor to this growth has been research evidence of the efficacy of IGD and the desire of campuses to design curricular and cocurricular pathways to advance student learning in areas of diversity education through active learning strategies and creating relevance to lived and postgraduate/career experiences. The presenters will briefly share dialogue research outcomes, describe the growing network of IGD programs and the catalysts for the growth, and then discuss a case study showing how to embed IGD in institutional structures and processes. Session participants will engage in active and experiential small and large group discussions in order to identify possible approaches and practices to implement dialogue programs on their own campuses.
***Charu Thakral**, Associate Director, Diversity Educational and Research Initiatives, Office of Diversity—University of Illinois at Chicago; and **Kelly E. Maxwell**, Codirector, Program on Intergroup Relations—University of Michigan*

Ontario, Level Two | Theme I: Campus Practices
CS 27: Passing the Flame: Engaging Post-Traditional-Age Students in the Classroom to Model Active Learning

Participants will learn how the redesign of courses to incorporate learning activities based on workplace tasks rather than traditional academic models can translate to academic self-confidence and enhanced academic success.

Post-traditional-age students remain among the fastest-growing undergraduate populations, but most universities are ill-equipped to capitalize on the strengths they bring to the classroom from the workplace. This session outlines course redesign strategies used at the University of Baltimore, where traditional-age students are a minority in a diverse college community consisting primarily of transfers. As an institutional practice for strategic integration of traditional-age students into the university, faculty began engaging post-traditional-age learners as classroom leaders to model active learning for the traditional-age students, most of whom are first-generation college students from assorted marginalized populations, veterans, or high school underachievers. The instructional designs created to serve the academic needs of thoughtful, ambitious adult learners not only enhanced success among those students but helped foster attitudes of academic maturity in their traditional-age classmates and have contributed to high retention rates.
***Betsy Greenleaf Yarrison**, Assistant Professor of English—University of Baltimore*

Michigan Ballroom, Level Two
CS 28: HEDs UP: Pedagogy and Faculty Support for Student Success
This session will include three presentations followed by time for questions and discussion.
Moderator: **Kathleen Wong**, *Consultant—Michigan State University*

Theme II: Student Learning and Assessment
Active Classroom of Students— Check! Engaged Faculty— Check! A Development Model— Check!
Today's students have a tremendous amount of information at their disposal. Global employers need workers skilled in enhanced critical thinking, reasoning, and written and oral communication. Students need high-quality teamwork experiences to prepare them to interact with diverse co-workers. Faculty at Lawrence Technological University have begun to transform their teaching with a multi-stage cross-college faculty development and collaboration program. The model includes an initial two-year training and support program, then lateral spread of techniques. Active and collaborative learning methods and problem-based learning modules were the focus of the program. These teaching methods are applicable to any content, and have enhanced students' entrepreneurial-mindset.
Scott Schneider, *Associate Professor of Physics, Director of the Center for Teaching and Learning—Lawrence Technological University*

Theme II: Student Learning and Assessment
Oratory as Pedagogy in Science
Public speaking has an empowering quality and is a valuable skill for students, especially for those who rarely have the opportunity or the confidence to publicly express their opinion on controversial subjects. This session will examine the pedagogical use of oratory in a science class, reinforcing learning through public speaking, critical thinking, and enhanced research skills. This exercise is built around a class debate on a topic of public interest such as nuclear energy. Prior to the debate, students undertake extensive literature research to gather valid arguments in favor of and against the use of nuclear reactors. After the debate, students reflect on the entire experience and revisit their original position on the subject. This exercise sharpens students' research and critical thinking skills and builds their confidence in examining the complexities of and expressing an opinion on a controversial topic in science. This type of pedagogy can be extended to other disciplines.
Pangratios Papacosta, *Professor of Physics—Columbia College Chicago*

Theme IV: Diversity and Privilege
Live Divided No More: Myths and Realities of Faculty Privilege
In much of the literature on diversity, authors emphasize, with good reason, disadvantaged students. Yet one of the greatest assets on any campus is the range of faculty who have overcome similar obstacles. Racial and ethnic diversity is visible in ways that sexual orientation, socioeconomic background, and first generation status is not, and while institutions have policies that support faculty and students in addressing racial and gender diversity, we are just starting to address other types of diversity. Faculty who were first-generation students themselves and faculty who were raised in less privileged homes are often hesitant to reveal their experiences because there is not support within the academic community for this kind of diversity. This presentation addresses ways to enable faculty to identify and make use of their own privilege or disadvantage in a safe environment so that they may in turn empower students to realize their own potential.
Bonnie D. Irwin, *Dean, College of Arts and Humanities*, **T. Linda Scholz**, *Assistant Professor of Communication Studies*, and **Christiane K. Eydt-Beebe**, *Associate Professor of German—all of Eastern Illinois University*

Lincoln Park, Level Three | Theme III: Policies
CS 29: Unique Yet Common: A Documentary and Discussion of 21st-Century Student Challenges

Participants will view first-hand accounts of five students' college access and persistence challenges as chronicled in a groundbreaking documentary—*Redefining Access for 21st-Century Students.*

This session will screen portions of a new film produced by the Institute for Higher Education Policy (IHEP) that explores the unique yet all too common experiences of five students: a first-generation college student, a community college transfer student, a military veteran, an online learner, and a returning adult. Funded by TG as part of a broader Redefining Access initiative to reexamine the barriers that still exist to college access for 21st-century students—from persistent gaps in preparation to skyrocketing costs outpacing inflation and increasing stratification in higher

education—the film shows how institutional policies and practices must address these challenges in order to better meet the needs of the most underserved student populations and to help the nation reach its postsecondary attainment goals. The viewing will be followed by a discussion about policy- and practice-based solutions to removing obstacles to college enrollment.

***Michelle Asha Cooper**, President, and **Katherine Valle**, Research Analyst—both of Institute for Higher Education Policy*

Washington Park I, Level Three | Theme IV: Diversity and Privilege
CS 30: The Chemawa Indian School, Wallamet University, and "The River" of Entwined History: Engaging With Institutional Histories to Create Reciprocal Community Outreach Programs

Participants will gain a heightened understanding of the relationship between the histories of their institutions and the current successes and challenges of their students and will leave with an action plan for creating a historically grounded service-learning program.

This session will provide a framework for creating community outreach programs that provide high-quality services, dismantle systemic oppression, nurture student development, and shift campus cultures toward greater inclusivity. Participants will explore best practices for such programs based on acknowledgment of our institutions' histories. Participants will collaborate to uncover the bearing that these histories have on the current realities of their students and local communities. The session will feature insights from eight years of successful collaboration between Willamette University and the Chemawa Indian School—a collaboration that has resulted in a dramatic increase in the number of students from the Chemawa Indian School going on to attend college, and Willamette's strengthened ability to serve a wide range of diverse learners. The session will demonstrate how the concepts of reciprocity and interrelatedness can be used to create productive paths for members of diverse communities to walk together.

***Emily Dickey**, Coordinator of the Chemawa Indian School Partnership Program—Willamette University*

Marquette Park, Level Three | Theme IV: Diversity and Privilege
CS 31: Leveraging a Campus's Mission to Make Interfaith Cooperation an Institution-Wide Priority

Participants will apply a framework focused on campus vision, ecology, and outcomes to transforming institutional culture and generating institution-wide commitment for engaging religious diversity.

Over the past several decades, the holistic and sophisticated approach taken by higher education on ethnic and racial diversity has offered an opportunity in strengthening the field's academic and societal legitimacy and promoting the well-being of our students, our nation, and our global community. Meanwhile, the idea that religious diversity requires similar attention in the diversity conversation on campuses is less clear. Campuses can develop interventions to engage religious diversity and foster interfaith cooperation in ways that have clear outcomes for individual students, campus climate as a whole, and the broader society. This session will introduce participants to an evidence-based framework for engaging religious diversity on campuses based on institution-wide vision and collaboration throughout a campus's ecology that leads to measurable student learning and campus outcomes.

***Abhishek Raman**, Campus Engagements Manager—Interfaith Youth Core; **Jeffrey Carlson**, Dean of the Rosary College of Arts and Sciences, Professor of Theology—Dominican University; and **Alicia Cordoba Tait**, Assistant to the President for Mission Integration and Professor of Music—Benedictine University*

Huron AB, Level Two | Theme IV: Diversity and Privilege
CS 32: Antiracist Pedagogy Challenges Institutionalized White Privilege in Education: St Cloud State's CARE Initiative

Participants will experience and examine a model of antiracist critical pedagogy and discuss possibilities for connecting course level work to anti-racist initiatives and institutional change.

Despite good intentions and legal requirements, educators confront a dismal record for the successful graduation of students deemed academically marginal or at risk, as well as students of color. Antiracist pedagogy offers an analysis of the structural and embedded constraints of systemic discrimination maintained by white privilege. It also presents the possibility of systemic institutional transformation through curriculum and pedagogic reform. A critique and analysis of systemic white privilege is the context for a nondiscriminatory critical pedagogy that starts with the student

in transition and moves to the student as agent of transformative personal and systemic change. This presentation draws from the institutionally supported Community Anti-Racist Education Initiative (CARE) as developed, implemented, organized, maintained, and promoted at St. Cloud State University.

Geoffrey Tabakin, Interim Organizer for Community Anti-Racism Initiative and Associate Professor for Academic Support, Debra Leigh, Lead Organizer for Community Anti-Racism Education Initiative, and Mary Clifford, Interim Lead Organizer for the Community Anti-Racism Education Initiative—all of St. Cloud State University

5:30 – 7:00 p.m.	Forum

Great Lakes Grand Ballroom, Level Two

Assuring Diversity in the Post-Fisher Era: Insights, Implications, Actions

Lester P. Monts, Senior Vice Provost for Academic Affairs, University of Michigan
Moderator: *Susan Albertine, Vice President for Diversity, Equity, and Student Success—AAC&U*

How must higher education evolve in a post-Fisher era to admit and graduate an increasingly diverse, post-traditional student population? What is the value of diversity in preparing students for work, life, and citizenship? What can campuses do to assure equal access to high-quality education for populations including, but not limited to, first-generation students, returning adults, veterans, and traditionally underserved individuals? Lester Monts will examine the trajectory of admissions policies, address the educational value of engaging diverse perspectives, and share promising programmatic and structural changes that campuses might implement to maintain diversity and inclusion.

SATURDAY, MARCH 29, 2014

7:30 – 8:00 a.m.	Breakfast

Levels Two and Three

Please plan to take your breakfast into one of the 8:00-9:00 a.m. concurrent sessions. Visit the breakfast buffet on the level of the session you plan to attend.

8:00 – 9:00 a.m.	Concurrent Sessions

Huron AB, Second Level | Theme I: Campus Practices
CS 33: Redefining "At-Risk" through Predictive Analytics: A Targeted Approach to Enhancing Student Success

Participants will learn about a strategy for identifying academic and nonacademic risk factors among first-year students, particularly students of color, and explore an inclusive, success-based paradigm for promoting student achievement.

At Eastern Connecticut State University, implementation of the Targeted Advising Cohorts (TAC) Model has completely redefined traditional cognitive deficit assumptions toward at-risk students. By identifying risk factors that separately impact low-performing and high-achieving students, the TAC Model has provided a welcomed alternative for "one-size-fits-all" approaches commonly used in working with at-risk students and students of color. Through predictive analytics, the TAC Model has been effective and reliable in predicting the likelihood of attrition and/or poor academic performance. Students are characterized into TACs prior to matriculation, and those most at risk receive targeted interventions based on their TAC assignment. Since implementation, Eastern has seen increases in overall academic performance across ethnicities, as well as significant decreases in the African American and Latino student achievement gaps. Participants will discuss predictive analytics and targeted interventions as vital to a comprehensive strategy to enhance student success, particularly for students of color.
Amilcah Gomes, Assistant Director, Academic Services Center—Eastern Connecticut State University

Ontario, Level Two | Theme I: Campus Practices
CS 34: How "HIP" is Your First-Year Seminar? National Research and Trends

Participants will learn about the history, purpose, organization, and outcomes of first-year seminars and acquire a greater understanding and a national picture of how high-impact practices are embedded in first-year seminars to advance learning outcomes for all students and for at-risk undergraduates.

First-year seminars (FYS) have gained a strong foothold in American higher education, are now commonly used to enhance the transition for new college students, and have been identified as one of ten high-impact practices (HIPs) enhancing student progress toward twenty-first-century learning outcomes. In addition to being a HIP itself, first-year seminars are often a place where other HIPs such as learning communities, service learning, and common intellectual experiences have been situated. Thus, participation in a FYS can expose a student to multiple HIPs and serve as an important and efficient vehicle for the educational engagement and outcomes associated with these experiences. This session will examine data from the 2012-13 National Survey of First-Year Seminars and explore the organization, content, pedagogies, and administration of first-year seminars. Participants will have the opportunity to reflect on and discuss seminars on their own campuses within this national context.
Jennifer R. Keup, *Director, National Resource Center for The First-Year Experience and Students in Transition and* ***Tracy Skipper***, *Assistant Director for Publications, National Resource Center for The First-Year Experience and Students in Transition—both of University of South Carolina–Columbia*
*   **Sponsored by the National Resource Center for The First-Year Experience and Students in Transition***

Grant Park, Level Three | Theme I: Campus Practices
CS 35: Adjunct Faculty: Building the Connections that Breed Student Success

Participants will develop plans to support student success and retention by investing in the professional development of adjunct faculty and providing resources and support for faculty work.

Twenty-first-century educators find themselves facing a series of problems and choices unimagined in traditional models of education. Participants will explore how their institution can address the issues associated with the expanding ranks of adjunct faculty, the false dichotomy between workforce and liberal education skills, and the onslaught of technology through the development and implementation of a high-quality, effective professional development program for adjunct faculty. This practical, research-based approach to building an adjunct faculty community of learners lends itself to the creation of forums addressing diversity and inclusion, high-impact teaching practices, integration of seemingly conflicting pathways, and examining the advance of technology. Participants build a solid collegial network, interact with resource and support departments, and reinforce their connections to the institution. This updated and energized interaction creates a culture of transformation and innovation which is then shared with students and impacts retention rates and student success.
Laurel Messina, *Assistant Dean of Liberal Studies—North Shore Community College*

Marquette Park, Level Three | Theme I: Campus Practices
CS 36: Training Future STEM Faculty to Advance Underrepresented Minority Student Academic Achievement

Participants will reflect on underrepresented minority student academic achievement in STEM higher education, both nationally and on their home campuses, and learn about a novel approach to classroom-focused interventions for bridging the equity/achievement gap.

The Bridging the Achievement Gap Project at the University of Wisconsin–Madison is a cross-unit, collaborative effort. It was initiated to develop a systematic Teaching as Research (TAR)-based approach toward addressing the achievement gap in courses with adverse academic outcomes for underrepresented minority students. The project engages graduate students and postdocs, as well as faculty and staff, in a semester-long exploration of effective pedagogical strategies for addressing this equity gap. Together participants create action plans that are implemented as TAR internships in a subsequent semester in each of the courses taught by the faculty or staff members. Evaluation

of participant experiences across two cohorts indicated significant gains in learning. Participants will learn about this novel classroom-focused approach and will explore the adaptability of the model to their home institutions.
Don Gillian-Daniel, *Associate Director, Delta Program in Research, Teaching and Learning—University of Wisconsin–Madison*

Washington Park I, Level Three | Theme I: Campus Practices
CS 37: A Digital Window into the University of Minnesota's Access to Success Program

Participants will learn about digital story-telling, a strength-based, culturally-attentive, and holistic model of supporting the persistence and retention of underserved students.

This interactive session will use digital stories produced by underrepresented students of color, low-income students, and first-generation college students as a window into the learning and development outcomes of a University of Minnesota diversity and access program. The majority of the session will be devoted to the collective interpretation of students' digital stories with close attention to the academic, affective, and intercultural experiences of students. Participants will also work collectively to identify student learning and development outcomes associated with the digital story assignment and other high-impact program components including a first-year seminar, learning communities, and service learning. The session will conclude with a brief sketch of the program's history, mission, major components, and demonstrated outcomes as part of an open discussion of the limits and possibilities of this model for supporting a range of positive outcomes including persistence, retention, wellness, inclusion, and democratic engagement.
Andrew Williams, *Director, Diversity Student Support Programs—University of Minnesota–Twin Cities*

Erie, Level Two | Theme I: Campus Practices
Sponsored by Copley Retention Systems
CS 38: Lessons Learned in Achieving Student Success: Case Studies Using Enhanced FLIP Learning and Proactive Tutoring

Participants will learn about tools and strategies for implementing flipped learning environments and proactive tutoring.

Enhanced FLIP Learning with Proactive Tutoring facilitates the use of high-impact practices through a cloud-based student engagement platform that immerses students in a supportive learning environment, regardless of time or location. Enhanced FLIP Learning includes protocols and procedures on how and what to study, study group formation and participation, and time management. Key differences between traditional and proactive tutoring will be discussed. Participants will take away strategies for assisting students with the transition from the utilization of proactive tutoring to independent course completion. Finally, participants will be presented with barriers to implementation of these practices, including pre-class preparation; resource requirements; lack of motivation and participation; educational software choices and limitations; Americans with Disabilities Act requirements; terms of service; and privacy rights.
Edward C. Clougherty, *Co-founder and Chief Retention Officer—Copley Retention Systems; and* ***Meghann Brennfleck***, *Registered Nurse and Copley Platform Tutor/Mentor*

Michigan Ballroom, Level Two
CS 39: HEDs UP: Student Success at the System Level
This session will include two presentations followed by time for questions and discussion.
Moderator: ***Susan Albertine***, *Vice President, Diversity, Equity, and Student Success—AAC&U*

Theme I: Campus Practices
Consolidation and Completion: The Perfect Combination for Student Learning and Success
The consolidation of two distinctly different higher education institutions in January of 2013, coupled with a 2012 state system-wide mandate to improve college completion, has resulted in an incredible opportunity for the University of North Georgia to influence college access, persistence, learning, and completion for diverse and underserved student populations. Because the university's footprint now spans thirty counties, many of which are located in North Georgia's Appalachian region, we have the responsibility to make educational attainment and student success even more inclusive. This session will focus on how cross-function and interdisciplinary collaboration has resulted in

enhanced practices focused on minority, rural, and veteran students, as well as how the newly created institution has quickly capitalized on opportunities to successfully compete for external funding. Program and practice data will be shared and participants will have the opportunity to consider an individualized plan for exploring and developing new collaborative high-impact practices.

Janet L. Marling, *Executive Director, National Institute for the Study of Transfer Students, and* ***Sheila Caldwell***, *Director, Complete College Georgia—both of University of North Georgia*

Theme III: Policies
Preparing Underprepared Students for Success: A Collaborative Response to a Legislative Challenge
What happens when 60 percent of your students require remediation and the state shifts the ways in which you can deliver remedial course work? In 2012, Connecticut legislators, in an effort to improve and accelerate student completion and success rates, passed legislation that limits students to a semester of stand-alone remedial support and/or a semester of remedial support embedded in a composition course. Breaking down institutional boundaries, seventeen public colleges in Connecticut took a state-wide approach to meeting this mandate. This presentation will review the legislation and then take participants through the process that brought English faculty to consensus on an approach that shifts the autonomy of institutions to meet the needs of its demographically-diverse student populations, establishes rigorous common outcomes, and raises important questions about our missions and who we serve.

James M. Gentile, *Professor of English and Cochair, Connecticut Coalition of English Teachers and* ***Ken Klucznik***, *Professor of English and Cochair, Connecticut Coalition of English Teachers—both of Manchester Community College*

Lincoln Park, Level Three | Theme II: Student Learning and Assessment
CS 40: Desegregated Assessment: Infusing Diversity into the Assessment of Learning

Participants will examine strategies for infusing diversity outcomes throughout the assessment of student learning.

Some assessment practices isolate diversity-related outcomes from other learning outcomes, giving the impression that diversity is a separate "add on." This can lead students and faculty to see diversity outcomes as isolated skills covered by someone else. This session will explore how diversity-related outcomes like multiculturalism, intercultural-competence, globalization, and privilege, should actually be viewed as critical components of learning outcomes such as critical thinking and effective communication. In this way, achievement of core learning outcomes is dependent upon diversity-related outcomes. Particular attention will be placed on the creation of diversity-infused rubrics. Pros and cons of this approach will be discussed.

Eric Haas, *Professor of Psychology—Scottsdale Community College*

Washington Park II, Level Three| Theme IV: Diversity and Privilege
CS 41: From Passive Observers to Change Agents: Engaging Faculty in Diversity and Student Success

Participants will identify effective methods for educating and involving faculty in promoting diversity and ensuring student success.

American University had an undergraduate minority representation of 19 percent of our domestic students in 2008 and by 2012 it had grown to nearly 29 percent—an increase of 66 percent in just four years. Providing a culture and pedagogical focus on inclusion was of paramount importance, as we aimed to meet the goals outlined in our strategic plan, titled "American University and the Next Decade: Leadership for a Changing World." The university has created a Center for Diversity and Inclusion and provided significant resources to educate faculty on the impact of diversity in class and outside of class. This session will describe successful initiatives American University has implemented to provide a culture of inclusion in a diverse community that engages students and faculty in meaningful ways. Strengths include using existing structures and resources in innovative ways that provide cross-unit collaboration and produce high-impact results in student success and retention.

Virginia (Lyn) Stallings, *Vice Provost for Undergraduate Studies,* ***Tiffany Speaks***, *Senior Director of the Center for Diversity and Inclusion, and* ***Karen Froslid-Jones***, *Director for Institutional Research and Assessment—all of American University*

9:00 – 10:45 a.m.	Publication Sales

Great Lakes Foyer, Level Two

9:15 – 10:30 a.m.	Concurrent Sessions

Marquette Park, Level Three |Theme I: Campus Practices
CS 42: Academic Renewal and Inclusive Excellence: Taking a LEAP of Faith toward Higher Expectation Practices

Participants will have the opportunity to review and assess several institutional approaches to academic enrichment that provide a set of best practices for enhancing inclusive excellence and integrating high-impact practices into curricula designed for underserved students.

Aligning the principles of liberal education with the cultivation of an organizational culture that values diversity and engages issues of privilege and educational access is a critical concern for academic institutions. To accomplish this for everyone, faculty, staff, and students must share the responsibility for this work. This session will explore the development and evolution of programs aimed at enhancing multicultural enrichment and student success. The presenters will discuss the history and growth of the university's targeted student success programs. Each of these programs and initiatives emphasizes the value of LEAP's high-impact practices as an approach to cultivating high expectations among disadvantaged students, and illustrates the importance of a strategic and integrated approach to inclusive excellence for effectively serving student populations that have been historically disadvantaged and underserved.
***Richard McGregory**, Assistant Vice Chancellor for Multicultural Enrichment and Student Success, **Beverly Kopper**, Vice Chancellor for Academic Affairs and Provost, and **Matt Aschenbrenner**, Assistant Vice Chancellor for Enrollment and Retention—all of University of Wisconsin–Whitewater* **LEAP Featured Session**

Lincoln Park, Level Three | Theme I: Campus Practices
CS 43: Reclaim Your Domain: Digital Scholarship, Digital Identities, and Active Engagement

Participants will learn about three university initiatives designed to support student and faculty digital literacies, digital scholarship, and liberal arts values.

Digital media are transforming literacy, scholarship, teaching, and service, as well as providing new venues for research, communication, and the creation of networked academic communities. This interactive session will provide an opportunity for participants to consider the role of digital scholarship within higher education. Participants will learn about three campus-wide initiative models to support faculty and student engagement in digital scholarship. The first two are titled Domain of Ones' Own, with one supporting students' digital literacies capacities and digital identity and the other a faculty development model focused on digital scholarship. The third initiative is a course-design framework and process for liberal arts course design. Each of these models can easily be adapted for other institutional contexts. Participants will learn about open-source digital tools to support student engagement. The presenter will share faculty and student data that captured benefits of the models and identified key challenges.
***Mary Kayler**, Director, Center for Teaching Excellence and Innovation—University of Mary Washington*

Huron AB, Level Two | Theme I: Campus Practices
CS 44: Creating Successful Learning Environments for All Students

Participants will examine a learning community model that emphasizes inclusive pedagogy and integrates support services to foster a successful learning environment for underserved populations.

Over the past decade, Bunker Hill Community College (BHCC) has earned a national reputation for creating successful learning environments for its diverse student body. The college's learning communities are the cornerstone of this comprehensive student success agenda, which has resulted in an 18 percent increase from 2006 to 2011 in fall-to-fall retention, a key indicator of progress toward degree completion. Grounded in LEAP Essential Learning Outcomes, the learning communities are focused equally on disciplinary content, learner-centered pedagogies, and student development. Assessment strategies embedded within the learning communities are documenting student performance and achievement, driving professional development on teaching and learning, and promoting practices

proven to foster student success. In this interactive session, participants will learn about the BHCC learning community model and participate in a classroom activity, both of which will provide a framework for reimagining inclusive teaching and learning that is built on a foundation of student learning outcomes.
Lori Catallozzi, *Dean, Humanities and Learning Communities,* ***Liya N. Escalera***, *Director of Learning Communities, and* ***Amparo Hernandez-Folch***, *Professor of Mathematics—all of Bunker Hill Community College*

Washington Park I, Level Three, Theme II: Student Learning and Assessment
CS 45: Back to Basics: Rhetorical Warriorship as a High-Expectation Practice

Participants will explore an approach to rubric based assessment of oral and written communication and examine several evaluation tools and principles for the systematic examination of written and spoken expression, argumentation, and inquiry.

The contemporary move toward reintegration and affirmation of the values of liberal education has helped to clarify and define specific practices that enhance educational achievement of student learning outcomes. Three of these practices—critical writing, speaking, and thinking—can be traced back to the classical trivium of grammar, rhetoric, and logic. While writing, speaking, and thinking are clearly recognized in contemporary educational context as practices that have a significant effect on student learning, the rigor and intentionality brought to those practices by educators will be a critical element of their success. This session will explore the practice of "Rhetorical Warriorship," and examine the importance of high expectations as complements to high-impact practices in three distinct contexts: a gateway course in communication taught at an independent university; a general education course in the arts taught at a state university; and a pre-college course designed to introduce underserved students to academic culture.
Mark Lawrence McPhail, *Dean, College of Arts and Communication—University of Wisconsin-Whitewater*

Washington Park II, Level Three | Theme IV: Diversity and Privilege
CS 46: Living Storied Space: Fostering Critical Awareness for White Faculty and Learners—Tools for Analysis and Action

Participants will examine how faculty members, staff, and administrators can intentionally foster reflection and analysis to develop critical awareness in an academic setting.

This session is intended for faculty members, staff, and administrators who are interested in nurturing cultural competence skills in the higher education learning environment. Participants will leave with four interactive tools to be used towards growth and development of inclusive educational environments. This session will particularly benefit educators and practitioners from primarily monocultural backgrounds or institutions who want to understand how their personal narrative intersects with institutional dynamics of difference and student learning engagement.
Stephanie J. Fenwick, *Director of Prior Learning Assessment and Assistant Professor, School of Adult and Professional Studies and* ***Brent Wood***, *Director of Faculty and Associate Professor, School of Adult and Professional Studies—both of Azusa Pacific University*

Ontario, Level Two | Theme IV: Diversity and Privilege
CS 47: Cultural Competence for Social Justice: A Model for Student, Staff, Faculty, and Organizational Development

Participants will become familiar with the model of Cultural Competence for Social Justice and learn how this model can be implemented on campuses to further support success for all students.

In this interactive session, participants will discuss a model of Cultural Competence for Social Justice (CCSJ) that focuses on developing awareness, knowledge, and skills to live and work effectively in culturally diverse environments and enact a commitment to social justice. Going beyond just understanding cultural differences, the CCSJ model encompasses how to foster equity and inclusion, which are essential for student success. The CCSJ framework addresses the larger dynamics of power, privilege, and inequality that may affect one's ability to meet the needs of students/staff/faculty from marginalized groups. The presenters will give examples of how this model has been used to address policies, practices, and programs as well as increase professional competency. Participants will have opportunities to consider how to apply the framework in their institutional role and context.
Oscar J. Mayorga, *Independent Diversity and Research Consultant, and* ***Diane Goodman***, *Independent Diversity Consultant and Adjunct Faculty—State University of New York-New Paltz*

Grant Park, Level Three | Theme IV: Diversity and Privilege
CS 48: Transdisciplinary Multicultural Design Processes for Diversity Work within Cultures of Cost Accounting

Participants will have opportunities to practice and strengthen communication strategies, leadership strategies, and reframing strategies for building productive relationships across disciplinary units, administrative units, positional/occupational status, and social identities to advance the work of diversity and inclusion.

"How much does diversity and inclusion cost?" is an unmarked topic that can derail efforts to grow institutional innovation and collaboration. Budgets and cost accounting are instruments that inadvertently discourage full participation in the institution even when stakeholders are working across silos to become truly interdisciplinary-not only across traditional academic boundaries, but also transcending compartmentalization at the vice presidential level, which subordinates the very individuals whose work is critical to student success. Building on principles and interactive case studies developed by Campus Women Lead, this session will illuminate the transformational power of women acting individually, collectively, and strategically to strengthen and sustain inclusive institutions that expect and cultivate the best from everyone. The concept of "cost" can become a collective, transformational institutional value. Using the work of Michael Crow at Arizona State University, participants will examine what it means to be "new American universities and colleges" with innovative agreements that accelerate transitional design processes.
Kathleen Wong (Lau), *Intercultural Consultant for College of Veterinary Medicine,* ***Patricia M. Lowrie***, *Director Emeritus, Women's Resource Center, and Senior Consultant, Office of Provost—both Michigan State University;* ***Susan E. Henking***, *President—Shimer College; and* ***Elizabeth Ortiz***, *Vice President, Office of Institutional Diversity and Equity—DePaul University*

Michigan Ballroom, Level Two
CS 49: HEDs UP: African American Men in Higher Education
This session will include two presentations followed by time for questions and discussion.
Moderator*:* ***Rochelle Woods,*** *Director, Student Academic Services—California State University, Fullerton*

Theme I: Campus Practices
My Brother's Keeper: Retaining African American Male Scholars
This session will explore strategies to improve the retention of African American male students. The facilitator will explain how one campus has used national and institutional research to pilot new cross-campus collaborative interventions aimed at increasing the retention and graduation rates of African American male students. The facilitators will pose questions for discussion that address the importance of cross-campus collaboration in order to work toward the success of this student population. The discussion will also center on African American male retention as a community effort and shared responsibility of student affairs practitioners, academic units, enrollment managers, alumni, and families.
LaTanya N. Buck, *Director of the Cross Cultural Center, and* ***Stefan M. Bradley***, *Director, African American Studies Program—both of Saint Louis University*

Theme II: Student Learning and Assessment
Voices of QUEST: African American Male Community College Alumni
This talk will feature a panel of African American male community college graduates discussing the challenges and successes of their journey through the QUEST Learning Community at Baltimore City Community College. The panelists will share thoughts on their community college experience and what factors influenced their success. Topics will include negative imaging, stereotyping, and low teacher expectation.
Charles Clark, *QUEST Alumni—Baltimore City Community College;* ***Kevin A. Christian***, *Senior Program Associate for Diversity, Inclusion and Equity—American Association of Community Colleges; and* ***Jà Hon Vance***, *Vice President of Teaching and Learning—JV Educational, Inc.* ***Sponsored by the American Association of Community Colleges***

10:45 – 11:45 a.m.	**Closing Plenary**

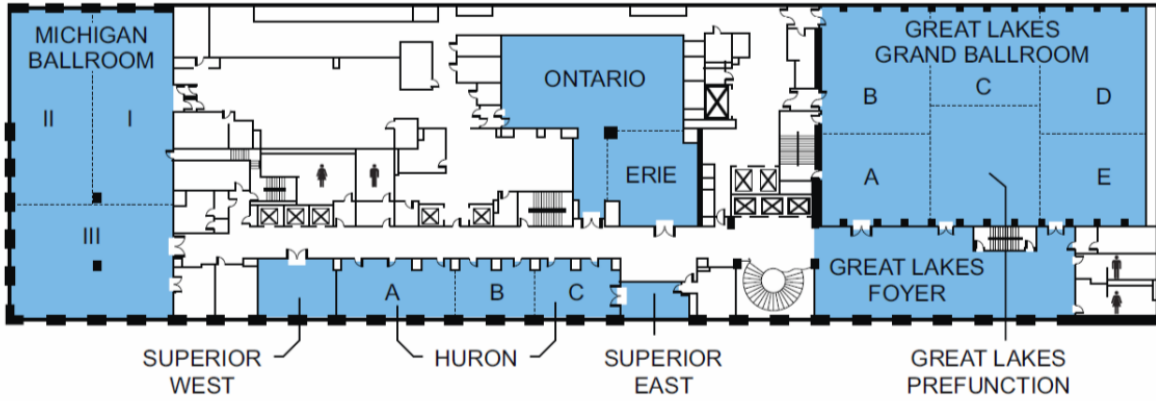*Great Lakes Grand Ballroom, Level Two*

Intentional and Strategic Connections of Diversity, Learning, and Student Success

***Lon Kaufman**, Vice Chancellor for Academic Affairs and Provost—University of Illinois at Chicago*
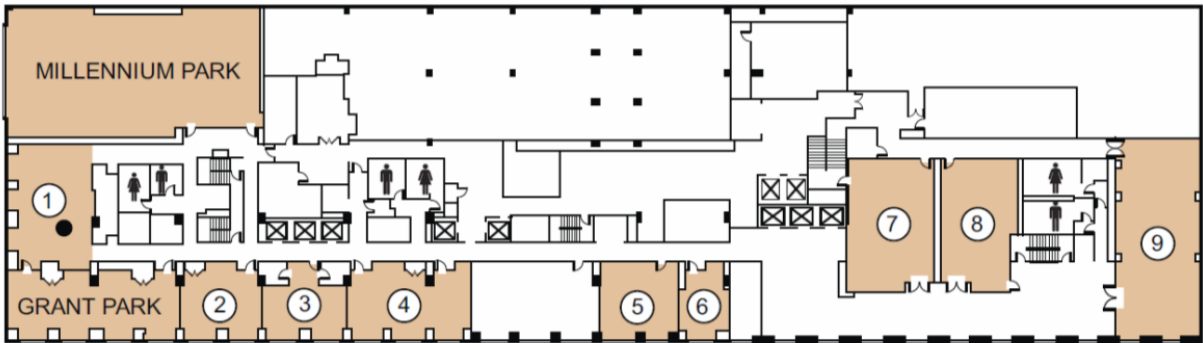
In 2002, AAC&U launched Making Excellence Inclusive to reinforce the Association's longstanding commitments to diversity, equity, and a high-quality liberal education for all students. In 2013, AAC&U reiterated that commitment in a Board Statement on Diversity, Equity, and Inclusive Excellence. As we recognize the progress that has been made, we must also ask ourselves the difficult questions that will lead to critical decisions, such as "How do we dismantle policies and practices that perpetuate privilege and support educational inequity?" The University of Illinois at Chicago has taken bold steps to "to reaffirm, renew and clarify their commitment to offer access, advance excellence and attain success to those who have historically been denied full participation in higher education." The UIC Diversity Strategic Plan and Undergraduate Student Success plan juxtaposed against other models and plans presented throughout the conference will provide a point of departure for identifying promising practices for advancing equitable access to higher education, high-quality learning, and student success in a new era for making excellence inclusive.

Meeting Room Map

LEVEL TWO

MICHIGAN BALLROOM		ONTARIO	GREAT LAKES GRAND BALLROOM	

MICHIGAN BALLROOM
II   I
III

ONTARIO

ERIE

GREAT LAKES GRAND BALLROOM
B   C   D
A   E

GREAT LAKES FOYER

SUPERIOR WEST

A   B   C

HURON

SUPERIOR EAST

GREAT LAKES PREFUNCTION

LEVEL THREE

MILLENNIUM PARK

①

GRANT PARK

② ③ ④   ⑤ ⑥

⑦ ⑧   ⑨

1. GRANT PARK FOYER
2. GARFIELD PARK
3. PARKS BOARDROOM

4. MARQUETTE PARK
5. JACKSON PARK
6. BURNHAM PARK

7. WASHINGTON PARK I
8. WASHINGTON PARK II
9. LINCOLN PARK