DIVERSITY, LEARNING, AND STUDENT SUCCESS:
Voices Leading Change

March 16-18, 2017
Jacksonville, Florida

PROGRAM

THURSDAY, MARCH 16, 2017

10:00 A.M. – 7:00 P.M.  CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

2:00 P.M. - 5:00 P.M.  PRE-CONFERENCE WORKSHOPS

Separate registration and fee required. Separate registration and fee required ($125 members; $195 non-members); seating will be limited, so register early.

WK 1: Unlikely Allies—How the Growth of Inclusive Excellence at a Military Academy Can Inform your Campus Inclusion Efforts

In diverse organizations, the voices of some can be drowned out by louder voices in other communities. On many college campuses, biased institutional practices and long-standing traditions can further silence voices. Colonel Packard will share stories of how marginalized communities have found a louder voice in a traditional, hierarchical organization. Drawing on his experiences with religious respect, sexual assault prevention, Don’t Ask Don’t Tell Repeal, and transgender military service changes, he will assist participants in developing a climate that supports success for all students. Participants will explore theoretical perspectives and lessons learned from his experiences that can translate into effective practices for institutional change and inclusive excellence at their campuses. Participants will leave with actionable ideas they can take with them to be catalysts for transformative and social change at their institutions.

Gary A. Packard, Jr., Colonel and Vice Dean—United States Air Force Academy
The views expressed are those of the author and do not necessarily represent the policy of the United States Air Force Academy or any other government agency.

WK 2: Trigger Warnings and Safe Spaces: Generative or Disruptive?

Open inquiry is fundamental to liberal education and inclusive excellence. Are trigger warnings generative or limiting to this basic philosophy? Using case studies and other activities to identify the situated context in which conversations about trigger warnings occur, participants will examine the multiple and highly politicized contestations generated by this topic. Participants will explore diverse perspectives to recognize the complexity of these matters and clarify points of view. They will share practical advice for how to align these perspectives with suggestions for designing syllabi, managing classroom dialogue, and engaging students on critical issues so that they may develop their own voices and achieve their highest educational goals.

Gertrude Fraser, Associate Professor of Anthropology and Principal Investigator, NSF ADVANCE Program—University of Virginia; and Patricia Lowrie, Senior Consultant Emeritus—Michigan State University and Senior Fellow—AAC&U
WK 3: Initiating, Leading, and Sustaining Campus Social Change Efforts
The desire for change in higher education related to diversity and social justice is decades old, yet despite serious efforts, progress for many campuses remains tenuous, if not elusive. One reason for this partial success is that many of our change interventions target individual attitudes and behaviors instead of the systemic organizational cultures where those behaviors reside. Building on their own experiences with change in higher education, participants in this workshop will learn several empirically based frameworks and strategies for initiating and sustaining diversity-related organizational transformation. Particular emphasis will be placed on offering attendees a concrete blueprint for creating change that can be adapted to their own unique institutional contexts. Participants will also be asked to bring a diversity-related institutional challenge to the session as a way of developing an action plan for moving their organizations forward.

Frank D. Golom, Assistant Professor of Applied Psychology—Loyola University Maryland

WK 4: LEAPing for Transformative Change and Student Success
This workshop will assist campuses in designing action plans that advance a framework for student and institutional success in the context of their campus cultures, based on the principles articulated through AAC&U’s Liberal Education and America’s Promise (LEAP) initiative. Participants will be provided with a replicable model for conducting an inclusive and collaborative process for successfully infusing and assessing LEAP Essential Learning Outcomes, high-impact educational practices, and inclusive excellence across all campus divisions. This approach harnesses the collective voices of students, faculty, and staff as catalysts for transformative campus and social change. Participants at all levels of LEAP work are welcome to address questions such as "We have endorsed LEAP—now what?" or "How do we implement LEAP?" or "How do we take our LEAP work to the next level?"

Beverly A. Kopper, Chancellor and Greg Cook, Associate Vice Chancellor for Academic Affairs—both of University of Wisconsin-Whitewater

WK 5: Advancing Equality, Justice, and Inclusion; Healing Our Divided Nation
This workshop will show segments of America Divided, an eight-story, five-part documentary that presents interwoven narratives about inequality in education, housing, healthcare, labor, criminal justice and the political system. Participants will discuss the documentary and its relevance to the W.K. Kellogg Foundation’s Truth, Racial Healing and Transformation enterprise (TRHT). They will consider the how the history and lessons presented in these initiatives can help advance policies, structures, and practices for equality, inclusion, access, and justice in higher education and society at large. AAC&U is a partner in the TRHT national initiative.

Michael Wenger, Professional Lecturer, Department of Sociology—George Washington University and Consultant—W.K. Kellogg Foundation

7:00 P.M. - 8:15 P.M. WELCOME REMARKS AND KEYNOTE ADDRESS
Lynn Pasquerella, President and Tia McNair, Vice President, Diversity, Equity, and Student Success—both of AAC&U

Civility, Free Speech, and the American College Campus: Action Required
Suzanne Nossel, Executive Director—PEN America

As the current political environment poses serious concerns regarding equity, inclusion, civil rights, and personal safety across all aspects of society, what must higher education do to nurture and support the voices of all in examining and advancing truth and reconciliation? This keynote address will examine some of the most pressing contemporary issues facing higher education regarding campus free speech. Ms. Nossel will describe PEN America’s Principles on Campus Free Speech and how they might apply across all types of institutions.

8:15 P.M. – 9:00 P.M. RECEPTION
7:30 A.M. – 5:00 P.M.  CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

8:00 A.M. – 9:30 A.M.  POSTERS AND CONTINENTAL BREAKFAST

8:30 A.M. – 9:30 A.M.  NEWCOMERS’ WELCOME AND INTRODUCTION TO LEAP

9:45 A.M. – 10:45 A.M.  PLENARY

Righting History Now! The Voices of First-Generation Students of Color  
Felix Braffith, Director, Student Success and College Access, and Mayra Cortes, Shamarica Scott, Jimmy Merino-Cruz, Michail Lim, Dominique Ellerson, and Ivonne Madrigal, TRiO Students—all of The Evergreen State College

How do historical and institutional racism affect success for students of color on your campus? Whose responsibility is it to ensure that these students’ voices and lived experiences are affirmed? What is the impact on their success and the future of our institutions in particular and society at large if these questions go unanswered? Felix Braffith and TRiO staff members will share strategies and frameworks rooted in social justice, cultural identity, and student voice as a means to achieve high levels of success with first-generation students of color. The voices of TRiO students will enrich the plenary through a format beyond that of a traditional panel; students will embrace the art of storytelling in a presentation centered on excerpts and themes from the student anthology Righting History Now!

11:00 A.M. – 12:15 P.M.  CONCURRENT SESSIONS

CLEARWATER, THIRD LEVEL | Problem Solving Session
CS 1: Revisiting Race and the Achievement Gap: Successful Behaviors of Racial/Ethnic Groups in America
The powerful and persistent narrative in higher education is Whites consistently outperform other racial/ethnic minorities with respect to educational attainment and income. More troubling is the rationale for success is based on race instead of behaviors that demonstrate success. Michigan Senator Marty Knollenberg proclaimed “we can’t make an African-American White” when explaining why school districts fail. This problem-solving session will examine historical and current data/theories surrounding the achievement gap between Whites, African-Americans, and Hispanics. A look at America’s most successful ethnic and national-origin groups will help develop a greater and more inclusive perspective on academic and economic success in America. Furthermore, this session will explore research on grit and the role of non-cognitive factors as interventions to increase college completion rates among historically underserved groups in America. Participants will learn to view groups through the lens of successful behaviors instead of race and be more thoroughly equipped to dismantle racism and implicit bias on their respective campuses.
Sheila Caldwell, Advisor to the President on Diversity and Director, Complete College Georgia—University of North Georgia

GRAND 6, SECOND LEVEL | Problem Solving Session
CS 2: Creating Inclusive Campus Climates: An Alternative Approach
Today’s knowledge economy depends on a highly educated and diverse workforce. Despite large commitments of time, money, and effort, reform of U.S. higher education has been ineffective in closing the educational attainment gaps among students with different backgrounds. Further, colleges and universities struggle to move beyond the narrowness and anachrony of curricula and pedagogies designed for a different time. Session facilitators will present the hypothesis that lack of institutional progress in addressing inequality is an artifact of the underlying system structure and posits that closing “achievement gaps” requires changes in the system itself. Facilitators will describe the work of a multi-institutional community of faculty and staff who aspire to diversity and equity in education through a process of transformation and shared practices that support personal and systemic change.
This interactive session will encourage participants to contribute to a group concept map for change and challenge participants to develop personalized action plans. Participants will broaden concepts of diversity to encompass diversity of thought and knowing, examine relationship between forms of diversity and understand challenges associated with development of campus environments that honor and support diversity.

**Wilella Burgess**, Managing Director, Discovery Learning Research Center—Purdue University; **Lisa Benson**, Associate Professor and Graduate Coordinator, Engineering and Science Education—Clemson University; **Lizbeth Schlemer**, Professor, Industrial and Manufacturing Engineering and **Trevor Harding**, Professor, Materials Engineering—both of California Polytechnic State University

**GRAND 7, SECOND LEVEL | Strategic Planning Session**

**CS 3: Exploring Student Engagement, Gender Identity, and Sexual Orientation**

Through an interactive presentation of findings on items about gender identity and sexual orientation on the National Survey of Student Engagement, participants in this session will learn about the different gender identities and sexual orientations of college students and how students with gender variant and non-straight identities engage in effective educational practices. After three years of data collection from hundreds of colleges and universities across the country, a fairly comprehensive picture of student identity can be examined. Participants will discuss study findings and share issues their campuses face in identifying and engaging students with nontraditional identities. Further, session facilitators and participants will work together to create plans for making change in areas they can influence (courses, departments, programs, etc.) Participants will learn about the engagement of college students with different gender identities and sexual orientations and plan to make relevant change on their campus.

**Allison BrckaLorenz**, Assistant Research Scientist, **Jana Clark**, Project Associate, and **Sarah Hurtado**, Project Associate—all of Indiana University Bloomington

**ST. JOHNS, THIRD LEVEL | Problem Solving Session**

**CS 4: Faculty Teaching Strategies for Creating Inclusive Classrooms**

The session will address challenges that faculty face in creating inclusive classrooms when their content focuses on race, ethnicity, power or inequality and when students vary greatly in their identity-based experiences with these topics. It will provide a space to explore principles and practices of dialogue that help faculty address these challenges, especially in tense or charged classrooms. Participants will learn effective strategies for creating inclusive classrooms through open exploration, practice, and a collaborative discussion environment. They will share both successful and less successful classroom experiences, describe productive strategies they have used, learn about structures and pedagogy that faculty have found effective in their classrooms. The session is timely in light of on-going controversies about how to attend to classroom climate without limiting attention to the core intellectual substance of a course and ensuring that all students feel they belong and can learn from each other.

**Patricia Gurin**, Nancy Cantor Professor Emerita of Psychology, IGR Research Director and **Kelly Maxwell**, Co-Director and Lecturer, The Program on Intergroup Relations—both of the University of Michigan; **Kristie Ford**, Associate Professor of Sociology, Director of Intergroup Relations—Skidmore College; and **Kathleen Wong (Lau)**, Chief Diversity Officer, Office of Diversity, Equity, and Inclusion—San Jose State University

**CITY TERRACE 4, THIRD LEVEL | Problem Solving Session**

**CS 5: Creating Community to Improve Low Retention and Graduation Rates of African American Students**

This session will address the need for institutions to be more intentional about incorporating inclusive excellence into the fabric of the institution in its policies, practices and curricula. This approach will insure that African American students feel connected to the institution, are empowered by their experiences and graduate in higher numbers. The Men of Merit Initiative and Women On A Mission student mentoring groups are solid representations of community college-based programs that provides support for students of color. This session will examine relevant research and data that led to the creation of these initiatives and will discuss the positive outcomes and challenges associated with them. Participants will engage in active dialogue and problem solving to promote greater understanding of diverse student perspectives and transformative models to promote positive student outcomes. They will be able to assess their reactions to African American student retention and graduation challenges through discussion and leave with strategies to form an institutional response.
**Barbara Evans**, Associate Dean of Academic Affairs, *Clyde Pickett*, Special Assistant to the President for Diversity and Inclusion, and *Antonio Quarterman*, Director of Student Life—all of the Community College of Allegheny County

**River Terrace 2, Second Level | Problem Solving Session**

**CS 6: Building Momentum: Success Strategies for African American Males**

Old Dominion University’s (ODU) black students have consistently outpaced their peer institution counterparts with regard to graduation rates. ODU’s black males have also surpassed white males in graduation and retention rates. The institution’s Student Success Initiative garnered support to increase academic achievement with much attention focused on identifying at-risk attributes and deficiencies of underprepared students, following suit with appropriate interventions. An alternative approach was sought to gain a better understanding of the characteristics, habits and motivators that facilitate college achievement for our highly successful students; in particular, the black male students. Dr. Shaun Harper’s Anti-Deficit Achievement Framework (ADAF) was identified as a fresh approach to focus on the positive and productive ways in which students learn to thrive in college. This problem-solving session will involve individual and small group work utilizing the Anti-Deficit Achievement Framework as a tool to gather the evidence needed for data-driven strategies in increasing academic success for their identified student populations. *Participants will learn about benefits and utilization of Harper’s Anti-Deficit Achievement Framework; identify the steps to create an action plan for identifying the problem, gathering data, facilitating interviews/focus groups, and reporting data; and learn of strategies for garnering institutional support*.

*Norlisa Mayes*, Executive Director, Center for High Impact Practices, *Johnny Young*, Associate Vice President for Student Engagement and Enrollment Services, and *Stephanie Sanders*, Director of Diversity Initiatives—all of Old Dominion University

**Citi Terrace 12, Third Level | Strategic Planning Session**

**CS 7: Many Voices: Using Oral History to Foster Diverse Student Success**

Drawing upon six years of social justice-focused oral history endeavors, this strategy session will explore specific ways that oral history can be used to advance undergraduate research, empower diverse students and those from marginalized groups, and create more mentoring opportunities for faculty and students. Guided discussion will help participants to identify and devise specific strategies to help overcome specific barriers to access and collaboration on their campuses as well as between their campuses and surrounding communities. *Participants will explore fundamental design strategies for creating and implementing culturally responsive oral history initiatives that give voice to diverse student experiences while providing students with key grounding in qualitative research methods; and be given a toolkit for developing, launching, and sustaining oral history projects on campus. They will more fully understand ways that high impact practices rooted in the humanities can not only support student learning but can support transformational learning by faculty as well; and deepen their understanding of the disciplinary and institutional strategies for doing this type of work.*

*Melanie Shell-Weiss*, Chair and Associate Professor of Liberal Studies and *Susan Mendoza*, Director of the Office of Undergraduate Research and Scholarship—both of Grand Valley State University

**City Terrace 7, Third Level | Strategic Planning Session**

**CS 8: Equity-Based Interdisciplinary Collaboration at an Urban Commuter Campus**

This session will examine establishing and sustaining collaborations for curricular and co-curricular innovations and high-impact practices. Session facilitators will guide participants in discussing how to use an equity lens to investigate the research question: Taking into account an urban commuter setting and the needs of its first generation and underrepresented student population, what do stakeholders describe as key elements of a successful program design? *Participants will gain an understanding of utilizing institutional equity scorecard reports as frameworks for interdisciplinary programs; develop some essential questions to frame the challenges they face; identify their own stakeholders; and design a strategic plan for data collection and analysis. This will help the institution to intentionally design innovative programs suited to student needs.*

*Janelle Johnson*, Assistant Professor, STEM Education, *Philip Bernhardt*, Associate Professor of Secondary Education, Department Chair, Secondary Education, Educational Technology, and K-12 Education, *Hsiu-Ping Liu*, Professor in Biology and Director for the Center for Advanced STEM Education, and *Mark Koester*, Associate Professor, Mathematical and Computer Sciences Department—all of Metropolitan State University of Denver
GRAND 8, SECOND LEVEL | Problem Solving Session

CS 9: Using Experience to Solve Big Questions
This session will focus on experiential learning as a pedagogical practice that can help students engage with big questions. Session facilitators will highlight various forms of experiential learning such as service-learning, undergraduate research, education abroad, or internships and discuss specific examples of courses that focus on ‘big questions’ that encompass sustainability, conservation, and equality issues. Assessment of student problem-solving skill development and challenges in course or project development will also be addressed. The session will be framed in theory and practice, but also draw from service-learning engagement data and projects. Participants will learn approaches to connect experiential learning to address big questions; mechanisms to help students navigate experience based learning to enhance their growth; assessment strategies for critical thinking and communication; and analysis methodologies of experiential learning outcomes. They will be encouraged to envision through small group discussion how experiential learning projects to address big questions are or can be incorporated at their own campuses.

Nisse Goldberg, Chair, Associate Professor of Biology and Marine Science and Laura Atkins, Assistant Professor and Director of Experiential Learning—both of Jacksonville University

2:00 P.M. – 3:15 P.M.  CONCURRENT SESSIONS

ST. JOHNS, THIRD LEVEL | Strategic Planning Session

CS 10: Applying a Critical Lens to Explore Equity in High-Impact Practices and Promote Campus Change
Student participation in high-impact practices (HIPs), including internships, learning communities, research with faculty, culminating experiences or service-learning positively contributes to student success and career outcomes. Recent evidence from the National Survey of Student Engagement (NSSE) indicates that seniors who took part in HIPs were more likely to believe that coursework in their academic programs prepared them for their post-graduation plans. Yet, inequities in HIPs participation by racial-ethnic and first-generation status persist, and some critique that students of color may find these experiences unappealing. This session will engage participants in critical consideration of equity in HIPs, what the evidence shows for diverse student populations, and how results can be used to advance campus change. Participants will gain awareness of inequities in student participation in HIPs, apply a critical lens to consider approaches to address inequities and consider how findings can be used to influence inclusion and change.

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

CITY TERRACE 12, THIRD LEVEL | Strategic Planning Session

CS 11: Building a Case for Change in Support of Students with Socioeconomic Challenge
Many universities across the country are challenged with improving higher education attainment outcomes of low-income students. However, it is often difficult to pinpoint specific campus inclusion and student success issues related to this group in order to plan effective action and interventions. Students with socioeconomic challenges can be largely “invisible” and span across race, ethnicity, and gender. This session will engage participants to discuss creative, new approaches to internal research to better “understand the story” of students with socioeconomic challenges, including their unique challenges, perspectives, and success attributes. Paired with data-driven analytics, this qualitative research can result in a compelling case for changes and action. Participants will discuss research in order to better understand the success strategies of students with socioeconomic challenges who persist to graduation. They will collaborate on ideas to build an effective case for campus action that not only improves campus-level strategic planning, but also coordinates unit-level action in disparate academic and administrative departments in support of these students.

Serena Matsunaga, University Strategy and Academic Analytics Advisor and Sally McMillan, Professor—both of the University of Tennessee, Knoxville

GRAND 6, SECOND LEVEL | Problem Solving Session

CS 12: “Courageous Conversations” Mindset: Creating Pathways to Equity and Inclusion
Participants will explore and examine barriers to having courageous conversations on their campuses to move beyond diversity to equity and inclusion practices. By engaging in interactive dialogue and table individual and
Most colleges and universities carry out initiatives to increase awareness around diversity issues among the faculty and staff. Participants will develop a repertoire of strategies to engage their campus community in the focus areas of equity and access, campus climate, diversity in the curriculum, and student/faculty learning development to increase campus-wide commitment to equity and inclusion practices. Michele Hancock, Director of Equity and Inclusion, Visiting Professor of Education, Jacqueline Easley, Chair and Associate Professor of Education, and Dana Garrigan, Associate Provost for Planning and Assessment and Associate Professor of Biology—all of Carthage College.

**GRAND 7, SECOND LEVEL | Problem Solving Session**

**CS 13: Constructing Effective Campus Partnerships to Support Student Success and Inclusive Excellence**

In a world where not enough students graduate from college and in which those who do need to be ready to work in diverse environments, how can campus work unify around student success and inclusive excellence? The value of campus partnerships is well documented. But the professional practice of effectively designing and sustaining these partnerships does not come without challenge. Session facilitators will examine key literature informing the importance of partnerships, share examples of best practices from various size and type institutions, and offer space for personal reflection and group discussion to apply scholarship to practice. Participants will understand elements of effective partnerships, both from literature and in shared promising practices; reflect upon challenges and opportunities to foster effective partnerships; learn about cross cultural theory and apply that knowledge to campus partnerships; and complete a reflection worksheet that will serve as a guide of “next steps” to engage in and promote partnerships on one’s home campus towards increasing inclusive excellence and student success. Lua Hancock, Vice President of Campus Life and Student Success—Stetson University.

**CITY TERRACE 7, THIRD LEVEL | Strategic Planning Session**

**CS 14: Social Justice Thinking: Modifying Current Teaching Strategies to Foster Social Justice Thinkers**

Session facilitators will provide a concise definition of social justice thinking, define the attributes a social justice thinker possesses, and explain how this thinking can be fostered in a classroom, regardless of the discipline. Participants will be provided examples of modified research-supported pedagogical strategies to foster social justice thinking and have the opportunity to create their own. They will be able to identify the attributes of a social justice thinker, and modify their classroom strategies to foster specific attributes of social justice thinking. Veronica van Montfrans, Doctoral Candidate in Educational Psychology and Peter Doolittle, Assistant Provost for Teaching and Learning—both of Virginia Tech.

**GRAND 8, SECOND LEVEL | Problem Solving Session**

**CS 15: An Equity Asset Based Approach to Student Learning and Faculty Development**

What does it mean to use a equity asset based framework for student learning and faculty/staff development? This session will tackle this question as we engage participants in a workshop setting that focuses on the concept of inclusion through an equity asset based framework. When working with students who are underserved and underrepresented in higher education, deficit based thinking can negatively affect the success of those students within higher education, leading students to question their ability to be successful in these settings. Using scenarios in small groups, participants will focus on how to “flip the script” from a deficit based to an equity asset based approach so that participants will learn how to look for, and build on, student assets along with problem solving how this approach can (re)frame faculty/staff development at their home institutions. Participants will understand an equity asset approach in higher education; learn concrete practices to enact this approach when solving how this approach can (re)frame faculty/staff development at their home institutions.

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

**CLEARWATER, THIRD LEVEL | Problem Solving Session**

**CS 16: How to Leverage Faculty Voices to Build Communities of Inclusion**

Most colleges and universities carry out initiatives to increase awareness around diversity issues among the faculty.
and staff of the institution. These initiatives can take several forms including formal training, seminars, guest lectures, and student panels. While such efforts often inspire individuals to be more proactive in incorporating diversity concerns into their course designs or classroom approaches, they may not result in a campus-wide commitment to create an atmosphere of trust, safety, and acceptance for all students. This session asks the question “How can we leverage the commitment of individual diversity change agents to create a broad campus-wide community of diversity practitioners?” Facilitators will use brainstorming, concept mapping, discussions, and action planning to engage participants in an examination of the issue, to identify opportunities and roadblocks associated with building communities of action, and to develop an action plan for their institution. Participants will identify initiatives that engage faculty in diversity discussions and roadblocks for leveraging faculty voices in diversity matters and describe a plan for helping more faculty become diversity advocates.

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

CITY TERRACE 4, THIRD LEVEL | Strategic Planning Session

CS 17: Modeling Diversity and Inclusion: The Impact on Campus Climate of a CDO-Led Team Model

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

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

RIVER TERRACE 2, THIRD LEVEL | Problem Solving Session

CS 18: My Classroom, My Impact: Teaching to Improve Course Climate and Outcomes for Diverse Learners

As undergraduate enrollments diversify, and campus leaders exhort inclusive excellence, the classroom becomes a high-stake performative site of campus diversity and student success. No wonder instructors and students seek guidance from their teaching/learning centers on how to engage with each other as whole persons, not just as talking heads or walking grades. What can faculty do in the classroom to improve outcomes for diverse learners? This session will explore the challenges, practices, and rewards of inclusive pedagogy. Participants will learn how to bridge the gap between diversity theory and teaching practice in order to create an inclusive classroom climate for their students. Using CU Boulder’s Bringing Theory to Practice Seminar as a case study of problem-solving collaboration between campus training units and teaching groups, session facilitators will model a mini-BTtoP seminar with hands-on exercises in order to identify research-based principles, explore experience based practices, and plan “what works” in the classroom.

Corinna Rohse, Director, Student Academic Success Center, Laura Border, Director, Graduate Teacher Program, Mary Ann Shea, Director, Faculty Teaching Excellence Program, and Karen Ramirez, Director, CU Dialogues Program—all of the University of Colorado Boulder

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

GRAND 6, SECOND LEVEL | Problem Solving Session

CS 19: Teach, Learn, Lead: Campus Teaching and Learning Centers for Institutional Inclusiveness

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

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

**GRAND 7, SECOND LEVEL** | **Strategic Planning Session**

**CS 20: Faculty Diversity for Student Success: Minority Faculty Retention and Evaluation of Teaching**

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

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

**CITY TERRACE 12, THIRD LEVEL** | **Problem Solving Session**

**CS 21: Cultivating High Impact Practices for Cultural Awareness Competence**

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

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

**CLEARWATER, THIRD LEVEL** | **Problem Solving Session**

**CS 22: Creating Safe Spaces for Talking about Differences: Implementing a Town Hall Approach**

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

**Megan Obourn**, Assistant Provost for Diversity, **Faith Prather**, Associate Professor of Department of Public Administration, **Karen Podsadly**, Director of Community Development, and **Will Dillard-Jackson**, Student—all of The College at Brockport, SUNY
CS 23: Effective Cross-Cultural Communication: Listening and Interacting through Common Vocabulary
Learning to speak the language of justice is a lot like learning a foreign language, but with even more complications. There are strong emotions connected with individual experiences of injustice and numerous unspoken assumptions that derive from those experiences. Using lessons derived from the experiences of two social justice and political activists, participants will engage in illustrative activities that will help them learn to identify when differences in cultural and linguistic understandings are creating communications barriers. They will learn strategies for breaking down these barriers and encourage greater dialogue, communicate more effectively, and ultimately promote greater opportunities for learning. Participants will identify linguistic gaps that derive from diverse human experiences and develop tools for creating shared language PRIOR to engaging in challenging conversations around diversity and social justice.

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

CS 24: Transparency and Trust: Budget Strategies to Respond to Faculty and Student Activism
Achieving a high level of budget clarity across the institution dispels doubt and mistrust throughout the university. The opportunity it provides to build a broad base of educated and informed campus citizens directly affects the successful implementation of strategic planning and emergency responding in the future. The presenters believe that one of the key forces driving student and faculty activism and campus unrest is the mistrust and distrust of budget models that are either non-existent or unavailable. One only need notice how often the vocabulary of campus unrest is captured by themes such as transparency, openness, clarity, shared governance, trust and confidence. Participants will be exposed to an innovative multiyear budget strategy including short and long term proposals that can alleviate distrust and discord while also building transparency and strategic planning.

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

CS 25: A Campus-Wide Committee on Disability and Access: Accomplishments and Lessons Learned
Presenters will discuss the new campus-wide Committee on Disability and Access at the College at Brockport, State University of New York. The committee’s mission is: 1) to ensure accessibility (physical and emotional) for all students; 2) to increase awareness related to the needs of individuals with disabilities on campus; and 3) to develop coursework for students to study disability. Participants will gain increased knowledge of the goals and activities of a committee on disability and access through an overview of the steps taken to get administrative support for its creation, the process through which committee members were recruited from a variety of campus constituencies, a report of its accomplishments thus far, and the lessons that were learned in its inaugural year. In addition, participants will be invited to share their own challenges in making campuses more inclusive for individuals with disabilities as well as the approaches that they have taken to make their own campuses more welcoming and accessible.

Jessica Sniatecki, Associate Professor, Jennifer Ashton, Assistant Professor, and Megan Obourn, Interim Assistant Provost for Diversity/Chief Diversity Officer and Associate Professor—all of The College at Brockport, SUNY

CS 26: Establishing a Maker Culture to Break Down Institutional and Diversity Barriers
This session will explore how a private university incorporated maker culture, problem based experiential learning, and transformed theory into practice to break down institutional and diversity barriers. Maker culture has permeated higher education increasingly in the past few years. Universities are investing in maker spaces to explore its role in student learning, retention, graduation and career success. Is there a role for maker culture in areas of learning, self-identity and collaboration? This session will explore the infinite possibilities of maker culture and its ability to bring experiential student driven learning to the classroom, expand opportunities for interdepartmental and university-community partnerships and increase the academic success of diverse student populations. Participants will learn how to break institutional and diversity barriers for student success by
developing maker culture, incorporating problem based experiential learning, transferring theory into practice, collaborating across departments and partnering with community.

Rita Thakur, Associate Dean, College of Business and Public Management, Amy Jiang, Coordinator, Library Technology, Vinaya Tripuraneni, University Librarian, and Breanna Gallegos, Senior, Business Major—all of the University of La Verne

River Terrace 2, Third Level | Problem Solving Session
CS 27: The Student Voice: Performing in a Transformational High-Impact Diversity Curriculum
This interactive session of problem-solving will be conducted by two professors and a student to introduce several problems on race and diversity through an exciting and fun performative technique. We will engage the audience in solving them through the role-play methodology of Brazilian theorist Augusto Boal. Participants will learn how to frame questions, engage a group in role-play, and begin vital difficult dialogues on diversity modeled after a high-impact course entitled "Theatre for Social Change." Presenters will present data and assist participants in assessment techniques for such dialogues. Participants will learn how to use these methodologies in curricular and co-curricular settings to uncover bias and dismantle racism; and evaluate the role-playing using LEAP rubrics. Karen Berman, Chair of Theatre and Dance, Kathy Newman, Lecturer of Theatre and Candiss Hill, Student—all of Georgia College and State University

Saturdays, March 18, 2017

7:30 A.M. – 12:00 P.M. | Registration and Membership Information
8:00 A.M. – 8:30 A.M. | Breakfast
8:30 A.M. – 9:30 A.M. | Concurrent Sessions

City Terrace 7, Third Level | Strategic Planning Session
CS 28: Many Voices, One Community: Creating a University-Wide Strategic Plan to Enhance Diversity, Equity, and Inclusion
What steps should a University take to create a fully inclusive campus environment? Where do you begin, who should be involved in the process, and how do you assess your progress over time? This session will delve into strategies that faculty, administrators, staff, students, and community partners, working in collaboration, have used at Stetson University to foster diversity, equity, and inclusion. Participants will be presented with information on best-practices, program implementation, and assessment for increasing campus-wide diversity and inclusion initiatives and begin to build their own institutional strategic plan to move diversity, equity, and inclusion forward at their institutions. Savannah-Jane Griffin, Director of Community Engagement and Inclusive Excellence, Luis Paredes, Director of Diversity and Inclusion, and Kimberly Flint Hamilton, Professor of Sociology and Anthropology—all of Stetson University

Grand 6, Second Level | Problem Solving Session
CS 29: Creating an Inclusive Campus Environment: From Paper to Action
With the Black Lives Matter movement in addition to protests against anything resembling racist actions, college campuses must step up. Since these movements are being spearheaded by traditional college-aged students, it is vital to provide a platform for students to discuss the issues at hand and also to offer opportunities for learning. This session will outline how a team at Drexel University, a predominately white institution, has used inclusion as a means to provide a platform for expression and avenues of experiential learning. Participants will learn how to create and accomplish initiatives aimed at inclusivity for students through engagement, learning, and resources. Maravi Melendez-Davis, Associate Director, Undergraduate Programs, Bernetta Millonde, Director, Freshmen Admissions, Emmanuel Valery, Co-Chair, LeBow BRIDGE Program, and Christopher Bream, Founder, Society of Artistic Minds—all of Drexel University
**Problem Solving Session**

**CS 30: Beyond Faculty Training: Building Centers of Teaching and Learning for Change**

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

_Deb Martin_, Associate Professor, Department of Writing Arts; _Provost Fellow, Academic Affairs_, Adam Kolek, Instructor, Music Department and _Madjiguene Fall_, Professor-In-Residence, Language, Literacy and Sociocultural Education Department—all of Rowan University

**Strategic Planning Session**

**CS 31: Faculty Community of Practice in Equity and Privilege**

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

_Fatma Mili_, Professor, Computer Information Technology, _Elena Benedicto_, Associate Professor, Linguistics, _Chris Clifton_, Professor, Computer Science, and _Ronald Stephens_, Professor, African American Studies and Research Center—all of Purdue University

**CS 32: Creating More Inclusive Classrooms Through Faculty Professional Development**

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

_Megan Schmid_, Associate Director, Madison Teaching and Learning Excellence and _Don Gillian-Daniel_, Associate Director, Delta Program for Research, Teaching and Learning—both of the University of Wisconsin-Madison

**CS 33: Sisters in Dialogue: Mentoring through Public Narrative Within an Ecological Framework**

In the spring of 2015, two faculty members re-introduced a mentoring program that seeks to invigorate discussion beyond the classroom, create community, and focus on silent student issues, specifically for women of color. Given the small liberal arts setting, the mentoring program, Sisters in Dialogue, challenged students to discuss their intersectionality of race, gender and class as seen as through negotiations within the classroom, the dorm and with family members. Session facilitators will address the obstacles faced during the last year of the program, the benefits of the mentoring programs for students, staff and faculty, and the significance and challenges of the global initiatives. Session facilitators will share our experiences, reflect on the narratives shared by the women in
the program, and foster dialogue between those from other small liberal arts institutions. Participants will become familiar with culture and gender through an institutionally appropriate model for mentoring women within a liberal arts setting and critically evaluate resources to provide a platform for women of color.

**Fareeda Griffith**, Associate Professor, Sociology and **Karen Powell Sears**, Assistant Professor, Sociology—both of Denison University

**CITY TERRACE 4, THIRD LEVEL | Problem Solving Session**

**CS 34: The Role of Active Learning and Reflective Writing in Promoting Religious Understanding**

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

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

**GRAND 8, SECOND LEVEL | Problem Solving Session**

**CS 35: Bringing Global Learning to a Local Setting: Using System Mandates to Create Meaningful Change**

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

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

**ST. JOHNS, THIRD LEVEL | Strategic Planning Session**

**CS 36: Madison Matters: Fostering Institutional Change through Student Research on Campus Climate**

Session facilitators will discuss the value of having a model for engaging students in collaborative research on issues of diversity and campus climate. Faculty and student led research of an institution’s own campus climate presents amazing opportunities for engaged learning through student research, learning about decision-making processes, collaborating with stakeholders for creating institutional change, and developing a disposition toward civic engagement. The Madison Matters model emerged out of the Cultural and Racial Diversity Studies lab at James Madison University and now includes 20+ collaborative partnerships resulting in facilitated discussions, stakeholder meetings, policy changes, training programs, and more. The Madison Matters experience presents a model for how other higher education institutions can design, develop, and implement student led research to positively impact discussions of and policies for improving diversity and campus climate. **Participants will understand the value of student engagement in campus climate research and identify collaborative opportunities for student engagement to study campus climate at home using the Madison Matters model.**

**Paul Mabrey III**, Communication Center Coordinator, **Katherine Donovan**, Research Assistant, **Kristin Mack**, Research Assistant, and **Matthew Lee**, Associate Professor in Department of Psychology—all of James Madison University
CS 37: Reinventing Institutional Diversity to Include Disability: Transforming Understanding and Collaboration

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

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

CS 38: Are Students Flourishing? Expanding Learning Outcomes Via Positive Psychology

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

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

CS 39: More Than Words: Conceptualizing and Implementing a University-Wide Inclusion Strategy

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

Janet Colvin, Chair of University Global/Intercultural Courses, Communication Department Chair, Kyle Reyes, Chief Diversity Officer, David Connelly, Faculty Senate President, History and Political Science Department Chair, and Steven Sylvester, Assistant Professor—all of Utah Valley University
CS 40: Achieving Faculty Diversity: Strategic and Intentional

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

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

CS 41: Collectivism and Inclusive Excellence: Transforming Student Success While Leading Institutional Change

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

Tracy Pascua Dea, Assistant Vice Provost for Student Success, Gloria Aquino Sosa, Counseling Department Assistant Professor and Program Director, College Student Services and Career Specialization, and Cynthia Van Gilder, Associate Professor, Department of Anthropology and Director of The Advising Office—all of Saint Mary’s College of California

CS 42: Weaving Inclusiveness and Social Responsibility into Pedagogical Practices and Curricular Pathways

Session facilitators will present pedagogical practices and curriculum design that Virginia Wesleyan College (VWC) and Shenandoah University (SU) are developing to create more inclusive curricula. Partnered in a Teagle-sponsored consortium committed to designing a more compelling and coherent liberal arts curriculum, VWC and SU are currently undertaking multiyear projects that address diversity and social responsibility through significant institutional and curricular modifications. VWC is expanding its high-impact practices, attending especially to removing institutional, financial, and cultural barriers that prevent some students from participating. SU is weaving issues of diversity, equity, and social justice into its general education curriculum whereby students research cultural issues from their courses’ perspectives and share their diverse perspectives with other students and community partners at public sphere pedagogy events. Participants will workshop pedagogical practices and curriculum design ideas that promote diversity and inclusiveness that fit their own institutional cultures and student bodies and consider curricular, institutional, and societal barriers that prevent students from participating equally in the curriculum.

Sara Sewell, Executive Director of the Quality Enhancement Plan and the Lighthouse: Center for Exploration and Discovery; Professor of History—Virginia Wesleyan College; and Amy Sarch, Associate Vice President for Academic Affairs and Director of General Education—Shenandoah University
CS 43: Narratives of Community Service: Blending Program Assessment, Faculty Research, and Student Learning
Session facilitators will describe longitudinal, participatory research that blurs distinctions between: program implementation and assessment; program assessment and faculty research; and faculty, staff, and student domains of expertise—building on research establishing narrative reflection on community service experience as a high-impact practice that increases retention, academic success, and personal growth. An interdisciplinary research team of students, faculty, and staff work with Rhodes’ Bonner Scholars Program, an endowed service scholarship for underrepresented students who engage in regular service and reflection. Session facilitators will describe three threads of identity work students do as they construct narrative accounts of their service experience. These will be illustrated in an exercise allowing attendees to work with data to identify three domains of student growth, considering: what can be learned about student development and program effectiveness, and what adaptations might make this useful on their campus. Participants will learn how participatory research strategies and student narrative accounts, studied in an interpretive community, can address questions about both student development and program effectiveness.

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

CS 44: Strategies for Creating Inclusive Community at Predominantly White Institutions
This session will address the challenges and opportunities for creating and cultivating agents of change related to privilege, inclusion and diversity at a homogeneous university. Session facilitators will explain strategies for engaging the campus community in diversity dialogue, including a credit-bearing academic course, sending groups of students, faculty, and staff to a diversity conference, and providing subsequent support for student-led initiatives when they return to campus after their experiences. The goal of this session will be to help identify areas of need and develop the support networks necessary to educate and empower students to pursue social justice work as a means to create and sustain positive change on campus. Participants will engage in creating curricular and co-curricular structures that are highly experiential and collaborative to foster student learning outcomes of diversity and social justice.

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

11:15 A.M. -12:15 P.M.  PLenary

Taking Meaningful, Strategic, and Collective Action When the Stakes are High
Becky Wai-Ling Packard, Director, Weissman Center for Leadership, and Professor of Psychology and Education, Entrepreneurship, Organizations, and Society Program, Mount Holyoke College

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