DIVERSITY, LEARNING, AND STUDENT SUCCESS:
Shifting Paradigms and Challenging Mindsets

March 17-19, 2016
Philadelphia, Pennsylvania

PROGRAM OF EVENTS

THURSDAY, MARCH 17, 2016

10:00 A.M. – 7:00 P.M.  CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION
REGISTRATION DESK 1, LEVEL 5

2:00 – 5:00 P.M.  PRE-CONFERENCE WORKSHOPS
Separate registration and fee required ($100 members; $150 non-members); seating will be limited so register early.

SALON F, LEVEL 5
WK 1: Generating an Inclusive and Engaging Classroom Experience
The curriculum, classroom structure, pedagogy, assignments, assessment, and disciplinary approaches are all elements that can contribute to generating a dynamic and synergistically inclusive classroom learning experience. Workshop participants will consider research-informed instructional practices along with institutional and departmental efforts that have proved effective in equitably engaging all campus constituents in generating, sharing, and sustaining discovery and knowledge. Participants will experience some of the methods practically demonstrated during the workshop and will receive references and resources to make changes and adaptations on their home campuses.
A.T. Miller, Associate Vice Provost for Academic Diversity—Cornell University

SALON A, LEVEL 5
WK 2: Developing Real-world Assignments and Problem-solving Approaches to Teaching and Learning
One assumption impeding college success among historically underrepresented populations is that all these students need remediation to attain excellence. Yet, they bring skills and mindsets that enable them to produce high-caliber work on assignments with real-world relevance. Emerging learning science research suggests ways to capitalize on these strengths while also bridging knowledge/skill gaps. One advantage of these approaches is that all students have the opportunity for deeper learning and developing competencies necessary for success. Participants will learn how to use problem-solving approaches to accomplish these goals; design assignments for specific teaching contexts that model real-world problem solving; and develop conventional assessment tools.
Amy Mulnix, Director of the Faculty Center—Franklin and Marshall College; and Betsy Yarrison, Assistant Professor, School of Communication Design—University of Baltimore
WK 3: Student, Faculty, and Community Engagement: Essential Synergies for Student Success
This interactive workshop will engage participants in thoughtful discussion, critical analysis, tool sharing and action planning toward essential supports for cultivating healthy campus environments. Extant research demonstrates that engaging students with faculty and staff support in significant social issues with substantive connections to community-based partners and contexts can be effective in advancing knowledge and civic agency. Pivoting on “Full Participation” as a framework, which explores the nexus of diversity, community engagement, and student success, participants will take up three focus questions:

1. Why is it important to strategically mitigate deficit minded assumptions about diversity learning and student success?
2. What are key elements of high-quality learning experiences that facilitate student interests and challenge a deepening sense of purpose?
3. How can faculty and student development professionals identify and optimize opportunities to catalyze their work through both policy and practice.

Large group discussions as well as creative work in smaller teams will draw upon case studies, participants’ experiences, suggested readings, and other resources. Laptop computers are encouraged.

Timothy K. Eatman, Professor of Higher Education and Faculty Co-Director Imagining America: Artists and Scholars in Public Life—Syracuse University

WK 4: Creating Inclusion, Equity, and Excellence while Navigating the University’s Political Terrain
The role of the Chief Diversity Officer in higher education continues to evolve as a position central to university leadership with increasing policy making authority. However, professionals holding these positons are faced with a myriad of challenges, many of which are political in nature. These political issues can be analyzed using the Bolman and Deal political frame, which assumes organizations are coalitions of individuals and interest groups who negotiate for limited human and financial resources and unlimited power and authority. Participants will discuss how to stimulate action-oriented strategies to navigate the university’s political terrain while creating a campus environment anchored by inclusion, equity, and excellence.

William T. Lewis, Sr., Principal—Dr. William T. Lewis and Associates

WK 5: Mainstreaming Culturally-grounded Evaluation Processes, Thinking, and Reflection
To what extent are curricular, cocurricular, pedagogical, and other intervention activities breathing life into the success vision for all students? To answer this question, one needs to be responsive to the ways in which, and the extent to which, evaluative judgments resonate with the meaning-making and the lived realities of those who are assessed. Participants will examine how to better understand related systemic processes of asymmetric power relations and privilege and not simply awareness and knowledge of difference and diversity. They will discuss the ways and extent to which sociocultural diversity is associated with patterned differences in access, resource opportunities, and life chances.

Hazel Symonette, Program Development and Assessment Specialist—University of Wisconsin–Madison
Competency-based education (CBE) advocates espouse that CBE programs open access to specific groups of students underserved by traditional forms of higher education. The promise of CBE is that these programs can assure student learning, and produce better graduates at a lower cost and in a shorter amount of time. Yet, CBE dissenters question whether these programs present subpar learning opportunities and may exacerbate rather than diminish U.S. higher education system's two-tiered system. This workshop will explore the possibilities for ensuring that CBE programs are designed well—to ensure both quality and greater equity in higher education. Institutions exploring CBE as a possible approach to reach new student markets will find this pre-conference session helpful because participants will:

- Hear why a competency-based pedagogical approach is uniquely able to serve the needs of a diverse student population;
- Discuss how to expand access and address affordability concerns;
- Learn the recipe for how to build a healthy and robust CBE program; and
- Understand how to prove the value propositions often associated with CBE on their campuses.

### 7:00 – 8:15 P.M.  
**Welcome Remarks and Keynote Address**

**Welcome Remarks**

*Tia Brown McNair, Vice President, Diversity, Equity, and Student Success—AAC&U*

**Keynote: The Power of Narrative: Understanding Self, Connecting Across Difference**

*Caleen Sinnette Jennings, Professor of Theatre and former Chair of the Department of Performing Arts, Jodi Beder, composer/cellist and member of Dovetail Ensemble, Mary Clark, Professor of Law, Dean of Academic Affairs, and Senior Vice Provost, and Angie Chuang, Associate Professor, School of Communication—all of American University*

How can story-telling and personal narratives deepen connections between our varied histories and enable us to engage in “courageous conversations” about diversity, student learning, and success? Professor Jennings and Dr. Beder will perform and discuss the origins of “Hands Up,” a poem about race. Vice Provost Clark will join them to discuss successful interventions that have engaged faculty and students in difficult dialogues and facilitated connections across differences in the classroom, campus, and community.

### 8:15 – 9:00 P.M.  
**Reception**

*Franklin A, Level 4*
7:30 – 9:00 a.m.  
**POSTERS AND CONTINENTAL BREAKFAST**

FRANKLIN A, LEVEL 4

*Breakfast will be available 7:30-8:45 am. If you are attending the AAC&U Newcomers’ Welcome and Introduction to LEAP session at 8:00 (see page 11), please plan to have breakfast beforehand.*

**Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success**

**POSTER 1: Re-Designing a Community College Roadmap for Black Males**

*Participants will* gain understanding of how to link national initiatives in the design of a program for men of color with best practices and learn about a process for creating synergy with instruction, student services and secondary education. They will also hear students’ insights into what works and what does not work.

The Community College of Baltimore County (CCBC) has sought both national and interdepartmental collaboration to promote student success. This work resulted in the contextualized orientation course for Black male students, and The Male Student Success Initiative (MSSI). The Male Student Success Initiative (MSSI) took a collaborative approach to program development, partnering with a leading initiative in higher education: the Minority Male Community College Collaborative (M2C3) headed by Drs. Frank Harris and Luke Wood. The MSSI’s interest in noncognitive factors in student success has been informed by the work of these scholars. CCBC has now extended the course and the MSSI Program into public high schools. Programming is modified to engage in college-preparatory activities and to develop an academic mindset among participants. This poster will examine the collaborative work with M2C3, the impact of the high school contextualized orientation course, and outcomes of the second iteration of the MSSI.

*Mark Williams, Project Director, Male Student Success Initiative—The Community College of Baltimore County*

**POSTER 2: Global and Intercultural Engagement on the University Campus: Why it is Important and How We Can Do It**

*Participants will* learn about a high-impact practice that demonstrates objectives, assessment rubric and outcomes, training outcomes, and resources for developing campus climates of inclusivity.

Torres, Howard-Hamilton and Cooper (2003) suggest institutions need to understand and meet the needs of diverse students in order for them to be successful. At Utah Valley University a global/intercultural (G/I) initiative has been implemented with a campus wide G/I course, faculty training for G/I course instructors and assessment. This poster will describe the theoretical framework upon which the above mentioned faculty trainings were created, how they were implemented and received by faculty and administration, and some preliminary results of their effectiveness for faculty’s and administrators’ awareness and openness to issues of diversity and inclusion. Participants will also discuss pedagogical practices that facilitate global and intercultural understanding. The purpose of the session is to engage in dialogue about how to improve diversity awareness and implementation across university campuses.

*Bryan Waite, Associate Professor and Janet Colvin, Associate Professor—both of Utah Valley University*
**POSTER 3: Poverty Simulations as Effective, Trauma-Informed Teaching Tools for Social Justice Dialogue and Critical Thinking**

*Participants will* be able to describe the educational and developmental benefits of participation in poverty simulation programs for undergraduate students and describe methods for integrating poverty simulations and embedding trauma-informed teaching approaches into individual courses and/or across curricula.

Similar to other types of simulation-based learning, poverty simulations are a dynamic, learner-centered teaching tool for introducing students to simulated context and improvised circumstances, such as conditions associated with living in poverty including housing insecurity, hunger, and adverse health outcomes. As participants in the poverty simulation, students navigate coordinated scenarios in which they play the roles of individuals and families that survive on few resources and meet their own needs while encountering barriers, hardship, discrimination, stressors, and stigma. This session will feature a poster summarizing the development, implementation, evaluation, and outcomes of the MCPHS University’s Poverty Simulation Program and Institute. The founder of the program will present the poster and engage in active discussions with conference participants on lessons learned, best practices, and benefits of developing a trauma-informed, poverty simulation program for classroom and/or campus-based transformative and active learning on issues of poverty and social justice.

**Emily Wilson, Instructor of Public Health and Pre-Health Programs Advising Coordinator—Massachusetts College of Pharmacy and Health Sciences (MCPHS) University**

**POSTER 4: Transforming Tomorrow’s Teacher: The Impact of Diverse Clinical Experiences on Beliefs and Attitudes**

*Participants will* be able to describe how the impact of field placements in urban and special education settings supported by quality seminar learning experiences transforms students pre-conceived notions about diversity.

This poster will describe how when placing preservice teacher candidates in early clinical experiences, providing direct contact with students of economic, cultural, and academic diversity, can have a significant impact on the preservice teacher candidate’s perceived beliefs and attitudes toward the diverse student learner. Identifying changes in students’ beliefs and attitudes through pre- and post-reflections and evaluations will demonstrate how early clinical experiences can have a positive impact on preservice teachers’ feelings about teaching in an urban and special education setting.

**Michelle Brown-Grant, Assistant Professor and Karen Pezzolla, Associate Dean of the Undergraduate Program—both of School of Education, Felician College**

**POSTER 5: Engaging a Diversified Student Population in Internationalization**

*Participants will* become aware of hurdles to participation in off-campus study (OCS); learn about and discuss strategies for engagement of non-traditional OCS participants; and develop their own action plans or notes for further discussion on the home campus.

Franklin & Marshall College (F&M) is a highly selective, private liberal arts college located in Lancaster, Pennsylvania with a current total enrollment of about 2250 students. Student demographics have changed over the last five years, with increasing international student enrollment as well as growing enrollment of students from diverse ethnic and financial backgrounds. Recognizing the unique challenges and opportunities these changing demographics offer, the Office of International Programs has partnered with faculty and administrative units across campus to create an inclusive and honest message about F&M’s commitment to global education opportunities. While current off-campus study
participation mirrors campus enrollment (with 50% of the graduating class participating in an off-campus study experience), the Office of International Programs has launched a number of initiatives to engage the broader campus community in ensuring all F&M students have access to off-campus study. The poster presentation will delineate those initiatives and offer examples of promising practices.

Sue Mennicke, Associate Dean for International Programs and Rachel Helwig, Assistant Dean for Off-Campus Study—both of Franklin & Marshall College

**POSTER 6: Eliminating Disparities in STEM Education in Puerto Rico**

Participants will learn about findings from student surveys that identify causes for students leaving college before graduation and discuss possible approaches to increasing student retention and success.

Universidad Metropolitana (UMET) is a private four-year university located in the metropolitan area of San Juan. The School of Science and Technology has a total of 718 students and offers the following undergraduate programs at the bachelor level: Biology, Cellular and Molecular Biology, Chemistry, Environmental Science, Computer Science, Biomathematics, and Instrumentation, Automation and Control. Institutional data has indicated that 94.5% of the 2014 cohort of students needed some form of economic support to cover the cost of studies. Of this group 85.6% are Pell grant recipients. Although UMET has in place many of the common student success practices cited in the 2015 Chronicle of Higher Education Student Success Survey, the rates of retention and graduation are very low. For example, in the 2015 academic year only 44 students graduated. In order to identify strategies to increase student success the researchers have used the data obtained through several different student surveys from internal as well as external sources. The data obtained from the surveys have identified that two of the main causes that the students identify as the reason to leave their education are financial and capacity to deal with family situations. The researchers will present the characteristics of the student cohort and the main findings of the surveys. A model to increase student success will be presented.

Karen Gonzalez, Dean of Science and Technology—Universidad Metropolitana

**Shifting Paradigms Across the Curriculum**

**POSTER 7: Universal Design for Learning: Gateway to Flexible Student-Centered Teaching and Learning**

Participants will learn about Universal Design for Learning (UDL); a model for a professional development network and learning communities; and outcomes suggesting a cultural shift toward student-centered practices and inclusiveness in teaching and advising.

Towson University’s Universal Design for Learning (UDL) Professional Development Network was created to build faculty capacity to adopt a more student-centered teaching approach which results in high-quality teaching and learning for all students. UDL is a framework designed to develop educational environments that give all individuals an equal opportunity to learn through multiple means of engagement, action and expression, and representation (CAST, 2012). Faculty participated in interdisciplinary learning communities that featured face-to-face and online professional development, just-in-time support provided by a UDL facilitator, campus-wide professional learning opportunities, and tool and resource sharing. Faculty coaches with advanced training also provided peer-to-peer support while enhancing their own leadership capabilities. This poster will describe outputs from the initiative such as revised syllabi, learning assessments, final projects, and digital learning objects, including interactive materials used in advising, disability support services, and programs for adults with autism.

Jane Neapolitan, Assistant Provost, Office of Academic Innovation and Claire Holmes, Assistant University Librarian for Public Services, Research and Instruction—both of Towson University
**POSTER 8: Students as Educators: ACES in the Hole**

*Participants will envision roles at their institutions that student leaders can play in guiding academic learning concerning civic participation, place, power, and privilege.*

The Allegheny Community Engagement Student Fellow poster will provide background on the development and actualization of the student initiated leadership position, Allegheny Community Engagement Student Fellow, or ACES. The presentation of the poster creates an opportunity for discussion on the encouragement of student initiative and leadership in community-based learning. Students have the potential to work side by side with administrators, faculty, and community partners in facilitating community-based learning as part of a campus culture. Student leadership can enhance the experience of the individual student but also can link the institution more firmly with the community. The Allegheny Community Engagement Student Fellows serve as one example of the challenges and successes of student initiated leadership.

*Delaney Heard, Allegheny Community Engagement Student Fellow and Jonah Raether, Allegheny Community Engagement Student Fellow—both of Allegheny College*

**POSTER 9: Bias Busters: Student-published Cultural Competence Guides Increase Their Knowledge and Comfort**

*Participants will learn how print and digital book publishing in classroom and community settings inspires students to pursue the truth and convey what they learn.*

Challenged to publish multimedia "Bias Busters" guides, students at Michigan State University are not only learning about the diversity of their university and community, they are helping others become more culturally competent, too. The guides, based on the format of "100 Questions and Answers About..." are for sale on paper and digital platforms such as Kindle and Nook. Thousands of copies have been distributed and the project’s message of becoming more comfortable by starting with the simple, everyday questions people have, has been carried in hundreds of news media. Students believe so strongly in their work that they have come back after the semesters end to help lead diversity discussions. By collaborating on a highly motivating assignment, publishing a book that will be sold commercially, students aspire to a higher degree of discipline and quality. The goal for the class, then, becomes the multimedia book and not the grade, a goal that many college students see as being just within their grasp. Students learn from diverse sources in the community and then from each other as they research, write and edit.

*Joseph Grimm, Visiting Editor in Residence, School of Journalism and Dawn Pysarchik, Professor and Associate Dean for International Programs, Department of Advertising and Public Relation—both of Michigan State University*

**Emerging Innovations and the Campus Experience**

**POSTER 10: Engaging Students to Optimize the Learning Environment**

*Participants will learn about a student feedback process that guides faculty development for teaching/learning and reflect on how this inclusive process promotes inter-cultural competencies for faculty/students.*

Our best way forward to affect inclusive and robust learning environments is to engage students in the process of inquiry and creation. As a federally designated Hispanic-serving Institution, Mercy College launched an Early Student Feedback program to invite student ideas and voice to optimize the classroom experience and their academic success. This poster will highlight a multi-step process that
brings students, faculty members, and teaching and learning staff together to redesign and optimize the learning environment while the class is in session, over the course of the semester.

**Victoria Mondelli, Executive Director, Office for Teaching Excellence and Engaged Learning—Mercy College**

**Poster 11: Improving Persistence by Fostering a Community of Excellence in STEM (FACES)**

*Participants will leave with directly transferrable knowledge and inspiration needed to create a community that will help students underrepresented in various STEM disciplines successfully make the transition to college.*

This poster will describe the Hope College program Fostering A Community of Excellence in Science (FACES) that was created in 2010 with the goal of assisting underrepresented freshmen and transfer students in making connections to the division, to the campus, and to the community. Since its creation GPAs and retention of participants have increased. FACES provides opportunities for freshmen to be guided through their transition to Hope by a peer that has recently made the same transition. Programming includes a rich array of academic and professional development opportunities that assist them in acquiring the broad knowledge, higher order capacities, and real world experience that will launch participants along their STEM academic and professional career path with increased confidence and networks of peers and faculty. The FACES program was created with support from the Howard Hughes Medical Institute and the National Science Foundation.

**Anna Bonnema, Director of FACES, Peer Mentoring Program—Hope College**

**POSTER 12: Spanning Academic Disciplines and Student Affairs Departments with Peace and Justice**

*Participants will understand the collaborative process used to initiate the work around Peace and Justice studies at Salt Lake Community College and explore interdisciplinary and co-curricular application of Peace and Justice work as a strategy to institutional efforts to advance diversity, inclusion, and social responsibility.*

Salt Lake Community College is working to start an interdisciplinary Peace and Justice Studies Program in the fall 2016. Using an innovative approach combining curricular and co-curricular engagement with a cohort model, this program will provide an educational framework to empower students and communities to work together towards a peaceful, just, humane, and healthy world. SLCC is working to develop a replicable model for both implementation and assessment of this work. The presenter of this poster seeks input from scholars and practitioners from around the country to strengthen the implementation of their pilot program.

**Sean Crossland, Interim Director, Thayne Center for Service and Learning—Salt Lake Community College**

**Poster 13: Using Student and Faculty Learning Communities to Retain At-Risk Underrepresented Freshman Science Majors**

*Participants will determine benefits of and barriers to adopting student and faculty learning communities to retain underrepresented students in science and be able to create plans for designing learning communities at their institutions.*

This poster will present the vision, design, and evidence of success of a cross-disciplinary program (“Science Initiative for the Retention of Freshmen” – SIRF) for at-risk and underrepresented freshmen science students at Widener University. Incoming science freshmen who placed into remedial math were retained at only 32% (compared to 75% for other freshmen). These students are predominantly female (55%) and minority (57%). In response, the SIRF program was created to place these at-risk
students in common courses in Math, Chemistry, English, Biology, and a Freshman Seminar designed to provide tools for student success and facilitate a student learning community. In addition, an interdisciplinary faculty and administrator learning community was formed that met weekly to coordinate curricula, track progress, and develop intervention plans. This poster will share the results of the four cohorts of SIRF students which reveal a doubling (to 64%) of Freshman to Sophomore retention since 2011.

Bruce Grant, Professor of Biology and Environmental Science, Louise Liable-Sands, Associate Professor of Chemistry, Andrea Martin, Associate Professor of Chemistry, and Itzick Vatnick, Professor of Biology and Environmental Science—all of Widener University

Developing Guided Learning Pathways to Enhance Student Success

POSTER 14: Engaging Diverse Students in Community-based Research: A Detroit Model

Participants will learn effective strategies for engaging students in critical reflections about their experience working in a community in which they are not a member; learn about strategies for recruiting a diverse set of students and the importance of diversity in student learning and community building; and gain knowledge of techniques to effectively work with community partners to create a beneficial experience for the students, their organization, and community.

This poster will describe the Detroit Community Based Research Program (DCBRP)—a summer internship program run through the University of Michigan Undergraduate Research Opportunity Program that places students with community based organizations in full-time research positions. Students conduct research projects addressing issues such as urban development, environmental justice, food security, community assessment, and sustainability that are initiated and identified by community based organizations in Detroit. Students in the program also live together in Detroit’s Midtown neighborhood, attend seminars taught by their community partners that address current issues in the city of Detroit, blog about their experience living and working in Detroit, and lead weekly group meetings to build a greater sense of community amongst the program participants. Finally, this program pays students a stipend for their work; this allows students who would otherwise not be able to participate in community work or summer programs due to financial restraints the opportunity to benefit from the immerse experience this program provides.

Jenna Steiner, Assistant Director, Undergraduate Research Opportunity Program—University of Michigan

POSTER 15: Emotional Regulation of Teachers and its Impact on Pre-Service Curricula

Participants will understand the importance of teachers’ emotional regulation and disposition as a key issue in today’s critical conversations about cultural and socioeconomic diversity and how these principles can translate into concrete guided learning pathways in teacher preparation programs.

Due to the issues related to demographic changes and socioeconomic disparities, there is little doubt that K-12 teachers have unique emotional responsibilities today that may not have existed in the past. In adapting to the 21st century, institutions of higher education specializing in teacher education must prioritize the cultivation of these appropriate emotional, disposition-based competencies among student-teachers. Linking these topics of emotional self-regulation, mindfulness, and coping strategies with the realities of the classroom, are part of the overarching solution to improving teacher retention and reducing teacher burnout. This poster – focusing on the collaborative possibilities between teacher training methods and higher education teacher-preparation programs – will inform higher education practitioners on the current trends surrounding the emotional needs of teachers and students alike. In
addition, program directors and curriculum supervisors will be able to identify strategies to prioritize the cultivation of emotional competencies among their student body.

_Gopu Kiron, Wilkes University Ed.D. Student (Graduate Assistant, Wilkes University Writing Center)—Wilkes University_

**POSTER 16: Come Together: Connecting Science, Sense of Belonging, and A Community of Scholars**

*Participants will* gain new insights about the importance of structural components in developing equity-minded programs and the role that institutional agents and peers have on students’ sense of belonging in STEM communities.

This poster will share a visual representation of the structural components of Loyola Marymount University's ACCESS program to contextualize the community ethos of the program as well as highlight the deliberate ways in which high-impact practices and experiential learning are embedded in the program design to promote a community committed to excellence in scientific scholarship. The poster will offer quantitative and qualitative insights to highlight this approach in developing an inclusive community of confident STEM students.

_Sandra Luca, Director of Student Engagement and Edward Mosteig, Professor of Mathematics—both of Loyola Marymount University_

**Poster 17: It's Better in the Summer: Building a Successful Transition to College and Fostering Student Success Driven by High-impact Practices**

*Participants will* understand the elements and logistics that must be orchestrated in university-wide partnerships to insure successful outcomes (learning and strategic), by using this model as a framework and resource.

Presenters will share a visual map of strategies required for successful implementation of an early-start summer program designed to provide a smooth transition to the institution and advance student success through the inclusion of high-impact practices. Initial planning and decisions for summer cohorts are driven by data, as well as pedagogical considerations. Informed by a constant feedback loop that is both quantitative and qualitative, program revision evolves to best meet the needs for high-quality and significant learning experiences. This poster will map the full cycle from data indicators, strategic design and implementation of programs, built-in feed-back mechanisms, outcomes, assessment and implications for revision, as well as questions still to be answered. Interwoven are the requisite partnerships, action timelines, and support structures. At the end of year two of implementation, assessment indicators are highly positive with higher than average GPA and retention, as well as very high student satisfaction and engagement.

_Lowell Davis, Assistant Vice Chancellor for Academic Affairs and Student Success and Glenda Hensley, Director, First Year Experience—both of Western Carolina University_

**POSTER 18: Creating a Culture of Guidance**

Participants will discuss different institutional definitions of “student success” and explore strategies for supporting faculty/staff in implementation.

Berry College is a residential liberal arts college that initiated cross-campus conversations about student success growing out of student retention data and a robust FYE program. As part of the initiative, the college compared student populations with higher retention to the overall population at the institution, asking, “What experiences seem to lead to higher retention and can we replicate these experiences for
more students?” These discussion lead to a new developmental framework that has impacted campus culture. By implementing a unifying “path” across multiple departments, this institution has made a space to discuss whether the appropriate opportunities/programming are available to students at the most opportune moments. This poster will share how a unifying framework has led to the implementation of successful practices throughout the college; how they are equipping faculty, staff, and student workers to guide students; and how other institutions might identify initiatives in place within their campus cultures as jumping-off points for conversations about student success.

Laura Elmer, Director, Guide Program—Berry College

8:00 – 9:00 A.M.  FEATURED SESSION
ROOM 414/415, LEVEL 4

AAC&U NEWCOMERS’ WELCOME AND INTRODUCTION TO LEAP

Participants will learn the who, what, why, and where of AAC&U, the Liberal Education and America’s Promise (LEAP) initiative, and the Degree Qualifications Profile (DQP), exploring how the LEAP vision for learning serves as a useful overarching framework for undergraduate learning. The session will emphasize equity and inclusive excellence.

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.

9:15 – 10:30 A.M.  PLenary and DIversity CAFÉ
SALON E/F, LEVEL 5

Creating the Inclusive Campus: Advancing High-Quality Learning for All Students

William T. Lewis, Sr., Principal—Dr. William T. Lewis and Associates; and Tia Brown McNair, Vice President, Office of Diversity, Equity, and Student Success—AAC&U

The plenary-diversity café will engage participants in small group discussions addressing critical questions about how to develop equity-focused, student-centered learning frameworks, guided-learning pathways, and campus-based change agendas. Dr. Lewis will frame the discussion with insights from his “Narrative of the Inclusive 21st Century Academy” regarding the power of community-building in fostering leadership to address the intersections of inclusion, diversity, equity, and high-quality learning for all. Campus practitioners will lead small group discussions to consider how these frameworks and insights can shift existing campus paradigms and help build more inclusive campuses.

10:30 – 11:00 A.M.  REFRESHMENT BREAK
SALON FOYER, LEVEL 5
11:00 A.M. – 12:15 P.M.  **CONCURRENT SESSIONS**

**FRANKLIN 3, LEVEL 4**

*Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success | Problem Solving Session*

**CS 1: Faculty as Learners in Advancing Inclusive Classrooms: Meeting Challenges, Crafting Strategies**

*Participants will* 1) strategize rapid and appropriate responses to campus tensions regarding diversity issues; 2) learn how to gather feedback from students and faculty on issues of diversity and inclusion; 3) identify and address challenges faculty face in creating inclusive classroom environments; and 4) identify resources both on campus and within the literature to support inclusive classroom design and implementation.

This session will focus on the challenges faculty face in developing strategies to create inclusive classroom environments that enable them to navigate difficult conversations on diversity. Session facilitators will also address ways to identify and respond to student perspectives on the role diversity and inclusion play in their academic and social/emotional experience in higher education. Building on recent challenges encountered and responses crafted at American University, facilitators will brainstorm strategies, possible solutions and approaches that engage faculty, staff, students and administrators in a multi-faceted conversation on the benefits and challenges presented by a diverse student body within a diverse community. Emphasis will be placed on how faculty perceptions of themselves as learners can enhance their ability to create inclusive and diverse classroom environments.

*Marilyn Goldhammer*, Associate Director for Pedagogy, Center for Teaching, Research and Learning and *Mary Clark*, Professor of Law, Dean of Academic Affairs and Senior Vice-Provost—both of American University, Washington, D.C.

**FRANKLIN 4, LEVEL 4**

*Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success | Problem Solving Session*

**CS 2: Unleash the Data: Using Data to Change Language, Paradigms and Minds**

*Participants will* 1) learn about a method for creating a culture of assessment that can lead to multi-unit collaboration; 2) reflect on ways a learning organization mindset can be fostered through data sharing; 3) hear examples of curricular, intercultural, programmatic and teaching and learning outcomes related to data sharing; and 4) reflect on the importance of intentionally avoiding the use of deficit language.

Like many predominantly white institutions, Michigan State University suffers from significant outcomes gaps between majority and underrepresented students. Because of healthy overall graduation rates, many on campus were unaware that this was the case. Since 2010, the Neighborhoods at MSU has gathered, used and disseminated data to incrementally expose this situation and bring together colleagues to find solutions. Within a larger framework of student success research and assessment, MSU hosts an annual Data Summit, where colleagues discover ways data can be used within their own units and as a means for collaboration. Through this practice, campus practitioners are learning to shed deficit language and change the institutional mindset to support all students in the classroom, in the advisor’s office, and in university-wide systems. Participants in this session will learn to use data as a call to action and as a means to eliminate deficit language and mindsets.

*Reggie Noto*, Engagement Director,  *Kelly McCord*, Engagement Director, and *Genyne Royal*, Engagement Director—all of Michigan State University
CS 3: How Can Student-Faculty Pedagogical Partnerships Support Diversity, Learning, and Student Success?

Participants will 1) learn about student-faculty pedagogical partnership programs around the world; 2) identify ways in which these have the potential to support “courageous conversations” and develop the cultural competence of faculty and student participants; and 3) develop an approach or plan to develop student-faculty pedagogical partnerships at their home institutions.

This session draws on an international body of research to explore how student-faculty partnerships support both students and faculty in changing their mindsets to embrace the premise of reciprocity in teaching and learning. The session will highlight ways in which student-faculty partnerships foster both an individual and a collective sense of responsibility and agency for challenging existing mindsets regarding who has what kinds of knowledge about teaching and learning. 

Alison Cook Sather, Mary Katharine Woodworth Professor of Education—Bryn Mawr College, and Director, Teaching and Learning Institute—Bryn Mawr and Haverford Colleges and Khadijah Seay, Psychology Major, Child and Family Studies Minor, Class of 2016—Bryn Mawr College

CS 4: Campus Stakeholders and Racial Climate Assessments: Skillful Use and Implementation

Participants will 1) gain deep exposure to current trends, challenges, and students’ characterizations of racial climates on campuses; 2) reflectively consider the realities of race on their campuses in comparison to trends from other institutions; and 3) obtain practical, data-based useful recommendations and strategies for potential implementation on their respective campuses.

Senior student affairs administrators often invite researchers from the University of Pennsylvania’s Center for the Study of Race and Equity in Education to their campuses to assess sense of belonging across racial groups, what and where students (including Whites) learn about race, the extent to which students interact substantively across difference, perceptions of institutional commitments to fostering inclusive environments, and characterizations of the supportiveness of classrooms and other learning spaces. Data from the Center’s research on multiple campuses across the U.S. which were collected from undergraduates across an expansive array of racial/ethnic groups, including White students will be presented. These data will set the foundation for numerous forward-thinking practical implications for higher education stakeholders to consider—stakeholders who are committed to improving campus racial climates, deep learning via interactional diversity, and sense of belonging for all students, regardless of their racial backgrounds. Through this session, stakeholders will more fully understand the value of routinely and systematically assessing campus racial climates.

Shaun Harper, Professor and Executive Director, Center for the Study of Race and Equity in Education, Wilmon Christian III, Director of Administration and Associate Director, RISE for Boys and Men of Color Center for the Study of Race and Equity in Education and Charles Davis III, Lecturer and Director, Center for the Study of Race and Equity in Education—all of the University of Pennsylvania
Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success | Problem Solving Session

**CS 5: Trigger Warnings in Course Syllabi: Critical Inquiry or Policing the Inclusive Classroom?**

*Participants will* learn about and discuss critical aspects of trigger warnings including 1) definition; 2) emergent policy and its relevance for equity; 3) linkages to debates about academic freedom and inclusion; and 4) strategies based on participant experiences.

Recent discussions of the concept of providing warnings to students about potential “triggering material,” in classroom syllabi and curricula potentially challenge faculty to consider how valuing critical inquiry and inclusion in the classroom may create discomfort for some students and may conflict with the demand by some faculty, students and administrators for advance warning about materials (literature, texts, media) that may trigger unexpected negative reactions and resurgence of previous bad experiences. A recent article in the Chronicle for Higher education describes “trigger warned subject matter,” as pertaining to “sexual assault and other kinds of violence, racism, and the like, and advocates say students have a right to know of sensitive material in advance (Colleen Flaherty April 14th,2014, Chronicle Higher Education) Others suggest that what constitutes trigger warned material is not only impossible to predict ahead of time, but too broadly defined, but also undermines the fundamental goal of liberal education to engage and stretch students beyond the familiar. How are institutional policies being developed in response to the call to include trigger warnings on curricular materials? Are such policies consonant with or in opposition to the institution’s global learning and diversity mission? What is at stake in this debate and how does a faculty member navigate the rough seas of these highly contested issues? Session facilitators will create an interactive environment so that participants may bring their own experiences and strategies to bear on the discussion.

*Gertrude Fraser, Associate Professor, Anthropology—University of Virginia; and Patricia Lowrie, Director Emeritus of the Women’s Resource Center (WRC), Senior Consultant to the Provost and Senior Advisory to the Dean—Michigan State University*

Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success | Problem Solving Session

**CS 6: Teaching Students with Disabilities: Strategies and Best Practices for Effective Instruction and for Achieving Student Success**

*Participants will* 1) identify and describe main challenges related to teaching students with disabilities; 2) determine effective strategies for an inclusive classroom; 3) Identify helpful organizations and resources for instructors who need more support; and 4) manage strategies for achieving collaborative dialogue between educators, students, administration, office of disabilities, and academic support in order to foster a successful learning environment for students with disabilities.

It is often the case that post secondary educators receive little, if any, training in accommodating students with physical, cognitive, or emotional disabilities. This results in many misconceptions and much frustration on the part of educators. This session will address the challenges of teaching students with disabilities focusing on the following questions: 1) How do instructors with little or no graduate training on the subject become more effective when relating to and teaching students with disabilities? 2) What educational and on-campus resources can contribute to students’ success in the college classroom? 3) What are effective strategies for fostering an inclusive educational environment?

*Mirna Trauger, Lecturer in Spanish and Camille Qualtere, Lecturer in Spanish—both of Muhlenberg College*
CS 7: Using Collaborative/Reflective Learning With Diverse Students for Engagement and Empathy

Participants will 1) apply Self-Determination Theory to suitable contexts; 2) exemplify use of reflection in promoting collaborative teaching/learning; and 3) connect team-based assignments to increasing respect and empathy for diverse backgrounds and experiences.

This session will engage participants in active examination of how to use Self Determination Theory and Comparative Worldview Impact to develop and nurture reflection, collaboration, cross cultural awareness. It will also examine the benefits of these theories and resulting classroom and course activities for maximizing engagement and creating empathy among a very diverse student population. 

Barbara Hornum, Associate Professor of Anthropology, Director Center for Academic Excellence—Drexel University


Participants will identify and weigh high-impact practices to engage urban-educated students in developing learning plans, self-assessing literacy needs, improving human communication skills, and using digital technology as tools for learning.

Morgan State University educates undergraduates from urban centers throughout the nation, with a high concentration of undergraduates from broader Baltimore. The 21st century urban-educated student often arrives on campus with a sense of accomplishment for reaching the university level, with only an oblique understanding of college norms, with limited information about how to identify relevant or engaging career options, and with underdeveloped communication and composition skills. This problem-solving session will explore the effort to employ diverse pedagogical tools to enhance the thinking, reading, writing, speaking, and overall learning skills of this significant undergraduate student population. Particular emphasis is placed on high-impact learning practices, hybridization of communication and composition course content, and inclusion of digital technology as critical avenues to achieve improved learning outcomes and increased agency and engagement for every student.

Laura Dorsey-Elson, Associate Professor, Angela Verdelle, Lecturer, Rodney Corveth, Assistant Professor, Baruti Kopano, Associate Professor, and Adam Mekler, Associate Professor—all of Morgan State University

CS 9: Data-driven Collaboration to Promote Inclusive Excellence: Fostering Evidence-based Innovation

Participants will 1) share successes, challenges and aspirations for promoting inclusive excellence on their campuses; 2) discuss successful assessment strategies as well as data gaps; 3) identify the benefits of collaboration; 4) brainstorm and evaluate potential dashboard indicators or quantitative measures of progress toward diversity and inclusion goals; and 5) consider how to promote inclusive excellence goals through existing high priority institutional processes, such as strategic planning or accreditation.
Data has informed important policy changes and decisions promoting inclusive excellence at Hampshire College. These changes include no longer using standardized test scores in admissions, increasing need-based financial aid, identifying inclusive excellence as a priority in the college's strategic plan, and developing a dashboard of indicators to monitor progress toward inclusive excellence goals. These recent changes have already yielded results: the fall 2015 class is amongst the most diverse in history, including 30% students of color and 18% first generation, and satisfaction gaps between diverse students and their peers have closed over a two year period. This session will help participants identify opportunities on their own campuses and will introduce participants to approaches for promoting collaborative data collection and analysis, cultivating shared reflection and strategic planning, and fostering interdepartmental evidence-based innovation, all in service to inclusive excellence.

Byron McCrae, Vice President for Student Affairs and Dean of Students, Kristen Luschen, Dean of Multicultural Education and Inclusion and Associate Professor of Education Studies, Meredith Twombly, Dean of Enrollment and Retention, Diana Sutton-Fernandez, Chief Diversity Officer, and Miguel Santiago, Senior Assistant Director of Admissions and Coordinator of Multicultural Recruitment—all of Hampshire College

12:15 – 2:00 P.M. LUNCH ON YOUR OWN

2:00 – 3:15 P.M. CONCURRENT SESSIONS

Salon D, Level 5
Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success | Problem Solving Session

CS 10: Packaging Diversity: Exploring Cross-campus Collaboration Models for Student Success

Participants will be able to identify appropriate points of overlap and means of sharing information, responsibility, and agency regarding the intersections of diversity, high quality learning, and universal student success.

Research suggests that siloed approaches to universal student success is ineffective. Campus units that intend to increase student engagement and persistence on their own are less effective than those that find strategic points of collaboration and cooperation. This interactive session will explore the problem of building effective alliances. It will address two interrelated issues: 1) the development of a novel collaboration between faculty development, TRiO student success programs, and Residence Life and Housing to support high quality learning of the whole student; and 2) explore the use of storytelling to broaden and deepen faculty, mentors, staff, and residential leadership engagement with issues of diversity. Participants will be engaged through the use of storytelling, open discussion, reflection and concept-mapping around potential programmatic collaboration that begins to address concerns about diversity and student success on their own campuses.

Cheryl Richardson, Assistant Director, Center for Teaching and Assessment of Learning, Kimberly Saunders, Executive Director, TRiO Pre-College and Student Success Programs, and Jessica Cornwell, Residence Hall Coordinator, Residence Life and Housing—all of University of Delaware

Salon A, Level 5
Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success | Problem Solving Session

CS 11: Practicing Diversity

Participants will 1) engage in a model workshop that is designed to explore the roles that academic affairs, student affairs, faculty, staff, and students play in the development and maintenance of safe
classrooms and campus spaces for individuals of all identities; and 2) learn how to plan and facilitate similar workshops, and develop tools and strategies for expanding this work on their own campuses.

What does it mean to “practice diversity” on a college campus? What does it really mean for a campus to be “diverse?” How can we foster inclusion in classrooms and curricula? What information and tools for action are available to make campus communities stronger and campuses safer for all learners? Practicing Diversity is a collaborative effort by students, faculty, and staff to create critical dialogues about diversity inclusion on Columbia College Chicago’s campus. Participants will experience a model Practicing Diversity session and come away with tools and strategies to bring similar collaborations and conversations to their home institution.

Lott Hill, Executive Director, Center for Innovation in Teaching Excellence, Ramona Gupta, Coordinator, Asian American Cultural Affairs, and Lance Cox, Student—all of Columbia College Chicago.

Franklin 1, Level 4
Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success | Strategic Planning Session
CS 12: Transforming Institutional Climate Through Strategic Intergroup Dialogue Programs

Participants will 1) assess and adapt institutional-appropriate strategies to build capacity and intercultural skill across campus; and 2) discuss the creative use of intergroup dialogue pedagogy within varied campus constituencies to positively impact the overall institutional climate for diversity and inclusion. Potential partnerships and collaborations across institutions, regionally, and between session participants are also likely outcomes.

Session facilitators will explore the pedagogy of intergroup dialogue as it can be 1) adapted for undergraduate academic programs, co-curricular workshops, pedagogical development, and 2) used as a practice among faculty members, with graduate and professional students, and as a staff development tool. Participants will experience some of the process and content used in intergroup dialogue as well as think through and share how any or some combination of the methods might be used effectively on their individual campuses and in their unique contexts. There will be some larger discussion of strategic ways for moving the overall institutional climate towards one that is more positive for diversity and inclusion. While the demographic changes on our campus might be slow, particularly for faculty and staff, the transformations of skills and understanding become all the more important to building a positive learning environment for all students.

A.T. Miller, Associate Vice Provost for Academic Diversity, Adi Grabiner-Keinan, Director of Intergroup Dialogue Project, Amber George, Program Coordinator of Intergroup Dialogue Project, Vivian Relta, Facilitator, Organizational and Workforce Development—all of Cornell University.

Franklin 3, Level 4
Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success | Problem Solving Session
CS 13: Best Practices for Diversity Assessment Surveys and The Implementation of Their Results

Participants will 1) discuss and analyze how assessments and resulting data sets can be used effectively to support best practices in inclusive excellence; and 2) understand how to identify and overcome challenges to implementation.

Increasingly, colleges are moving toward consortia arrangements to leverage systemic change. The Consortium for High Achievement and Success, CHAS, founded in 2000, is the oldest and largest organization of its kind. It brings together selective liberal arts institutions dedicated to transforming
campus culture by eliminating institutional barriers and creating gateways for achievement and success. By producing and disseminating empirical evidence to inform equity and inclusion initiatives to benefit all students, CHAS institutions have one of the oldest and most detailed data sets on diversity in the nation. Administrators from several CHAS member institutions will share their insights on the implementation of the survey and use of the assessment for their campuses. The administrators come from small liberal arts institutions with very different histories and cultures. They are all committed to diversity and inclusion and to working with participants to facilitate access and achievement.

Jennifer Baszile, Director, Consortium on High Achievement and Success—Trinity College; Gretchen Hathaway, Chief Diversity Officer and Coordinator of Title IX—Union College; and Susan Layden, Research Analyst for Enrollment, Retention and Achievement—Skidmore College

SALON B, LEVEL 5
Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success | Problem Solving Session

CS 14: Designing Inclusive Classrooms through Reflection

Participants will 1) be conversant with key vocabulary (technical, colloquial) used by social justice scholars when talking about inclusion and diversity; 2) reflect upon the role of privilege in higher education; 3) display an understanding of developmental, social, and emotional experiences of persons in a higher education learning environment; 4) reflect on personal biases and/or other beliefs and behaviors that could be exclusionary; and 5) demonstrate an ability to critique a learning environment through the lens of inclusivity.

All educators bring a unique perspective to the classroom, but they also bring biases into which they were born. Lack of awareness of these biases may inadvertently create exclusionary spaces in the classroom. During the Fall 2015 semester, an Inclusive Classrooms Workshop was piloted at Virginia Tech, in which GTAs were encouraged to examine their own teaching and learning experiences in higher education through the lens of identity, intersectionality, privilege, and power. Discussion and interactive activities promoted cross-disciplinary dialogues about classroom environments and self-reflection and awareness. This session will offer the same information and activities in a condensed format to give participants a unique set of tools they can take back to their home institution to engage in similar discussions with their peers.

Darren Maczka, Graduate Student and Martina Svyantek, Graduate Student—both of Virginia Polytechnic Institute and State University

SALON C, LEVEL 5
Shifting Paradigms Across the Curriculum | Strategic Planning Session

CS 15: Anti-racist Multiculturalism Across the Curriculum: A Tool for Curricular and Campus Transformation

Participants will 1) examine a framework for anti-racist multicultural (ARM) curricular transformation; 2) understand how an ARM framework can be applied across disciplines; and 3) tie curricular change to intentional institutional transformation embracing inclusivity.

This strategic planning session will introduce concepts and tools used in an Anti-Racist Multiculturalism Across the Curriculum (ARMAC) workshop developed at Minnesota State University Moorhead. ARMAC emerged from a faculty development action plan tied to a multi-campus anti-racism initiative in the upper Midwest. This session, designed primarily for teaching faculty and those responsible for academic affairs, will encourage participants to examine how race and racism shapes educational praxis and how
antiracist multicultural curricular transformation can contribute to intentional faculty development and institutional strategic planning embracing inclusivity across disciplines. Examples will be provided from introductory and upper-level courses which have gone through this transformation process. Data will be shared from learning assessments and program evaluation which demonstrate the effectiveness of the ARMAC approach. Small group activities will allow participants across disciplines to collaboratively explore development of course learning objectives, pedagogy, curricular materials, assessment, and classroom culture, all via an anti-racist lens.

Phyllis May-Machunda, Professor of American Multicultural Studies and Alison Wallace, Professor of Biosciences—both of Minnesota State University Moorhead; and Amy Phillips, Associate Professor of Social Work—Minot State University

FRANKLIN 2, LEVEL 4
Emerging Innovations and the Campus Experience | Problem Solving Session
CS 16: Men of Color and The Americans with Disabilities Act (ADA) - Implications of New Regulations

Participants will learn 1) New regulations of ADA and how they effect students at community colleges (especially students of color); and 2) the rights and responsibilities of the college and the students when developing a reasonable accommodations plan.

How are community college serving students with disabilities? Is your institution on top of the current policies and procedures for handling reasonable accommodation request for your students and staff? This interactive session will review practical issues that community colleges may face when it comes to the Americans With Disabilities Act.

Kevin Christian, Senior Program Associate of Diversity, Inclusion and Equity—American Association of Community Colleges; Glennis Daniels Bacchus, ADA and Academic Coordinator—The College of Southern Maryland; and Jacori McEachnie, Student—Montgomery County Community College, PA

FRANKLIN 4, LEVEL 4
Emerging Innovations and the Campus Experience | Strategic Planning Session
CS 17: Shedding Light on the Hidden Curriculum

Participants will 1) learn a new set of activities to teach the hidden curriculum of academia; 2) acquire resources to facilitate the games in or out of the classroom; 3) learn how to adapt these activities to different settings including online modules; and 4) begin to develop their own games/activities.

Students must navigate many unspoken rules of academia in order to be successful in college and graduate school, however, support systems that teach this Hidden Curriculum (Conley, 2005) are less likely to be provided for traditionally underrepresented students in college, first-generation students, and students from under-performing school systems (Conley, 2005; Pascarella & Terenzini, 1991; Ramirez, 2011). Supporting diversity in higher education requires institutions of higher education to not only provide more explicit instruction in the hidden rules of the game in college, but to do so in appealing ways. This session will demonstrate several activities, games, and strategies that can be used in or out of the classroom to engage students in learning the hidden curriculum in new and exciting ways, with a focus on understanding the academic landscape, strengthening collegiate literacy, and modeling complex decision making in academic and research ethics.

Heather Haeger, Educational Research Associate, Bridgette Clarkston, Curriculum Associate, and John Banks, Director of the Undergraduate Research Opportunities Center—all of California State University, Monterey Bay
Developing Guided Learning Pathways to Enhance Student Success | Problem Solving Session

CS 18: Collaborating with High Schools to Strengthen the College Pipeline

Participants will understand advanced placement as a tool for developing college readiness among underrepresented groups and learn best practices for engaging high school teachers to strengthen educational pipeline in targeted disciplines.

Increasing student success starts well before students enter college, but higher education faculty and administrators can have more impact than they realize on the early phase of the academic pipeline. Programs like advanced placement offer rigorous coursework in high school that can create a pathway for underrepresented students and help them succeed when they get to college, especially when they are supported by strong collaboration between secondary and post-secondary educators. Since 1999, Indiana’s Advanced Placement (AP) Psychology teachers have collaborated with professors at Indiana University-Purdue University Indianapolis (IUPUI) to enhance student success. The founders of the Indiana High School Psychology Teachers Association and IUPUI faculty will present on the successes of their collaboration and discuss how student performance has been positively affected. The presentation will also focus on best practices for building effective partnerships with secondary institutions, strategies for adapting this format to multiple disciplines.

Melanie Morgan, Director, Academic Relations—College Board; Drew Appleby, Professor Emeritus of Psychology—Indiana University-Purdue University Indianapolis; Amanda Harmon, AP Psychology and U.S. History Teacher—Zionsville Community High School; Mike Martynowicz, Instructor of Education—Manchester University; and Bethany Neal-Beliveau, Director of Undergraduate Studies for Psychology and Co-director—Indiana High School Psychology Teachers Association Conference

3:45 – 5:00 P.M. CONCURRENT SESSIONS

Salon A, Level 5
Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success | Problem Solving Session

CS 19: Advancing Interfaith Cooperation: Utilizing Existing Frameworks and Experiences to Create Change

Participants will be able to 1) explore frameworks that articulate success for interfaith work; 2) analyze these frameworks as they relate to specific examples of interfaith engagement on a college campus; and 3) develop an action plan for interfaith engagement within their own campus community.

A liberal arts education prepares students for civic leadership in a diverse society. As is evident in the daily news and national discourse, religious diversity plays a key role in our world. Yet, for all of the discussions of diversity on campus, the religious dimensions have too frequently been left out. This is changing. A set of campuses are taking religious diversity increasingly seriously, building integrated programs intended to advance interfaith learning outcomes. Based on these experiences, Interfaith Youth Core (IFYC) has compiled the Leadership Practices for Interfaith Excellence (recently published in the AAC&U publication Liberal Education). In this session, IFYC staff will present on these practices and campus partner Joe Pritchett will present concrete examples of these practices in action. Following this brief presentation, session participants will be invited to begin their own planning for interfaith engagement on campus. Presenters will facilitate conversations to provide guidance, leaving participants with actionable interfaith plans.
Mary Ellen Giess, Senior Director of Co-Curricular Partnerships—Interfaith Youth Core; and Joseph Pritchett, Area Coordinator, Residence Life and Housing—University of Delaware

F R A N K L I N  4,  L E V E L  4
Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success | Problem Solving Session
CS 20: Personal Narratives as Change Agents: Using the Habits of Mind to Frame Deep Introspection

Participants will engage in discussions about how making transparent metacognitive activities in the curriculum can help students think deeply about the world around them. They will 1) explore the habits of mind as a framework to think about problem solving strategies; 2) discuss connections between deep personal narrative writing and how this leads to student success; and 3) examine what it takes to help students transcend and experience a threshold concept through the metacognitive lens.

Writing a personal narrative for a class assignment, personal statement for graduate school or fellowship can be difficult if students are not used to critically think about themselves in the context of their world. How do they situate themselves on the page in a way that invites the reader in? It’s about deconstructing their world then building it back up in a way that has them challenge preconceived notions and previous assumptions, and explore and think of themselves as well as others. This session will ask how educators can engage students in metacognitive tasks that encourage them to question their academic, personal, and professional worlds, with emphasis on writing a personal narrative.

Natasha Oehlman, Writing and Professional Communication Associate—California State University Monterey Bay

S A L O N  B,  L E V E L  5
Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success | Problem Solving Session

Participants will 1) be able to discuss how campuses are developing the cultural competence of faculty, staff, and students in order to advance significant change for diversity, high-quality learning and student success; 2) examine the importance of involving the entire campus (students, faculty, staff) in the development of intercultural competency; 3) problematize how to cross-curricularly and vertically teach and assess intercultural knowledge and competence among its faculty, staff, and students; and 4) explore how an assessment tool for intercultural sensitivity can also provide valuable learning opportunities as a teaching tool.

The importance of developing intercultural competency among students, faculty, and staff is now a hallmark of institutions of higher learning, yet adapting one or more methods and assessment tools to fit the challenges and institutional goals of a particular campus is easier said than done. Moreover, assessing a person’s ability to empathize and engage with another culture can be fraught with pitfalls. The measuring tool under discussion here is the Intercultural Development Inventory (IDI), which research has shown to be a useful instrument consisting of a 50-question survey. It’s not without problems, however. Participants in this session will learn how some students have become uncomfortable with the notion of being categorized and judged on their ability to understand and interact with other cultures. This problem-solving session discusses ways to adapt the IDI of an assessment tool by finding additional value with it as a teaching tool and by training faculty and staff.
Participants will be able to 1) define inclusion and identify cultural assumptions about learning that underlie inclusive higher education pedagogies; 2) use the critical research on learning to identify best practices in teaching inclusively; 3) apply these best practices to their own teaching and pedagogy; 4) design ways of assessing the impact of their pedagogical choices on student learning and on the classroom climate for learning; and 5) explain the links between teaching inclusively, student motivation and metacognition.

What does teaching inclusively mean? Is there a way to teach all students and still teach every student? These are some of the questions that participants will explore while examining some proven learning principles and classroom techniques that support learning for all students. Inclusive teaching is intentional and based on learning research. According to Griffiths (2010), “It is an affirmative, intentional activity which recognises that there is a responsibility to deliberately structure teaching in a certain way in order to achieve maximum inclusion. It recognises that the facilitation of learning is a highly skilled activity which cannot be left to chance.” This session will help participants identify areas for change, either in their own teaching, and/or in the teaching of others, and will also provide a model for facilitating reflection and change with faculty and peers on their campuses.

Catherine Ross, Director, Teaching and Learning Center—Wake Forest University

An intersectional perspective requires a paradigm shift in how social identities and social oppression are often conceptualized. Instead of a multiple identities or additive approach, which treats different social identities and forms of inequality as separate and independent from each other, an intersectional approach focuses on understanding how different social categories simultaneously interact, shaping people’s identities and lived experiences. The Tapestry Model (TM) uses the metaphor of weaving a tapestry to explicate some main tenets of an intersectional framework and other aspects of how people experience social identities within larger systems of structural inequality. Using colored threads to reflect different social identities, the TM allows people to conceptualize and explore how identities/inequalities simultaneously affect each other. The TM provides a concrete way for people to grasp and utilize intersectionality in their work with students and other members of the University community, including in programming, advising, counseling and diversity education.

Diane Goodman, Diversity Consultant/Adjunct Professor—State University of New York New Paltz
CS 24: Strategic Academic Mentoring of Undergraduate Black and Latino Males: Measuring Impacts

Participants will 1) understand the elements of Strategic Academic Mentoring (SAM); 2) understand the impact of an informal university-based program to increase the retention and graduation rates of undergraduate Black and Latino males; 3) utilize the SCOPE model for problem solving and team development; and 4) be exposed to effective quantitative measurement approaches to assess program impacts.

Session facilitators will introduce Strategic Academic Mentoring (SAM) as an approach to increase retention and graduation rates of Black and Latino males at a New England regional comprehensive public university. High-impact, youth-centered practices were utilized to form the Brotherhood of Scholarship and Excellence, an informal program that incorporates SAM. SAM is comprised of three components: 1) Space (establishing a safe space for expression and disclosure); 2) Support (peer-based and through faculty/staff mentors); and 3) Resources (linking students to academic opportunities, internships, and employment). Initial findings from year one of the Brotherhood of Scholarship and Excellence program (BroSE) will be shared. The SCOPE model, an acronym for Symptoms, Causes, Options, Performance Plan, and Evaluation, will be utilized to engage participants in crafting approaches to quantitative empiricism to measure BroSE program impacts.

Yan Searcy, Associate Dean School of Health and Human Services and Quintin Robinson, Assistant Professor—both of Southern Connecticut State University

CS 25: Institutionalizing Support for Undocumented Students

Participants will 1) have a better understanding about undocumented students and the barriers and challenges they face; 2) learn how the most ethnically diverse institution in the Midwest has worked to create a campus climate that promotes education and advocacy of undocumented students among faculty, staff, and administrators; 3) learn about a successful training model for faculty and staff to better support undocumented students; and 4) have a blueprint for implementing strategies to support undocumented students based on the needs and characteristics of their own campuses and students.

There are 1.8 million undocumented youth under 18 who live in the U.S. Of this group, approximately 65,000 graduate from high school each year. It is estimated that over 7% of undocumented high school graduates enroll in a college or university. (College Board Advocacy, 2012). Undocumented students have many of the same dreams and goals as their United States citizen peers, but they often encounter challenges and barriers. This presentation will address those challenges and barriers, and will provide the audience with best practices for supporting undocumented students by cultivating an open and supportive campus environment, where faculty, staff, and administrators work together to change policies, educate each other, and become better support systems for undocumented students.

Luvia Moreno, Director of Undocumented Students Resources and Daniel López, Jr., Associate Vice President for Student Affairs—both of Northeastern Illinois University
Emerging Innovations and the Campus Experience | Strategic Planning Session

CS 26: Call to the Black Minds Matter Movement: Strategies to Improve Diversity Retention of Generation X and Millennial Faculty in Higher Education

Participants will learn new research findings about the traits of the Generation X and Millennial generations and how Innovation Management and other methods can be used by higher education administrators to increase intellectual capital from and diversity retentions rates of these generations.

Academics like Dr. Melina Abdullah have helped give birth to the Black Lives Matter movement; however, in higher education the slogan transforms into a slightly different context, and should become the movement of “Black minds matter.” For nearly 50 years, Institutions of Higher Education (IHEs) have sought to increase their compositional diversity, in efforts to create environments where their student population can look reflectively upon faces similar to their own. Universities have sought to implement principles of Critical Mass theory to diversify the student compositional demographics, in addition to significant retention and recruitment initiatives geared toward faculty (Whitaker, Montgomery, & Martinez-Acosta, 2015). Despite such initiatives, the overall attrition rate for Underrepresented Minority faculty is 48%, with rates of 27%, 36%, 42%, and 90% for Asian, Hispanic, Native American and Black faculty respectively. Participants will explore how the use of Innovation Management (IM) principles in IHEs could potentially provide outlets of empowerment for URM that would increase retention.

Erin Lynch-Alexander, Assistant Professor, Department of Educational Specialties—Austin Peay State University

CS 27: Financial Indicators of Student Success

Participants will learn about findings from two recent pilot surveys that investigate the impact of financial and non-financial variables on student success.

What financial and non-financial decisions impact student success, persistence and degree completion? How can universities intentionally mine their student data to find financial red flags that signal a student is in trouble? Five universities, working together, did just that. Temple University, Florida International University, Georgia State University, Portland State University and the University of Illinois Chicago created two pilot surveys to pool their data to 1) investigate the impact of financial and non-financial variables on student success; 2) capture common strategies and interventions that support student success; and 3) identify specific variables that might predict student retention, especially for at-risk students. With the results, they detected several academic and financial variables that could be used to help predict graduation and retention. Participants will hear about the lessons learned from this study and share insights from their own institutions.

Consuelo Boronat, Director of Retention and Graduate Success Office—Florida International University; Susan Farrugia, Assistant Vice Provost, Office of Undergraduate Affairs—University of Illinois, Chicago; Shari Garmise, Vice President, Urban Serving University—Association of Public and Land-Grand Universities; and Jodi Levine Lauflgraben, Vice Provost for Academic Affairs, Assessment and Institutional Research—Temple University
Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success

POSTER 19: Individualized Learning in Large Lectures Courses...a Multi-tiered Approach

Participants will be provided with a course model which demonstrates a way of evening the playing field in large lecture introductory science courses, providing a truly individualized pathway for learning.

Students entering undergraduate science programs differ greatly in academic backgrounds and learning styles. Hence, it is a challenge to try to best serve the needs of each individual amongst a large cohort of students. A course’s Recitation component can offer an opportunity to individualize student learning, setting students up to succeed. Using a multi-tiered approach to design assignments can insure that students actively work through material via an appropriately customized path. Additionally, this tiered approach can foster the formation of student study groups. The format was piloted in BIO 126 Physiology and Ecology at Drexel University (n>400) and student feedback concerning this approach has been overwhelmingly positive. The model provides a means of filling in gaps from previous schooling when needed, while also providing opportunity for more advanced work for those students who may have previous AP course experience.

Monica Togna, Assistant Teaching Professor of Biology—Drexel University

POSTER 20: Examining Sense of Belonging Amongst Minority Students at the U.S. Air Force Academy

Participants will gain an awareness of the value of diversity in higher education; see the disparity between different racial groups and their representation in higher education; and gain a better understanding of the relationship between sense of belonging and student success.

The stepping stone for the session will be U.S. Air Force Academy (USAFA) research entitled Examining Culturally Diverse Cadets’ Sense of Belonging at the USAFA. It contains several significant and alarming findings concerning sense of belonging amongst minority cadets, which potentially is affecting their performance in and out of the classroom. The session will then shift to literature and analysis surrounding the value of diversity in higher education. This includes Thomas’s literature on minority students’ academic success and the importance of higher education’s value placed on diversity. The poster session will also provide solutions from Schmader and Hall to valuing diversity and improving inclusion. After receiving the information, participants will have the opportunity to brainstorm and reflect on diversity at their own campus while interacting with facilitators.

Sonia Esquivel, Assistant Professor of Spanish, Leah Pound, Instructor and Executive Officer, and Stephanie Bossert—all of United States Air Force Academy

POSTER 21: Fostering Global Citizenship and Leadership Through the Wagner Plan for the Practical Liberal Arts

Participants will see how AAC&U’s LEAP Essential Learning Outcomes provide vision for advancing critical life-long civic values, commitment, and agency for the common good.
Participants will benefit as professionals interested in developing the internal landscape of student lives by developing a model utilizing community-based learning experiences as a means to help students develop skills to be effective actors in civic affairs while also providing them with experiences that inspire them to be life-long community participants and potential leaders. The poster will show how 1) “Knowledge of Human Cultures and the Physical and Natural World” develops in part through identifying sameness while pursuing otherness, and understanding global cultures; 2) “Intellectual and Practical Skills” create individuals who can perform anywhere yet cherish uniqueness and succeed; and 3) “Personal and Social Responsibility” evolve through examining the social dynamics of race, ethnicity, class, gender and how they influence institutional structures, social issues, and policy. And they will see how the outcomes of “Integrative and Applied Learning” transcend academic boundaries to enrich the academic experience and allow engagement in other cultures (courses/ experiences) and truly become a global citizen while pursuing a degree.

Ellen Navarro, Director, Center for Intercultural Advancement and Patricia Tooker, Dean of Integrated Learning—both of Wagner College

POSTER 22: Faculty/Staff Development for Engaging Diversity: Intergroup Dialogue Model for Building Inclusivity

Participants will develop understanding of how dialogue may be used to promote development of inclusive learning communities engaged in authentic conversation about critical social and political challenges and opportunities associated with domestic diversity and global inter-connections.

Social perspectives on a myriad of political and social issues should be central to the curriculum of colleges and universities, yet we are fearful of creating opportunities for engaging our students in courageous conversations on controversial topics. Liberal Arts colleges and universities in particular should model ways in which higher-education can use not only theory, but story-telling and personal narratives to deepen the understanding of multiple perspectives on complex issues. Toward this end, we propose an integrative curricular, faculty development, and student affairs model, founded upon the principles of Intergroup Dialogue and Diversity Education, for engaging authentic conversation as an intellectual and personal practice. This poster will present a faculty/staff development model for using intergroup dialogue to help campus communities engage the differences in the world around them in respectful and caring ways. This experiential learning model promotes critical thinking and life-long learning, as well as cultural intelligence.

Deirdre Johnston, Professor of Communication and Lorna Jarvis, Professor of Psychology—both of Hope College

POSTER 23: Innovations in Preparing Prospective Teachers for High-Needs Urban Schools

Participants will learn about a set of action steps that can promote innovation at their colleges and/or universities in rethinking undergraduate teacher education programs to better prepare prospective teachers for high-needs urban schools.

This poster will describe exploratory, problem-based learning experiences that examine undergraduate teacher education programs and identify practices to promote innovation. Participants will consider how to analyze, synthesize, and evaluate the barriers to innovation in higher education; ways to collaborate to identify knowledge, skills, and dispositions to support innovation; and see how to develop action steps for redesigning undergraduate teacher education programs to better prepare prospective teachers for high-need urban schools within existing traditional education programs.

Michele Hancock, Special Assistant to the Provost and Jacqueline Easley, Chair, Department of Education—both of Carthage College
Shifting Paradigms Across the Curriculum

**POSTER 24: Game Based Learning: A Pathway to Foster Inclusion in the Classroom**
*Participants will* observe outcomes of Game-Based Learning (GBL); observe examples of fostering inclusion in entry-point courses; and discover a roadmap for creating a game-based introductory course sequence.

The University of Phoenix will share how they integrated Game-Based Learning to foster inclusiveness in entry-point courses to increase student success. Participants will see a road-map for creating such sequences and discuss the strong resulting correlations that gamification has had as a part of the early wins for student success and retention.

*Angie Williams, Dean of Multicultural Affairs and Diversity and Jessica Philipp, Program Dean, College of Humanities and Sciences—both of University of Phoenix*

**POSTER 25: Developing Culturally Responsive Teaching: A Strategic Framework for Faculty Teaching Centers**
*Participants will* 1) identify learning competencies for culturally responsive teaching; 2) discover application-based teaching development programs for faculty; 3) acquire best pedagogical practices for application in the culturally diverse classroom; 4) examine assessment metrics for culturally responsive teaching; and 5) explore various approaches to achieve engagement in culturally responsive teaching.

A strategic planning framework for culturally responsive teaching will be presented, including approaches and resources for connecting diversity and high-quality learning to advance student success. The framework includes information for developing faculty learning communities; identifying and refining learning competencies; creating an assessment metric; understanding detailed faculty development phases and tiers; and fostering a ‘marketing’ approach for campus engagement and launch considerations. The poster will identify promising evidence-based pedagogical practices and how to apply them to what is known about student learning, particularly that of culturally diverse students. This framework provides faculty with opportunities to acquire and practice pedagogies that facilitate significant learning for all students.

*Michelle Rego, Associate Professor of Marketing Communications, Rory Senerchia, Associate Professor and Chair, English as a Second Language (ESL) Department, and, Susan Pasquale, Associate Provost for Faculty Affairs and Executive Director—all of Johnson & Wales University*

**POSTER 26: Nuestros Cuentos: Storytelling, Civic Engagement, and Expanding our Campus Community**
*Participants will* learn various storytelling models meant to engage underserved students and gain an understanding of civic engagement models designed specifically to create community across divisions of race, gender, language, class, and age.

This poster will articulate a unique project centered on storytelling across borders, but also, and most importantly, will propose a model capturing the notion of border-crossing in a civic engagement project taking place simultaneously on a university campus and surrounding community. The development of multilingual/multicultural community-building spaces in this civic engagement course encouraged students to dialogue around issues of race, class, gender, and other forms of oppression. It was within these particular spaces that students exchanged stories in the process of self-reflexivity with a goal of not only learning stories from others to gain a new perspective, but to move toward crossing socially constructed borders. Concretely, the process put a face to the abstract terms related to the discussion...
of “power and privilege. Participants will see how the idea that students simultaneously cross through multiple borderlands necessitates border-crossing service-learning models to prepare them for an ever-changing global society.

_Estrella Torrez, Associate—Michigan State University_

**LEAP Featured Session*®**

**POSTER 27: The Importance of Using Signature Assignments; A Process for Design and Evaluation**

*Participants will* become familiar with the literature supporting the pedagogical benefits of using signature assignments to increase student engagement, critical thinking, and deep learning; gain insights and strategies for designing and evaluating a signature assignment; and engage in activities that promote reflective dialogue discussing the possibilities and challenges of using signature assignments across the curriculum, to include student motivation, mapping, assessment, and uses for employment.

Employers believe that requiring students to complete a significant applied learning project in college improves both the quality of learning and the quality of graduates’ preparation for careers (Hart Research Associates, 2015). With this in mind, faculty in an undergraduate public health program purposefully integrated applied/engagement-based signature assignments into core courses throughout the four-year curriculum in order to strengthen student engagement, foster deep learning, and address both the concerns today’s employers expressed and the LEAP Challenge. This poster session will present the process for design, results from a pilot study intentionally integrating active learning pedagogies, and lessons learned.

_Pamela Pinahs-Schultz, Professor Health Science, Assessment Director and Barbra Beck, Associate Professor Public Health—both of Carroll University_

**Emerging Innovations and the Campus Experience**

**POSTER 28: Highly Scaffolded Undergraduate Research Experiences for First-Year Students**

*Participants will* learn how to scale, scaffold and institutionally integrate a large-scale model of faculty-led undergraduate research involvement and how to adapt the model to any campus discipline.

This poster will describe the University of Maryland (UMD) FIRE (First-Year Innovation and Research Experience) program that provides first-year students with authentic research experience, broad mentorship, and institutional connections that impact academic success, personal resilience, and professional development. The program recruits students not invited to the highly-competitive UMD Honors College, College Park Scholars and other academically competitive living-learning programs. The program has an open application that invites students of all backgrounds, levels of experience and preparation and academic disciplines to join. Cohort selection is not competitive in a manner that ensures diverse student inclusion and impact. In 2015-16 FIRE will serve nearly 500 students. The cohort that begins during this academic year will match the highly diverse student profile of the institution (~44% minority, gender balanced, a large number of undeclared students). The FIRE program utilizes dedicated non-tenure track faculty members and teams of undergraduate peer mentors to provide a highly-scaffolded approach to authentic research involvement.

_Patrick Killion, Director of First-Year Research Programs—University of Maryland_
POSTER 29: Success Central Initiative: A Pilot Intervention Addressing the Success of Latino and African-American University Students

Participants will learn about the development and implementation of a collaborative university-based intervention that trained upper-class students of color to support the success of sophomore students of color through a peer-to-peer mentoring relationship centered on the success coaching model.

This poster will present the development and implementation of an innovative and collaborative university-based approach to supporting the success of African-American and Latino college students. The pilot initiative trained upper-class African-American and Latino students to use success coaching in mentoring relationships with sophomore African-American and Latino students. Participants will learn how the initiative was funded and implemented, as well as preliminary outcomes. They will examine a summary of the pilot year qualitative data that include mentees’ concerns and issues that they feel either support or impede their success and a summary of quantitative data pertaining to mentee satisfaction with the intervention, preliminary analysis of the impact of intervention on perception of college experience and academic skills, and student retention post-intervention.

Reginald Simmons, Associate Professor of the Department of Criminology and Criminal Justice and Licensed Psychologist, Luis Recoder-Núñez, Professor, Department of Mathematical Sciences and Director, Latin American, Latino, and Caribbean Center, Evelyn Phillips, Professor, Department of Anthropology, Sheri Fafunwa-Ndibe, Professor, Department of Art, Center for Africana Studies, and Awilda Reasco Director, Educational Opportunity Program—all of Central Connecticut State University

POSTER 30: Student-Created DocuTheatre: Developing Student Change-Agents and Deepening Campus Diversity Dialogue

Participants will learn to initiate, support, institutionalize, and advocate for documentary-based, student-led artistic projects that address campus climate issues within a framework of community self-examination and social justice.

Since 2006, an innovative in-house documentary theatre program in Muhlenberg College’s Orientation Experience has dramatically enlisted students in conversations about diversity. The Sedehi Diversity Project (or “SDP”) is comprised of a new ensemble of students drawn every year from across academic disciplines to conduct confidential interviews with other students and faculty/staff members about what it means to be part of a diverse college community. These students then weave transcripts of those interviews into a playtext that they perform live as a documentary theatre piece for incoming First Year students. Not only have conversations about diversity proliferated and deepened at the college since the SDP’s inception, the program has provided valuable institutionally-sanctioned social justice leadership opportunities for upperclassmen from historically underrepresented communities. In this poster session, the project’s shepherds will discuss ways to initiate, support, institutionalize, and advocate for such documentary-based, student-led artistic projects such as the SDP.

James McMaster, PhD Student in Performance Studies—New York University; and Troy Dwyer, Associate Professor of Theatre, James Peck, Associate Dean for Diversity Initiatives, and Robin Riley-Casey, Director of Multicultural Life—all of Muhlenberg College

POSTER 31: Creating a Culture of Innovative and Sustainable Change

Participants will gain an understanding of how to engage underrepresented staff, faculty, administrators, and students in change by focusing on the voices of underrepresented people to ensure students success and inform strategic goals.
Institutional change on a large scale requires the participation and commitment of people from all levels of a campus community in order to be successful. The Chapman Diversity Project is an example of a budding initiative that is having a significant impact on the state of diversity and inclusion at its host university. This initiative provides a platform for members of underrepresented groups on campus to develop strategic recommendations for the institution in order to create short and long term change. This poster will explore the structural organization of the Chapman Diversity Project—including its seven Advisory Groups and five Task Forces—to provide an example of how to inspire university-wide change. 

Leon Lukic, Student Assistant for Diversity and Inclusion, Office of the Chancellor, Erin Pullin, Assistant Director of Diversity and Inclusion, Office of the Chancellor, and Joseph Slowensky, Vice Chancellor for Institutional Effectiveness and Faculty Affairs—all of Chapman University

Developing Guided Learning Pathways to Enhance Student Success

POSTER 32: Community Engagement and Leadership in Science: Increasing Opportunities for URM Students in STEM
Participants will learn about an after-school program designed to increase URM participation in STEM research and teaching careers.

Despite efforts to increase participation of women and people from underrepresented groups (URM) in STEM fields, and despite the diversification of the U.S. population overall, participation in STEM majors and careers (including teaching) remains stubbornly male and white. This poster will describe the Community Engagement and Leadership in Science program, a partnership with two goals: 1) increasing the number of undergraduate STEM majors who consider a teaching career; and 2) increasing the number of URM high-school students who go on to college and major in a STEM field. The program utilizes a community-based inquiry model to increase student engagement and learning.

Liza Finkel, Associate Professor—Lewis & Clark College

POSTER 33: Illuminating the Pathway: How a 4-year graduation Guarantee Focuses Attention on Student Success
Participants will compare and contrast Temple’s program with efforts on their campus; apply information gained to student success initiatives they are developing or evaluating; and identify additional ways the different sectors might collaborate to improve student success.

“Fly in 4” brings together four sectors of the campus—advising, communications, technology and faculty to improve graduation rates and make college more affordable by ensuring students graduate in 4 years. The poster will describe how the program leverages academic advising, Banner, communications, and assessment of student learning to illuminate learning pathways and improve student success. Advisors and students use degree audits/roadmaps to navigate requirements while faculty use assessment of student learning to enhance teaching and learning and identify areas for improvement. Via a portal, students can monitor progress in meeting the Fly in 4 checkpoints which include seeing an advisor, registering early for classes, and earning 30 credits a year. The poster will include examples of how the implementation of this program led to identification of processes and policies negatively impacting time to degree and how these barriers are being addressed or eliminated.

Jodi Levine Laufgraben, Vice Provost for Academic Affairs, Assessment and Institutional Research and Gina Calzaferri, Assistant Director Assessment and Evaluation, Institutional Research and Assessment—all of Temple University
**POSTER 34: A Language of Chemistry Support Class for Nonnative Speakers of English**

*Participants will learn how to apply knowledge of constructing a language of chemistry support class to constructing their own support class in a similar or different discipline of study.*

International students who are nonnative speakers of English need to learn the linguistic, cultural, and disciplinary practices involved in studying in American institutions of higher education. It has been found that international students who learn solid study skills and fundamental research methods while in an English for academic purposes (EAP) course—thereby being carefully prepared for American academic culture—often perform better. This poster will highlight the proper constructs of an EAP course designed to help international conditional admission students learn the genre of chemistry and the rigors of academic life while concurrently enrolled in a credit-bearing chemistry course. Information is provided on setting course goals and outcomes, coordinating various teaching methodologies, and compiling data for student achievement and program improvement.  

*Travis Harman, Gateway Program Director—Drexel University*

**POSTER 35: Engagement, Community-Building and Pathways for Community College Students at Four Year Institutions**

*Participants will see successful strategies from two initiatives to engage community college students in research at the University of Michigan.*

This poster will share successful strategies from two initiatives to engage community college students in research at the University of Michigan. The programs are tailored for recruiting and retaining a diverse student population, including women and historically underrepresented students as well as first generation college students and students from socioeconomically disadvantaged backgrounds. The presenter will provide information about best practices used through the creation of programs for both current community college students and matriculated community college transfer students during their first term at UM. The poster will include a discussion of program impacts as well as qualitative data about the impact of the program. The presenter will explain the importance of collaboration and partnerships across campus and with other institutions.  

*Catalina Ormsby, Associate Director Undergraduate Research Opportunity Program—University of Michigan*

**POSTER 36: Engaging Campus Partners to Develop Online Modules for Student Success**

*Participants will identify various groups on campus they can work with to determine foundational learning outcomes for student success.*

Academic service and support providers typically do not deliver grades, but they do often provide foundational skills and competencies essential for student success. This poster will describe how one academic library is partnering across campus to design and develop scalable solutions around core challenges in research and writing, and then deliver evidence of learning and engagement to both students and instructors.  

*Doug Worsham, Teaching and Learning Services Coordinator, Simon Lee, Inquiry Librarian, Lead, Learning Technologies, and Renee Romero, Online Learning Library Assistant—all of University of California, Los Angeles*
**POSTER 37: The Study Abroad Alternative: Initial Perspectives on Extended Service Engagement in Kentucky’s Appalachian Region**

*Participants will* understand the dynamics of a new pilot program that provides an alternative to traditional study abroad programs through extended service engagement in Appalachia.

This poster will provide an introduction to an innovative pilot program called the Kentucky Scholar Intern (KSI) that is being offered through the University of Kentucky. The KSI program provides remote, extended service engagement opportunities (5-10 months) for undergraduate students with nonprofits and government agencies in Kentucky’s unique Appalachian region. A potential alternative to the traditional study abroad program, KSI provides service learning plus an immersion experience in a unique and different culture. At the same time, KSI creates an avenue to earn academic credit through a combination of service learning, distance learning, research, capstone projects, or practicums. As the program is still in the initial start-up phase (first cohort starting January 2016), this poster will provide initial feedback on the program’s efficacy, the student/faculty response to the program, constraints to student recruitment, local agency engagement, the challenges of student housing, university support structures, and obstacles to earning academic credit.

**Todd Stoltzfus**, Director, Social Enterprise and Innovation / Certified Nonprofit Professional (CNP) Program and **Randolph Hollingsworth**, Assistant Provost, Undergraduate Education—both of University of Kentucky

9:45 – 11:00 A.M. **CONCURRENT SESSIONS**

**FRANKLIN 1, LEVEL 4**

*Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success | Problem Solving Session*

**CS 28: Transforming Institutions: Engagement, Equity, and Inclusion**

*Participants will* discuss challenges and opportunities associated with developing multiracial multigenerational coalitions aimed towards institutional change and identify resources to support diverse pedagogies and multiracial and multigenerational coalitions.

How can higher education’s community engagement efforts prepare students and others for inclusive, collaborative leadership in our increasingly diverse nation? What might various constituents do to create campus cultures and practices that support and engage people historically underrepresented in higher education? Over the past two decades, California Campus Compact and Minnesota Campus Compact have led various initiatives and programs designed to explore these provocative questions. Session facilitators will briefly highlight one program from each State Compact (Bridge Building Leadership Initiative – CACC; Cultural Agility Collaboration – MNCC) that has or is currently attempting to address these issues by bringing together a diverse cross-racial group of college/university students, community members, and campus staff and faculty to form a learning and leadership cohort. Join in this engaging conversation where strategies for addressing challenges will be shared.

**Elaine Ikeda**, Executive Director—California Campus Compact/California State University East Bay; **Julie Plaut**, Executive Director—Minnesota Campus Compact; **Tania Mitchell**, Assistant Professor—University of Minnesota; and **Karin Cotterman**, Director of Engage San Francisco—University of San Francisco
CS 29: A Lesson Study Approach to Addressing Power and Privilege in the First Year Writing Classroom

Participants will be offered a summary of experiences with the implementation of a lesson study project addressing social privilege in the university's first-year writing program.

After learning about campus experiences with the implementation of a lesson study project addressing social privilege in a first-year writing program, participants will 1) engage in identifying institutional resources they can marshal to ensure a successful lesson study process in their home departments; 3) develop ideas about how to manage the scheduling challenges inherent to a successful lesson study project; and 4) reflect on obstacles, opportunities, and solutions that exist in their specific institutional and departmental contexts.

Michael Burns, Assistant Professor of English, Randall Cream, Assistant Professor of English, and Tim Dougherty, Assistant Professor of English—all of West Chester University

CS 30: From Band-Aid to Triage: Real Time Response and Intervention

Participants will learn how colleges, in collaboration with academic departments, can map, access, and utilize university data in order to identify, track, and monitor the persistence of underserved students, and provide timely, individualized, and effective interventions for student success.

Thorough a brief presentation followed by whole group discussion, participants will gain an understanding of how to manage the bureaucratic challenges that accompany the application of effective interventions in real time for a shifting perspective on what may constitute underserved student populations. Using the SWOT analysis approach, small groups will be asked to choose and respond to one of the posed questions. And each group will report back to the whole on their findings.

John Hardman, Instructor, Patricia Heydet-Kirsch, Assistant Dean, Robert Shockley, Department Chair, and Valerie Bristor, Dean—all of Florida Atlantic University

CS 31: Wisdom is in the Room: Knowledge Generating Organization Development Interventions for Campus Culture Change

Participants will learn to apply knowledge generating organization development interventions into diversity initiatives involving 30-300 campus community members that will catalyze campus culture change at all levels of an institution.

This session will explore current research related to student success, organizational development, and diversity initiatives that can be used to systematically strengthen diversity, equity, and inclusion in higher education. The Chapman Diversity Project (CDP) is an initiative structured for campus community members to develop and implement strategic recommendations for large-scale institutional change. CDP engages students, staff, faculty, administrators and alumni on five task forces and seven advisory groups in courageous conversations focused on community building, problem solving, and ensuring the success of underserved campus community members. CDP members have initiated changes to policies
and procedures, curriculum, pedagogy, recruitment, assessment, programs, services, staffing, physical space, access, perceptions, professional development, and community relations within the span of a year. Presentation, reflection, and dialogue will be utilized to demonstrate how a flexible diversity initiative tailored to a university can set the stage for positive campus culture transformation.

Erin Pullin, Assistant Director for Diversity and Inclusion, Office of the Chancellor, Lecturer in the College of Educational Studies, Joe Slowensky, Vice Chancellor for Institutional Effectiveness and Faculty Affairs, Accreditation Liaison Officer, and Professor, Dodge College, Daniele Struppa, Chancellor, Professor, Schmid College of Science and Technology, Department of Mathematics and Computer Science, and Stephanie Takaragawa, Assistant Professor, Wilkinson College of Arts, Humanities and Social Sciences, Department of Sociology—all of Chapman University

**CS 32: Diversity is not Enough: Culturally Intelligent Strategies for High-Quality Learning Outcomes**

Participants will 1) gain understanding of the research that suggests diversity alone is not sufficient for creating high-quality learning; 2) develop awareness of the conceptualization of cultural intelligence, the research to support cultural intelligence, and an understanding of cultural intelligence as pedagogy for high-impact learning; and 3) explore the links between the curricular integration of cultural intelligence and the LEAP Essential Learning Outcomes.

This session will provide participants with evidence-based solutions and culturally intelligent strategies for leveraging diversity to create a high-quality learning environment. To complement the evidence-based solutions presented, participants will explore a case study of how the University of Michigan’s Ross School of Business developed an Identity and Diversity in Organizations (IDO) graduation requirement that is integrated with the principles of liberal education and designed to prepare students for a global society. This case study will serve as a framework and guide for discussion around other potential strategies and effective outcomes. During the case study, participants will analyze the IDO pedagogy and its applicability to other campuses. And they will engage in design thinking as a methodology to brainstorm ideas for developing curricular initiatives that support the development of culturally intelligent students through discovery, ideation, and the creation of an experiment that can be implemented on their campuses.

Sandra Upton, Vice President, Educational Initiatives—Cultural Intelligence Center; and Lynn Wooten, Associate Dean, Undergraduate Programs—University of Michigan Ross School of Business

**FRANKLIN 3, LEVEL 4**

**CS 33: Intergroup Dialogue: Shifting Paradigms Toward Student-centered Learning**

Participants will learn about 1) evidence of intergroup dialogue as an effective practice to increase intergroup understanding of structural inequality; 2) intergroup relationship, perspective-taking, and empathy; and 3) intergroup collaboration and engagement for fostering individual and social responsibility to create societal change.

Session facilitators will present how two programs—a longstanding intergroup dialogue program at the University of Michigan and a newer program at Villanova University—have used intergroup dialogue principles to build dialogic practices at various points in the curriculum. Findings from a nine-university study of intergroup dialogue on college campuses will be introduced as will the pedagogical foundations...
necessary for these outcomes to occur. Specifically, facilitators will talk about how active and engaged learning, structured interaction, and facilitated learning environments provide the crucial framework for successful outcomes. Two different programs will be highlighted: the University of Michigan’s Intergroup Relations Education minor and Villanova University’s Presidential Scholars Academy. This background will frame the strategic planning process in the remainder of the session. Participants will be invited to examine where their institutions are already engaging students in the three pedagogical practices and how those can be utilized to build similar outcomes.

**Kelly Maxwell**, Co-Director and Lecturer, The Program on Intergroup Relations and **Adrienne Dessel**, Co-Associate Director and Lecturer, The Program on Intergroup Relations—both of University of Michigan; and **Teresa Nance**, Associate Vice Provost, Office of Diversity and Inclusion, and Associate Professor, Department of Communication and **Sheryl Bowen**, Associate Professor, Department of Communication—both of Villanova University

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**Participants will** 1) understand their current practices as they relate to inclusivity and equity; 2) gain knowledge about the scholarship and emerging practices relating to diversity and equity in the classroom; 3) practice the analysis application of strategies through discussion of several faculty-student scenarios; and 4) apply what they have learned to develop a plan that integrates their insights into their own teaching and advising.

As our classrooms become more culturally and experientially diverse, what can we on our campuses do to ensure that all students have the opportunity to succeed? Many professional development opportunities aimed at helping faculty enhance their teaching practices often overlook the role of cultural competence in teaching and learning and fail to effectively integrate cultural sensitivity with advanced pedagogies. Factors such as race, ethnicity, and socioeconomic status can have a significant impact on a student’s educational experiences. There is a growing body of research that identifies such issues and describes tested strategies for helping both faculty and students overcome them.

In this problem solving session participants will reflect on their current practices, learn about the scholarship and emerging practices relating to diversity and equity in learning, practice the application of strategies through discussion of scenarios, and develop a plan for integrating insights from the workshop into their own work.

**Elizabeth McCormack**, Associate Provost and Professor of Physics, **Jennifer Spohrer**, Manager of Educational Technology Services, **Esther Chiang**, Educational Technologist, and **Jancy Munguia**, Research Assistant for Blended Learning—all of Bryn Mawr College

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**Participants will** 1) learn about a campus initiative and program design for a Student Excellence and Persistence System (SEPS); 2) discuss the challenges and solutions associated with the initiative; and 3) engage findings by sharing ideas related to the conditions faced on their individual campuses.
Many institutions are concerned with attracting and retaining students. However, it is not uncommon to face challenges with retaining (e.g., engaging, motivating, supporting) students from non-traditional backgrounds, not exclusive to adult learners, as well as those who struggle academically or otherwise. Solutions are not insurmountable. Using findings from an undergraduate academic support system for student excellence, retention and persistence, participants will collaboratively discuss challenges and solutions of the issues relevant to their individual campuses.

Anita Lee, Special Assistant to the Dean, School of Education and Professional Studies and Jacob Easley II, Dean, School of Education and Professional Studies/Graduate Division—both of Eastern Connecticut State University

11:15 A.M. – 12:15 P.M. PLenary

Salon E, Level 5
Engaging LGBTQ Students, Faculty, and Studies: Building Democratic Capacity and Academic Success

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

How can campuses engage LGBTQ students and faculty to transcend marginalization and intolerance? How can our curricula explore and accept difference as a core value in a democratic society and in effective educational environments? Dr. Golom will examine what campuses can do to shift their thinking, practices, and cultures to promote the inclusion and academic achievement of all students, thus building the intellectual capacity and empathy necessary to engage diversity issues in a 21st-century liberal education.