Diversity, Learning, and Student Success: Shifting Paradigms and Challenging Mindsets

The complexities of our history with diversity—in both the distant past and more recently—compel us as educators to engage in difficult, but essential, dialogues to identify both institutional and individual barriers that stand in the way of our reaching full and meaningful inclusion for all students in higher education.
Conference Highlights

Conference sessions will examine how to incentivize collaborative action and higher levels of integrated activity across campus sectors and institutions to advance student success and build democratic capacity. Conference plenaries will provide research, theory, and context for the problem solving and strategic planning sessions that follow and that will address moving from deficit-minded to asset-based designs for high-quality student learning. Participants will experience the power of narrative to engage difficult dialogues and address critical challenges in building inclusive learning environments through four perspectives:

- Challenging Mindsets to Advance Diversity, High-Quality Learning, and Student Success
- Shifting Paradigms across the Curriculum
- Emerging Innovations and the Campus Experience
- Developing Guided Learning Pathways to Enhance Student Success

THURSDAY, MARCH 17, 7:00 – 8:15 P.M.

KEYNOTE ADDRESS

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 FANTA AW, Assistant Vice President of Campus Life and Hurst Senior Professorial Lecturer in the School of International Service—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 and Dr. Aw 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.
FRIDAY, MARCH 18, 9:15 – 10:30 A.M.
PLENARY AND DIVERSITY CAFÉ

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, Associate 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 we can 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.

SATURDAY, MARCH 19, 11:15 A.M. – NOON
PLENARY

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.
Pre-Conference Workshops
Separate registration and fee required ($100 members; $150 non-members); seating will be limited, so register early.

THURSDAY, MARCH 17, 2:00 – 5:00 P.M.

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 Initiatives, Cornell University

Student, Faculty, and Community Engagement: Essential Synergies for Student Success

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 advance knowledge and civic agency. Pivoting on “Full Participation” as a framework—exploring the nexus of diversity, community engagement, and student success—participants will address three 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 catalyze their work through policy and practice?

Participants will discuss, analyze, plan, and share tools to cultivate and support healthy campus environments. 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
Developing Real-world Assignments and Problem-solving Approaches to Teaching and Learning

One assumption impeding college success among historically underrepresented populations is that all of 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

Creating Inclusion, Equity, and Excellence: 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 positions 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

Mainstreaming Culturally-grounded Evaluation Processes

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. Workshop 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. More specifically, participants will discuss how 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
Selected Conference Sessions

Re-Designing a Community College Roadmap for Black Males
The Community College of Baltimore County

Transforming Institutions: Engagement, Equity, and Inclusion
California Campus Compact, California State University–East Bay, Minnesota Campus Compact, University of Minnesota

Packaging Diversity: Exploring Cross-campus Collaboration Models for Student Success
University of Delaware

Unleash the Data: Using Data to Change Language, Paradigms, and Minds
Michigan State University

How Can Student-Faculty Pedagogical Partnerships Support Diversity, Learning, and Student Success?
Bryn Mawr College and Haverford College

Campus Stakeholders and Racial Climate Assessments: Skillful Use and Implementation
University of Pennsylvania

Conference Information

All conference activities will take place at the:
Philadelphia Marriott Downtown, 1201 Market Street, Philadelphia, Pennsylvania 19107

Conference Rate: $174 single/$189 double
Reduced guestrooms are available through February 19, 2016 (unless room block is filled earlier).

CONFERENCE REGISTRATION RATES
To register for the conference visit: www.aacu.org/meetings/dlss/2016

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<th>REGISTER BY</th>
<th>January 29</th>
<th>February 19</th>
<th>Beginning February 20</th>
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<td><strong>REGISTRATION RATES</strong></td>
<td><strong>MEMBER</strong></td>
<td><strong>NON-MEMBER</strong></td>
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<tr>
<td>Registration Fee</td>
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<td>Workshop Fee</td>
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<td>Student Fee</td>
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*The campus team registration fee is the cost per person when three or more individuals from the same campus register together.
# Schedule at a Glance

## THURSDAY, MARCH 17, 2016

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>10:00 a.m. – 7:00 p.m.</td>
<td>Conference Registration and Membership Information</td>
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<tr>
<td>2:00 – 5:00 p.m.</td>
<td>Pre-Conference Workshops <em>(separate registration and fee required)</em></td>
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<tr>
<td>7:00 – 8:15 p.m.</td>
<td><strong>KEYNOTE ADDRESS</strong>&lt;br&gt;The Power of Narrative:&lt;br&gt;Understanding Self, Connecting Across Difference&lt;br&gt;Caleen Sinnette Jennings, Jodi Beder, Mary Clark, and Fanta Aw</td>
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<tr>
<td>8:15 – 9:00 p.m.</td>
<td>Reception</td>
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<tbody>
<tr>
<td>7:30 – 9:00 a.m.</td>
<td>Posters and Continental Breakfast</td>
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<tr>
<td>8:00 – 9:00 a.m.</td>
<td>AAC&amp;U Newcomers’ Welcome and Introduction to LEAP</td>
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<td>9:15 – 10:30 a.m.</td>
<td><strong>PLENARY AND DIVERSITY CAFÉ</strong>&lt;br&gt;Creating the Inclusive Campus:&lt;br&gt;Advancing High-Quality Learning for All Students&lt;br&gt;William T. Lewis, Sr. and Tia Brown McNair</td>
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<tr>
<td>11:00 a.m. – 12:15 p.m.</td>
<td>Concurrent Sessions</td>
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<tr>
<td>12:15 – 1:45 p.m.</td>
<td>Lunch on Your Own</td>
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<tr>
<td>2:00 – 3:15 p.m.</td>
<td>Concurrent Sessions</td>
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<tr>
<td>3:45 – 5:00 p.m.</td>
<td>Strategic Planning Sessions</td>
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## SATURDAY, MARCH 19, 2016

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<td>8:00 – 8:30 a.m.</td>
<td>Continental Breakfast</td>
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<tr>
<td>8:30 – 9:30 a.m.</td>
<td>Concurrent Sessions</td>
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<td><strong>PLENARY</strong>&lt;br&gt;Engaging LGBTQ Students, Faculty, and Studies:&lt;br&gt;Building Democratic Capacity and Academic Success&lt;br&gt;Frank D. Golom</td>
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*Photo credits: Michigan State University (cover), Meredith College (page 3), Elon University (page 4), Andrea Burolla/Weaver Multimedia Group (page 6)
Network for Academic Renewal Conferences

March 17–19, 2016 | Philadelphia, Pennsylvania

Diversity, Learning, and Student Success:
Shifting Paradigms and Challenging Mindsets

October 6–8, 2016 | Denver, Colorado

Global Learning in College

November 3–5, 2016 | Boston, Massachusetts

Transforming STEM Education

February 23–25, 2017 | Phoenix, Arizona

General Education and Assessment

www.aacu.org/events/network-for-academic-renewal