Dear Colleagues,

Welcome to San Diego and AAC&U’s Network for Academic Renewal conference *Diversity, Equity, and Inclusive Democracy: The Inconvenient Truths*. We anticipate deep engagement, vigorous dialogue, and thoughtful reflection as we explore the inconvenient truths that hinder our progress toward advancing diversity, equity, and student success at our various institutions and in our communities. We acknowledge that much work remains to ensure equality for all. At this conference, we will identify action steps to achieve our shared goals and explore higher education’s role in sustaining an inclusive democracy. This conference will provide a forum for you to join with colleagues to examine our current realities and inequities and to compare current institutional frameworks and practices to better serve today’s student population and the communities in which we all live and work.

Over the next few days, you will examine and address the inconvenient truths experienced by faculty, staff, and administrators working to design learning opportunities that value students’ cultural wealth, recognize their lived experiences, and honor their exploration and critique of current democratic practices. Together we will identify and address gaps between the “real” and the “ideal” campus environments by addressing critical questions:

- How are educators interrogating the language of and assumptions about diversity, inclusion, and equity to educate for democracy?
- Are educators prepared—and supported—to lead campus dialogues that engage and value diverse perspectives?
- What is higher education’s role and value in the public sphere?
- How are educators changing structural frameworks and systemic inequities that impede student access, learning, and success, building on students’ assets and including all campus voices in constructive dialogue about the quality of educational experiences?
- What are evidence-based strategies for designing high-impact educational practices that value students’ lived experiences and prepare them to engage with contemporary issues?

We look forward to engaging in these conversations about the curricular, cultural, and structural changes necessary to educate all students for a life of promise, purpose, and inclusion—to best meet students’ educational aspirations and to fully realize the principles of an inclusive democracy.

*Tia Brown McNair*, Vice President  
*Diversity, Equity, and Student Success*  

*Karen Ann Kalla*, Director  
*Network for Academic Renewal*

*Jacqueline Martin*, Meeting Planner,  
*Network for Academic Renewal*
PLANNING COMMITTEE

AAC&U thanks the following individuals for their time and expertise in helping to develop the conference themes and program.

Ashford University
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Dean of the Division of General Education

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Vice President of Student Affairs

California State University – Los Angeles
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Dean, College of Natural and Social Sciences

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Dean of Academic Affairs and Graduate Studies

Utah State University
Daniel McInerney
Professor of History, Associate Department Head

OPPORTUNITIES TO CONNECT

Here are a few ways for you to connect with colleagues during the conference:

- Badge ribbons indicating particular areas of interest will be available at the conference registration desk. Please select a ribbon(s) that best matches your primary area(s) of interest.
- Sign-up sheets for lunch and dinner groups, available in the registration area.
- Join the conversation on Twitter at #aacudlss18.
The Association of American Colleges and Universities thanks the following sponsors for their generous support of this AAC&U Network for Academic Renewal Conference.

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Cultural Intelligence, or CQ, measures students’ capability to relate and work effectively in culturally diverse situations. It is a form of intelligence tested by academic researchers in over 98 countries. The CQ Assessment is the only academically validated tool in the world that measures CQ. It is used by leading universities such as Harvard and University of Michigan. Students’ CQ predicts their readiness for working and relating effectively with people from different cultural backgrounds. [https://culturalq.com/](https://culturalq.com/)

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**Post, Connect, and Hire Latino/a Candidates**

[LatinosinHigherEd.com](http://www.latinosinhighered.com), founded in 2006, is the first Latino/a professional employment web site designed specifically for the higher education community. This site helps employers connect with the largest pool of Latino/a professionals in higher education in the United States, Puerto Rico, and internationally by disseminating employment opportunities to registered candidates and a national network of Latino-serving organizations. [www.latinosinhighered.com](http://www.latinosinhighered.com)

**ACADEMIC PARTNERS**

The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation’s community colleges. The association represents nearly 1,200 two-year, associate degree-granting institutions and more than 13 million students. AACC promotes community colleges through five strategic action areas: recognition and advocacy for community colleges; student access, learning, and success; community college leadership development; economic and workforce development; and global and intercultural education. [https://www.aacc.nche.edu/](https://www.aacc.nche.edu/)
THURSDAY, MARCH 22, 2018
10:00 A.M. – 7:00 P.M.
Conference Registration and Membership Information

2:00 P.M. – 5:00 P.M.
Pre-conference Workshops (separate registration required)

7:00 P.M. – 8:15 P.M.
WELCOME AND KEYNOTE: Jeff Chang

8:15 P.M. – 9:00 P.M.
Reception

FRIDAY, MARCH 23, 2018
7:30 A.M. – 5:00 P.M.
Conference Registration and Membership Information

7:45 A.M. – 9:15 A.M.
Posters and Continental Breakfast

8:30 A.M. – 9:15 A.M.
Newcomers’ Welcome

9:30 A.M. – 10:30 A.M.
PLENARY: Lorenzo Esters, Lindsey Malcom-Piqueux, Jennifer Rachford, Sheila Radford-Hill
11:00 A.M. – 12:15 P.M.
Concurrent Sessions

12:15 P.M. – 2:00 P.M.
Lunch on Your Own

2:00 P.M. – 5:00 P.M.
Concurrent Sessions

5:00 P.M. – 6:00 P.M.
Posters and Reception

SATURDAY, MARCH 24, 2018
8:00 A.M. – 8:30 A.M.
Continental Breakfast

8:30 A.M. – 11:00 A.M.
Concurrent Sessions

11:15 A.M. – 12:15 P.M.
PLENARY: Hari Stephen Kumar
PROGRAM OF EVENTS

THURSDAY, MARCH 22, 2018

IMPERIAL, 2nd FLOOR
10:00 A.M. – 7:00 P.M.  CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

2:00 P.M. – 5:00 P.M.  PRE-CONFERENCE WORKSHOPS (SEPARATE REGISTRATION REQUIRED)
Separate registration and fee required ($125 members; $195 non-members)

PLAZA ROOM, 2nd FLOOR

Workshop 1: More Than Words: Engaging in Strategic Visioning and Implementation of a University-Wide Inclusion Plan
When institutional change occurs, students, faculty, staff, and administrators respond in different ways. Utah Valley University established the term Inclusive as one of four core themes and determined that campus-wide planning was necessary to solidify a commitment to inclusive excellence across campus. A large part of this plan has been to create a climate of community where all students, faculty, and staff feel valued and supported. Workshop facilitators will share UVU’s Strategic Inclusion plan, the process of visioning, planning, implementing, and evaluating UVU’s efforts to become a more Inclusive institution and how new faculty/staff are encouraged to participate in the inclusion efforts of the University. In the first three years of implementation, UVU has made meaningful progress on 31 of 36 action steps outlined in its Strategic Inclusion Plan and has invested over $3 million into the plan. UVU has received six national awards since the implementation of the plan. Facilitators will share strategies that were successful in this implementation and share suggestions for other institutions in creating campus-wide inclusion/diversity plans. Participants will leave with concrete examples of each stage of creating an institutional plan and initial steps that they can take. They will also discuss how higher education professionals can help students and one another navigate the current political and social climate.

Janet W. Colvin, Associate Dean of the College of Humanities and Social Sciences and Faculty Chair for Global and Intercultural Courses, Bryan Waite, Department Chair, Secondary Education, Director of Intercultural Academic Programming, and David Connelly, Department Chair, History, and Political Science—all of Utah Valley University

SANTA FE, 2nd FLOOR

Workshop 2: Making the Ideal a Reality: Faculty Strategies for Creating Inclusive Classrooms
Good teaching is inclusive teaching yet sometimes faculty need additional preparation to help them broaden their reach to all students. This workshop will address challenges that faculty face in creating inclusive classrooms and the principles and practices of dialogue that help faculty address these challenges. Participants will learn effective strategies for building inclusive classrooms from the creation of the syllabus and norm-setting to handling hot button issues as they arise. In a proactive and collaborative environment, they will share successful and less successful classroom experiences, learn about effective structures and pedagogies, and use case studies to better understand and develop practical approaches to inclusive classrooms.

Kelly Maxwell, Faculty Co-Director and Lecturer, The Program on Intergroup Relations—University of Michigan and Kathleen Wong (Lau), Chief Diversity Officer—San Jose State University
**Workshop 3: Understanding and Undoing Implicit Bias: Valuing Students’ Cultural Capital**

National equity gaps in student success persist for underserved students, despite colleges’ good-faith efforts to close them. As a result, many educators have begun to wonder about the extent to which equity gaps might result from unintended, non-conscious biases—implicit bias—in curricula, institutional policies, advising practices, programs, etc. Participants will learn the research behind and ways of mitigating implicit bias. They will engage in several Implicit Association Tests, an interactive “identify the bias” quiz, and discuss the results and empirically supported techniques for mitigating implicit bias. Participants will receive handouts including sample syllabi reflecting ideas about how to mitigate bias in a course and tips to help search committees reduce implicit bias in hiring processes.

*Matthew Van Cleave*, Professor, Philosophy—Lansing Community College; and *Richard Prystowsky*, Vice President of Academic Affairs and Student Services—Marion Technical College

**Workshop 4: Publicly Engaged Pedagogies: Examining Deficit Based Ideologies and Adopting Equity Frameworks for Structural Change**

Utilizing the Honors Living Learning Community at Rutgers University-Newark as a case study, this workshop invites participants to wrestle with equity frameworks over and against dominant inclusion models. Participants will examine the ways in which deficit based ideologies are pervasive and invisible within higher educational structures, policies, and practices. Drawing on literature of theoretical models in the field, this workshop will present practical examples of innovative approaches to structural change within institutions of higher education, and invite participants to share stories from their own educational contexts. Discussions and activities will revolve around key questions including: What are the socio-political dynamics surrounding diversity and inclusion in higher education and what are the consequences for students and campus communities? What would it mean to imagine asset based models that facilitate equitable and inclusive environments for student success and full participation?

*Timothy K. Eatman*, Dean of the Honors Living-Learning Community and Associate Professor of Urban Education in the College of Arts and Sciences and *Marta Elena Esquilin*, Associate Dean, Honors Living-Learning Community, Assistant Professor, American Studies Program, and National Lead Consultant, BOLD Women’s Leadership Network—both of Rutgers University-Newark

**Workshop 5: Using Data to Inspire Institutional Change from the Ground Up**

Inspiring stakeholders to engage in institutional change efforts can be a challenge, especially at a large, public university. Participants will use a strengths-based approach to identify their institution’s current “pockets of excellence”—people and areas on campus that are already doing work that aligns with the institution’s change goals—and strategize to connect pockets of excellence and advance a shared goal. California State University, Northridge’s efforts to become a student-ready university, which involved building bridges between the many islands of excellence across campus already working to increase educational equity will inform this session. An inquiry-based approach, introduced faculty, staff, and administrators to institutional data to help them identify opportunities to better serve students of color. Programming provided stakeholders with evidence-based strategies for closing equity gaps. This approach allowed campus practitioners to institutionalize efforts to change the structural, systemic, and cultural barriers to campus equity.

*Elizabeth Adams*, Associate Vice President for Student Success, *Kristy Michaud*, Director, Office of Student Success Innovations, and *Janet Oh*, Senior Director, Institutional Research—all of California State University, Northridge
CALIFORNIA BALLROOM, 2ND FLOOR
7:00 P.M. – 7:15 P.M. OPENING REMARKS
Lynn Pasquerella, President and Tia Brown McNair, Vice President, Diversity, Equity, and Student Success—both of AAC&U

7:15 P.M. – 8:15 P.M. KEYNOTE
"We Gon' Be Alright: Diversity, Equity, and Resegregation in Higher Education and Beyond"
Jeff Chang, Executive Director, Institute for Diversity in the Arts—Stanford University

“Diversity” has been a buzzword in higher education for the past quarter-century. Yet, while representation of people of color and women in higher education has gained, it still badly trails rates of demographic change. Why have our efforts to diversify not prevented resegregation in colleges and universities? What are the costs of our generational failure? If our obsession with the picture of diversity has not helped us to transform society, what might?

GARDEN TERRACE, 4TH FLOOR
8:15 P.M. – 9:00 P.M. RECEPTION

FRIDAY, MARCH 23

IMPERIAL, 2ND FLOOR
7:30 A.M. – 5:00 P.M. CONFERENCE REGISTRATION AND MEMBERSHIP INFORMATION

CALIFORNIA FOYER, 2ND FLOOR
7:45 A.M. – 9:15 A.M. POSTERS AND CONTINENTAL BREAKFAST

Institutionalizing Diversity, Equity, and Student Success

Poster 1: Diversity in STEM Faculty Recruitment: What's Next?
Diverse perspectives and inclusive practices are critical to the development of an innovative faculty. This is a core principle that guides many institutions in efforts to diversify their faculty. This holds true in STEM disciplines as well. This poster will explore leading edge approaches to the recruitment of a diverse faculty and explain the importance of relationship building across institutions. Participants will learn about 1) innovations in diverse faculty recruitment and success; 2) how to improve recruitment through institutional relationship building; 3) the skills necessary for successful recruitment, retention, and success of a diverse STEM faculty; and 4) the impact of faculty diversity on student success.

Katherine Kantardjieff, Dean, College of Science and Mathematics, Joe-Joe McManus, Chief Diversity Officer, Stephen Tsui, Associate Professor, Faculty Co-Director, Office of Diversity, Educational Equity, and Inclusion, and Anna Woodcock, Researcher/Lecturer—all of California State University San Marcos

Institutionalizing Diversity, Equity, and Student Success

Poster 2: Programs for Black Males at Predominantly White Institutions
This poster will describe programs designed specifically to support the academic achievement and well-being of black males at predominantly white institutions (PWIs). The study utilizes a multiple-case approach to illustrate four programs for black males at PWIs that support undergraduate academic and social experiences. Participants will gain insight about individual and contextual influences on black males attending PWIs, and how participation in these programs may influence their academic achievement and well-being. Findings could help direct resources toward specific aspects of support programs that may enhance the context for underrepresented minority students populations at PWIs.

Liana Mentor, Doctoral Candidate—University of Miami
Institutionalizing Diversity, Equity, and Student Success

Poster 3: A Diverse and Inclusive Campus: Reducing the Push Out Effect
Diversity and inclusion are hot topic discussions across college and university campuses. The brunt of the work typically falls on the shoulders of diversity/multicultural centers and offices. Most colleges and universities have a diversity mission statement, and the work of diversity and inclusion is meant to be a shared responsibility among the campus community. This session will detail tools and practices that can make a campus more diverse and inclusive. Participants will see what the ‘push out effect’ resembles on a college campus; obtain informative tips to reduce microaggressions on their campus; view and discuss the differences between diversity and inclusion; and expand their understanding of and respect for diverse peoples and perspectives.

Brice Yates, Director, Charles E. Brown African American Cultural Center—Indiana State University

Interrogating Assumptions

Poster 4: The Mission to Radically Re-Imagine Teacher Education: Disrupting the Real
The work presented in this poster reflects a continuously emerging narrative of education co-authored by faculty, students, and community that “critically examine[s] the everyday decisions of teaching and learning in an effort to design education that is anti-oppressive and affirms social justice” (Kumashiro, 2004). The presenters will describe selected data points and evidences to engage participants with the tensions of the real and the ideal with which they are consistently confronted. Presenters and participants will collectively consider teacher preparation in light of the historical, social, and political implications of teacher education, how teacher education is situated in shifting demographics and hostile political climate, and how it can be re-envisioned, even radically re-imagined. Participants will critically examine student voices as impetus for changing both curricular narratives and assessment of readiness to teach and share stories of institutional efforts to holistically transform the curricular process and assessment product to promote social justice.

Scott Sander, Clinical Faculty, Science Education, Sheri Leafgren, Associate Professor, Ganiva Reyes, Assistant Professor, and Rachel Radina, Visiting Assistant Professor—all of Miami University

Interrogating Assumptions

Poster 5: Guided Pathways: Redesigning the Community College Experience is a Matter of EQUITY
Completing a college education is the single most important enabler of improving life circumstances and upward social mobility. Community colleges present the country’s largest opportunity for higher education, yet nationwide report only 30 percent completion rates. As part of the largest system of higher education in the world, Skyline College has made a Promise to students that they will, “Get in. Get through. And Graduate...on time!” To that end, Skyline College is interrogating the assumption that community colleges are transitory and not transformational institutions by redesigning the student experience to streamline access, provide social and academic support for students moving through programs, and ensure students have a clear, efficient path to completing their educational goals. This poster will describe how to create and implement cross-functional structures and teams that work for completing guided pathways and institutional redesign. Participants will consider how to engage the campus community in interrogating the assumption that community colleges are transitory not transformational institutions and how to challenge educational identity and dismantle structural barriers to student success. They will learn how one California community college is designing, implementing, and evaluating a comprehensive redesign of curriculum, student services, and institutional process and procedures that have historically served as barriers to student completion.

Angelica Garcia, Vice President of Student Services and Jennifer Taylor-Mendoza, Vice President of Instruction—both of Skyline College
Politics and Policies

Poster 6: Engaging Under-Represented Groups in the Democratic Process Through Increased Access to STEM and Computer Science Opportunities

This poster will describe civic engagement policy implementation strategies that have been implemented in a variety of higher education institutions including small regional liberal arts colleges, master’s level universities, and research universities. Participants will discuss and analyze two central questions: How can colleges and universities build capacity for civic engagement and civic development? How can educators help students connect their learning to the social, civic, ethical, and environmental issues of the larger community? Recognizing that education’s public purposes go beyond aggregated benefits to individuals, the presenter will share experiences and expertise working with a diverse set of colleges and universities to develop strategies that led to student success evidenced through changes in values, ideals, and civic virtues on which American democracy depends.

Dewayne Morgan, P-20 Director—University System of Maryland

Real vs. Ideal

Poster 7: A Pedagogy of “Brave Space”: Dialogue and Diversity Beyond the High-Impact Classroom

The 2017 Rollins College Campus Climate Survey reveals a significant gap between the “ideal” and the “real” regarding student perceptions of diversity and inclusion efforts on campus. In spaces facilitated by faculty, i.e. classrooms, students rate diversity and inclusion positively, but in “student-controlled” arenas, which are also powerful contributors to students’ lived realities, perceptions are notably more negative. This poster will detail a General Education Practicum designed to close this gap. Rooted in Intergroup Dialogue and emerging discussions on allyship in 21st century culture, the course calls on students and faculty to move beyond the perceived safety of “banking” content on racial history to cultivating transferable developmental skills that will facilitate learning-through-dialogue in co-curricular and social spaces beyond the classroom. Participants will take away theoretical foundations, practical course design, and student feedback, all of which could be applied meaningfully at varying curricular levels and institutional types.

Lucy Littler, Lecturer—Rollins College

Real vs. Ideal

Poster 8: Breaking Down Barriers: Utilizing the First Year Experience to Foster Growth Toward an Ideal Campus

This poster will showcase how First Year Experience (FYE) programs implemented and expanded a Special Topics Program to introduce students to topics of cultural importance (race, sexual assault, gender/sexuality, mental health and stress management, substance abuse and addiction, and microaggressions). The program addresses issues of denial and aims to alleviate negative experiences when discussing these topics. Engaging students in critical dialogue better prepares them for the diverse and nuanced society of which they are a part. Participants will learn about the Special Topics of the First Year Experience program at Texas Tech University and critically reflect upon their own expectations and understandings of these topics of cultural importance and significance in our nuanced society. They will also discuss the efficacy of the program, its utilization and involvement of student mentors, and learning outcomes based on students’ and mentors’ feedback.

Nora Chapman, TTU Honors FYE Mentor and Assistant Program Analyst and Stephanie Kopanski, FYE Lead Program Analyst—both of the Honors College of Texas Tech University
Real vs. Ideal

**Poster 9: Extending Catholic Hospitality**
This poster will examine the College of Saint Mary’s (CSM) work to bridge the gap between real and ideal in its work to expand inclusivity. Presenters will describe CSM’s work to interrogate the supports and barriers to extending diversity created by the College’s identity as a Catholic, single-sex institution. Participants will examine CSM’s attempt to bridge real and ideal when promoting inclusivity; critique CSM’s dialogic approach to building inclusivity; identify learning that is generalizable to other settings; discuss elements of institutional identity and culture that shape efforts to enhance diversity; and strategize ways to build on supports and overcome obstacles to inclusivity due to institutional identity.

**Kristin Mattson, Service Learning Director, History Political Science Program Director** and **Alexis Sherman, Director of Multicultural Initiatives**—both of the College of Saint Mary

**Faculty Development and Engagement**

**Poster 10: Moving Past the "Inconvenient Truths" to Empower Instructors and Reduce Equity Gaps in Intro-Level Courses**
How do we encourage instructors to transcend the “inconvenient truths” that stall meaningful curricular transformations and a commitment to equity-minded practice? This poster will explore an innovative instructional development program at the University of Wisconsin-Green Bay designed to enhance success for underrepresented students by engaging and empowering instructors who teach courses with high equity gaps. Participants will discuss the diverse set of challenges involved in designing meaningful equity of educational outcomes, and gain a set of resources to support the development of scalable programs at their institutions. They will be able to reflect on and explain the challenges of promoting equity-minded education in general education/institutionally required courses that historically face large equity gaps and instructor apathy; and design scalable instructional development opportunities that assist instructors regardless of resources.

**Denise Bartell, Director of Student Success and Engagement and Caroline Boswell, Director of the Center for the Advancement of Teaching and Learning**—both of the University of Wisconsin - Green Bay

**Faculty Development and Engagement**

**Poster 11: Integrating Equity and Inclusion: A Comprehensive Approach to Faculty Development**
There are often difficult conversations that need to take place in order to have effective personal and institutional change. This is particularly true when hard truths about oppression and biases need to be recognized and addressed. Adams State University has been using the constructivist listening structures first outlined by the National Coalition for Equity in Education (NCEE) for over 15 years to effect change on campus by giving faculty, staff, and students an equitable chance to be heard. This poster will describe how these practices and values have been fully integrated into the yearly cycle of professional development. It will focus on hiring and evaluation practices, new faculty orientation, professional development programming, and equity retreats. Participants will learn how to use three constructivist listening strategies, examine their own thoughts and understanding about the power of truly being listened to, and explore ways to incorporate these strategies in a variety of contexts within their own institutional settings.

**Renee Beeton, Associate Professor of Chemistry and Leslie Cramblet Alvarez, Professor**—both of Adams State University
Faculty Development and Engagement

Poster 12: Engaging a Broad Spectrum of Faculty in Active and Inclusive Teaching Pedagogy
San Jose State University has a significant student success campaign that seeks to triple the four year graduation rate and eliminate all educational equity gaps by 2025. A critical component of this is creating a faculty culture where every class is viewed as an opportunity to impact student success. Guiding questions include: Who participates in faculty professional development and how are they evaluated? How are the status of high-impact practices on campus and other factors that would impact the educational equity gap analyzed? How were the findings used to create four different programs to engage faculty more in inclusive and active teaching? This poster will detail each program including content, staffing, resources, and assessment. Participants will see how to assess hurdles to faculty engagement in professional development; review disconnects between perceptions of teaching between students and faculty; understand program details and assessment results of different ways of engaging a broad range of faculty; and be able to articulate their own campus culture for inclusive teaching, faculty professional development, and course/curriculum innovation.

Amy Strage, Assistant Vice President, Center for Faculty Development—San Jose State University

High-Impact Practices and Evidence-Based Strategies

Poster 13: Addressing Barriers to Equitable Student Success: A Faculty Perspective
The opportunity, or achievement gap within the California State University (CSU) system is alarming. What factors contribute to this opportunity gap? Participants will learn about faculty perceptions of barriers to student success in high opportunity-gap courses. These barriers include difficulty in relating with students, student’s sense-of-belonging, and institutional barriers such as time and class size. Participants will learn about what faculty perceived as strategies for addressing these barriers to student success and how to inform their own student success initiatives focusing on closing opportunity gaps and improving graduation rates.

Elise Fenn, Assistant Professor of Psychology and Jonathan Martinez, Assistant Professor of Psychology—both of California State University Northridge

High-Impact Practices and Evidence-Based Strategies

Poster 14: The Impact of Bridge Programs in Shaping Student Perspectives
Indiana University uses the Beginning College Survey of Student Engagement (BCSSE) and National Survey of Student Engagement (NSSE) to obtain an in-depth understanding of student engagement on campus as tied to the diversity focus in the university’s mission and strategic plan. Insight into students’ expectations and experiences across high-impact activities help to evaluate programmatic, curricular, environmental, and institutional practices. This poster will describe the impact of two bridge programs on the expectations and experiences of first-generation and low socioeconomic status students through BCSSE and NSSE data. Participants will identify differences in high-impact practices by bridge participants and non-bridge participants; identify areas for improvement in bridge programs through data exploration; and be able to design programs based on student input.

Kristin A. Hobson, Assessment Coordinator, Mike Beam, Senior Assistant Vice Provost for Undergraduate Education, and Judith Ouimet, Senior Assistant Vice Provost for Undergraduate Education—all of Indiana University
Friday, March 23, 2018

PLAZA ROOM, 2ND FLOOR
8:30 A.M. – 9:15 A.M.  NEWCOMERS’ WELCOME
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, intended career, or the type of institution they attend. Participants will learn how AAC&U’s broad agenda for student learning—which focuses on quality, equity, inclusive excellence, student success, integrative and global learning—and its signature LEAP initiative together provide context, framework, and practical guidance for the undergraduate educational experience.
Lynn Pasquerella, President—AAC&U

CALIFORNIA BALLROOM, 2ND FLOOR
9:30 A.M. – 10:30 A.M.  PLENARY
Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success
Lorenzo Esters, Vice President, Philanthropy—Strada Education Network; Lindsey Malcom-Piqueux, Associate Director of Research and Policy, Center for Urban Education—University of Southern California; Jennifer Rachford, Director of Institutional Research—Pomona College; and Sheila Radford-Hill, Chief Diversity Officer—Dominican University

How can we build institutional capacity at higher education institutions to address inequities in student outcomes? AAC&U’s project, Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success, supports thirteen institutions from diverse institutional types in the design, implementation, and assessment of campus plans to more equitably advance student learning and achievement. Panelists will discuss elements of their campus plans to increase postsecondary course completion rates, to improve learning gains, to increase access to and participation in high-impact practices, and to advance student understanding of the necessary preparation needed for the workforce and engaged citizenship. Panelists also will discuss project findings and present institutional data that show equity gaps based on the project outcomes and strategies identified towards closing those gaps.
Funded by Strada Education Network and Great Lakes Higher Education Corporation and Affiliates

CALIFORNIA FOYER, 2ND FLOOR
10:30 A.M. – 11:00 A.M.  REFRESHMENT BREAK
Friday, March 23, 2018

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

CORONADO, 3RD FLOOR | *COMMITTING TO EQUITY AND INCLUSIVE EXCELLENCE FEATURED SESSION*

CS 1: Creating Pathways to Retention and Success for African American Students
This session will feature three campus models for supporting African American students’ achievement of their educational goals. Florida International University will describe several important practices for addressing equity gaps in student success, from awareness, to equity-minded practices in the classroom, and to intentional collaboration across all university units. North Carolina A&T State University will focus on efforts to improve retention and completion rates as well as raising awareness of learning pathways for African-American males through two university initiatives aimed at reframing the students’ experiences to create equitable outcomes. The Wilbur Wright College representative will outline strategies for service learning, math courses with co-requisites, and career programs in information technology.

Sonja Montas-Hunter, Assistant Vice Provost, Student Access and Success and Tekla Nicholas, Senior Statistical Researcher, FIU Analysis and Information Management—both of Florida International University; Regina Davis, Assistant Provost for Student Success and Academic Support and Andrea Fernandez, Coordinator of Freshman Studies Courses and Academic Coach—both of North Carolina A&T State University; and Griselda Silva, Director of Human Resources—Richard Daley College (formerly Wilbur Wright College)

HARBOR ROOM, 3RD FLOOR
Biases | Workshop-Theory to Practice

CS 2: Re-Igniting Their “Spark of Genius:” African American College Student Success in Higher Education
Recent data from the U.S. Department of Education indicates that there are widespread problems with public high schools underpreparing African American students (and other historically underrepresented student populations) for college success. Moreover, data reveals that Black students are often subjected to racially and socioeconomically discriminatory practices, low teacher expectations of academic performance, and a curriculum that often excludes African American accomplishments and importance. Participants will examine how implicit bias(es) affect preparation for and access to higher education for African American college students...and what to do about it. They will explore preliminary data-supported best pedagogical practices for acclimating students (African American and other underrepresented populations) to the expectations and possibilities of higher education as a launchpad for future success.

Laura Dorsey-Elson, Associate Professor, Baruti Kopano, Associate Professor, and A Verdelle, Assistant Professor—all of Morgan State University

PLAZA ROOM, 2ND FLOOR
Interrogating Assumptions | Facilitated Discussion

CS 3: Challenging the Canon: Shifting Institutional Frameworks to Address Systemic Inequities
Higher Education is facing a “democratic deficit” as institutions grapple to understand and engage around notions of difference. The current American political divide, the move to extremist viewpoints, and the need to rekindle civil discourse has created both a challenge and a charge for all of post-secondary education. Critical theorist Nancy Fraser describes this paroxysm as “fronts of struggle” (1997) that raise questions regarding institutional capacity to address and interrogate cultural norms, practices, and understandings. In exploring these crucial issues three themes arise that directly affect the work of diversity, inclusion, and equity: 1) structure and policy, 2) algorithmic decision making, and
Friday, March 23, 2018; 11:00 a.m. – 12:15 p.m.

3) epistemological diversity. Session facilitators will present the hypothesis that advancing the work of diversity, equity, and inclusion must include strategic mapping that overlays these three thematic areas against the current institutional culture in order to shift frameworks and create opportunities for integrated change that address institutional inconvenient truths. Participants will explore and develop concrete strategies for achieving outcomes related to these three areas of interconnected work and will consider their own institutional assumptions regarding cultural and structural frameworks and interrogate and discover strategies to shift institutional frameworks.

Allison Davis-White Eyes, Director, Community Diversity Relations, Daniel Newhart, Assistant Vice Provost Student Affairs/Research, and Scott Vignos, Director of Strategic Initiatives—all of Oregon State University

CALIFORNIA BALLROOM C, 2nd FLOOR
Institutionalizing Diversity, Equity, and Student Success | Workshop-Theory to Practice

CS 4: Student Engagement with Inclusivity and Cultural Diversity: Considering New NSSE Module Results

Colleges and universities offer students a significant opportunity to be exposed to issues of inclusion and diversity, including course-based diversity initiatives and inclusive environments. Yet, it is critical to know how much faculty include these initiatives in their practice and how they align with students’ perceptions of their experiences and the environment. Workshop facilitators will highlight results from the 2017 National Survey of Student Engagement and Faculty Survey of Student Engagement Inclusiveness and Engagement with Cultural Diversity topical module to introduce participants to these new findings and the important relationship between course-based diversity experiences and perceptions of inclusive environments. Results will be disaggregated by various student demographic and institutional characteristics to strengthen discussion. Participants will consider a case study from an institution that administered the module and then engage in the identification of actionable ideas.

Jillian Kinzie, Associate Director, Center for Postsecondary Research, NSSE Institute, Allison BrckaLorenz, Research Analyst and FSSE Project Manager, and Samantha Silberstein, Project Associate NSSE—all of Indiana University Bloomington

SIERRA, 2nd FLOOR
Institutionalizing Diversity, Equity, and Student Success | Facilitated Discussion

CS 5: Using Assets Rather than Deficits to Strengthen Diversity and Inclusion

Looking at ways to strengthen diversity and inclusion at a college can often seem daunting and rife with challenges and obstacles. However, there are ways to foster a sense of agency and possibility. By utilizing an asset-based community development model and participatory action research methodology, one can leverage assets to strengthen diversity and inclusion rather than bogging down in the deficits and the absence of needed resources. Building on strengths rather than focusing on weakness can engender a grassroots’ approach to change customized to the culture and history of the institution. Participants will learn to reframe approaches addressing diversity and inclusion issues from an asset-based perspective. They will consider how to develop their own asset maps, how to utilize a grassroots endogenous approach to developing a theory of possibility, and how to develop a performative action research methodological approach to collaborative knowledge generation and problem solving.

Leo Hwang, Dean of Humanities—Greenfield Community College
Friday, March 23, 2018; 11:00 a.m. – 12:15 p.m.

**DEL MAR, 1ST FLOOR**

Institutionalizing Diversity, Equity, and Student Success | Workshop-Theory to Practice

**CS 6: Who is the "T" in LGBTQ: What Should We Know, What Should We Do?**

Workshop facilitators present facts and information about the transgender population and an overview of what other colleges and universities are doing to provide support for transgender students. They will share suggestions obtained from interviews with a group of transgender students. Participants will be asked to reflect on their own knowledge, experience, attitudes, and relationships with members of this group. From this, participants will develop concrete plans for changing attitudes or behaviors to create a more supportive college experience for transgender students. **Participants will** gain a better understanding of what it means to be transgender; become familiar with the unique challenges this group faces while in college; become familiar with what representative colleges and universities are doing to support this population; and reflect on their own biases and misconceptions. They will explore high-impact practices to provide support for this population and plan how they can personally change behavior and practice to create a more supportive college experience for transgender individuals. **Sharlene Buszka, Associate Professor and Heike Peckruhn, Assistant Professor**—both of Daemen College

**CALIFORNIA BALLROOM B, 2ND FLOOR**

Faculty Development and Engagement | Workshop-Theory to Practice

**CS 7: Difficult Dialogues in Higher Education: Engaging the Inconvenient Truths in Classrooms**

How can educators help students talk about critical issues such as racism, white supremacy, transgender rights, and climate change? How can campus practitioners explore the impact of their own identities on classroom discussions? Colleges and universities strive to be civil venues for the robust exchange of ideas on controversial issues. As campus communities become ever more diverse and national and local issues intensify, issues of power, privilege, and identity surface more frequently in classroom discussions. Most academics receive little training in effective ways to engage students in these critical conversations. Participants will briefly explore how their own identities impact their efforts to engage students on critical topics; learn hands-on strategies for successfully introducing controversial topics in the classroom; discuss options for replicating the work on their own campuses; and learn about a network of faculty, administrators, staff, and students engaged in difficult dialogues work. **Kelly Maxwell, Faculty Co-Director, The Program on Intergroup Relations—University of Michigan; and Libby Roderick, Vice Chair, Difficult Dialogues National Resource Center and Director, Difficult Dialogues Initiative—University of Alaska Anchorage**

**CALIFORNIA BALLROOM A, 2ND FLOOR**

High-Impact Practices and Evidence-Based Strategies | Workshop-Theory to Practice

**CS 8: Designing Assessment Tools for High Impact Practices**

At Queensborough Community College, City University of New York, student diversity encompasses a broad range of bilingual immigrants, varied learning styles, and a significant representation of cultural and educational backgrounds. The implementation of Global and Diversity Learning (GDL) as a high-impact practice provides a framework for exploring multiple perspectives on viewing the interdependent world. Presenters will share strategies for creating surveys and reflection prompts for measuring transformation of attitudes related to global learning. By utilizing pre- and post-attitudinal surveys and reflections on learning experiences, instructors can assess multiple dimensions of student learning in high impact practices. **Participants will** learn the strategies for creating surveys and reflection prompts for measuring transformation of attitudes related to global issues and multiple perspectives. **Meghmala Tarafdar, Assistant Professor, Barbara Blake-Campbell, Professor, and Rezan Akpinar, Assistant Professor**—all of Queensborough Community College, City University of New York
Friday, March 23, 2018; 11:00 a.m. – 12:15 p.m. and 2:00 p.m. – 3:15 p.m.

LA JOLLA, 1ST FLOOR
Faculty Development and Engagement | Innovation/Ideation Session

CS 9: Creating a Multi-Stakeholder Community of Inquiry and Practice Focused on Inclusive Classrooms
This session will provide an overview of a model used for professional development focused on diversity and inclusion that engages faculty and staff in longer-term development than a one-time event. The presenters will offer practical, implementable, and scalable methods for creating a community of inquiry and practice focused on diversity, inclusion, and equity as an alternative model of faculty development. Participants will be able to identify the essential components of and processes for successful, sustained professional development focused on inclusion and diversity; construct a model for a professional development experience that could work on their campus, identifying all relevant stakeholders for inclusion; and learn of assessment strategies and tools to identify and quantify learning goals.

Susan Frosten, Associate Provost and Associate Professor, Jeffrey Ashley, Director, Center for Teaching Innovation and Nexus Learning, and Valerie Hanson, Director, Hallmarks Core Curriculum and Associate Professor, Writing Program—all of Thomas Jefferson University

SANTA FE, 2ND FLOOR
Faculty Development and Engagement | Workshop-Theory to Practice

CS 10: Improving Student Access and Success through Educational Equity: Two Models for Change
Through two research-based cultural transformation models, the National Alliance for Partnerships in Equity (NAPE) builds educators’ capacity to implement effective solutions for increasing student access, educational equity, and workforce diversity. These two models address and eliminate barriers to implementing effective pedagogies and equitable practices. In this interactive session, participants will explore two comprehensive educational equity programs that lead to institutional, individual, and ultimately organizational change. The topics will include NAPE’s theoretical framework, modes and methods of implementation, specific case studies, and samples of program outcomes for improving educational equity for every undergraduate STEM student. Participants will engage in a discussion on educational equity concerns at their institution; explain how a process improvement and educator transformation model can benefit their institution; and evaluate these two models as solutions for particular campus concerns.

Meagan Pollock, Director of Professional Development—National Alliance for Partnerships in Equity

12:15 P.M. – 2:00 P.M.  LUNCH ON YOUR OWN

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

CORONADO, 3RD FLOOR | *COMMITTING TO EQUITY AND INCLUSIVE EXCELLENCE FEATURED SESSION*

CS 11: Strategies for Building Communities of Equity Practice
What strategies can your campus utilize to create communities of equity practice? Three diverse campuses participating in the Committing to Equity and Inclusive Excellence project will discuss strategies supporting their equity goals for students in transition. Panelist will discuss "big picture" approaches to sustaining and making pervasive strategies for equity in student success.

Michelle Rhodes, Transfer Specialist, Transfer Student Services—Clark Atlanta University; Sheree Meyer, Dean, College of Arts and Sciences—California State University-Sacramento; and Aurélio Manuel Valente, Vice President for Student Affairs and Dean of Student Services—Governors State University
Friday, March 23, 2018; 2:00 p.m. – 3:15 p.m.

DEL MAR, 1ST FLOOR
Politics and Policies | Facilitated Discussion
CS 12: And Campus For All: Diversity, Inclusion, and Free Speech on Private and Public U.S. Campuses
How can public and private colleges and universities uphold the values of free and open expression, intellectual debate, civic and moral education, while also furthering respect for difference and identity in today’s fractious and politically polarized landscape? PEN America, a free expression organization that is deeply engaged in questions of campus free speech, diversity, and inclusion, will lead a conversation exploring the multiple roles of the U.S. campus as an intellectual and civic training ground, a space for public inquiry and debate, and a home for students of all identities and backgrounds, ideological, cultural, and otherwise. This session will bring educators and student change-makers together in conversation about how campuses across the country can create common ground between different points of view and backgrounds while working together to reconcile the principles of diversity, equality, inclusion, and free speech. Participants will develop a deeper understanding of how to institutionally and programmatically balance the promotion of multicultural inclusivity—sensitivity for and awareness of individual difference, conscientious language, thoughtful faculty hiring, and curricula—with robust protections for academic freedom and free expression.

James Tager, Senior Manager of Free Expression Programs—PEN America

PLAZA ROOM, 2ND FLOOR
High-Impact Practices and Evidence-Based Strategies | Workshop—Theory to Practice
CS 13: Community Building as Pedagogical Practice
This hands-on, minds-on session examines community-building not as a one-time “icebreaker” but as a vital and ongoing component in creating inclusive learning environments that prioritize justice and equity as an active practice. The session facilitators will lead discussion grounded in principles and practices of collaboration and community organizing - teaching the form by doing the form. Instead of talking about engagement, participants will stand up and engage to connect with one another and experience the learning as students might. Through a variety of activities adaptable to the unique needs of any classroom, session facilitators will model how to moderate complex discussions in ways that are safe, reflective, and (dare we say it?) fun. Participants will experience learner-centered faculty development through activities that model community building, integrative learning, co-creation of knowledge, and engaged pedagogy. They will develop ways to adapt these ideas for their campus contexts to foster collaboration, experimentation, and reflection about teaching and learning and reflect on intersectional identities as learners, teachers, and faculty developers. Participants will consider the role of empathy in face-to-face, hybrid, and online classrooms.

Lott Hill, Director, Center for Teaching and Learning—University of the Pacific; and Megan Stielstra, Artist in Residence—Northwestern University

CALIFORNIA BALLROOM B, 2ND FLOOR
Institutionalizing Diversity, Equity, and Student Success | Workshop—Theory to Practice
CS 14: Revolutionizing Honors: A Model for Transformation and Success
Utilizing a strength-based model, the Honors Living-Learning Community (HLLC) at Rutgers University - Newark is an initiative that challenges dominant ideologies related to merit, and interrogates the structural forces and institutional practices that contribute to the underrepresentation of students of color, first-generation, and low-income in honors programs. Workshop facilitators will explore how the HLLC transforms the ways academic potential and intellect are identified, and utilizes culturally responsive pedagogy and practice to support the intellectual, ethical, and psychosocial development of students who are often viewed through a deficit lens. Unlike traditional criteria utilized to measure
Friday, March 23, 2018; 2:00 p.m. – 3:15 p.m.

success within a college environment, the HLLC seeks to redefine merit and relies heavily on both academic indicators and additional criteria to assess a student’s ability to thrive. Through experiential activities and interactive engagement, participants will understand the HLLC admission’s rubric as an innovative and alternative model to the SAT for identifying students' academic potential, abilities, and success in college. They will understand how the HLLC’s admissions process is informed by theory and expands access to higher education for first generation, under-resourced, and students of color. They will learn how the HLLC has built a high-impact, strength based model for student success that utilizes best practices in student retention, culturally responsive practices, and interdisciplinary learning.

**Marta Esquilin**, Associate Dean, Honors Living-Learning Community, Assistant Professor, American Studies Program, and National Lead Consultant, BOLD Women's Leadership Network and **Timothy K. Eatman**, Dean of the Honors Living-Learning Community and Associate Professor of Urban Education in the College of Arts and Sciences—both of Rutgers University

**HARBOR ROOM, 3RD FLOOR**
Institutionalizing Diversity, Equity, and Student Success | Facilitated Discussion

**CS 15: Integrating Equity Across the Campus Experience: A Case for Engaging Institutional Support**
Working toward equity and diversity on college and university campuses is challenging and may encounter roadblocks for myriad reasons. Session facilitators will discuss strategies for institutionalizing diversity and equity work on campus from the perspectives of Academic Affairs, Faculty, Student Affairs, and Compliance in inclusive and effective ways. Facilitators will lead participants through discussions and exercises that focus on cross-campus collaboration efforts to take back to their own institutions. Participants will recognize the diverse roles of different constituents and stakeholders on their campuses as agents of institutionalizing diversity, equity, and student success; articulate strategies for engaging in cooperative work with different groups across campus to build on existing strategies for equity; identify appropriate “bridges” for equity work across campus; and develop a plan for initiating or expanding on cooperative equity work across campus.

**Christina Sabee**, Dean of Equity Initiatives, **Amy Kilgard**, Director of Center of Equity and Excellence in Teaching and Learning, and **Manuel Perez**, Assistant Vice President for Equity and Community Inclusion—all of San Francisco State University

**CALIFORNIA BALLROOM A, 2ND FLOOR**
Interrogating Assumptions | Workshop-Theory to Practice

**CS 16: Beyond the Single Story: Empowering Student Voices Toward Institutional Transformation**
This workshop will showcase student work done as part of a grant-funded digital humanities project to tell stories that challenge the “single story” stereotypes and assumptions they encounter as they traverse pathways toward graduation. Students will present their work and help facilitate discussion about how to use student stories to shape campus’ conversations about equity, access, and inclusion. Participants will learn how to develop plans to include student voices and experiences in the critical conversations affecting equity on their campuses.

**Joan Gabriele**, Director, Special Undergraduate Enrichment Programs, **Julia Willis**, Assistant Director, Student Academic Success Center, and **James Walker**, Senior Instructor—all of University of Colorado Boulder
Friday, March 23, 2018; 2:00 p.m. – 3:15 p.m.

Santa Fe, 2nd Floor
Faculty Development and Engagement | Workshop—Theory to Practice

CS 17: Using Data to Inform Transformational Faculty Development Programming
Individual faculty development that aligns with the mission of the university can be leveraged as a tool for institutional change. However, resistance can persist and resources are often lacking for deep and sustainable change. Supporting faculty to become more aware of their own positionality can improve the student experience when designed to account for the specific context of the institution. Session facilitators will describe how they systematically and strategically designed faculty development opportunities to respond directly to student needs using institutional data, asset mapping and alignment with mission, and strategic initiatives. Through persistence, collaboration, and tempered resistance, the institution has provided faculty with multilevel development opportunities to provide a more inclusive educational experience for all students. Participants will reflect upon current practices and resources for faculty development at their institution and identify how student data is utilized to support faculty development. They will recognize potential collaborators with common missions in the institution that support student success and faculty development; outline a faculty development “action plan”; and align faculty development goals with mission and strategic initiatives to ensure institutional change.

Kristin Moran, Associate Dean, College of Arts and Sciences; Sandra Sgoutas-Emch, Director, Center for Educational Excellence; Esteban del Rio, Associate Provost, Inclusion and Diversity; and Steven Sumner, Associate Professor—all of University of San Diego

La Jolla, 1st Floor
Faculty Development and Engagement | Facilitated Discussion

CS 18: Diversifying the Professoriate: Designing Systems to Interrupt Inequality
Despite the clear benefits of faculty diversity, few institutions have faculty bodies that mirror the diversity of their student bodies let alone their local communities. Led by facilitators with backgrounds in educational research, and student and faculty diversity programs, this session will put research and theory into practice by interrogating the structures that perpetuate the status quo and imagine systems to create more equitable representation in the professoriate. Findings from the Inclusiveness and Engagement with Cultural Diversity module from the Faculty Survey of Student Engagement will be presented and used as a launching point for discussion. Participants will examine the barriers to faculty diversity at different types of institutions, faculty positions (tenure track or adjunct), and career stages; leverage existing knowledge about successful interventions to approach the issue from a system level; and develop a model of key elements needed to create system-level change to support diverse faculty.

Heather Haeger, Assessment and Educational Research Associate—California State University, Monterey Bay; Allison BrckaLorenz, Assistant Research Scientist—Indiana University; and Jessica Brown Wise, Assistant Director—Higher Education Recruitment Consortium
Exploring Gaps between Instructors’ and Students’ Perspectives of a Culturally Inclusive Classroom

A culturally inclusive classroom is a learning space that encourages students, and especially instructors, to acknowledge, appreciate, and use diversity as a tool to enhance learning experiences. Unfortunately, evidence shows that there are gaps between instructors’ and students’ perspectives on the planned, enacted, or hidden curriculum of a culturally inclusive classroom. Previous research has found that this gap exists, but, an extensive literature search showed that, as of yet, no research has attempted to measure this gap. Session facilitators will explain how to use a framework to analyze classroom activities and behaviors, and to differentiate between discrimination indicators and measurable variables. Participants will examine ways to bridge the gap between instructors’ and students’ perspectives of a culturally aware classroom; learn how to use a framework developed as a tool to analyze classroom activities and behaviors; identify discrimination indicators and survey items that can be used to measure the gaps in perspective between students and instructors.

*Thomas Mgonja, Assistant Professor and Hazel McKenna, Professor—both of Utah Valley University*

Breaking Down Barriers and Challenging Biases in First Year Experience Courses

This session will highlight a collaboration between Samford University’s Office of Diversity and Intercultural Initiatives and the Academic Success Center to embed low-cost and high-impact strategies in First Year Experience courses to facilitate awareness of and conversation regarding biases. Although Samford is a private, faith-based, majority-white institution and the project focused on racial diversity, the facilitators believe that these strategies are based on effective pedagogy and could be implemented in a variety of contexts. Participants will 1) observe the results of a Samford University initiative to guide first-year students in conversations about biases; 2) discuss the scalability of this initiative’s basic strategies; and 3) identify the limitations of this approach.

*Denise Gregory, Assistant Provost for Diversity and Intercultural Initiatives, Assistant Professor and Bridget Rose, Director, Academic Success Center—both of Samford University*

CS 19: Examining Individuals Perspectives and Breaking Down Barriers to Understanding

This session will include two distinct presentations with time for questions and discussion.

**Moderator: Kathryn Campbell, Senior Academic Editor and Editor, Liberal Education—AAC&U**

**Exploring Gaps between Instructors’ and Students’ Perspectives of a Culturally Inclusive Classroom**

**Breaking Down Barriers and Challenging Biases in First Year Experience Courses**

*S I E R R A , 2 0 1 8 — 2 0 1 8*

High-Impact Practices and Evidence-Based Strategies | Workshop—Theory to Practice

CS 20: Implementing Diversity Initiatives for Sustained Institutional Change: Challenges and Opportunities

This workshop will engage participants in a strategic conversation around the development, initiation, implementation, and evaluation of diversity, equity, and inclusive excellence projects at four different institutions of higher education. A multicontextual model for educating students in a diverse learning environment will be used to frame and explore key considerations for implementing the four distinct projects. Implementation of the projects to date will be placed within the context of both sociohistorical factors at each institution and the current political landscape in the United States. Drawing on their own experience and utilizing the multicontextual model and curriculum from the HERS Institute 2017, facilitators will lead participants through a mini strategic planning process that is valuable for both those who are formulating new, and those considering extant, diversity projects. Participants will learn about different theoretical frameworks, including an ethical leadership framework, to ground diversity, equity,
and inclusion initiatives; challenges and opportunities in developing, initiating, implementing, and evaluating diversity initiatives; and the impact of one’s own identity and the larger context of higher education and U.S. politics in shaping how projects will be received. 

Shirley Lin, Fellow in Equity, Diversity, and Inclusive Excellence and Professor of Chemistry—United States Naval Academy; Brighid Dwyer, Director, Program on Intergroup Relations and Assistant Professor of Communication, Education, and Counseling—Villanova University; Carmen Henne-Ochoa, Diversity, Equity, and Inclusion Fellow—Bucknell University; and Lauren Rauscher, Director, Women’s Leadership and Mentorship Program and Associate Professor, Sociology—Robert Morris University

California Foyer, 2nd Floor
3:15 p.m. – 3:45 p.m. Refreshment Break

3:45 p.m. – 5:00 p.m. Concurrent Sessions

Coronado, 3rd Floor | *Committing to Equity and Inclusive Excellence Featured Session*

This session will consist of two distinct campus presentations. Participants will first learn aspects of Morgan State University’s inclusive excellence project that supports student engagement in high-impact practices (HIPs). These aspects include leadership and support of general education, involvement of stakeholders campus wide, changes to the course approval process, redesign of general education courses, and use of signature assignments and Value rubrics. Participants will next hear how Anne Arundel Community College used equity as the galvanizing force behind its strategic plan to transform the institution. Gavin will explain how they used equity gap data to catalyze this transformation and how equity remained a central component of the strategic plan.

Solomon Alao, Assistant Vice President for Outcomes Assessment and Program Review—Morgan State University; and Michael Gavin, Vice President of Learning—Anne Arundel Community College.

Sierra, 2nd Floor
High-Impact Practices and Evidence-Based Strategies | Facilitated Discussion

CS 22: Men of Color in the 21st Century Community College
Community colleges serve as the primary pathway into post-secondary education for male students of color. However, persistence, graduation, and transfer outcomes for these men fall below that of their female and majority male counterparts. This session responds to these trends, and the rapid increase of programming and efforts designed to improve the success of male students of color in the community college. Participants will become acquainted with research and initiatives in process at the Community College Equity Assessment Lab (CCEAL) housed at San Diego State University. Participants will discuss methods and strategies that have proven successful in the areas of minority male student success and understand how to leverage resources in maintaining a program geared towards male student success.

Kevin Christian, Senior Program Associate for Diversity, Inclusion and Equity—American Association of Community Colleges; and J. Luke Wood, Co-Director, Community College Equity Assessment Lab—San Diego State University
Friday, March 23, 2018; 3:45 p.m. – 5:00 p.m.

HARBOR ROOM, 3rd FLOOR
Biases | Facilitated Discussion

CS 23: Understanding Race: A Military Struggle with Bias and Privilege
The United States Coast Guard Academy (USCGA) is no different from any other part of society. In the past year, it has suffered from heightened racial tensions and a reluctance of peers, particularly the white majority, to talk about professional and social equality. As a military institution, the USCGA is supposed to be held to a higher moral standard and felt that by ignoring these glaring issues in its daily routines, it was not doing right by its service, or the country it represents. Unfortunately, diversity and inclusion for many is about checking the metaphorical boxes to meet expectations. Session facilitators will talk about how they teamed up on base with the diversity and leadership offices to create a framework that would enable cadets and officers to have these difficult conversations more easily and effectively. Participants will learn about the five-module framework and gain the tools needed to discuss this controversial topic, as well as perspective on what race inequality looks like today. By the end of discussing this five-module program, they will have reflected upon the impact of this issue on leadership, and have a better understanding of how Respect and Diversity Management plays an integral part in their success both as professionals and as educated members of society.

Luke William Rehfuss, 1st Class Cadet (Senior), Electrical Engineering and Jamison Escobar, 1st Class Cadet (Senior), Marine Environmental Science—both of United States Coast Guard Academy

SANTA FE, 2nd FLOOR
Institutionalizing Diversity, Equity, and Student Success | Facilitated Discussion

CS 24: Queer and Gender Variant Students: Exploring Civic Engagement for Increasingly Diverse Populations
Colleges and universities today are invested in preparing their graduates for democratic participation. Learning more about the extent to which queer and gender variant students engage with civic activities is important to ensure responsive programming, but also to understand the ways that queer and gender variant students may be participating and making civic commitments. Participants will engage in an interactive presentation of findings from the National Survey of Student Engagement (NSSE) and the CIRP Freshman Survey and College Senior Survey, sharing their perspectives on anticipated and unanticipated findings related to queer and gender variant students’ engagement in civic-minded activities and leadership experiences. Participants will discuss findings utilizing case studies that explore the ways in which institutions of various profiles cultivate and sustain civic engagement among queer and gender variant students. They will work together to generate ideas for sustaining or creating high levels of civic learning.

Allison BrckaLorenz, Research Analyst and FSSE Project Manager and Jillian Kinzie, Associate Director, Center for Postsecondary Research, NSSE Institute—both of Indiana University Bloomington; Maren Greathouse, Director of the Tyler Clementi Center—Rutgers University; and Ellen Stolzenberg, Assistant Director of the Cooperative Institutional Research Program—University of California, Los Angeles

CALIFORNIA BALLROOM B, 2nd FLOOR
Real vs. Ideal | Workshop—Theory to Practice

CS 25: Activating Empathy to Overcome Academic Shaming
References to equitable, student-centered, citizen-building experiences abound in university mission statements. Yet an inconvenient truth—student shaming—increasingly apparent in digital media, belies those lofty goals. A latent dismissal of the need to develop teaching practices, coupled with a broader academic culture of scarcity and competition, creates a ripe field in which students may become the objects of displaced scorn. Consequences of this are palpable, as vulnerable students report feeling “like
my teachers want me to fail and take pleasure in that failure.” Drawing on empirical work conducted with faculty learning communities, workshop facilitators will demonstrate how specifically-designed assessment and pedagogical tools can humanize students and support learning within their own campus communities. Participants will engage in and reflect on community-building as an empathy-developing practice; consider instances of student shaming and discuss the consequences of this practice on student learning and teaching culture; experience and reflect on two humanizing pedagogical and assessment tools; and discuss additional pedagogical approaches that can prime empathic contemplation within a learning community.

Leslie Bayers, Associate Director, Center for Teaching and Learning and Eileen Camfield, Director of University Writing Programs—both of University of the Pacific

PLAZA ROOM, 2ND FLOOR
Faculty Development and Engagement | Workshop-Theory to Practice

CS 26: Comprehensive Faculty Development to Advance Inclusion on Campus
Workshop facilitators will describe how to design comprehensive faculty development programming – including faculty mentoring – to advance the support and career success for underrepresented faculty and all faculty member’s capacity to create inclusive classrooms. Participants will learn how to design programs using research-based approaches, leverage existing resources and experts on campus, address the needs of underrepresented faculty, assess faculty desires for professional development, and develop a communications plan to best reach potential attendees. They will learn how to utilize these different programs to effectively complement each other.

Laura Hunter, Associate Diversity Officer and Coordinator of Faculty Development and Lydia Kennedy, Director—both of University of Arizona

LA JOLLA, 1ST FLOOR
Institutionalizing Diversity, Equity, and Student Success | Workshop-Theory to Practice

CS 27: Institutionalizing and Assessing Diversity Plan Change Efforts
Diversity and strategic plans are well-intentioned documents sometimes lacking clarity regarding assessment of organizational change efforts. Changing a university’s diversity culture “requires learning to work effectively with the guardians of its culture” (Stanley, 2016). University culture, history, and traditions, when examined through a variety of lenses, may be perceived to be at odds with institutional growth and vision. Workshop facilitators will examine a model of institutional accountability associated with assessing a Diversity Plan using multiple sources of data for effectiveness and growth. Through self-assessment and small group work activities, participants will use campus diversity and strategic plans to develop action plans that identify: achievement gaps; a compilation of ongoing resources around recruitment, retention, and campus climate activities; and how to align diversity, inclusion, and equity data with institutional assessment, values, culture, and mission. Participants will explore models framing institutional change, and identify sources for evidence of effectiveness of their plans.

Christine Stanley, Professor of Higher Education and Jennifer Reyes, Director for Assessment and Diversity Initiatives—both of Texas A&M University
**CS 28: Anti-Racism and Social Justice Transformation in a Faculty Association**

Session facilitators will share their experiences in initiating and participating in an Anti-Racism and Social Justice Transformation Project within a faculty labor union. Facilitators will share the development, successes, challenges, and lessons learned through this ongoing work. They will invite participants to consider: 1) using an anti-racism frame as opposed to diversity or cultural competency frames to guide their thinking; 2) the importance of personal and relational work in addition to organizational and structural change; and 3) how to create a sustainable anti-racism culture. This session will utilize small-group discussions to explore questions related to faculty working with faculty in anti-racism work. 

*Participants will be able to distinguish anti-racism work from diversity, equity, and multicultural projects; understand the importance of personal and relational anti-racism work from formal academic work; and gain appreciation of the role that faculty labor unions can play.*

_Cecil Canton, Professor—Sacramento State University; and Jennifer Eagan, Professor—California State University, East Bay_

**CS 29: Getting Beyond Surface Interaction: Principles for Effective Community Partnerships and High-Impact Practices**

Presenters will share their Theatre in the Community courses as models for engaged learning by forming partnerships between universities and under-resourced communities. They will describe three pedagogical principles that foster inclusive learning and positive exchange between communities and institutions of higher learning: 1) trust building; 2) community engagement; and 3) collaborative creation. Faculty, community institutions, and student affairs educators can use these principles to implement and assess community-based learning programs. The presenters will model experiential learning and participants practice with hands-on sample exercises to stimulate dialogue about diversity and inclusion. 

*Participants will practice an embodied exercise to facilitate discussions with diverse populations; create and analyze images of cultural competencies; and evaluate how to adapt this work.*

_Lisa Brenner, Associate Professor—Drew University; and Evelyn Cruz, Associate Professor—University of San Diego_

**CS 30: Making Time for PIE: Practicing Inclusive Engagement in Higher Education**

Practicing Inclusive Engagement (P.I.E.) workshops were developed at The University of Alabama to build skills for intercultural engagement and to foster an inclusive mindset on campus. *Participants will learn about a series of interactive experiences that focus on concepts of social identity, intersectionality, inclusive language, implicit bias, and creative ways to ask questions that invite diverse perspectives and encourage dialogue across differences. They will be able to recognize the importance of scaffolding interactive experiences for developing cultural competency; understand the power of dialogue skills for fostering an inclusive campus; and be able to synthesize the P.I.E. workshop experience with their own knowledge for social justice education and potential applications on their home campuses.*

_Lane McLelland, Director, Crossroads Community Engagement Center, Paige Bolden, Intercultural Engagement Coordinator, Crossroads Community Engagement Center, and Maureen Flint, Graduate Research Assistant, Department of Educational Studies in Psychology, Research Methods, and Counseling—all of The University of Alabama_
Faculty Development and Engagement

**Poster 15: Inconvenient Truths about Faculty Members’ Inclusion of Diversity into the Curriculum**

Because campus practitioners do not routinely examine or unpack how faculty include diversity into the curriculum, they are left with their assumptions and preconceptions about how and where this occurs in higher education. Further, individual beliefs about diversity inclusion are shaped by the biases passed on by socialization processes that faculty traverse in their communities, including their chosen discipline or field. *Participants will see how results from the Faculty Survey of Student Engagement (FSSE) reveal inconvenient truths about which faculty members and contexts are more likely to be inclusive of diversity. While the averages and overall relationships confirm some general assumptions (e.g., faculty of color and women are more likely to include diversity and STEM fields are less likely to do so), exploring the data further reveals results that lead one to question individual foundational assumptions and preconceptions.*

*Thomas F. Nelson Laird, Associate Professor and Director of the Center for Postsecondary Research—Indiana University Bloomington*

High-Impact Practices and Evidence-Based Strategies

**Poster 16: Writing for the Common Good: Inclusive Feedback Strategies Across the University**

This poster will describe strategies for creating an inclusive and equitable environment that specifically encourages discussions about writing feedback at all levels of the university. The presenters will discuss creating a sustainable structure for providing inclusive spaces for writing feedback; address faculty and student collaborations to encourage university-wide participation; and provide strategies for using writing to encourage pedagogical and curricular applications of inclusive and equitable practices in the classroom. *Participants will gain knowledge about instituting a university-wide writing center focused on inclusive practices and equity; learn strategies for creating a sustainable structure for recruiting and retaining a diverse group of writing assistants; and be able to create models for university-wide writing feedback to develop curriculum for inclusive writing feedback strategies from first to final year at undergraduate and graduate levels.*

*Alana Kuhlman, Lecturer—Northern Arizona University*

Institutionalizing Diversity, Equity, and Student Success

**Poster 17: The Institutional Impact of Group Mentoring Interventions on Student Success**

This poster will introduce the curriculum and outcomes of a first year seminar (FYS) course within the context of a federally funded student success program for Pell eligible students. The program is designed to promote student success through year-long FYS courses with a simultaneous, intentional mentorship component. This research project uses two mentoring interventions, community based mentorship, and an institutional learning community-based mentorship program. *Participants will learn about the research guiding the program, the current status of the program, and the positive effect the program has had at an institutional level. They will consider how to apply principles of campus and community mentorship and integration to topics of interest on campus and gain a lens through which to measure mentorship as it relates to student persistence on campus.*

*Monica Liggins Abrams, Associate Director CRICPE and Co-Director, Success@WMU—Western Michigan University*
Friday, March 23, 2018; 5:00 p.m. – 6:00 p.m.

Faculty Development and Engagement

Poster 18: Community-Based Learning Faculty Fellows Program: Design, Implementation, and Strategies

This poster will describe strategies used to design and implement an effective and evidence-based Faculty/Staff Fellows Program in community-based learning to promote student engagement, learning, and understanding of diversity. Details of each phase of the year-long program will be provided. *Participants will learn about 1) the rationale for the program; 2) strategies for recruitment of a diverse and representative cohort of participants; 4) collaborations; and 5) the academic and administrative units that house and support the program, as well as commitment of ongoing institutional support.* Faculty and academic affairs educators can use these principles to design and implement similar faculty development programs grounded in a commitment to student success, civic engagement, and diversity. 

**Jodie Parys, Community Based Learning Coordinator and Professor—University of Wisconsin-Whitewater**

Faculty Development and Engagement

Poster 19: Creating Diversity Champions and Instituting Change through a Diversity Reading Group

As part of its vision, the Department of Psychology at James Madison University seeks to foster a collegial and collaborative environment within which divergent opinions as well as cultural diversity are respected, valued, and promoted. Over time it has become clear within a homogenous department that implicit biases threaten the successful implementation of this vision. Prompted by ideas presented at AA&CU, the department formed a Diversity Reading Group to facilitate critical dialogues that would advance members’ understanding across difference, promote idea sharing for departmental transformation, and better serve a diverse population of students. Poster presenters will discuss the practicalities involved in forming and maintaining the Diversity Reading Group. *Participants will learn how the formation of a Diversity Reading Group facilitates difficult dialogues that can impact personal, departmental, and institutional practices.*

**Claire Lyons, Professor, Department of Psychology—James Madison University**

Real vs. Ideal

Poster 20: Developing a Diversity Series for First Year Students: The Value of a Collaborative Approach

This poster will share how Diversity and Inclusion Series, a program all incoming first-year students are required to participate in, evolved and improved from year one implementation to the second year with assistance from key campus partners. This three-part series involving face-to-face discussions and online modules, was developed as a direct response to recognizing that the diversity and social justice “ideals” of the institution were not manifested in the “real” lived experiences of some students. The program seeks to instill in students an awareness of and commitment to living out the core values of diversity and social justice. *Participants will learn how Santa Clara University (SCU) approached creating a diversity and inclusion series from concept through implementation in less than one academic year. They will leave with an understanding of the opportunities and challenges of building cross campus partnerships between researchers and practitioners and reflect on multiple approaches to program evaluation and how this guides program improvement.*

**Danielle Aguilar, Assistant Director, Office for Multicultural Learning, Christine Bachen, Director of Assessment and Associate Professor in Communication, and Chan Thai, Assistant Professor, Communication—all of Santa Clara University**
Friday, March 23, 2018; 5:00 p.m. – 6:00 p.m.

Real vs. Ideal

Poster 21: Including Those from Underrepresented Populations: PreK-PostDoc-Aspirations and Constraints
This poster will situate an institutionally-funded mini-grant project within the context of a public comprehensive university that strives to diversify its pre-service teacher candidates by deepening its urban community partnerships. The mini-grant is aimed at identifying prospective urban teachers as early as middle school, and placing students in a long-term mentoring relationship with university and urban school district faculty and staff. Discussion will include reconciling aspirational ideals to concrete realities among a variety of institutional settings. Participants will review sample mission, vision, and goals about the aspirational language typical of higher education public statements and planning documents and trace the alignment of institutional planning down through the college, school, department units to activate aspirational ideals very early in prospective college students’ educational experiences. They will examine a typical institutional process for mini-grant writing for a project designed to shorten “the long shadow” of disadvantage; and discuss the tradeoffs inherent in the implementation of aspirational projects when situated within the constraints of realities.

John Gray, Assistant Dean and Claudine Keenan, Dean—both of Stockton University

High-Impact Practices and Evidence-Based Strategies

Poster 22: Community-Based Work Study: Hybridized High-Impact Practice and Enhanced Learning Outcomes
The University of Wisconsin-Milwaukee’s Community Leaders Internship Program (CLIP) utilizes the high-impact practices of community-based learning and internships to create a unique learning experience for students. CLIP combines practical work experiences at community-based organizations with deliberate in-class reflection and conceptualization to facilitate the development of critical thinking skills, intercultural competence, a sense of civic duty, and effective communication skills. A model for experiential learning, students encounter opportunities to understand and articulate their own positioning in their civic and professional development. Participants will learn how the implementation of a community-based work study program that utilizes multiple high-impact educational practices provides optimal learning experiences for students, while also advancing an institutional mission of widespread and robust community engagement.

Benjamin Trager, Director of Community-Based Learning / PhD Student and Laurie Marks, Executive Director, Center for Community-Based Learning, Leadership and Research—both of University of Wisconsin-Milwaukee

High-Impact Practices and Evidence-Based Strategies

Poster 23: Adapting Supplemental Instruction to Support Linguistically and Culturally Diverse Students
Successful collaborative learning requires students to work in groups of individuals with different backgrounds, styles, and perspectives. This kind of collaboration may be challenging, especially when group members do not share similar cultural norms or linguistic backgrounds. Middlesex Community College has developed a unique adaptation of the Supplemental Instruction (SI) collaborative learning model that supports an innovative approach to supporting English Language Learners in pre-college and college-level instruction. Participants will learn about the effectiveness of SI; develop strategies to successfully modify an SI program to meet the needs of culturally and linguistically diverse students; and explore cultural competencies related to working with Southeast Asian American students.

Noreen McGinness Olson, Director of Academic Support Programs and Ellen Nichols, Dean of Humanities—both of Middlesex Community College
Friday, March 23, 2018; 5:00 p.m. – 6:00 p.m. and Saturday, March 24, 2018

High-Impact Practices and Evidence-Based Strategies

**Poster 24: Inclusive Excellence as the Foundation for Curriculum Reform: The Pathways Project**

The “Pathways Project” is a multi-year campus-wide endeavor initiated by faculty and staff that outlines and implements an undergraduate curriculum, based upon the framework of Inclusive Excellence, to increase student engagement, retention, and graduation at Adams State University. The Pathways Project aligns the undergraduate curriculum with institutional student learning outcomes, place-based learning, and ASU’s mission to educate, serve, and inspire their diverse populations. This poster will describe the inclusive practices and processes that led up to the development of the (proposed) Pathways Model as well as share the implementation timeline. *Participants will gain an understanding of how faculty and staff at a small, rural Hispanic Serving Institution led efforts to transform curricula in order to “become the university community of choice for diverse, historically underserved groups, and all who value quality education and inclusivity.” (ASU’s vision)*

*Leslie Cramblet, Professor, Adams State University*

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**SATURDAY, MARCH 24, 2018**

**IMPERIAL, 2nd FLOOR**

8:00 A.M. – 11:15 A.M. **CONFERECE REGISTRATION AND MEMBERSHIP INFORMATION**

**CALIFORNIA FOYER, 2nd FLOOR**

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

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

**CORONADO, 3rd FLOOR | *COMMITTING TO EQUITY AND INCLUSIVE EXCELLENCE FEATURED SESSION* **

CS 31: Transforming the Classroom: Embedding Equity through the Practice of Real Talk

Two common themes discussed on college campuses at all organizational levels are equity and student success. A question that all institutions face is how to better prepare faculty to address these issues in the classroom. Lansing Community College implemented the Faculty Institute in the summer of 2016 to align pedagogy with student outcomes. The Faculty Institute, based on Paul Hernandez’s book, *The Pedagogy of Real Talk: Engaging, Teaching, and Connecting with Students at Risk* (2015), addresses issues of student success and belonging for all students in the classroom. Working collaboratively, faculty, the Center for Data Science, and administration developed a three-year faculty training program to teach faculty how to transform their teaching by creating classrooms that actively promote meaningful student engagement through the two key pedagogical tools of Real Talk and Alternative Lessons. *Participants will learn about the pedagogical framework, implementing theory to practice, initial results, and next steps moving forward from various organizational perspectives.*

*Paul Hernandez, Chief Diversity Officer, Anne M. Heutsche, Assistant Professor of History, and Karen Hicks, Director of Assessment—all of Lansing Community College*
Saturday, March 24, 2018; 8:30 a.m. – 9:30 a.m.

LA JOLLA, 1st FLOOR
Politics and Policies | Facilitated Discussion

CS 32: Creating A Dreamer’s Pathway in Uncertain Times
This facilitated discussion will explore the political and institutional challenges and opportunities in creating a learning community in an urban metropolitan university. The facilitators will share their experience and insights from the process, and will engage the participants in a frank discussion of the requisite elements of a program for DACA students that ensures both access and success in higher education. Participants will: 1) develop a deeper understanding of DACA student challenges in higher education; 2) develop institutional strategies for creating a positive context of reception for Dreamer’s at their institutions; and 3) gain insights into what constitutes a successful Dreamer’s learning community in an urban metropolitan institution.

Jonathan Benjamin-Alvarado, Assistant Vice Chancellor of Student Affairs and Professor of Political Science and Daniel Shipp, Vice Chancellor for Student Affairs and Enrollment Management—both of the University of Nebraska Omaha

CALIFORNIA BALLROOM C, 2nd FLOOR
Innovation/Ideation Sessions

CS 33: Strategies and Practices for Supporting Students’ Assets—Advancing Students’ Success
This session will include two distinct campus presentations and time for questions.

Moderator: Emily Schuster, Staff Editor and Editor, Diversity & Democracy—AAC&U

Real vs. Ideal

Male Retention Initiative: Exploring Questions and Practice
Although Berea College has had a long history of inclusion, males from the three sub-groups participating in the Male Retention Initiative continue to lag behind in college completion rates, social mobility, and advanced degree completion. The "ideal" for Berea College would be for all students from marginalized populations to succeed 100% of the time (i.e. graduate from college and obtain a career and/or attend graduate school). The "real" or reality lies in the fact that although much work has been done toward the end of seeing each student through to success, there is still much to be done. Berea College is committed to continuing its Male Retention Initiative and enhancing it through a process of continuous improvement by studying practices via data from students and faculty as well as retention.

Participants will gain an understanding of the Appalachian context within which Berea College is situated; learn about an initiative to retain first year male students; evaluate the historical importance, uniqueness, and impact of male educational attainment within society; and consider how cultural and societal identity contributes to, or may hinder, academic readiness and success in college and beyond.

Yoli Carter, Chair, Education Studies, Linda Strong-Leek, Vice President for Diversity and Inclusion, Associate Vice President for Academic Affairs, and Chris Green, Director of the Loyal Jones Appalachian Center and Program Chair of Appalachian Studies—all of Berea College

Structural Hierarchies and Institutional Transformation

Collective Advocacy for Change: Perspectives on Class and International Communities
Chairs of the Chapman Diversity Project’s advisory groups on the status of socio-economic stratification and international communities will share how they contributed to changes in institutional prioritization of diversity and inclusion at Chapman University. Change work is often challenging and unpredictable and presenters will share strategies for maintaining energy among volunteers and lessons learned. The groups have worked to address food insecurity, textbook affordability, registration and business holds for students struggling financially. They engaged challenges related to campus housing
and transportation and advocated for better transitions into higher education for international students. Participants will learn about the challenges and successes of the Chapman University Diversity Project in working to break down structural hierarchies through collective advocacy regarding diversity and inclusion. Participants will discuss how to improve support systems for students amidst the challenges that face higher education today and how to translate the work of collaborative initiatives into concrete institutional changes.

**Erin Pullin**, Director, Diversity and Inclusion, Office of the Provost, **Joseph Slowensky**, Vice Provost for Institutional Effectiveness and Faculty Affairs, **Crystal De La Riva**, Academic Advisor and First Generation Services Coordinator, and **Carolyn Nih**, Assistant Director of Graduate Law Programs—all of Chapman University

**SIERRA, 2nd FLOOR**
Institutionalizing Diversity, Equity, and Student Success | Facilitated Discussion

**CS 34: Diversity and Equity 101: Baby Steps Toward Creating a More Inclusive Campus**
Many colleges and universities have yet to demonstrate a commitment to diversity, equity, and inclusion. Institutional change requires a multi-level approach, and initiating change can be challenging for universities that have historically lagged in this area. This discussion will provide concrete strategies for launching “baby step” diversity and equity efforts by facilitators who have been charged with assessing and implementing change efforts at their institution. Participants will learn concrete examples of the challenges of launching diversity and equity efforts at institutions that have historically lagged in this area. Presenters will discuss specific steps they have taken to begin to evaluate and address diversity and equity needs at Utah State University, a predominantly white research-intensive Carnegie institution. They will lead participants in designing such “baby steps” for their own institutions.

**Christy Glass**, Professor, **Jessica Lucero**, Assistant Professor, **Tammy Proctor**, Department Head and Professor, and **Kristina Scharp**, Assistant Professor—all of Utah State University

**PLAZA ROOM, 2nd FLOOR**
High-Impact Practices and Evidence-Based Strategies | Facilitated Discussion

**CS 35: HIPs For All, Not Just For Some: Strategies for Scaling Powerful Learning Experiences**
While there is significant work demonstrating the value of high-impact practices for creating a more equitable experience for undergraduate students, there are key challenges for institutions interested in moving from idea to implementation. How do they create high-impact practices that can be scaled for all students (traditional, transfer, adult, and online)? How can they establish opportunities to ensure that students experience multiple high-impact practices during their college careers? Session facilitators will share their experience scaling HIPs and highlight key strategies and leverage points to guarantee all undergraduate students not only have access to such transformative educational experiences but will in fact engage in them repeatedly. Participants will consider how to identify the type of HIPs that their campuses might scale, institutional data sources for student demographics, key campus partners and stakeholders, and avenues inside and outside of the curriculum to ensure all students access HIPs.

**Jeffrey Thomas**, Director of General Education and Associate Professor and **Sarah Fatherly**, Provost and Vice-President for Academic Affairs—all of Queens University of Charlotte
Saturday, March 24, 2018; 8:30 a.m. – 9:30 a.m.

**Santa Fe, 2nd Floor**
Institutionalizing Diversity, Equity, and Student Success | Facilitated Discussion

**CS 36: Building on Momentum: Community Conversations for Diversity, Equity, and Inclusion**
Session facilitators will describe a model for campus-wide collaborative approach to diversity, equity, and inclusion (DE&I); and the factors, mechanisms, and resources necessary to sustain DE&I work on college campuses. *Participants will learn about and discuss challenges to successful DE&I work in campus groups (e.g., students, faculty, staff, and administration) and identify opportunities for partnership and success in DE&I work in campus areas. Participants will understand how campus-wide DE&I work is consistent with student success and engagement goals.*

*Amber Douglas*, Dean of Studies and Director of Student Success and Advising, Associate Professor of Psychology, *Dorothy Mosby*, Associate Dean of Faculty, Professor of Spanish, and *Marcella Runell Hall*, Vice President for Division of Student Life and Dean of Students—all of Mount Holyoke College

**Del Mar, 1st Floor**
Real vs. Ideal | Facilitated Discussion

**CS 37: The Unique Issues and Opportunities of Adult Learners in a Diverse University**
Boasting a truly diverse student population including designation as a Hispanic Serving Institution and one of the Top 50 Ethnically Diverse Colleges in America, Florida Atlantic University celebrates difference. The very real opportunity to work with a wide array of culturally and ethnically diverse learners also presents unique issues. Session facilitators will explore the potential of a research-based approach to provide real versus ideal student success measures to serve all students with a particular emphasis on non-traditional learners. *Participants will discuss the planning and implementation of initiatives to destigmatize remediation, promote academic excellence, and increase student engagement and retention. They will have an opportunity to engage with a team of researchers and discover how to identify, address, and implement strategies for student success in diverse university cultures. They will explore methods to ignite faculty engagement, community involvement, and university support. At the end of the session, participants will be able to determine essential components of a diversity plan in unique settings and use research-based practice to guide the design and implementation of student success initiatives. The inclusion of specific measures of student learning make this session applicable to higher education practitioners looking to identify and apply actionable data in their program.*

*Patricia Heydet-Kirsch*, Assistant Dean, College of Education, *Robert Shockley*, Chair, Department of Educational Leadership and Research Methodology, and *William Hardman*, Instructor—all of Florida Atlantic University

**California Ballroom A, 2nd Floor**
Real vs. Ideal | Facilitated Discussion

**CS 38: Measuring What Counts: Measuring the Impact of Assessment Practices on Underrepresented Students**
Higher education must make the knowledge and skills needed to obtain degrees and credentials more accessible, while also maintaining a high bar for quality. Drawing from two forces that are impacting higher education—the identity crisis of changing demographics brought about by an increased understanding that all citizens need access to higher education, and increased pressure to systematize assessment and accountability practices—facilitators will argue that both of these national conversations are limited because higher education is not interrogating the ways in which assessment and demographics inform each other. They will maintain that the relationships between the naming of excellence versus the modalities through which excellence can be demonstrated must be reimagined.
dialogue with participants, the facilitators will share some brief scenarios in which participants will examine the two competing conversations and share ideas for improved assessment practices that define student success. Participants will gain an understanding of the role of culturally relevant assessment practices in enhancing institutional understanding of the increasingly diverse students entering higher education.

**Margaret Finders**, *Professor of Education and Catherine Bishop*, Chief Student Success Officer—both of Augsburg University

**California Ballroom B, 2nd Floor**
High-Impact Practices and Evidence-Based Strategies | Innovation/Ideation Sessions

**CS 39: Findings and Models for Motivating Students to Engage High-Impact Practices**
This session includes two campus presentations with time for questions.

**Moderator: Jacinta Saffold**, Associate Director, Diversity, Equity, and Student Success—AAC&U

This session will explore ways in which participants can implement data-driven practices using publicly available tools to understand the participation level of historically underrepresented student populations in high-impact practices (HIPs) at their institutions. Session facilitators will share a case study of an inquiry process to address questions based on findings from the data obtained. The inquiry process will involve a diverse group of stakeholders at the university and the surrounding community aimed at understanding the unique characteristics of students who choose to participate in HIPs. The session will conclude with an overview of a framework informed by findings from the inquiry process and used as a foundation for tracking progress towards meeting articulated goals in order to best serve diverse student populations. Participants will learn how a holistic approach to understanding student motivation to participate in service learning and internships can inform program development. Participants will also understand how a program logic model can provide a framework that acts as the basis for data tracking efforts and ongoing dashboard creation to ensure their programs are promoting access, success, and preparation for work and engagement among diverse groups.

**Cheryl Landin**, Decision Support Analyst, **Patricia Prado-Olmos**, Vice President, Community Engagement, and **Sarah Villarreal**, Associate Vice President, Community Engagement—all of California State University San Marcos

**Real Life Experience with REAL TALK**
The universal goal of higher education is to successfully prepare students for careers. The goal of educators is not only to prepare students for the job market, but also to teach them how to develop healthy relationships and self-esteem. By the time students leave the safety of the academic nest and enter the job market, they need to be able to work effectively with a diverse group of people, be an engaged team member, and place principles above personalities. The session facilitator will describe how “Real Talk” can open the door to “Real Teaching” and help create a safe environment for students to learn and become engaged. Participants will learn how "Real Talk" has transformed student success in the classroom and online, and how they can incorporate this concept and action in their institution. The discussion will include an example of Real Talk, alternative lessons, tracking student engagement, statistics on realized outcomes, and a brief history of how Real Talk has been implemented at Lansing Community College, with the focus on at risk students.

**Jodi Breithart**, Adjunct Professor and Certified Management Accountant—Lansing Community College
HARBOR ROOM, 3RD FLOOR
Innovation/Ideation Sessions

CS 40: Developing Programs through Community Connections, Innovation, and Leadership
This session will include two distinct campus presentations and time for questions.
Moderator: Megan Stielstra, Artist in Residence—Northwestern University

Structural Hierarchies and Institutional Transformation

Creating a Community College Public Humanities Center to Promote Cross-Cultural Learning
This innovation session will share the experiences of developing a community college Public Humanities Center to deepen ties with the local community, create useful global education curriculum resources, and promote cross-cultural learning. The Public Humanities Center (PHC) is an outcome of extended curricular and community work undertaken with the support of an AAC&U Bridging Cultures grant and the Citizenship Under Siege project. Through its advisory board, the PHC leverages the diversity of local communities to create engaging and thoughtful public programming exploring racial and cultural identity through the humanities. PHC programs provide meaningful opportunities for developing cross-cultural learning and creating bridges of empathy. Participants will understand the responsibility of institutions of higher education to contribute to and strengthen diverse local communities and support the higher education’s public purpose; be able to identify strategies to partner with local cultural resources to enhance global curricula and develop beneficial and responsive cultural programs; 3) examine the special role the humanities play in developing shared understandings and reconciling diverse perspectives; and 4) identify cost effective synergies between available community resources and global curriculum initiatives and goals.
Phil Sisson, Vice President and Provost of Academic and Student Affairs and Matthew Olson, Dean of Social Sciences, Interdisciplinary Studies, and Online/Weekend Programs—both of Middlesex Community College

Real vs. Ideal

Don't Dream It, Be It: Low-Cost, High-Impact Approaches to Instituting Inclusive Excellence
Based on the idea that creative thinking and data-informed planning matters more than a limitless budget, "Don't Dream It, Be It" provides a series of discussion points for low-cost, high-impact tactics for developing a robust campus-wide inclusive excellence plan. With representatives from student spaces, curriculum leaders, and learning modalities, this presentation will give participants an opportunity to hear about a newly created Center for Inclusive Excellence that acts as a hub for transformative student experiences. Participants will learn low-cost, high-yield strategies for instituting inclusive excellence; discuss assessment tools for measuring the effectiveness of inclusive practices; and consider how to develop tactics for ally building in faculty and staff.
Jonas Prida, Assistant Provost, Academic Affairs, Jehnie Burns, Assistant Professor, and Molly McClelland, Director of Student Success—all of Point Park University

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

HARBOR ROOM, 3RD FLOOR | *COMMITTING TO EQUITY AND INCLUSIVE EXCELLENCE FEATURED SESSION*

CS 41: The Power to Include: Building Human Capacity to Lead Diversity, Equity, and Inclusion Efforts
Participants will explore and identify human capacity to lead diversity, equity, and inclusion work on their campuses based on Williams’ (2013) Dynamic Diversity DNA dimensions. Participants will engage in dialogue and small group exercises to determine observable behaviors and actions that exist on their campuses to support the dimensions of Dynamic Diversity DNA. They will articulate the dimensions of
and record observations on Williams’ continuum; and identify tactics that cultivate new understanding, attitudes, and skills to increase human capacity toward committed action among administrators, faculty, and staff to advance diversity, equity, and inclusion efforts as an overarching strategic goal.

**Michele Hancock**, Director of Equity and Inclusion, **Jacqueline Easley**, Dean of the Division of Professional Studies, **Dana Garrigan**, Associate Provost for Assessment and Planning, and **Abigail Heinrichs**, Vice President for Institutional Effectiveness—all of Carthage College

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**SANTA FE, 2ND FLOOR**

**Real vs. Ideal | Facilitated Discussion**

**CS 42: Making Space for Queer Students at Faith-Based Colleges and Universities**

LGBTQ students face many challenges as they matriculate at many of the faith-based universities across the country. Often those schools have theological positions opposed to same-sex attraction, and the campus climate discourages them from becoming full participants in the life of the college. This discussion explores the ways that faith-based institutions can move forward in becoming more inclusive and creating safe spaces within which LGBTQ students can more comfortably succeed. *Participants will understand the full range of obstacles which LGBTQ students face on faith-based college campuses and how Lipscomb University has adapted to make more safe spaces for LGBTQ students. Participants will discuss strategies for addressing obstacles on the campus and will develop their own plans for expanding safe spaces on their own campuses.*

**Paul Prill**, Director, Honors College Professor—Lipscomb University; and **Anissa Plattner**, Instructor—Alliance Leichtman-Levine Family Foundation Environmental High School

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**CALIFORNIA BALLROOM A, 2ND FLOOR**

**Structural Hierarchies and Institutional Transformation | Facilitated Discussion**

**CS 43: Leading Data-Driven Transformation of Systematic Academic Inequities for a Mid-Size University**

This interactive session will utilize small-group discussions to explore two initiatives essential to changing a campus climate and achieving academic equity for all students. Participants will learn how to use disaggregated data to make equity-minded decisions that can eliminate institutional barriers to student success; and explore successful strategies for creating an equity-minded campus culture that embraces diversity and actively shares responsibility for student achievement. Session presenters will highlight successful strategies and lessons learned which will serve as the springboard for small groups to engage in discussions about these complex and challenging issues. *Participants will learn how a mid-sized university in a mid-western town is addressing systemic academic inequities through the creation of a human diversity graduation requirement, implementation of a faculty/student research mini-grant program, diversity dialogues, bias incident reporting, and freedom of expression policies.*

**Vernese Edghill-Walden**, Senior Associate Vice President for Academic Diversity and Chief Diversity Officer, **Edward Klonoski**, Associate Vice Provost, Undergraduate Curriculum, and **Janice Hamlet**, Associate Professor Communications and College Director of Diversity—all of Northern Illinois University

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**CALIFORNIA BALLROOM B, 2ND FLOOR**

**Institutionalizing Diversity, Equity, and Student Success | Workshop-Theory to Practice**

**CS 44: Inclusive Student Teams: Creating an Equitable Environment for All**

Many colleges are making use of high-impact practices. Many high-impact practices make use of student teams. Recent studies show that diverse teams are better at solving problems and innovating precisely because there are a diversity of perspectives and backgrounds that can be brought to bear on problems (Philips, Liljenquist, Neale, 2010; Rock, Grant, and Grey 2016). These benefits only accrue if teams are
not hampered by bias. Recent studies show that students frequently encounter gender and race based biases that hamper not just women and minority student ability to perform well on teams but also hamper the team’s overall ability to take advantage of the benefits of diverse perspectives (Wolfe, Powell, Schisserman, and Kirshon, 2016). Session facilitators will share both the structure and results of a set modules for WPI’s first year, project-based seminars to create more equitable environments for student teams. Participants will learn how unconscious bias in student teams can reduce student learning and hinder project success and about tools and strategies that enable students to better navigate, discuss, and manage relationships on teams with diverse identities, personality types, and learning styles. They will work with coaches and fellow participants to think through how they might incorporate or modify this module into their own course or laboratory context.

**Geoff Pfeifer**, Associate Teaching Professor of Philosophy and International and Global Studies, **Emily Bigwood**, Student Researcher, and **Allysa Grant**, Student Researcher—all of Worcester Polytechnic Institute

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**CS 45: Inclusive Excellence: Evidence from a Strategic Transformational Approach to Campus Diversity**

Past efforts at addressing campus diversity issues have resulted in new initiatives, innovative programs, diverse demographics, and a myriad of other positive changes that have led to embracing and practicing diversity. These efforts however, while effective and well intentioned, have not addressed the systemic nature of the problem. Stated differently, as diversity efforts have been implemented on college campuses, the fundamental structure of the institution has remained unchanged and therefore, problems persist accompanied by periodic student protests, crisis, and proposals for yet more diversity projects. This workshop will focus on efforts at the University of Arizona to undertake systemic transformation. Panelists will describe the implementation and embedding of diversity and inclusiveness systemically in different departments of the university. Participants will engage in small group dialogues and an interactive exercise to explore and learn about the dynamics of systematically addressing diversity issues including successes, challenges, and opportunities. The Inclusive Excellence model will be examined from both a theoretical and practical perspective as participants consider implementing inclusive excellence on their respective campuses.

**Jesús Treviño**, Vice Provost for Inclusive Excellence, **Lisa Elfring**, Assistant Vice Provost, Instruction and Assessment, **Sherard Robbins**, Assistant Dean of Students, and **Helena Rodrigues**, Assistant Vice President, Human Resources—all of University of Arizona

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**CS 46: Strategic Visioning from the Institutional Middle: Equity, Change, and a Twenty-Year Plan**

How can long-range institutional change around equity and inclusion take hold given the continual churn of executive leadership and the ensuing three- to five-year institutional strategic planning efforts? Workshop facilitators will introduce a twenty-year institutional framework for catalyzing equitable and thriving campus communities among all institution types. The session will be well-suited to institutional teams and individuals. Participants will learn a new conceptual framework for advancing long-term institutional change; practical tools for engaging constituents in long-term institutional change efforts; and methods for generating data on institutional change efforts and for using that data to propel institutional change. They will develop insights and concrete action ideas for their institutions

**Glyn Hughes**, Director, Common Ground and **Amy Howard**, Assistant Vice President, Community Initiatives and Bonner Center for Civic Engagement—both of University of Richmond
High-Impact Practices and Evidence-Based Strategies | Workshop - Theory to Practice

CS 47: Preparing Pre-Service Teachers to be Critically Conscious Urban Educators Through YPAR
This workshop will help participants understand Youth Participatory Action Research (YPAR) and how it can be used to prepare pre-service teachers to connect curriculum to the lived experiences/realities of students. YPAR provides the critical tools needed to help youth see the power they already possess and to understand how they might use it in their own lives and communities. Presenters will briefly describe what YPAR is, as well as other components of an urban teacher preparation program and then guide participants through hands-on activities. Participants will learn about the different components of an urban teacher preparation program designed to prepare teachers who are critically conscious, culturally relevant, and grounded in the local community. They will take part in hands-on activities and critical dialogue to better understand how to embed some of these practices into their own programs; receive a list of resources pertaining to this approach to teacher preparation; and understand how to use Youth Participatory Action Research to prepare pre-service teachers.

Rachel Radina, Visiting Assistant Professor and Program Coordinator of Urban Cohort—Miami University

Politics and Policies | Facilitated Discussion

CS 48: Free Speech in Diverse Spaces? Balancing Freedom of Expression with Diversity and Inclusion
In today’s polarized political landscape, what are our obligations as institutions of higher learning to create spaces for learning and engagement around difficult and controversial topics? While freedom of expression rightly remains a core value of higher education, what are the ways in which a free exchange of ideas may disproportionately and negatively impact already marginalized communities on our campuses? In this facilitated conversation, session leaders will use both large and small group discussions to address these questions by drawing on the communities of knowledge in the room. Participants will analyze and evaluate different perspectives on the role of universities in supporting both free speech and diverse spaces; understand the different roles of faculty and administrators in operationalizing both policies and practices (and recognize potential tensions between these two groups); and share ideas, examples, and best practices from the campuses represented.

Angela Mazaris, Director, LGBTQ Center and Marianne Magjuka, Assistant Dean of Students—both of Wake Forest University

Institutionalizing Diversity, Equity, and Student Success | Innovation/Ideation Session

CS 49: Making Equity Real: Changes that Impact Student Success
Over the last decade, Augsburg University’s incoming freshman class has gone from 13% students of color, to 56% students of color. In that time, it became obvious that students were experiencing various forms of institutional racism and bias throughout university structures. The university began two programs that focused on embedded structures of institutional racism that impede student access to the campus. The Diversity Program and Equity Project have both had a strong impact on changing the campus culture and structures that support students. The Diversity Program is aimed at understanding implicit bias and developing the tools and skills to recognize and change it. The Equity Project is a series of initiatives aimed at rethinking the business model structures that force students to drop out of college. Participants will learn how these programs embedded equity principles in the university business model, changed student outcomes, and about the challenges in implementing the programs.

Catherine Bishop, Chief Student Success Officer—Augsburg University
Saturday, March 24, 2018

CALIFORNIA BALLROOM, 2ND FLOOR
11:15 A.M. – 12:15 P.M.  PLENARY
Traces, Transgressions, and Truths: A Series of Inconvenient Closures
Hari Stephen Kumar, Principal Sales Trainer—MathWorks

As the closing plenary to a conference themed on the inconvenience of truths that separate the ‘real’ from the ‘ideal’ in higher education’s pursuit of diversity, equity, and inclusive democracy, this session will bring participants together for an interactive time of action-oriented reflection before dispersing to their respective contexts. Kumar will facilitate delving into practices of tracing, transgressing, and truth-telling to outline a series of inconvenient closures that encapsulate the conference—inconvenient because these ‘closures’ will serve to impel, generate, and energize more than assure, comfort, or crystallize. Holding these closures in a storytelling space, the speaker will also draw from his own varied itinerary across a broad spectrum of educational contexts while knitting together disparate disciplines to introduce a troublesome framework for inclusion and equity, involving the key elements of belonging, growth, and impact. How do campus practitioners ensure that their campuses are spaces where they can belong, grow, and learn, and where they can have an impact? How can they make this possible for all campus sectors: students, faculty, staff, and administrators—contingent, at will, and otherwise? Participants will explore the challenges to this vision that await them upon their return to campus and why they can persist regardless of inconvenience.

Thank you for participating in and contributing to the program.
Please complete the online conference evaluation form to help us design the 2019 Diversity, Equity, and Student Success conference.

SAVE THE DATE FOR NEXT YEAR’S CONFERENCE

March 28-30, 2019
Omni William Penn Hotel | Pittsburgh, Pennsylvania

PLEASE JOIN IN AN AAC&U WEBINAR

Committing to Equity and Inclusive Excellence: Campus-Based Strategies for Student Success.
Thursday, April 19, 2018 | 3:00pm – 4:00pm EST

The webinar will be a dissemination vehicle for sharing the project findings and recommendations to encourage educators to read and to utilize the report A Vision for Equity.

For more information, contact Vida Rivera at Rivera@aacu.org
Recent AAC&U Publications on Diversity, Equity, and Inclusive Excellence

**New Publication: A Vision for Equity**

Presenting findings from a three-year project on Committing to Equity and Inclusive Excellence led by AAC&U in partnership with the Center for Urban Education at the University of Southern California, *A Vision for Equity* shares lessons learned about addressing equity gaps at thirteen participating campuses. The book details evidence-based interventions focused on improving student success and includes practical examples, models, and resources for identifying and addressing disparities in student outcomes. The project and publication were funded by Strada Education Network and Great Lakes Higher Education Corporation & Affiliates.

Learn more at [https://www.aacu.org/publications](https://www.aacu.org/publications)

**Peer Review Spring 2017**

*Committing to Equity and Inclusive Excellence.* Since 1970, bachelor degree attainment among students from wealthy families nearly doubled, but it has barely changed for those from the poorest families. Sponsored by Strada Education Network and Great Lakes Higher Education Corporation & Affiliates, this issue details action plans from thirteen institutions for enhancing student success and academic achievement, especially among underserved populations of low-income, first-generation, and minority students, as well as adult learners.

Read online or order print copies at [https://www.aacu.org/peerreview/2017/spring](https://www.aacu.org/peerreview/2017/spring)

**New Issue: Diversity & Democracy Winter 2018**

*Intersectionality and Well-Being.* As campus communities become increasingly diverse, it is crucial to build cultures in higher education that respect and support all aspects of students’ and educators’ multiple, intersecting identities. This issue of *Diversity & Democracy*, produced in partnership with Bringing Theory to Practice and funded in part by Bringing Theory to Practice and the Endeavor Foundation, examines how higher education institutions can take an intersectional approach to fostering individual, community, and institutional well-being.

Read online or order print copies at [https://www.aacu.org/diversitydemocracy/2018/winter](https://www.aacu.org/diversitydemocracy/2018/winter)

**Liberal Education Summer/Fall 2017**

*Creating Inclusive Classrooms: Perspectives from Faculty Development.* This issue explores the role of faculty development in creating educational spaces that welcome students of all identities and encourage dialogue across perspectives. Also included are articles on intersectionality and liberal education, racial divides in the contemporary United States, student engagement in the 2016 election, cocurricular arts programming, and the public narrative about teaching and learning.

Read online or order print copies at [https://www.aacu.org/liberaleducation/2017/summer-fall](https://www.aacu.org/liberaleducation/2017/summer-fall)