AAC&U NETWORK for ACADEMIC RENEWAL

Engaged Inclusivity:
Perceptions, Realities, and Aspirations

March 28–30, 2019
Omni William Penn | Pittsburgh, PA

https://www.aacu.org/conferences/dess/2019

PRELIMINARY PROGRAM OF EVENTS

THURSDAY, MARCH 28, 2019

8:00 A.M. – 5:30 P.M.   EXCELENCIA IN EDUCATION DATA INSTITUTE
Separate registration required. The Data Institute is full.

The Data Institute is the first in *Excelencia* in Education's series of Ladder of Engagement institutes intended to strengthen institutional capacity in the Seal of Excelencia's core components: data, practice, and leadership. The Ladder provides technical assistance for a network of institutions committed to sharing and improving their efforts in SERVING Latino students. Institutional teams will have opportunities throughout the day to engage in collaborative learning and sharing within, and across institutional teams, to develop institutional plans for leveraging data to identify gaps and needs for transformative change. The institute agenda is available at www.aacu.org/conferences/dess/2019/excelencia.

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

Workshop 1: Managing Diversity in Community Colleges – The Emerging Role of the Chief Diversity Officer
The position of Chief Diversity Officer (CDO) continues to advance in visibility and importance in higher education. An increasing number of community and technical colleges have adopted executive level positions to further this work. Changing campus demographics, policy and legislative adjustments, the globalization of higher education, and increasing attention to civility and social justice needs make this work an essential consideration for all colleges. This interactive workshop will feature the thoughts, perceptions, and scholarship of six high level diversity professionals, who will share their voices and expertise. The presenters will provide insight into how they manage their departments while navigating the multi-faceted realms of diversity, inclusion, and equity at their respective campuses. Participants will learn models of practice and strategies to promote and implement equity at all levels. While this pre-conference is geared towards diversity professionals in the community college setting, it is open to all that may benefit.
Sharon Bland, Chief Equity and Inclusion Officer—Montgomery College; Clyde Pickett, Chief Diversity Officer—Minnesota State System; Kenny Yarbrough, Chief Equity, Diversity and Inclusion Officer—University of Wisconsin – Whitewater; Primrose Igonor, Diversity and Inclusion Coordinator—Marion Technical College; Sumana Misra-Zets, Civil Rights Compliance Officer/Title IX Coordinator—Community College of Allegheny County; and (moderator) Kevin A. Christian, Senior Program Associate for Diversity, Inclusion and Equity—American Association of Community Colleges

Workshop 2: Student Well-Being and the Equity Imperative
Academic research and campus practice—supported by Bringing Theory to Practice and others—have emphasized the importance of student well-being, not only as a condition of student success but also as a core

goal of educating the whole student. In recent years, the importance of student well-being as an *equity* imperative has become more and more evident, often due to the advocacy and activism of students themselves. What does it mean to place support for student flourishing at the center of the equity agenda? What does it mean to place equity, diversity, and inclusion at the heart of our understanding of student well-being? This pre-conference workshop will explore both questions, with a focus on the experience and needs of students whose experience of marginality often undermines their success and thriving: students of color, first-generation students, low-income students, and adult working students. It will combine research on student well-being and precarity, discussion of best practices, and reflection on what general commitments constitute a "well-being equity agenda." It will focus not only on issues of campus climate, community, and emotional support, but also on material needs—housing, food security, childcare—that low-income and working students often confront.

Tim Eatman, Inaugural Dean of the Honors Living-Learning Community—Rutgers University – Newark; Joselyn Schultz Lewis, Senior Associate Director for Inclusive Teaching and Learning Initiatives—Georgetown University; and Caitlin Salins, Executive Project Manager—Bringing Theory to Practice

Workshop 3: Building Bridges, Creating Allies: Confronting Questions of Privilege and Power in an Age of Polarization
In recent years, college and university campuses have experienced increasing tensions around issues involving diversity and inclusion, particularly around matters that impact or directly address race and ethnicity. Concomitantly, many of our campuses have also witnessed an increasing amount of often heated viewpoint polarization concerning these issues. This workshop's discussions and activities will focus on ways in which we can create not only *safe* spaces, but also *brave* spaces in the classroom and across the campus community to engage in authentic, transparent, and meaningful dialogue. Participants will explore frameworks for pushing through discomfort to effect lasting, systemic, equity-minded, meaningful change for students and educators alike—and for the citizenry as a whole. Discussion will address how to overcome barriers to meaningful, authentic dialogue and address issues of privilege, power, and inequity without alienating, blaming, or shaming students.

Shai Butler, Vice President for Student Success and Engagement—The College of Saint Rose and Richard Prystowsky, Vice President of Academic Affairs and Student Services—Marion Technical College

Workshop 4: VALUEing Student Learning Outcomes Connected to Diversity, Equity, and Inclusion
In order to be prepared for life, work, and citizenship, all students need to have experience engaging with individuals from backgrounds that differ from their own, and these experiences should be linked to learning outcomes. Student learning outcomes related to diversity transcend disciplines and departments, and they should be integrated into student learning from the first year through the final year. How do you identify diversity-focused learning outcomes and integrate them into curricular and co-curricular activities? Using the global learning, intercultural knowledge and competence, and civic engagement VALUE rubrics, this workshop will provide space to explore diversity-focused learning outcomes—for experiences in local and global contexts—and activities to integrate them into your course, program, or experience on or off campus. Participants will leave with a better understanding of diversity-focused learning outcomes and specific action items to take back to their institutions.

Kate McConnell, Assistant Vice President for Research and Assessment, and Dawn Michele Whitehead, Senior Director for Global Learning and Curricular Change and Interim Senior Director, Communications—AAC&U

Workshop 5: 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. Based on the presenters book, The Pedagogy of Real Talk: Engaging, Teaching, and Connecting with Students at Risk (2015), this workshop will addresses issues of student success and belonging for all students in the classroom. Drawing on his own experiences and his extensive work with K-12 and college students, Hernandez has developed a pedagogical approach he describes as "real talk" - an instructor-led discussion

surrounding a series of broad, engaging themes that motivate student-oriented outcomes, created to establish connections, understanding, trust, empathy and caring for one another. In this workshop Hernandez will share his story and discuss how his pedagogical innovations can be adapted for use with students in the college classroom (with a particular focus on low-income, first generation, and male students). The workshop will pay particular attention to courses taught during the transition from high school to college (orientation, first-year seminars, etc.).

Paul Hernandez, Author—The Pedagogy of Real Talk; Jacob Price, Biology Professor—Amarillo Community College; and Mario Mirales, Biology Professor—Amarillo Community College

7:00 P.M. – 8:15 P.M.   KEYNOTE ADDRESS

Resisting Marginality with Radical Inclusivity: Reimagining Possibility in the Higher Education of Today

Charles H.F. Davis III, Assistant Professor of Clinical Education, Rossier School of Education and Chief Strategy Officer and Director of Research, USC Race and Equity Center—University of Southern California

> This keynote will engage participants in a series of thought exercises to reframe how higher education professionals understand and address instances of marginalization at their institutions. Starting at the margins of those routinely excluded from decision-making, institutional governance, and access to opportunity, Dr. Davis will introduce the concept of radical inclusivity as a pathway for reimagining possibility in contemporary higher education.

8:15 P.M. – 9:00 P.M.   WELCOME RECEPTION

FRIDAY, MARCH 29, 2019

7:00 A.M. – 5:00 P.M.   **CONFERENCE REGISTRATION**

7:30 A.M. – 8:15 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 content, framework, and practical guidance for the undergraduate educational experience. *Lynn Pasquerella*, President—AAC&U

7:30 A.M. – 8:45 A.M.   **BREAKFAST AND POSTER SESSIONS**

Poster 1: OER as a Catalyst for Curricula Equity
Francesca I. Carpenter, Associate Director, OER Degree Initiative Teaching and Learning—Achieving the Dream

Poster 2: Exploring Inclusive Excellence through Music
James W. Doyle, Associate Professor Music—Adams State University

Poster 3: Being Human in STEM: How to Build Community and Increase Student Success in the Sciences and Beyond
Sarah L. Bunnell, Assistant Director and STEM Specialist; *Bonnie Lin,* HSTEM Researcher, Class of 2019; and *Megan B. Lyster,* Instructional Designer for Experiential Learning Center for Community Engagement—all of Amherst College

Poster 4: How Equity Speaks: A Socio-Linguistic and Rhetorical Approach to Classroom Equity
Jamiella Brooks, Associate Director, Center for Teaching and Learning Education, Critical Race Studies—Berea College

Poster 5: Fostering Inclusion and Meaningful Connections on Campus
Diane Hardy, Program Coordinator, Innovation and Research Global Competence—Bow Valley College

Poster 6: Creating Brave Space(s) in Mathematics Classrooms - Academic Equity for Students and Instructors
Sayonita Ghosh Hajra, Assistant Professor of Mathematics Education and *Abigail Lee Higgins,* Assistant Professor of Mathematics Education—both of California State University Sacramento

Poster 7: Institutionalizing Consciousness-Raising to Address Structural Racism and Implicit Bias on Campus
Jane Schuchert Walsh, Assistant Professor of Sociology and *Rogers J. Laugand III,* Director of Minority Student Services—both of Clarion University of Pennsylvania

Poster 8: An Equity Audit: Disrupting Bias and Marginalization in Teacher Education
Madeleine Israelson, Assistant Professor of Literacy Education, *Catherine Bohn-Gettler,* Associate Professor of Educational Psychology, and *Allison Spenader,* Associate Professor of Language Education—all of College of Saint Benedict/St. John's University

Poster 9: Once Upon a Time in the Land of Retention: A Tale of Transforming Campus Culture
Helena Liddle, Academic Advisor for English and *Don Breitbarth,* Academic Advisor for Reading—both of Community College of Allegheny County

draft program, final program available 3/18/19

Poster 10: Inclusive Excellence - Using Data to Identify Interventions in a Faculty Learning Community
Chandra D. Arthur, Assistant Professor of Business Administration and *Donya Waugh,* Associate Professor of Psychology—both of Cuyahoga Community College

Poster 11: An Assessment of the Mentoring Needs of Women Students of Color at Liberal Arts Colleges
Karen Powell Sears, Assistant Professor Sociology—Denison University

Poster 12: Focusing on Development of a STEM Identify for Minority STEM Students: Scaffolding HIPs for Success
Wayne J. Hilson, Jr., Senior Director of Diversity, Equity, and Inclusion—Indiana University - Purdue University Indianapolis

Poster 13: How Do Grit and Self-Efficacy Impact the Success of Diverse Students?
Luke E. Faust, Assistant Professor Developmental Education—Indiana University of Pennsylvania

Poster 14: Shared Responsibility: A Start Course Collaboratively Designed for Student Success.
Sandra K. Metzger, Director of Curriculum Division of Liberal Arts—Indiana Wesleyan University

Poster 15: Tough Talking for Successful Walking: Dialogue as an Inclusion Strategy
Lyle Q. Foster, Assistant Professor Sociology—Missouri State University

Poster 16: Promoting Inclusivity and Student Success through the Interdisciplinary Writing Program
Alana Kuhlman, Interdisciplinary Writing Program Director English—Northern Arizona University

Poster 17: Assessing a Campus Culture for Inclusion that Promotes Equity in Student Outcomes
Linda Logan, Vice President and Chief Diversity Officer Sociology—Olivet College

Poster 18: Becoming Student-Ready: College and High School Faculty Learning Together
Kathryn M. Plank, Interim Associate Vice President for Academic Affairs & Dean of University Programs; Director, Center for Teaching and Learning Education and *Wendy Sherman Heckler,* Interim Provost and Vice President for Academic Affairs Education—both of Otterbein University; and *Tanya L. McClanahan,* Supervisor of Higher Education Partnerships Educational Leadership and Administration—Columbus City Schools

Poster 19: Internship Reimagined: Turning Paid Employment into an Academic Internship
Nicholas J. Rowland, Associate Professor Sociology—Pennsylvania State University

Poster 20: Inspiring Socially Responsible Students with Human Centered Design Thinking to Support Solutions.
Aleina L. Smith, Assistant Professor of Leadership and Administration, *Brooke Doran,* Student, and *Keera Frye,* Student—all of Point Park University

Poster 21: More than Content: Using Course Design to Promote the Formation of Inclusive Professional Identities
Kayla Renee Maxey, Graduate Research Assistant Engineering Education—Purdue University

Poster 22: The Web We (Should) Weave: Quantum Feminist Organizational Theory and Imagining New Institutions
Michael J. Quinn, Doctoral Candidate in Higher Education Leadership and Vice President, Enrollment Management Education—Randolph College

Poster 23: Culturally: The Intersection of Mentoring and Data Analytics to Support Students of Color
Paul David Spradley, Director, Center for Student Success Social Comparative Analysis of Education; *Michael*

W. Quigley, Assistant Professor of Organizational Leadership; and *Anthony G. Robins,* Director, Diversity and Inclusion and Associate Professor Biology—all of Robert Morris University

Poster 24: Engaging Students in Faculty Development: Strategies to Increase Access and Inclusion
Sara Schley, Professor of Pedagogy and *Carol Marchetti,* Professor of Statistics—Rochester Institute of Technology

Poster 25: From the Outset: Building Inclusivity and Respect for Diversity Among First Year Students
Christine Bachen, Director of Assessment Communication—Santa Clara University

Poster 26: Promoting Equity and Integration through Mentorship: The Dotson Program at Simmons
LaDonna Christian, Director, Dotson Bridge and Mentoring Program, School of Nursing and Health Sciences—Simmons University

Poster 27: From Acknowledgement to Action: Indigenization and Reconciliation as Praxis
Kyra Garson, Intercultural Coordinator Education—Thompson Rivers University

Poster 28: Strategies for Diversifying the Professoriate
Anna M. Finn, Special Assistant to the Provost and *Tasha Hudson,* Special Assistant to the Associate Vice Chancellor and Chief Diversity Officer Administration—both of University of California, Riverside

Poster 29: Enhancing Equity in STEM Disciplines through Interdisciplinary Course Design
Leah S. Horton, University Scholars Program Director and Lecturer, Biology Leadership Studies/Biology; and *Sharon Mason,* Assistant Professor of Philosophy—both of University of Central Arkansas

Poster 30: Student Ambassadors for Inclusive Pedagogy: Mitigating Impacts of Marginalization in the Classroom
Katharine Semsar, Assistant Director for STEM Biology Education and Neuroscience, Miramontes Arts & Sciences Program—University of Colorado, Boulder

Poster 31: The Value of Community Values
Juliette Landphair, Vice President for Student Affairs and *Cedric Rucker,* Associate Vice President for Student Affairs and Dean of Student Life—both of University of Mary Washington

Poster 32: Inclusion and Diversity Interventions in Higher Education: A Cross-Institutional Comparative Study
Frances Grace Ghinger, Undergraduate Student, Department of Sociology and Department of Biology and *Keller Trotman,* Undergraduate Student, Department of Sociology—both of University of Maryland, Baltimore County

Poster 33: A Framework for Flourishing: Helping Underrepresented Nontraditional Students SOAR
Ellen Judge-Gonzalez, Director, SOAR Program and Adjunct Faculty in Liberal Studies and Language, Culture, and Communication College-Wide Programs—University of Michigan-Dearborn

Poster 34: DiversityU: Preparing Students to Successfully Navigate the Complexities of a Diverse Workplace
Sharon Mickens, Assistant Director of Employer Relations, Career Center Career Services—University of Pittsburgh

Poster 35: Recognizing the Impact of Study Abroad on Women and African American Students
Jennifer Petrie, Post-Doctoral Fellow, School of Business and *Bryan Schultz,* Director of International Programs, School of Business—both of University of Pittsburgh

Poster 36: Critical Information Literacy as a Praxis of Hope: Cultivating First-Gen Information Agency
Michelle M. Maloney, Associate Professor and Academic Support Librarian for Social Sciences—University of the Pacific

Poster 37: Integrating Diversity and Inclusion into Program and Course Design for Non-traditional Adult Learner
Ana R. Abad-Jorge, Program Director and Assistant Professor of Health Care Management—University of Virginia

Poster 38: Neurodiversity in an Academic Library: Collaborations across Campus(es)
Kellie Sparks, Reference Librarian, Academic Libraries and *Michelle Hayes,* Assistant Director of Student Accessibility Resources—both of University of West Florida

Poster 39: Inclusive Pedagogy through Collaboration between Spanish Community-Based Learning and Museums
Karina Vazquez, Director of Spanish Community-Based Learning, Latin American Literature and Visual Studies—University of Richmond

Poster 40: Search Advocacy as an Approach to Diversifying Faculty and Staff at a Liberal Arts PWI in the South
Camille L. Bethea, Associate Professor of Spanish, Coordinator of Spanish and Latin American Studies and *Kirsten A. Krick-Aigner,* Professor of German, Chair of Modern Languages, Literatures, and Cultures—both of Wofford College

Poster 41: How Perceived Confidence in the Use of Technology Impacts Retention for Low-Income First-Year College Students
Irene Hudson, Director, York College Community Opportunity Scholarship Program, Department Education—York College of Pennsylvania

9:00 A.M. – 10:00 A.M.	PLENARY PANEL

Perspectives on Campus Inclusion and Free Expression: Navigating Tensions and Harmonizing Interests

Moderator: **Lorelle Espinosa,** Vice President for Research—American Council on Education;
Panelists: **Jennifer Bloomquist,** Associate Provost for Faculty Development and Dean of Social Sciences and Interdisciplinary Programs—Gettysburg College; **Andrew Hughey,** Special Assistant to the President for Diversity & Inclusion—Community College of Allegheny County; **Lynn Pasquerella,** President—AAC&U; **Fernando Soriano,** Undergraduate Student—Chatham University; and **Megan Toomer,** Undergraduate Student—Duquesne University

> Campuses have been sites of conflict in recent years, as we have seen tensions arise around issues of diversity, inclusion, and freedom of expression. Campus leadership, faculty, and staff are often caught in the crosshairs, working to uphold the principles of the First Amendment while encouraging civil and respectful dialogue and a welcoming, inclusive climate. This discussion will investigate how we unpack these tensions, prepare for and respond to incidents, and work as a community to ensure that the relationship between free expression and inclusive campus climates is mutually reinforcing rather than at odds.

10:15 A.M. – 11:30 A.M.   CONCURRENT WORKSHOPS

Leading Latinx Student Success: Coming Together across Different Spaces
Participants will learn about the challenges we work through at a large institution to create various paths of success. How does data inform and shape our options for action, and at the same time how does our culture determine how we utilize data? We will share what happens when a closing equity gap starts to widen again, the identification of change agents whose involvement is key, and how shared governance is critical to the process. Bringing faculty, staff, and students to the table, this session offers both a reflection of what worked and how and will engage the audience in a discussion about their roadblocks and opportunities.
Ioakim Boutakidis, Associate Professor, Child and Adolescent Studies; *Elizabeth Zavala-Acevez,* Director, Career Center; *Cecil Chik,* Engagement and Inclusion Specialist, and *Noha Abdou,* Associate Director, Institutional Research—all of California State University-Fullerton

Centralizing Racial Justice and Decolonization: ACPA Addresses Oppression in Scholarship and Practice
Since late 2016, ACPA - College Student Educators International has been working to reinforce how our mission and values demonstrate themselves in centralizing the strategic imperative for racial justice and decolonization in our work. By providing scholarship and resources for learning, reflection, and practice, ACPA continues to live our values of diversity and inclusion through an intentional focus on how racism, colonization, and privilege are pervasively present throughout higher education at the individual, community, and systemic levels. This session will engage participants in critical thinking and reflection of their own power, privilege, and opportunities to create meaningful relationships and environments for promoting student success. ACPA strives to be a system-level leader in higher education for reducing the oppression of communities of color at the intersections of their identities, knowing and recognizing that all oppressions are linked.
Chris Moody, Acting Executive Director, ACPA—College Student Educators International and *Craig Elliott*, Assistant Vice President and Assistant Professor—Samuel Merritt University

Fostering Inclusive Teaching: A Systemic Approach to Develop Faculty Competencies
Motivated by recent climate survey findings and racist incidents on campus, Xavier University developed the Diversity and Inclusion Teaching Academy to strengthen faculty competencies related to inclusive teaching. Aligned with priorities articulated in a university-wide diversity strategic plan, the Academy needed to meet top-down administrative expectations, address student appeals for faculty training, secure buy-in from faculty diversity experts, and appeal to faculty participants through delivery of a high-quality program that met established outcomes. During the planning process and two pilot offerings, challenges arose regarding how to engage stakeholders, prioritize topics and methods, and balance rigor and time constraints. This session will provide an overview of Xavier's program, discuss the system-wide support and engagement necessary for its development and implementation, and engage participants actively in conversation about its potential applicability within their institutions.
Diane Ceo-DiFrancesco, Associate Professor, *Janice Walker,* Vice President for Institutional Diversity and Inclusion, and *Mary Kochlefl*, Executive Director for Academic Organizational Development and Online Learning—all of Xavier University

Changing the Narrative: Using Story Sharing to Mitigate Stereotype Threat
Engaged inclusivity provides avenues for students to empower themselves in the face of social injustices. This workshop draws on our experience with an undergraduate course on inclusive pedagogy that provides students with active, engaged practices for mitigating stereotype threat in educational settings. Workshop facilitators will discuss the theory behind how stereotype threat impacts performance, particularly for students with underrepresented identities, and evidence-based practices for mitigating stereotype threat. Facilitators will share perspectives on empowering students through personal narrative sharing that does not further the

stereotype threat students may already be experiencing. Participants will interactively reflect on manifestations of stereotype threat and create an action plan with concrete ideas for bringing best practices for mitigating stereotype threat into their own work or study environments across institutional types.
Katharine Semsar, Miramontes Arts and Sciences Program Assistant Director for STEM, *Karen Ramirez,* Miramontes Arts and Sciences Program Assistant Director for Humanities, Arts and Social Sciences, *Nadyah Spahn,* Undergraduate Student, and *Gwendalynn Roebke,* Undergraduate Student—all of the University of Colorado, Boulder

An Equity-Minded Professional Development Program for Faculty at a Large, Public Institution
In order to make the organizational, cultural, and systemic change needed to eliminate inequity, institutions of higher education must engage faculty as agents of change. In this workshop, the presenters will explain the theoretical framework for equity-minded organizational change that guides our work. The approach is multi-theoretical and multi-disciplinary, drawing on Critical Race Theory and intersectionality, as well as decolonial and trauma-informed theoretical models. Workshop participants will learn how to engage faculty as change agents in their classrooms and beyond through equity-minded professional development. Participants will be invited to experience components of the professional development programing the presenters offer to faculty and will learn how to present course-level measures of educational debt in a way that provides wrap-around support, including strategies for making intrapersonal, interpersonal, curricular, pedagogical, and class environment changes that lead to more equitable outcomes for students of color. The workshop will conclude with a discussion about how the curriculum and design process can be tailored to participant institutions' contexts.
Dana Stone, Professor, *Will Garrow,* Professor, *Marcella De Veaux,* Professor, and *José Paez,* Professor—all of California State University, Northridge

Putting Communication at the Forefront of Title IX Issues
Sexual assault is a difficult and high-profile issue confronting all college campuses. For decades universities have provided programming designed to combat this problem, but efforts have been largely ineffective. Among the many challenges associated with combating sexual assault is how to engage men in the discussion without them feeling defensive or targeted by administration. By focusing on bystander training, this workshop teaches university facilitators how to "flip the script" and engage both male and female students as active participants in the conversation about preventing sexual assault. Bystanders represent the most powerful component of the campaign to stop sexual assault. This session will walk participants though a bystander training utilizing elements of communication theory and interactive theatre methods with the goal of engaging the bystander in prevention of sexual assault, bullying, or hazing. Discussion will focus on the pros and cons of this type of training and how participants can utilize this approach on their campuses.
Robin Heaton, Assistant Professor of Communication and *Stephen Svoboda,* Assistant Professor Theatre—both of Heidelberg University

Equity, Community, and Student Voice: Integrative Coaching at Dominican University
The educational climate of our times invites us to reflect upon, draw from and honor the diverse bodies of knowledge found in the shared cross-section of students and faculty. Despite large investments of resources, inequities remain as a primary challenge toward the coherent success of an academic community. While the causes of inequity are largely systemic, and many solutions are directed toward policy or administrative oversight, the session facilitators will present a holistic approach where integrative coaching, digital portfolios, peer mentorship, interdisciplinary projects and the Dominican Experience intersect for growth and transformation through collaborative community that is inclusive of faculty, students and administration. This interactive session will model some of the work and research conducted by the session facilitators, then quickly turn the experience around to invite participants to further develop their own interdisciplinary, inter-

personal and big question learning projects in the spirit of inclusiveness and multimodal ways of knowing. *Giulia Welch,* Assistant Director for Global Learning and Integrative Coach, *Cheramie Leo,* Lead Integrative Coach, *Matthew Davis,* Adjunct Faculty and Integrative Coach and, *Naomi Elvove,* Director of Academic Advising and Achievement—all of Dominican University of California

Cultural Competence for Equity and Inclusion: A Framework for Individual and Institutional Change
As institutions of higher education seek to create diverse, equitable and inclusive campuses, many seek to increase the cultural competency of students, staff, faculty, administrators, departments, and program/services. In this participatory workshop, we will introduce the model of Cultural Competence for Equity & Inclusion (CCEI) that describes the awareness, knowledge and skills needed to foster equity and inclusion across a range of social identities and forms of oppression. Going beyond just examining cultural differences, the CCEI framework utilizes an intersectional perspective to address the larger dynamics of power, privilege, and marginalization. The facilitators will share how they have applied this framework at a variety colleges and Universities, share some tools used, and engage participants in how they might utilize this model on their campuses.
Diane Goodman, Diversity Consultant and Adjunct Professor; *Marta Esquilin,* Associate Dean and Assistant Professor—Rutgers University; and *Amarildo "Lilu" Barbosa,* Chief Diversity Officer— Lesley University

Creating Globally Inclusive Classrooms
Paying critical attention to what is intentionally and inadvertently communicated in the first course meeting is important. Creating a strong sense of classroom inclusion facilitates learning. In the session we facilitate an originally designed experience entitled Creating Globally Inclusive Classrooms (CGIC), which repeatedly in different learning contexts with different types of learners has generated a sense of immediate inclusion, consistent with an empirically derived model of Ubuntic inclusion. It is offered for a first class experience to expand a student's awareness of and respect for differences among course participants, modeling what is needed in creating a learning community of inclusion and trust, where individuals can voice different perspectives and experiences, be heard, valued, and feel respected. Based on experiential learning practices, the experience has three parts: Navigating Identity: Voices from the Past elicits assumptions about the other; Inclusion Peaks (and Valleys) elicits past experiences with being included, and sometimes excluded; the Web of Inclusion elicits individual and collective learning about each other, diversity, and inclusion. Suggestions for instructor preparation, time and space management are provided, followed by evidence of student learning.
J. Smith, Assistant Provost Diversity, Equity and Inclusion and Associate Professor of Management and Leadership—The Citadel, The Military College of South Carolina; and *Susan Case,* Associate Professor of Organizational Behavior—Case Western Reserve University

11:30 A.M. – 1:30 P.M.   LUNCH AND REFLECTIVE DISCUSSION
RSVP required via conference registration.

Responding to Hate Within Our Communities

> Join colleagues for a reflective discussion to honor the victims of hate crimes and to engage in action-oriented dialogue on how students, educators, and institutions of higher education are responding to acts of hatred and racial violence. Members of the Pittsburgh higher education community will share campus and community reflections and responses to the Tree of Life Synagogue shooting as we seek to strengthen alliances across differences to eliminate racism and hatred from our society.

draft program, final program available 3/18/19

1:45 P.M. – 2:45 P.M.   CONCURRENT SESSIONS

Innovation/Ideation Session
This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.

Hunger and Homelessness – A 10-Point Plan Approach to Address Barriers to Education
As a community college, we find the challenges our students face outside the classroom are as important, if not more so, than inside the classroom. After participating in a national study on homelessness and hunger (Wisconsin HOPE Lab), we were shocked to find that 80% of our students struggle with one or more of these issues. Through a well-organized and thoughtful series of steps, we are bringing together the college community, non-profit organizations and area businesses to eradicate hunger and homelessness among our student body. Presenters will address high-impact practices and programs DSC implemented to increase student engagement and retention and how it is helping to reduce barriers to enrollment and persistence.
Karla Moore, Dean of Institutional Effectiveness and Assessment and ***Erin LeDuc,*** Director of the Center for Women and Men—both of Daytona State College

Actionable Aspirations: How Alternative-Academic Design Broadens Generation Z's Academic and Professional Pathways
We review literature, implement best practices, measure outcomes – but what does student success really look like to our debt-averse, justice-minded, globally engaged students? Join us to explore the learning profile of Generation Z and discuss how student perceptions, realities, and aspirations shape their degree pathways and career choices. We will share with you our campus story (with preliminary data) of designing a pilot post baccalaureate achievement program that supports the academic and professional goals of underrepresented and under-resourced students. Together, we will rethink our institutional barriers to fostering engaged inclusivity by reimagining student success in the image of our newest and most diverse generation of students.
Corinna Rohse, Director, Student Academic Success Center—University of Colorado Boulder and ***Mika Yamashita,*** Senior Researcher and Data Analyst—The Pell Institute for the Study of Opportunity in Higher Education

Innovation/Ideation Session
This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.

Teaching 2020: Creating an Intergroup Dialogue (IGR) Faculty Staff Institute
This session will provide participants with an example of a very successful faculty/staff dialogue program designed to assist classroom teachers and (student-facing) staff members in using IGR techniques to create learning and living environments based on equity and justice. The history of the program will be reviewed along with two years of critical assessment. Participants will engage in dialogue activities from three sample areas: identity awareness, dialogic listening, and the effective use of questions. Finally, participants will learn how to plan strategically such a program on their own campuses. Examples of the exercises used during the session along with additional resources will be made available to all participants.
Teresa Nance, Associate Vice Provost of Diversity and Inclusion & Chief Diversity Officer, ***Sheryl Bowen,*** Associate Professor, and ***Ariella Bradley,*** Program Coordinator—all of Villanova University

Using Protocols to Facilitate Sensitive Conversations about Diversity with Undergraduate Students
This session will explore the use of protocols for encouraging and supporting open dialogue about diversity and cultural responsiveness in educational settings. Protocols provide structure, guidelines, and parameters for sensitive discussion about cultural awareness and sensitivity. According to the National School Reform Faculty, protocols are like "guardrails on a highway", allowing participants to

openly discuss feelings, opinions, and ideas, but within certain constraints. The session facilitator will briefly present her experiences with the use of protocols with undergraduate students studying culturally responsive teaching. She will then facilitate the use of protocols through short simulations of protocols in action. Participants will gain an understanding and appreciation of how to use protocols and why protocols support collaborative work. Resources will be shared so that participants can implement protocols in their own professional settings.

Jennifer Green, Assistant Professor—Weber State University

Innovation/Ideation Session

This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.

Seeking Educational Equity and Diversity (SEED) Seminars for Faculty

Issues of diversity and inclusion are at the forefront of the conversation at many college campuses across the country today. As the demographics of the student population at many institutions undergo rapid change, faculty attitudes and pedagogical practices must adapt and change to insure inclusivity and so that students of all backgrounds and cultures feel welcome and valued in a classroom environment. The SEED seminar engages participates in practical, open dialogue on issues of racism, sexism, heterosexism, classism, ableism and other 'isms' that marginalize segments of our community. As leaders in higher education, it is vital that we find ways to provide the necessary training to our faculty so that our campuses and classrooms are a place where a diverse student population can succeed and thrive.

Kendra Killpatrick, Associate Dean, Seaver College, Professor of Mathematics and *Sandra Harrison*, Director of Student Accessibility—both of Pepperdine University

Using Reflection and Dialogue as Drivers for Diversity, Equity, and Inclusion

Identity-based discrimination continues to be a part of daily life for many students in America through implicit bias and microaggressions. It is important for educators to consider their lived experiences and the systems of oppression that have shaped their students' positionality and their pedagogy. This interactive session introduces participants to The National SEED Project's pedagogical techniques (including creating safe and brave spaces, reflection, empathetic listening, testimony, learning experientially and collectively). These techniques can help build an inclusive learning environment. Your willingness to try them sends a strong signal to your students that their learning, engagement, and voice really matter.

Melissa Singh, Clinical Associate Professor, *Renee Smith-Maddox*, Clinical Professor, and *Anita Dashiell-Sparks*, Associate Professor and Associate Dean of Equity, Diversity and Inclusion—all of the University of Southern California

FACILITATED DISCUSSION

Promoting Courageous Conversations about Bias, Power, and Authority

Guiding students, faculty, staff and ourselves to think critically about bias and power takes courage. Few people willingly take on the difficult task of considering their own biases, stereotypes, assumptions and perspectives about others. In this facilitated discussion we will explore the concepts of bias, power and authority. Then we will determine some issues and topics that we may have avoided that call for courageous conversations and discuss some methods that we can use to both coach people how to facilitate those conversations or direct them ourselves.

Jeff Linn, Chair—College at Brockport

FACILITATED DISCUSSION
Queer Education 101
Through individual reflection, pair-share, and large group discussion participants will be invited to reflect upon the importance of developing diversity trainings that are inclusive, intersectional, and that encourage continuous learning in order to support active, self motivated allies/advocates. Drawing upon the University of La Verne's experience of developing a new LGBTQ ally training, participants will learn how the university moved away from ally training that reinscribed dominant narratives and toward a training that is reflective of its community's demographics. As a result of attending this session, participants will encouraged to interrogate their campus culture to further develop trainings that are reflective of their students' needs; understand that comprehensive diversity trainings must include historical and social context, intersectionality, and ally education for authentic engagement; and understand the importance of continuous learning as a greater indicator of our advocacy and support for student access and success.
Aracely Torres, Assistant Director, Diversity and Inclusivity and *Zandra Wagoner*, University Chaplin—both of the University of La Verne

FACILITATED DISCUSSION
Transition and Metacognition: An Equity-Minded Approach to First-Year and Transfer Student Success
This session invites participants to explore strategies for improving new student success across diverse populations by bringing strong focus to metacognitive skill development. Facilitators will draw on insights from student transition research and direct experience from their home campus of seeing this approach contribute to improved retention rates of almost 15% in five years. Through interactive activities, we will examine the formal and informal student transition experiences at participants' home campuses and consider how intentionally focusing on helping students develop metacognitive awareness can strengthen their success and retention. We will share practical ways to enhance student understanding of their goals, strengths, habits, and challenges in a variety of in and out of class settings. The session will provide time for participants to brainstorm possible opportunities and partners on their campuses who could help bring intentional focus to students' metacognitive skills as a critical part of successful student transition work.
Jeffrey Thomas, Director of General Education and Associate Professor and *Sarah Fatherly*, Provost and Vice President for Academic Affairs—both of Queens University of Charlotte

FACILITATED DISCUSSION
Fostering a Culture of Student Success Grounded in Equity and Identity Consciousness
Rutgers University-Camden implemented a student success framework grounded in care theory, high impact practices, and sense of belonging scholarship, designed to increase retention and graduation rates and improve the student experience. This workshop will present the student success framework and aims to center equity and identity consciousness as important levers in building a culture of student success. Participants will have an opportunity to explore how to help all students, but particularly Black and Brown students, navigate and thrive in institutions of higher education from a lens that considers the whole students multiple identities (i.e., race, gender, ethnicity, sexual orientation, class status, etc.).
Jason Rivera, Vice Chancellor for Student Academic Success and *Marsha Besong*, Assistant Vice Chancellor for Student Academic Success—both of Rutgers University Camden

FACILITATED DISCUSSION
Improving Diversity and Inclusion in College Courses Should Account for Varied Faculty Roles
Despite the overwhelming support for including diversity in coursework, experiences, and environments in higher education, our progress in creating diverse and inclusive curricula falls short. Through an interactive discussion of results from an empirical study of nearly 40,000 full-time faculty employed at over 400 four-year colleges and universities over the past five years, participants in this session will explore the relationship

draft program, final program available 3/18/19

between how faculty approach their scholarly work and their inclusion of diversity in the curriculum. Discussion will focus on multiple aspects of courses (i.e., more than course content) and on what participants and their institutions can do to better to support how different types of faculty create inclusive and culturally engaging spaces.

Allison BrckaLorenz, Associate Research Scientist and *Thomas Nelson Laird,* Associate Professor and Director of the Center for Postsecondary Research—both of Indiana University Bloomington

FACILITATED DISCUSSION

Universal Design for Learning and Student Success: A 'One to Many' Approach

Improvement in first to second year retention and four-year graduation rates is most often the standard by which student success is measured, but does this ensure that the unique needs of all students are being met? This session will explore how a universal design framework can help institutions take a deep and honest dive into their data to create responsive and inclusive practices which serve all students. Participants will be guided through Point Park University's own paradigm shift which is moving the institution away from a "cast the widest net" approach to considering how to create meaningful, high-impact student success initiatives that benefit across risk classifications.

Molly McClelland, Director, Center for Student Success, *Chris Choncek,* Assistant Vice President, Institutional Research and Strategic Planning, and *Sarah Guidi,* Director of Student Intervention—all of Point Park University

Facilitated Discussion

Bringing Neurodiversity Culture to Campus: Issues and Opportunities

In this discussion, professional peers will be encouraged to explore the concept of neurodiversity as it pertains to a campus setting. The discussion facilitator will provide a brief overview of the multicultural perspective on neurodiversity, arguments against the approach, and its potential to boost equity and inclusion for college students who have autism, ADHD, OCD, learning disabilities, and other labels. Questions include, what could be gained and lost by promoting neurodiversity culture on campus? In what ways do the principles of a neurodiversity approach align with and clash with academic values at your institution? What practical activities that could change institutional culture around hidden disabilities? Participants will identify barriers to a neurodiversity approach and identify a range of practical actions to create a more inclusive environment.

Solvegi Shmulsky, Professor of Psychology and Director of the Center for Neurodiversity—Landmark College

3:00 P.M. – 4:15 P.M.	CONCURRENT WORKSHOPS

The Role of Equity and Cultural Responsiveness in Assessment in Higher Education

This session will facilitate a discussion on the relationship of equity and assessment using Montenegro & Jankowski's (2017) occasional paper as the frame. Throughout the discussion, reactions, perspectives, and research in relation to socially just assessment, equity, and culturally responsive assessment of student learning will be shared. Participants will learn about the multifaceted relationship between equity and assessment and evaluate the strengths and challenges associated with equity and assessment and share examples from practice as well as learn ways to move the conversation forward.

Gianina Baker, Assistant Director, Assistant Director at National Institute for Learning Outcomes Assessment (NILOA) and *Natasha Jankowski,* Director, NILOA—both of University of Illinois Urbana-Champaign

Dismantling the 'US vs. International' Dichotomy: Creating Synergy between Diversity and Global Education

In recent years, an emphasis on "globalizing" U.S. Higher Education has resulted in rapid growth and focus on increasing international student populations, sending students abroad, and embedding global topics and

requirements into curriculum. Such emphasis has often been at odds with traditional and historical discourses related to U.S. Diversity, Equity and Social Justice issues. Furthermore, many in Global Education have often framed Diversity and Social Justice approaches as only applicable in U.S. contexts. As this trend continues, there are often missed opportunities due to the lack of institutional synthesis of the two approaches. This dichotomy prevents understanding of the relationship between local and global factors that affect our ability to engage contemporary challenges holistically. This session will engage participants with theoretical and practical case examples that create opportunities to synergize global education with diversity and social justice to support the development of diverse, inclusive and globalized campus communities.
Amer Ahmed, Director - Intercultural Teaching and Faculty Development—University of Massachusetts Amherst

Inclusive Excellence in Honors: Reframing the Narrative and Reimagining Our Community
Who "belongs" in honors? Although frequently left out of conversations regarding access and equity in higher education, honors programs and colleges have the potential to serve as a locus of inclusive excellence, both due to the diversity of institutions and individuals participating in honors, and the emphasis in honors pedagogy of high impact practices that contribute to student success. Honors programs and colleges, however, are often perceived or even constructed as places of privilege. This interactive workshop, offered by honors leaders whose programs model different strategies for access and equity, invites participants to consider challenges and opportunities for transforming how we define and identify "outstanding" students, and to create their own models of inclusive excellence in honors. High quality, experientially-based education for high-ability, highly-motivated students from the full spectrum of our communities is an essential academic mix that will not only strengthen our institutions, but our world, globally and locally.
Naomi Klos, Director, University Honors Program—Loyola University New Orleans; *Timothy Eatman*, Dean, Honors Living Learning Community—Rutgers University Newark; *Richard Badenhausen*, Founding Dean, Honors College, and Interim Provost—Westminster College

Closing Opportunity Gaps for Students of Color: Tools from a Data-Driven Racial Equity Institute
Higher education is failing our students of color who retain/persist/graduate at lower rates than their white peers. The Leading for Change Higher Education Diversity Consortium, comprised of 25 campuses in Massachusetts from a range of mission classes, has been working together since 2014 to identify, implement and assess hopeful, data-driven strategies to close higher education achievement/opportunity gaps. This academic year the consortium has engaged in the Racial Equity and Justice Institute focused on aiding campuses in obtaining and using actionable data, conducting data-informed diversity dialogues and workshops, and implementing and assessing data-formed retention, persistence and graduation strategies designed to enhance the educational outcomes for students of color. This workshop will provide an overview of the institute's work to date and share the model and tools being used over the year. Workshop participants will build on their existing racial equity and justice efforts and have new strategies to immediately employ upon returning to their home campuses.
Sabrina Gentlewarrior, Vice President of Student Success and Diversity and *Michael Young*, Senior Associate Provost and Chief Data Officer—both of Bridgewater State University; *Edmund Bertschinger*, Professor of Physics with an affiliation in the Program of Women's and Gender Studies—Massachusetts Institute of Technology; *Latrina Denson*, Associate Dean of Students for Community and Inclusion, Division of Student Life—Mount Holyoke College

Translating Equity-Focused Theory into Transformative Practice: A Case Study
This session will share an equity-focused theory to practice initiative from conceptualization through assessment phases. Participants will have the opportunity to become familiar with the theoretical traditions and scholarship (Critical Race Theory, Intersectionality, and Queer Theory) that have been foundational in this

enterprise. Additionally, participants will have the opportunity to consider these theories and possible translations to their own work, using our initiative as an example.

Jen Gilbride-Brown, Assistant Vice Provost, *Holly Hippensteel,* Associate Vice President, and *Angela Campbell,* Executive Director—all of Carnegie Mellon University

A College with an Equity Mindset: Advancing Equity and Inclusive Practice

This program will describe how the Community College of Aurora became a college with an equity mindset and how we are advancing equity and inclusive practices across our campus. We will describe how our college is focusing on equity in student outcomes, increasing cultural competency of all employees, and how we are achieving Inclusive Excellence (IE) in all we do. We have created an environment that values IE. This session will provide opportunities for colleges to strategize to help their campus with equity innovations to move their campus towards inclusive excellence. This presentation will be informed by a collaborative book chapter written by the facilitators titled, *Engaging Inclusive Excellence: Creating a College with an Equity Mindset.*

Quill Phillips, Special Assistant to the President for Inclusive Excellence and *Tamara White,* Associate Vice President of Student Affairs—both of Community College of Aurora; *Elena Sandoval-Lucero,* Vice President Boulder County Campus—Front Range Community College; *Javon Brame,* Director of Advising, Retention, and Persistence—Community College of Denver

Fostering Equity for Linguistically Diverse Students

Students whose home language is not mainstream US English face stereotypes that they are uneducated or ignorant. Institutions of higher education can combat this by implementing translingual approaches. This interactive workshop will attempt to answer the question: How do you implement translingual and code-meshing approaches in an actual classroom? Three years ago, we created student learning outcomes for our writing program at a modified open-enrollment urban institution addressing language and students' rights. In line with the new outcomes, we have improved the curriculum to reflect the Englishes available to students through selected readings (demonstrating code-meshing) and writing assignments (inviting code-meshing).

Jane Vigil, Professor of English, Coordinator for Supplemental Academic Instruction and *Jessica Parker,* Director of First Year Writing—both of Metropolitan State University of Denver

Examining Microaggressions for Engaged Inclusivity

Microaggressions or subtle insults directed towards an individual/group to put down the targeted individual/group affect every interaction one experiences. As educators focusing on engaged inclusivity, we need to be aware of our own microaggressions and the impact those may have on our students. This interactive session will allow participants to explore microaggressions they have either personally experienced or have witnessed or how they may influence our interaction with students. The microaggressions identified will then be compared and contrasted with the themes identified from a qualitative analysis of microaggressions as perceived by the faculty of a college of health professions within a predominantly white institution as part of a professional development program on inclusivity. The facilitators will challenge the participants' notions of equity, focusing on their beliefs regarding disadvantaged and marginalized populations, and lead those in attendance to start the development process for institutional transformation strategies.

Claudia Leiras, Associate Professor and *Alisha Davis,* Assistant Professor—both of Grand Valley State University

From Inspiration to Implementation: A Design Thinking Approach to Expand Student Participation in HIPs

This workshop will introduce the audience to program development strategies, HIPs research, and foundational principles in design thinking, necessary to develop a sustainable educational program.

In 2017, the provost of Old Dominion University (ODU) shared his vision to increase students' participation in

HIPs to better prepare them for employment, advanced education, and global citizenship upon graduation. A small team was formed to (1) establish an experience appealing to a diverse student body; (2) implement with no new resources; (3) create a comprehensive support structure; (4) design a quality assessment plan for HIPs; and (5) launch the program fall 2018. Utilizing Stanford's design thinking model, ODU launched its most successful initiatives and incorporated HIPs throughout students' degree program -- LeADERS: Leadership, ePortfolios, Academic Internships, Diversity, Entrepreneurship, Research, and Service Learning. This session will utilize a 5-phase design thinking approach toward solving a problem in a creative and innovative way.
NorLisa Mayes, Executive Director, Center for High Impact Practices, ***Tisha Paredes,*** Assistant Vice President, Institutional Effectiveness & Assessment, and ***Brian Payne,*** Vice Provost for Academic Affairs—all of Old Dominion University

Mapping Student Assets to Overcome Stereotypes, Build Confidence, and Minimize Bias on Team Projects
Team and project-based learning has been shown to have multiple benefits for students, particularly students of color, working class students, and women. However, bias and stereotyping on student project teams can minimize and even negate these benefits. Similarly, university cultures in which white, male, and upper-class cultures are viewed as ideal can frame and treat students color, working-class students, and women as lacking the assets needed to succeed. Over the last two and a half years, we have explored these issues at our own university, and developed asset-based teamwork tools that our research has shown can overcome stereotypes, build student confidence, and minimize task assignment bias. Participants will engage with these tools as their students would, as they get into groups to plan for an interdisciplinary team-based project. These tools have been tested in projects that are one week to two months long and across multiple courses and disciplines.
Elisabeth Stoddard, Assistant Teaching Professor—Worcester Polytechnic Institute

4:30 P.M. – 5:30 P.M.	CONCURRENT SESSIONS

Innovation/Ideation Session
This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.

> **The Power of Ubuntu: Educating for a Deepening of our Shared Humanity**
> Drawing on the work of South African philosophers, this session illuminates the ethical, relational, and pedagogical implications of interactions with in higher education institutions reconceptualized by thinking with and through the notion of Ubuntu. More specifically, counter to Western educational discourse, it conveys the role of education as not simply knowledge acquisition, but as means to deepen our humanity through encounter and recognition with the other(s). Today's educational milieu characterized by political control, ideological posturing, and market-driven demand dehumanizes students under its control and reduces them to cogs in an edu-political wheel. Ubuntu offers a philosophical medium to deepen our humanity, contribute towards democratic educational justice, and harmonious human relations. An Ubuntu-centric educational institution and curriculum reorients itself to focus, alongside academic acumen, on the cultivation of virtues—kindness, generosity, compassion, benevolence, courtesy, respect, and concern for the other—and makes possible a new way of being in the world, a new societal becoming.
> ***David Robinson-Morris,*** Director, Center for Equity, Justice, and the Human Spirit—Xavier University of Louisiana
>
> **Women's Education in the 21st Century: Global Citizenship and Holistic Education**
> This session will explore strategies for collaboration across curricular and co-curricular divisions to support intercultural competencies and holistic student development. Session facilitators will share findings and a new implementation model from the Women's Education in the 21st Century initiative

at Notre Dame of Maryland University. This initiative is based on our 2016 qualitative research study on women's education, which identified key challenges to women in the 21st century, as well as the specific knowledge, skills, and values women need to become confident and resilient global citizens. Session facilitators will guide participants in connecting these research findings to targeted practices and programs, including an integrated first-year experience model that brings together academic and student life divisions and emphasizes social responsibility and care for the whole person. Participants will consider strategies for implementation beyond women's education in co-educational contexts.
Kate Bossert, Associate Professor, *Alexandra Chaillou,* Associate Professor and Chair, *Kelly Hoover,* Associate Vice President of Student Life, and *Angela Sherman,* Professor and Chair—all of Notre Dame of Maryland University

Innovation/Ideation Session
This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.

Creating and Expanding Effective Structures for LGBTQ+ Student Inclusion on Campus
Campus initiatives designed to embrace inclusion of diverse individuals are extremely popular, however, ineffective programs can cause harm if done without proper training and research-based planning. This session will describe the steps a small liberal arts university in a politically-conservative area took to establish successful LGBTQ+ awareness programs for both students and faculty/staff. We will discuss pitfalls to avoid and best practices for successful programs. Working collaboratively, interdisciplinary diversity researchers at our small liberal arts university developed LGBTQ+ Awareness/Ally programs using empirically-supported practices. Data collected throughout the execution of this program suggest initiatives have been largely successful. For instance, a majority of students surveyed in 2017, regardless of sexual identification, now feel campus faculty make an effort to be inclusive. LGBTQ+ inclusion efforts must include carefully-planned educational programs for all campus constituents if campus cultures are to shift.
Helen Davis, Associate Professor and *Ellen Newell,* Assistant Professor—Wilkes University

Language Matters: Creating a Support Plan for Students, Staff, and Employees of Transitioning Identity
Join in on this session as the presenter shares their experiences working in the non-profit arena as an advocate for people of all gender identities, and their experience navigating a gender transition as a student affairs professional. In this session, participants will share ideas with other folks passionate about creating a plan of support for students, faculty, and staff of transitioning or gender non-conforming identities. Be prepared to leave the session feeling excited, focused, and empowered to implement positive changes to your workplace.
Dawson Cooper II, Area Coordinator of Apartment Living—Stony Brook University

Innovation/Ideation Session
This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.

Creating More Inclusive Environments for Undergraduate Researchers
Despite the demonstrated benefits of undergraduate research for students who are from traditionally underrepresented ethnicities, first-generation college students, from lower-income families, and transfer students, they are still less likely to participate in or stay in research experiences. Participants in this workshop will engage in dialogue around inclusive research environments including (1) student's sense of belonging, (2) staff and faculty inclusive practices, and (3) faculty training for inclusive mentoring. Facilitators and participants will collectively construct strategies informed by best practices to create programmatic structures that holistically support new-majority students in

research.
Heather Haeger, Assessment and Educational Research Associate, ***Camille Smith,*** Undergraduate Researcher, ***Monique Armstrong-Land,*** Undergraduate Researcher, and ***Nizhoni Chow-Garcia,*** Associate Director of Inclusive Excellence—all of California State University, Monterey Bay

Academic and Student Life Synergy through Bridge Programs: Equitable HIP Engagement in the First Year
How can institutions leverage their existing programs and assets to begin to create equitable engagement in HIPs starting in a student's first year? Using a systems view of school climate, participants in this innovation/ideation session will analyze the assets and obstacles at individual levels, program and departmental levels, and institutional/divisional level (nano-, micro-, meso- systems) to analyze the dynamics of how students become engaged or disengaged with high impact practices. Session facilitators will share strategies for self-study to help participants identify and prioritize equity gaps in HIPs. Participants will begin to strategize how existing first year transition programs at one's institution could become a critical partner to prepare students for equitable access to HIPs through intentional design that attends to the multiple level of determinants of institutional climate.
Emily Chan, Associate Dean of Academic Programs and Strategic Initiatives, ***Jim Burke,*** Director of Summer Session, and ***David Crye,*** Assistant Director of Outdoor Education—all of Colorado College

FACILITATED DISCUSSION
A Holistic Approach to Achieving Racial Equity and Inclusive Innovation in Global Education
Ingenuity is necessary for the sustainability of diversity and equity in higher education; it is also the result of inclusive innovation. Inclusive innovation requires the ability to create the space needed for strategic design and visioning. In order to put inclusive innovation into practice, institutions across university sectors must create a culture that make it the responsibility of everyone to prioritize and invest in both inclusivity and innovation simultaneously. This concurrent session will focus on formal and informal inclusive innovation processes, roles, and skills that are critical to propelling ideas and creativity toward execution and how cross-sector partnerships push universities forward.
Monroe France, Associate Vice President for Global Student Engagement and Inclusive Leadership and ***Lisa Coleman,*** Senior Vice President for Global Inclusion, Diversity and Strategic Innovation—both of New York University

FACILITATED DISCUSSION
Institutional Shifts to Recruit and Foster Success for Underrepresented and Underserved Students
The presenters will share strategies and tactics on developing a comprehensive approach for institutionalizing identity conscious practices, programs, and services that support underrepresented minorities and underserved populations. The presenters will share an effective process to develop a campus-wide strategic plan for underrepresented and underserved students, ways to garner campus-wide support, and share initiatives that have been successfully adopted and institutionalized on the campus of the University of Wisconsin-Superior.
Jerel Benton, Director of Equity, Diversity, and Inclusion/Senior Diversity Officer and ***Kat Werchouski,*** Assistant Director of Equity, Diversity, and Inclusion—both of the University of Wisconsin - Superior

FACILITATED DISCUSSION
Foundations of Inclusion: A Workshop Series Designed to Introduce Topics on Diversity and Inclusion
This presentation will discuss the theoretical framework upon which Utah Valley University's Foundations of Inclusion trainings were created, how they were implemented and received by faculty, staff and administration, and some preliminary results of their effectiveness for faculty's and administrators' awareness

and openness to issues of diversity and inclusion. The purpose of the session is to engage in dialogue about how we can institute trainings and improve diversity awareness and implementation across university campuses.

Janet Colvin, Professor, Associate Dean of the College of Humanities and Social Sciences and Chair of the Global/Intercultural University Committee, Utah Valley University, *Bryan Waite,* Professor, Department Chair, and Director of Intercultural Academic Programming, and *David Connelly,* Associate Vice President-Academic Programs—all of Utah Valley University

FACILITATED DISCUSSION

The Diverse University: ACE Fellows on the Challenges of Diversity, Equity, and Student Success
In this session, we will use small group discussions to revisit and explore the concept and significance of diversity and equity. The presenters will discuss specific diversity and equity initiatives at institutions we visited during our ACE fellowships, and examine how diversity and equity initiatives at each contribute (or not) to student success. The initiatives we examine influence every aspect of student success--from student pipelines, enrolling, retaining, and graduating students, to managing alumni relationships. We will outline how to adapt and implement multiple interventions to create an integrated, intersectional approach to diversity and equity that promotes campus-wide institutional change while promoting student success.
Sundeep Muppidi, Professor and Associate Dean, College of Arts and Sciences—University of Hartford; *Monica Cowart,* Vice Provost and Professor of Philosophy—Merrimack College; *Joseph Romero,* Professor of Classics—University of Mary Washington; and *Kyle Farmbry,* Associate Professor and Dean, Graduate School—Rutgers University-Newark

FACILITATED DISCUSSION

Strategies for Fostering Dialogue among Students with Diverse Political Beliefs and Social Identities
Session facilitator will use small-group discussions to explore three components of fostering dialogue among students from diverse political backgrounds and social identities. Participants will learn about effective strategies for (1) creating safe, brave classroom spaces for dialogue, (2) implementing pedagogical tools for students to develop critical thinking skills and interrogate their values, and (3) executing experiential learning projects to expose students to real world dialogue in a democratic society. Participants will contribute additional strategies and explore their own risk-taking and that of students. They will leave with concrete ideas for building bridges across contentious contemporary issues among diverse students.
Jessica Friedrichs, Assistant Professor and Program Director—Carlow University

FACILITATED DISCUSSION

Putting Students at the Center Using Coalitions to Achieve Equity
In 2017, a university-wide initiative helped to leverage campus resources and partnerships to turn around the poor retention and graduation rates of Wayne State University's underrepresented students. The Warrior Vision and Impact Program (VIP) was established as a coalition of learning communities, programs and resources to better support students of color, first-generation students and students from families of low income. Through pre-college workshops, mentoring relationships and carefully planned academic experiences, VIP students are engaging with academic advisors at higher rates and are being retained at higher rates than other students. In this session, we will share our lessons learned and the innovative practices that are helping us close the achievement gap for all students.
Monica Brockmeyer, Senior Associate Provost for Student Success, *Michele Hunt Bruner,* Director, Academic Success Center, and *Kenya Swanson,* Coordinator, Warrior Vision and Impact Program—Wayne State University

FACILITATED DISCUSSION

Religious and Secular Diversity: Understanding Campus Contexts and Students' Development
Religious, spiritual, and secular diversity are components of broader liberal education outcomes related to cultural diversity (e.g., intercultural knowledge, global learning, civic engagement). Yet, such diversity is too often neglected in considering dimensions of students' holistic development. Relatedly, there exists a need to examine the extent that our institutions' structural diversity, policies, and practices promote educative exchange across religious differences. To actualize the aims of liberal education, we must understand where (and how) within our institutions we can engage interfaith exchange. This presentation will discuss findings from the Interfaith Diversity Experiences and Attitudes Longitudinal Survey (IDEALS) national research project. Using data from both the outset and end of students' first year of college, IDEALS findings suggest relationships between a range of educational outcomes and particular aspects of the campus climate, educational practices, and students' engagement. This workshop presents evidence and specific curricular and co-curricular implications related to supporting undergraduates' increasingly diverse religious, spiritual, and secular identities and the types of learning and development possible from such diversity. *Lisa Davidson,* Assessment and Research Manager—Interfaith Youth Core

FACILITATED DISCUSSION

Path to Open Inquiry: Student-Led Efforts to Advance Constructive Disagreement and Viewpoint Diversity
Viewpoint diversity and open inquiry have long been core values of higher education. Increasingly, social censuring and self-censoring have undermined the expression of these values on many campuses. Given the urgency for campuses to create welcoming environments for all students, the need to create learning spaces conducive to constructive disagreement among people with varied worldviews is greater now than it has ever been. This session highlights student-led initiatives to develop and maintain substantial viewpoint diversity and open inquiry efforts on their campuses. Although these students have sometimes paid a heavy price for their efforts, their dedication to the work serves as a model of how to practice the good-faith free exchange of ideas—and how to embrace difference. Join us as we hear from these students and be ready to contribute and to take back to your own campus ideas for supporting student-led efforts to advance viewpoint diversity.
Debra Mashek, Executive Director, Heterodox Academy and Professor of Psychology—Harvey Mudd College;
Richard Prystowsky, Vice President of Academic Affairs & Student Services—Marion Technical College

draft program, final program available 3/18/19

SATURDAY, MARCH 30, 2019

7:00 A.M. – 11:00 A.M.   **CONFERENCE REGISTRATION**

7:30 A.M. – 8:45 A.M.   **BREAKFAST AND ROUNDTABLE DISCUSSIONS**

Each discussion will be assigned a table. At 20-minute increments participants will be given the option to move between tables.

Curricular Allyship: Fostering Equity and Solidarity Building in Feminist Classrooms

This roundtable discussion will highlight ways of centering allyship in classrooms using feminist pedagogical practices in the neoliberal academy. Presenters will outline the following as tools and interventions in the classroom that help create a culture of allyship: 1) expectations for dialogues in the classroom; 2) supporting coalition building in and beyond the classroom; and 3) challenging narratives of deficit and exclusion. Discussion will call for reflection on lessons and practices that foster exchange, negotiate conflict, and build solidarity as we encourage students towards "new ways of knowing".
Sera Mathew, Assistant Professor and *Barbara Barrow*, Assistant Professor—both of Point Park University

Evangelical Christian Colleges and the Rhetoric of Marginalization

As conservative Christian colleges attempt to create more welcoming spaces for LGBTQ persons, they face considerable dissonance with longstanding arguments stigmatizing sexual minorities, arguments which opponents of recognition for sexual minorities see as unassailable. The presenter argues that these same Christian colleges, and other Christian organizations have faced similar issues with race and the role of women. Most schools have worked their way through these issues so that both people of color and female students have opportunities to attend and graduate. The presenter will discuss how the structure of the arguments justifying the marginalization of people of color, women, and sexual minorities are remarkably similar. Examining how many conservative Christians have moved past those arguments on race and women should help to clear a path for a more generous position on sexual minorities.
Paul Prill, Director, The Honors College—Lipscomb University

Think Tank: Making Diversity, Equity, and Inclusion Real

Participants will reflect deeply and critically about their institutional culture/climate, policies, practices, facilities, communications, and curriculum as they identify potential paths towards creating a more inclusive campus. Using the "think tank" model, which includes individual and collaborative activities, we will consider key questions that will help participants discover, evaluate, align, and document their own values and guiding principles as they identify potential strategies for developing a diversity, equity, and inclusion framework or strategic plan at their respective institutions. Additionally, participants will gain experience and tools necessary to facilitate think tanks on their own campuses.
Sha-shonda Porter, Associate Dean/Director of the Center for Integrative Learning & Teaching Innovation—Richland College

Valuing Transfer Students' Voices: Practical Possibilities for Two-Year and Four-Year Institutions

How can campuses support transfer student empowerment, lifelong learning, and contribute to students' community-building and social capital? How might action research models help practitioners understand transfer student experiences and mobilize this understanding towards the development of transfer student-focused intervention(s)? How can institutions prioritize transfer students' voices and leadership? Engaging both two-year and four-year practitioners, facilitators will contribute findings from their ongoing action research around engaging transfer students in academic libraries. Facilitators will share departmental outreach examples from libraries and student/academic support units at the University of Colorado Boulder. Facilitators

will lead a discussion about opportunities for valuing transfer student voices, working with transfer students within their units, in partnerships with campus units, and across two-year and four-year settings.
Lindsay Roberts, Assistant Professor and Education Librarian, *Megan Welsh*, Assistant Professor and Interdisciplinary Arts and Humanities Librarian, and *Jeremy Moore*, Assistant Director for Marketing, Communications, and Student Transitions—all of the University of Colorado Boulder

Using Student-Centered Engagement to Facilitate Difficult Conversations about Race, Gender, Religion
This interactive discussion will offer participants an opportunity to engage in dialogue and discussion about current issues of discrimination, bias and prejudice. Using a theoretical lens to examine practical application, Dr. Whitaker and Dr. Cresswell-Yeager will present on their experience developing courses and workshops in intercultural and social justice education, based on a framework of student engagement. Dr. Whitaker will offer several case vignettes based on his experience using the presentation's problem of practice. Dr. Cresswell-Yeager will share strategies for engaging students in discussion on diverse issues using technology such as podcasts, as well strategies to facilitation constructive dialogue.
Tiffany Cresswell-Yeager, Assistant Professor—Gwynedd Mercy University; *Ronald Whitaker, II,* Assistant Professor—Cabrini University

Beyond Collaboration: From Strategic Partnerships to Strategic Relational Empowerment
Building from Williams' (2013) "collegial leadership frame of strategic diversity leadership" (p. 249), this work highlights the strategic efforts of a highly collegial cross-divisional partnership between two mid-level diversity and inclusion leaders (a White woman faculty member and a Black man associate director) on a predominantly white campus. We assert that through, what we term strategic relational empowered learning, efforts to educate staff and faculty and move the needle on diversity and inclusion can create powerful outcomes and buy-in. The presenters will explain their journey from uncommon partners, to a powerful force for strategic relational empowerment. Through continued partnership, the presenters have created a formula for successful strategic relational leadership leveraging the metaphor of skydiving: traditional training/dialogue as an introduction to concepts as the dive, consistent utilization of language and usable tools as the "parachute," and consistent support of individuals and the community as the groundedness. Participants will have the opportunity to experience activities and intentional processes used by this strategic partnership to take back to their home campuses.
Brandy Bryson, Director of Inclusive Excellence, Associate Professor and *J. Spenser Darden,* Associate Director of Multicultural Student Development—Appalachian State University

9:00 A.M. – 10:00 A.M.   CONCURRENT SESSIONS

Innovation/Ideation Session
This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.

Change the Chairs: Transforming Institutional Narratives through Multilevel Storytelling
Storytelling is in our blood. Human beings think in story form, speak in story form, and bring meaning to our lives through story. Institutions of higher education struggle to move opportunities for dialogue away from deficit models attached to diversity compliance or brand protection. The peacemaking circle is a powerful elixir of human experiences, with a linage to indigenous practices of dialogue and modern conflict transformation processes of communication. The circle process has been brought to Western cultures by community activist in the restorative justice and feminists' movements and is a useful high impact practice that can highlight and solve problems that institutions face in promoting constructive dialogue across difference. Facilitators will address the hypothesis that changing institutional dialogue methodologies can transform institutional narratives and create opportunities for capacity building among multilevel constituents.
Michelle Cromwell, Associate Vice President for Inclusive Excellence/Chief Diversity Officer, Regis College

Creating Inclusive Cultures through Intergroup Dialogue and Unconscious Bias Recognition
Faculty and administrators in higher education try to ensure students have a voice. To speak about the economic, political and social agendas that are covering the multitude of media platforms on our campuses today has become a challenge for students, staff, faculty and administrators. This challenge, coupled with one's unconscious bias, has facilitated the need to equip individuals for courageous conversations. Using the framework of intergroup dialogue, this workshop provides participants with tools on how to approach difficult conversations when the stakes are high, when unconscious bias exists in order to drive a campus culture that respects differences and becomes inclusive. Faculty can also use this model to equip students to lead change in a complex, diverse world where they can recognize unconscious bias and use the steps of intergroup dialogue to practice inclusion.
Joanne Barnes, Dean of the Graduate School and Professor of Organizational Leadership and ***Brad Grubb,*** Regional Dean, Central Indiana—both of Indiana Wesleyan University

Innovation/Ideation Session
This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.

Personalized Pitt: An Integrated Approach for Advising and Mentoring for ALL Students
Like many universities, the University of Pittsburgh has created an intellectually rich and diverse environment with many opportunities for students to engage in formal and informal learning in the classroom, through research and service opportunities as well as by participation in and leadership of student groups and projects. Pitt students are immersed in this environment, dense with opportunities to learn, but many students, especially students less familiar with universities, need expert guidance to discover the opportunities that would most enhance their education and consequently, their lives. This critical matching of students to opportunities and activities is facilitated by advisors, faculty, staff and peers who work to inform students about areas of possible interest. Through student focus groups, an intensive environment scan, and use of an institutional strategic planning process, we assembled information that helped us to identify "areas of opportunities" we believe are most scalable in our campus climate.
Julia Spears, Personalized Education Initiative and ***Nathan Urban,*** Vice Provost of Graduate Studies and Strategic Initiatives—both of the University of Pittsburgh

Leveraging Innovative Technologies for Purposeful Connections in Student Mentoring
With the student perspective at the forefront, this session will explore innovative technologies to enhance mentoring and networking practices in higher education. The session will be co-facilitated by a team of students from the University of Pittsburgh who helped lead the implementation of Pitt Commons, a digital hub for mentoring and networking for students, faculty, staff, and alumni of the university. The presentation will include a detailed overview of the campus-wide roll-out of Pitt Commons – highlighting failures, successes, and road blocks along the way – and will feature a live demo of the Pitt Commons platform. Embedded in the session will be creative exercises drawn from Design Thinking to engage participants in examining and re-imagining existing and potential resources for mentoring and networking at their home institutions and spark conversation about the transformational possibilities – and shortcomings – of digital technologies.
Olivia Hartle, Project Manager, Strategic Initiatives, *Catherine Conrad*, Student, *Jonathan Shaiken*, Student, and *Jacob Margasak*, Student—all of the University of Pittsburgh

FACILITATED DISCUSSION
How Visual Inclusivity Transforms Outdated Practices into Future-Forward Capabilities in Higher Education
While we have made great strides in addressing the diversity of our people, content, and processes, interpersonal interactions and collaboration is far from being consistently inclusive. What's more, designing processes and interaction that is not only inclusive but equitable for all participants is far rarer. This session will examine the implications of adopting Visual Inclusivity for more collaborative and innovative solutions to current and future-forward challenges both inside the classroom and for administrative decision-making. Using this new approach, which has gained popularity for its ability to provoke deep conversations, how can we leverage diversity to unlock dormant solutions through a new, inclusive approach? Participants will gain an understanding of the approach and its components, practice the approach in application, and reflectively debrief for deep learning.
Nicole Cavanaugh, Learning and Development Specialist and *Michael Nguyen*, Professor of Psychology—both of University of Southern California

FACILITATED DISCUSSION
Equity-Driven High Achievement Outcomes Based Assessment Program Review
This interactive session presents good practice research from over 33 institutions to refine your organization's outcomes-based assessment program review process, use of equity performance indicators, and selection of predictive analytic data. Using one institutional case study as an example, participants will engage in dialogue around specific implementation questions for their own campuses. Participants will leave with a framework to adapt and some specific questions to examine in more depth when they return to their own campuses.
Marilee Ludvik, Professor, *Randall Timm*, Dean of Students, *Stephen Schellenberg,* Assistant Vice President for Educational Effectiveness, and *Rey Monzon*, Director of Assessment and Research—all of San Diego State University

FACILITATED DISCUSSION
Building Capacity for Critical Dialogue Facilitation among Faculty and Staff
Recently, critical incidents of significant complexity have challenged universities to create venues for community dialogue. However, dialogue facilitation capacity is often limited, and on-campus professional development opportunities to build facilitation skills are scarce. To address the need for additional capacity, Oregon State University designed the Social Justice in Practice Seminar, a professional development experience for faculty and staff looking to integrate critical dialogue facilitation skills into their unique institutional practices. Over eight weeks, participants explored critical dialogue frameworks, located their own identities in facilitation methodologies, and practiced facilitating around a variety of topics. Participants

reflected on their growth with respect to self-awareness, the nuances of dialogue facilitation, and their confidence as facilitators. In this session, participants will explore the role and importance of critical dialogue, learn about the Social Justice in Practice seminar, and discuss how this model may hold promise for institutions seeking to build critical dialogue facilitation capacity.

Scott Vignos, Director of Strategic Diversity Initiatives, *Jeff Kenney,* Director of Institutional Education for Diversity, Equity and Inclusion, and *Brandi Douglas,* Assistant Director of Outreach—all of Oregon State University

FACILITATED DISCUSSION

Decolonizing the HSI Community College through Community-Engaged Cultural Arts Programming
This session will provide a multi-dimensional approach to effectively engaging students at a two-year HSI toward retention and completion. Presenters will offer best practices from perspectives including those of faculty member, co-curricular program coordinator, student organization advisor and institutional assessment coordinator. Presenters will then facilitate a reflection-based discussion encouraging a rich dialogue and exploration of innovative collaborative initiatives incorporating various programs, departments and community organizations toward student inclusivity through co-curricular programming.

Hector Garza, Interim Chair, *Lori Rodriguez,* Assistant Professor, *Alba De Leon,* Professor, and *Julie McDevitt,* Coordinator of Measurement and Evaluation—all of Palo Alto College

FACILITATED DISCUSSION

Take Not for Granted a Privileged Place: Overcoming White Fragility in the Classroom
How can faculty trained in argument-based academic discourse learn to recognize that assumptions about access to truth and reality embedded into that highly European form of learning are culturally limited and that it offers a built-in advantage to college students who are the beneficiaries of a suburban white middle-class educational system. How can those of us who belong to the dominant culture overcome "white fragility": the tendency to reflex defensiveness when our assumptions and perceptions about the argument culture and the traditional canons are challenged? How can we learn to acknowledge the reality that adversarial debates with clear winners and losers offer only limited access to truth? How can we learn more inclusive and less biased approaches? How can we welcome difficult conversations about race, gender, religion, and ethnicity into our classrooms as an equally legitimate means of arriving at truth and find ways to bring about such conversations?

Betsy Yarrison, Assistant Professor—University of Baltimore

FACILITATED DISCUSSION

Fictive Kin as Capital: A Case Study on African American Youth Aspirations for College
Social capital is a resource used to engage communities in working toward shared goals. As the community is engaged, the goal of improved educational outcomes increases the stock of social capital (Orr, 1999). First generation students have value that the "like family" member, mentor, or community played emotionally, financially, and socially as they prepared for college and often how they complete. Participants will gain such a understanding and have tools to use on campus to critically engage diverse community members who may come to college with non traditional modes of capitals.

James Whitney III, Assistant Vice Chancellor—Rutgers-New Brunswick

FACILITATED DISCUSSION

ACCESS Student Success – Towards a Community of Transformation
At University of Hawaii at Manoa, the innovative department, "Advising, Civic, and Community Engagement in the Social Sciences" (ACCESS) supports students holistically to help them succeed both academically and as critical, productive, and problem-solving members of our local and global communities. ACCESS inspires

draft program, final program available 3/18/19

university and community stakeholders as they fulfill the mission of the University as a Hawaiian place of learning through combining well-established high-impact practices of civic engagement with those of advising. In this interactive session, participants will collectively rethink existing structures separating academics and student services - preparing the way for fertile collaborations of educators working towards realizing inclusive spaces for students to gain skills for life. The discussions will be facilitated by an advisor, student coordinator, and the civic-engagement director from ACCESS.

Ulla Hasager, Director of Civic Engagement for the College of Social Sciences, ***Dawn Nishida,*** Academic Advisor, ACCESS, College of Social Sciences, ***Katherine Lobendahn,*** Graduate Student and Assistant Program Coordinator—all of the University of Hawaiʻi at Mānoa

FACILITATED DISCUSSION
Making Meaning of Race through Critical Service Learning
Higher education is a place to cultivate students' learning of the complex society of which they are a part and a sense of social responsibility as they apply knowledge to real-world settings. One way to create this sort of learning is through service-learning, which scholars have identified as a "High-Impact Practice" because it fosters student development, engagement, and growth (Kuh, 2008). In particular, critical service learning more deliberate in supporting students' learning and experiences as connected to historical and systemic causes of inequity Mitchell (2017), the distribution of power, and actions towards combating oppression (Barrera, Willner, & Kukahiko, 2017). In the workshop, participants will actively engage in critical learning activities and be exposed to practices that have been utilized in a course since 2006. Through the workshop we hope to provide a possible model for critical service-learning courses that can be replicated at other institutions.

Jennifer McGarry, Professor, ***Justin Evanovich,*** Assistant Professor, ***Kolin Ebron,*** Doctoral Student, and ***Ajhanai Newton,*** Doctoral Student—all of the University of Connecticut

10:15 A.M. – 11:15 A.M.	CONCURRENT SESSIONS

Innovation/Ideation Session
This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.

> **Transforming Teaching: Moving Faculty from Neutral to Equity in Teaching**
> Transformation of Higher Education for engaged inclusivity requires more than active learning environments; it may require that faculty question their assumptions about how and why learning occurs or stalls for diverse and first-generation students. Educational spaces have both visible and invisible facets. Our presentation will describe an model that breaks new ground by assisting faculty to perceive what is not yet visible- the sociocultural factors that impede or enhance learning, including faculty members' beliefs and unexamined cultural ways of being. Participants will gain an understanding of an easily implemented, year-long faculty development course that focuses on 1) engagement strategies 2) the less visible sociocultural aspects of classroom inclusiveness, with 3) structured reflection on culture, equity, and student/ teacher identity development. Session leaders will describe results, suggestions for institutional planning, and engage participants in a sample reflective activity.
>
> ***Tara Kishbaugh,*** Professor of Chemistry—Eastern Mennonite University, ***Lori Leaman,*** Researcher/External Consultant
>
> **Promoting an Evidence-Based Equity-Minded Decision-Making Culture on Campus**
> The California State University (CSU) aims to foster cultures of evidence and equity-mindedness that facilitate the path to a high-quality college degree for its most underserved students. In this session, we highlight the salient takeaways from piloting one of the CSU's most recent innovations, the "Certificate Program in Student Success Analytics." By using the system-wide Student Success Dashboards as its primary source material, this interactive professional development experience

provides CSU faculty, staff, and administrators with a set of strategies to better understand what is working well and what needs to be improved to increase student success. The program's hybrid learning model includes face-to-face and online learning opportunities and offers an engaging curriculum that culminates in making the data actionable at the campus level by implementing student success innovations that have the potential to benefit a significant number of students, with particular focus on closing equity gaps for historically underserved students.

Nele Hempel-Lamer, Director, Certificate Program in Student Success Analytics and *Jeff Gold*, Assistant Vice Chancellor for Student Success Initiatives, Research and Innovation—both of the California State University System

Innovation/Ideation Session

This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.

Opening the Front Door: Aligning an Inclusive Mission by Examining Program Application Processes
This session offers a case study of actualizing theoretical commitment to inclusivity through the process of articulating mission, investigating program practice and data implications, and examining an often-overlooked aspect of program design – applications. Presenters will share their approach to identifying and eliminating barriers to access within application and selection processes, with the result of better aligning these aspects of programs with the organizational mission of inclusion. Significant time will be dedicated to discussion amongst participants of shared challenges to equity and diversity, and workshopping applications based on the case study, initial findings, and relevant institutional contexts. Participants are encouraged to bring their own application and/or selection materials for active engagement.

Morgan Kinney, Associate Director of Programs and Partnerships, *Danika Brown,* Director of Curriculum and Fellowships, *Caroline Quenemoen,* Associate Dean of Undergraduates and Director of Inquiry-based Learning, and *Alan Steinberg,* Associate Director of Programs and Partnerships—all of Rice University

Professional Development Programming and Best Practices: Setting the Stage for Student Success
Students are more likely to be successful in environments where they feel welcome, valued and respected- where diversity, equity and inclusion (DEI) is actively promoted and pronounced. In addition, DEI aptitude is now highly valued by employers and the National Association of Colleges and Employers has recently dubbed "Global/Intercultural Fluency" as a career readiness competency. Developing this competency is critical to the success of students while on campus, regardless of institution type, and as they enter the job market. The University of Michigan offers a DEI Professional Development Certificate Program designed to prepare students to work in a diverse environment while fostering a climate of inclusiveness. Workshop participants will learn about the program components, the process to development, successes, lessons learned, and how challenges were managed. Participants will reflect on their own inclusive practices and be encouraged to share best practices for DEI professional development at their institutions.

Deborah Willis, Program Manager for Professional and Academic Development—University of Michigan

Innovation/Ideation Session

This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.

Enhancing Conscientious Discussions in STEM Classrooms
If conducted conscientiously, classroom discussions can promote values like tolerance, equality and diversity of among students. In STEM fields like Computer Science, conscientious discussion among students is a prerequisite for ethics instruction, yet such discussions can be difficult to hold. Students may be uncomfortable stating their opinions, students may have difficulty expressing their ideas and

instructors may worry about managing such potentially divisive differences of opinion without some hint of what ideas might arise. Thus, we explore the use of ThoughtSwap, a pedagogical web tool to promote conscientious discussions and civil discourse through classroom discussion activities, using the pedagogical strategy of draft, depict and depose.

Chandani Shrestha, Graduate Student and *Deborah Tatar,* Professor of Computer Science—both of Virginia Polytechnic Institute and State University

An Examination of Inclusivity and Support for Diversity in STEM Fields

To diversify STEM fields, it is imperative that institutions of higher education move beyond looking at diversity in terms of numerical representation on a narrow set of categories (race/ethnicity, gender and socioeconomic status) by exploring the culture and climate of campuses. Using data from a large-scale multi-institution study of undergraduate students, we not only look at how proportionally represented students are in STEM fields by a wide variety of identity characteristics, but also explore how perceptions of institutional commitment to inclusivity and culturally engaging coursework compare for STEM and non-STEM students. Within STEM fields, we also examine how students with different identity characteristics perceive institutional commitment to inclusivity.

Heather Haeger, Assessment and Educational Research Associate—California State University, Monterey Bay; *Allison BrckaLorenz,* Research Faculty and *Christen Priddie,* Graduate Student—both of Indiana University

Innovation/Ideation Session

This session includes two separate presentations with time for questions and comments. Each presentation will be 20 minutes followed by 10 minutes of Q&A.

Rapid Innovation in Creating Cultural Competency Faculty Professional Development Experiences

A truly inclusive institution requires faculty who have the knowledge, skills, and perspectives that support engaged learning experiences by all students. Building a faculty learning community dedicated to inclusive pedagogy—especially in response to urgent circumstances—requires rapid development of faculty-focused learning experiences that are simple, scalable, and replicable. At the same time, these development opportunities must acknowledge the campus context, history, and variation among faculty themselves. We explore ways in which faculty development can build directly from the campus history. In this session, participants will learn about building faculty support for inclusive teaching on their campuses and will review choices they need make around 1) using current campus resources, 2) managing logistics at scale, 3) focusing and narrowing content, and 4) engaging participants in both online and in-person learning in order to design, develop, and implement responsive professional development.

Cathryn Newton, Special Advisor to the Chancellor and Provost for Faculty Engagement and Professor of Earth and of Interdisciplinary Sciences, *Marie Garland,* Executive Director, Center for Faculty Leadership and Professional Development, *Jeffery Mangram,* Provost Faculty Fellow and Associate Professor, and *Martha Kalnin Diede,* Director Teaching & Learning, Associate Provost Faculty Affairs—all of Syracuse University

An Interdisciplinary, Inquiry-Based Approach to Diversity and Inclusion

This session will prompt attendees to examine the value of using inquiry-based approaches to address inclusion issues and to seek meaningful, evidence-based change in institutions of higher education. We will share information about an Inclusion Research Initiative that launched ten interdisciplinary research teams to pursue important lines of scholarly inquiry regarding diversity and inclusion. Taken together, the results of these investigations provide broad, valuable data and insights to inform future organization change efforts. Thus, our goal is to use these research findings to pursue meaningful, evidence-based change towards a more inclusive community. We will encourage attendees to consider ways that they may similarly engage in lines of scholarly inquiry to address the pressing diversity and inclusion questions at their own institutions. Moreover, we will discuss how to create

mechanisms so that the results of such inquiries are compiled, presented to key institutional stakeholders, translated into concrete action plans, and sustainably implemented.
Amanda Jantzer, Assistant Professor and *Kyhl Lyndgaard*, Interim Director of General Education—both of College of Saint Benedict/Saint John's University

FACILITATED DISCUSSION
Closing the Equity Gap through Purposeful and Intentional Pathway Mapping
In this interactive session, participants will learn how a team of Maricopa County Community College District faculty has engaged nearly 500 faculty and staff to take part in an evidenced-based, transformative curriculum mapping process based on the Guided Pathways model, to remove structural barriers that inhibit students, especially those from underrepresented populations, from attaining their educational and life goals. Participants will also learn how faculty and staff engagement in the mapping process has resulted in a shared understanding of how high-impact, holistic learning experiences can better prepare all students for a successful career and citizenship. Additionally, presenters will discuss how a Teagle Foundation grant has supported these efforts. Participants will be given a set of specific strategies based on best practices and lessons learned.
Steven Budge, Residential Faculty—Maricopa County Community College District; *Matthew Jolly*, Residential Faculty—Gateway Community College; *Jennifer Fay*, Residential Faculty—Mesa Community College; *Camille Newton*, Residential Faculty—South Mountain Community College

FACILITATED DISCUSSION
Campus for All: PEN America's Tools for Addressing Campus Speech Controversies
How can administrators and faculty uphold the value of free expression while simultaneously affirming a commitment to diversity on today's fractious and polarized college campuses? PEN America, a free expression organization deeply engaged in national debates surrounding campus free speech, diversity, and inclusion, will facilitate a discussion engaging participants in simulations of everyday campus controversies, sharing major findings and "best practices" from our close work with university leaders, faculty, and student activists on both public and private U.S. campuses. The session will address ways to respond to a range of controversies, including, among others: controversial speakers, public outrage directed at campus actors, hateful posters or chalking, and internal demands to reckon with a university's historic ties to racism. The session will combine roundtable interaction and collective problem-solving while also encouraging group reflection on recent events that have exacerbated feelings of marginalization and vulnerability on campus.
Jonathan Friedman, PEN America Campus Free Speech Program Director—PEN America

FACILITATED DISCUSSION
Credit-Bearing Development: "Remediation" and the Studio Writing Model
Approaches to "remediation" in public higher education are subject not only to legislative purse-strings, but also to the political will of school administrations. With mounting pressure to increase retention rates and enforce accountability on K-12 educators, public officials are pressuring administrators at two- and four-year public colleges to slash "remedial" or "basic" writing curricula in favor of accelerated coursework, all while emphasizing time to graduation figures. Access-oriented institutions with over 90% acceptance rates face the seeming devil's bargain of either fulfilling their mission statement or watching their retention figures drop precipitously relative to more selective institutions. Participants in this session will learn about a new credit-bearing studio writing course that replaced our "remedial" writing course and achieved second-year retention benchmarks equal to the 79% retention rate for all students, allowing significantly more of those at-risk students to maintain pace with their cohort while completing our required writing sequence.
James Romesburg, Assistant Professor of English and Director of College Writing and *April White-Feiden*, Lecturer of English—both of the University of Wisconsin-Platteville

draft program, final program available 3/18/19

FACILITATED DISCUSSION

One is the Loneliest Number: Building Institutional Support for Dialogue across Difference
Starting new initiatives can be challenging in diverse, multifaceted organizations with complex needs and a variety of stakeholders, even when such initiatives have a strong research base. University of Miami is developing a multi-pronged evidence-based Intergroup Dialogue practice, which increases intergroup empathy, shared multi-perspective knowledge, understanding of inequalities, and intergroup collaboration. Saint Mary's College of California employed an Interfaith Leadership Model, which includes a 9-step program development process. Both approaches build inclusive communities through curricular and co-curricular experiences for students, faculty, and staff that stimulate dialogue across difference. We will share our processes for strategically building strong networks of critical cross-institution allies and institutional capacity to support Intergroup and Interfaith Dialogue programming.
Miriam Lipsky, Assistant Provost for Institutional Culture, *Renee Callan,* Director, Multicultural Student Affairs, and *Christopher Hartnett,* Senior Learning & Facilitation Specialist—all of the University of Miami; *Barbara McGraw,* Professor, Social Ethics, Law, and Public and Director, Interfaith Leadership—Saint Mary's College of California

FACILITATED DISCUSSION

Change Leadership for Student Success: Fostering Engaged Inclusivity in Diverse Collegiate Context
It is imperative that institutions of higher education consistently and intentionally work toward engaged inclusivity to foster student success within our increasingly diverse student populations. Although achievement gaps across all institutional types have been well documented in scholarly work for decades, less information is available on how to apply theory to practice and narrow these gaps in particular contexts, such as minority-serving institutions, predominately white institutions, and community colleges. Session facilitators will provide participants with an overview of relevant student development and andragogical theories, share examples from a large, urban, four-year public institution and a mid-sized, rural, four-year public institution of designing and implementing new campus practices intended to bring about equity in student success through inclusive engagement of students, faculty, and staff. Facilitators will then create the space for small group dialogue for reflection and action planning for improving their educational environment using the guiding questions provided in Becoming Student Ready: A New Culture of Leadership for Student Success (McNair, Albertine, Cooper, McDonald, & Thomas, 2016). Time will also be spent examining how individuals' own identities impact change leadership, particularly in relation to inclusivity efforts.
Heather Maldonado, Assistant Provost for Academic Success—SUNY Buffalo State; *Lisa Hunter*, Associate Provost for Curriculum, Assessment, and Academic Support—SUNY Fredonia

FACILITATED DISCUSSION

Academic Equity and Engagement: Culturally Responsive Pedagogy Both In and Out of the Classroom
Latinx students and other underrepresented student populations often experience challenges when attending college. Those challenges can be compounded when attending academic institutions that have recent federal designations of Hispanic Serving Institutions (HSIs) or are currently emerging as HSIs. Our rapport and interactions with our students can be some of their most significant college experiences, impacting retention and graduation. In this session, we will explore how to identify when students disconnect in and out of the classroom. Incorporating culturally responsive pedagogy, we will discuss how to engage with our students. Together, we will delve into strategies to spark engagement to keep students focused, helping them to navigate the unfamiliar landscape of a new educational experience. Faculty and staff will walk away with tangible skills and resources to fill their toolkits for increased student connection.
Felicia Griffin-Fennell, Activity Director, HSI STEM and *Jane Lerner*, Director, Title III—both of Springfield Technical Community College

draft program, final program available 3/18/19

11:30 A.M. – 12:30 P.M.   **CLOSING PLENARY**

Reframing Disability: Challenging What We Think We Know

Amanda Kraus, Assistant Vice President, Campus Life—University of Arizona

To develop inclusive educational systems, we must challenge "what we think we know" about disability. By analyzing language, media and design, Dr. Kraus will problematize the dominant narrative on disability. Borrowing from disability studies, participants will explore prevalent models used to frame disability as well as emerging thinking that challenges the idea that disability is a personal tragedy or problem, but a phenomenon created by the design of our environments with far reaching political, social and economic implications. The plenary will end with a discussion of Universal Design and practical strategies to create more inclusive and welcoming spaces, processes and experiences for all.