Conference on Diversity, Equity, and Student Success

The Power of Collective Action

March 19–21, 2020 | New Orleans, Louisiana

PRELIMINARY PROGRAM OF EVENTS

THURSDAY, MARCH 19, 2020

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30 A.M.–7:00 P.M.</td>
<td>CONFERENCE REGISTRATION</td>
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<tr>
<td>8:00 A.M.–5:30 P.M.</td>
<td>SEAL OF EXCELENCIA DATA INSTITUTE</td>
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<td>Registration for the Data Institute is closed.</td>
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<td>Presented in Partnership with Excelencia in Education</td>
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<td>Additional information is available at <a href="http://www.aacu.org/conferences/dess/2020/data-institute">www.aacu.org/conferences/dess/2020/data-institute</a>.</td>
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<tr>
<td>8:00 A.M.–5:30 P.M.</td>
<td>PEN AMERICA INSTITUTE: WHOSE FREEDOM, WHOSE SPEECH?</td>
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<td>CREATING CAMPUSES FOR ALL VOICES</td>
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<td>Separate registration and fee required ($230 per person from an AAC&amp;U member campus; $280 per person for non-members). Includes lunch and reception.</td>
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<td>Presented in Partnership with PEN America</td>
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<td>In recent years, colleges and universities have become proxies for a set of national conflicts writ large over free speech, diversity, equity, and inclusion. How should campus actors make sense of these challenges? How can they balance obligations to these precepts? This one-day institute, organized by PEN America, will provide crucial context for this national debate, as well as practical and principled guidance for faculty, administrators, and campus leaders. Through interactive workshops and symposia, the institute will equip attendees with guidance for balancing free speech and inclusion across a range of scenarios, from protests and invited speakers to ideological clashes in the classroom. Additional information: <a href="https://www.aacu.org/conferences/dess/2020/PENAmericaInstitute">https://www.aacu.org/conferences/dess/2020/PENAmericaInstitute</a>.</td>
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<td>2:00–5:00 P.M.</td>
<td>CAMPUS VISIT: TULANE UNIVERSITY</td>
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<td>STUDENTS ORGANIZING AGAINST RACISM (SOAR) TOURS OF TRUTH</td>
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<td>Separate registration and fee required ($20 members; $30 non-members); capacity is limited.</td>
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<td>Participants will visit Tulane University for a student-led campus tour focused on the legacies of white supremacy and how progress has been made through ongoing student activism and resistance. Hosted by Tulane University’s Students Organizing Against Racism and Office of Multicultural Affairs</td>
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2:00–5:00 P.M. PRE-CONFERENCE WORKSHOPS
Separate registration and fee required ($125 members; $195 non-members); seating is limited, so register early.

**Workshop 1: Re/Framing Disability: Exploring How Ableism Shapes the Disability Experience and Influences Higher Education**
This pre-conference workshop will explore how disability is framed in society and how ableist ideas influence higher education. We will begin with a brief exploration of disability history and how dynamics of power and privilege shape the disability experience. We then will analyze how stereotypes and biases about disability are represented and reinforced in language, media, and design and use emerging research to unpack examples of disability-specific microaggressions. Participants will reflect on their personal and professional beliefs about disability and identify ways to reframe disability in practice, specifically in becoming more effective advocates for access and representing disability to campus audiences in more progressive ways.

*Amanda Kraus, Assistant Professor of Practice, Educational Policy Studies and Practice, Assistant Vice President for Campus Life, and Executive Director for Disability Resources and Housing & Residential Life—University of Arizona*

**Workshop 2: Engaging in Faculty Hiring as an Anti-Racist Practice**
This hands-on workshop will provide tools and strategies to embed equity-mindedness into faculty and staff hiring processes. Participants will learn how to analyze position announcements through the lens of racial equity; review ways in which “required qualifications” act as barriers that contribute to the racial homogeneity of higher education faculty, leaders, and staff; and create interview questions that are specifically designed to assess applicants’ racial literacy. The workshop leaders will use a variety of teaching strategies that draw on the Equity-Minded Hiring Institutes held by the Center for Urban Education and in the center’s work with campuses throughout California and other states. To take full benefit of this workshop, participants should bring artifacts associated with hiring on their campus, including copies of position announcements, guidelines for search committees, and interview protocols.

*Estela Mara Bensimon, Dean’s Professor in Educational Equity and Director, Center for Urban Education—University of Southern California and AAC&U Distinguished Fellow, and Maxine Roberts, Principal—Education Commission of the States*

**Workshop 3: Student Leadership for Religious Pluralism**
The Coach Program, sponsored by Interfaith Youth Core (IFYC), is a professional development cohort for students that focuses on leadership experiences around religious pluralism. Workshop facilitators will lead reflective activities about developing leadership skills using a case study-based approach to social change. Participants will discuss the opportunities and challenges of religious pluralism in the United States, exploring why interfaith cooperation is critical to student leadership on campus and beyond. Students who are participating in the IFYC Coach Program will facilitate the workshop. While this is a student-centered space, session leaders welcome the unique perspectives of faculty and staff and will share strategies and examples featuring the power of coalition-building.

*Tanner Crunelle, Student—College of Charleston, and Hannah Minks, Program Manager—Interfaith Youth Core*
7:00–8:00 P.M.  WELCOME AND KEYNOTE ADDRESS

Welcome: Tia Brown McNair, Vice President for Diversity, Equity, and Student Success and Executive Director for the TRHT Campus Centers—Association of American Colleges and Universities

Keynote: Lori Patton Davis, Chair of the Department of Educational Studies—The Ohio State University

Framing Possibilities for Collective Action in Higher Education: The Role of Intersectionality

Scholarship often limits the discussion of intersectionality to a concept used for framing the confluence of multiple systems of oppression that simultaneously and disproportionately affect minoritized populations. However, intersectionality is not simply a concept. Intersectionality is actionable and can be positioned as theory, methodology, and praxis. In this keynote, Dr. Lori Patton Davis will challenge limited ideas about intersectionality and discuss strategies for framing possibilities for collective action in higher education through a lens grounded in intersectional justice.

8:00–9:00 P.M.  WELCOME RECEPTION AND POSTER SESSION

Beyond Access, Internal Barriers to Success: A Focus on Students’ Experiences
Maha Haidar-Makki, Director of the Mastercard Foundation Scholars Program, and Patil Yessayan, Program Coordinator for the Mastercard Foundation Scholars Program—both of American University of Beirut

Fostering Cultural Sensitivity in Non-Minority Students: Being the Other
Dawn Hall-Bibb, Associate Professor, Doctor of Physical Therapy Program—Bellarmine University

Connections and Synergies: Using Themes to Unite Across Difference
Hana Taleb Imai, Associate Dean, School of Global Access, and Diane K. Hardy, Associate Dean, School of Global Access—both of Bow Valley College

An Know Family, Know Self: Experiences of Vietnamese American College Students
Elaine Ngoc Yen Lê, Graduate Student, School of Education, and Sonia Ramrakhiani, Assistant Professor of Education—both of California Polytechnic State University

The Model Minority Myth and Asian American Students in STEM
Annie Xiong, Graduate Candidate in Higher Education; and Sonia Ramrakhiani, Assistant Professor of Education—all of California Polytechnic University

Engaging the New Majority: Inclusivity in Undergraduate Research
Heather Haeger, Assessment and Educational Research Associate—all of California State University, Monterey Bay

Exploring Critical and Culturally Responsive/Relevant Pedagogy to Achieve Equity
Corin V. White, Research Curriculum Associate—California State University, Monterey Bay

The Impact of Student Leadership Experience and Student Success in SLCE
John Ray Roberts, Coordinator of Leadership Assessment—The Citadel, The Military College of
Integrating Diversity, Equity, and Inclusion Curriculum in Community Engagement
John Ray Roberts, Coordinator of Leadership Assessment—The Citadel, The Military College of South Carolina; and Elizabeth B. Roberts, Associate Director of Admissions—College of Charleston

Everyone Is Responsible: Using Collaboration to Support Food-Insecure Students
Emily K. Heying, Assistant Professor of Nutrition; Jonathan Nash, Associate Professor of History; and Amanda Jantzer, Assistant Professor of Psychology—all of College of Saint Benedict and Saint John's University

Retention Challenges and Solutions of Undergrad Black Girls
Courtney Griffin, Education Leadership Doctoral Candidate—DePaul University

Strategic Integration: Creating an Inclusive Environment at a PWI in Transition
Cornelia Sewell-Allen, Assistant Vice President of Inclusive Excellence; Laura Kieselbach, Assistant Professor of English and Education Specialist;—both of East Stroudsburg University

Evolution: Signature Assignment Design, Data Collection, and Decision-Making
Rahime-Malik Howard, Program Coordinator and Professor Of Sociology—El Centro College

Cross-Divisional HIP Collaborations That Engage Students of Color at a PWI
Shannon B. Lundeen, Director of Academic-Residential Partnerships and Associate Professor of Philosophy; Amy Johnson, Executive Director of the Elon Core Curriculum and Associate Professor of History—all of Elon University

Assimilating into the Culture of Science as a Student of Color
Renee S. Schwartz, Professor of Science Education—Georgia State University

Deconstructing Silos to Address Implicit Bias and Microaggressions
Claudia C. Leiras, Associate Professor, and Alisha Davis, Associate Professor—both of Grand Valley State University

Creating a Sense of Community Through a Student Organization
Robin Thoma, Doctoral Candidate—Indiana State University

Proud To Be First: Revisiting the Needs of First-Generation Students
Stephanie Akunvabey, Director of Academic Affairs, Kingsborough Community College—City University of New York

Reflections of a Chairperson: A Hip-Hop-Based Approach to Leadership
George Sirrakos, Chairperson, Associate Professor of Secondary Education—Kutztown University of Pennsylvania

Valuing Black Excellence: The Learning Community at Loyola Marymount University
AnnaLexicis Bridewell, Coordinator: The Learning Community, and TBD, Student Facilitator—both of Loyola Marymount University
Collective Action and Social Change in Teacher Education
Catherine M. Swift, Director, Teacher Licensure Programs, and Ruth Hornsby, Assistant Director, Graduate Teacher Licensure Programs—both of Mount Holyoke College

Decreasing Imposter Syndrome and Increasing Sense of Community Among SI Leaders
Ave Bisesi, Howard Hughes Medical Institute Science, Technology, Engineering, and Mathematics Fellow—Oberlin College

Improvement of Openness to Diversity: A Faculty/Staff-Facing Workshop Series
Lan Jin, Intercultural Research Specialist of Center for Intercultural Learning, Mentorship, Assessment and Research—Purdue University

Lessons from the Courthouse: Viewpoint Diversity and Civic Education
Nattawan Junboonta, Doctoral Candidate at Rutgers University and Civic Education Specialist at US Court of Appeals for the Second Circuit—Rutgers University

Improving Graduation Rates for Students Through an Interdisciplinary Major
Paul Justice, Director of the Transition Advising Center; —San Diego State University

Developing Students’ Identity and Self-Perception as Capable STEM Thinkers and Learners
Carmen Works, Professor, and Jennifer Whiles-Lillig, Professor—both of Sonoma State University

Partnering for Diversity: Assess Your Academic-Community Partnerships
Briget Eastep, Director of Outdoor Engagement—Southern Utah University

Academic Credit Given to Career Services Creates Equity
Misty L. Frantz, Associate Director of Career Education, and Kate A. Shirey, Director of Career Development Center—both of St. Mary’s College of Maryland

Rigor and Retention: Leadership, Support, and the Impact on Marginalized Students
F. J. Talley, Director, DeSousa-Brent Scholars Program; Jennifer A Platts, Associate Director, DeSousa-Brent Scholars Program; and Devin Torres, Academic Support and Technology Specialist, Department of Educational Studies—all of St. Mary’s College of Maryland

Designing and Delivering an Effective Online DEI Faculty Development Program
Christopher Price, Academic Programs Manager—State University of New York Center for Professional Development

Optimizing Success: Encouraging Collaborative Investment in Peer Tutors
Lisa M. Smith, Lecturer of Mathematics and Director of The Math Learning Center; Robert M. Feissner, Lecturer of Biology and Director of Supplemental Instruction; Beverly Henke-Lofquist, Transitional Opportunity Program Counselor and Tutor Coordinator, Access Opportunity Program; and Gillian Paku, Associate Professor of English Literature and Director of the Writing Learning Center—all of State University of New York at Geneseo

Student Research and Activism on Campus Diversity: Challenges and Unique Promise
Caitlin Powell, Assistant Professor of Psychology, and Ariana Bonds, Student—both of Thomas More University
Are HBCUs LGBTQ Friendly? A Policy Analysis
  Carmen Lewis, Assistant Professor of Psychology—Tougaloo College

Embedding Peer-Led Social Justice Education in the Academy
  Sienna S. Abdulahad, Director for the Office of Multicultural Affairs; —Tulane University

Implementing Critical Service-Learning Through an Institutional Partnership
  Maille Ellise Faughnan, Social Innovation and Social Entrepreneurship Lecturer and Research Fellow, and Rebecca Otten, Associate Director of Social Innovation Strategy and Director of the Social Innovation and Social Entrepreneurship Minor—both of Tulane University

(Critical) Service-Learning Methodology Through a Critical Lens
  Anna Monhartova, Research Fellow, Adjunct Lecturer in International Development—Tulane University

Equity-Focused Collective Action in STEM Faculty Professional Development
  Deidre B. Sessoms, Professor of Education, Department Chair Teacher Education and Lynn Michiko Tashiro, Director for the Center for Teaching and Learning—both of California State University-Sacramento

Student Success at HSIs: Equitable and Evidence-based Intervention Strategies
  Sudarshan Kurwadkar, Associate Professor of Environmental Engineering—California State University, Fullerton

Addressing the Gaps in Student Performance Using Metacognitive Reflection
  Becca Ciancanelli, STEM Coordinator for the Student Academic Success Center, PKAL graduate,—University of Colorado, Boulder

Using Photo Voice to Build Community Through Caring Curriculum
  Fiona MacDonald, Associate Professor of Political Science—The University of the Fraser Valley

Creative Collaboration to Address Mental Health Challenges
  Yuko Taniguchi, Writing Faculty, and Mason Schlief, Student—both of University of Minnesota Rochester

#Thrive: A Student and Faculty Partnership to Support Graduate Mental Health
  Heidi Barajas, Associate Professor and Outgoing Chair of Organizational Leadership, Policy, and Development; Jesse L. Lewis, PhD Student; and Lisa S. Kaler, PhD Candidate—all of University of Minnesota–Twin Cities

Improv and Inclusion: Improving Communication in Diverse Communities
  Jefferson Walker, Instructor of Communication Studies—University of Montevallo

Composition Becomes Making: Bringing Comp Class into Living Color
  Betsy Towns, Director, Education Design Studio and Associate Professor Liberal Arts, and Jeff Gredlein, Assistant Dean of Liberal Arts and Associate Professor of Psychology—both of University of North Carolina School of the Arts
Innovative Support Structure for Adult Learners  
Sheri N. Shaw, Assistant Dean for Student Success, College of Health and Human Services; Mark Forbes, Student Success Advisor; and Rachael McLoud, Student Success Advisor—University of North Carolina at Wilmington

A Student Success Model: Learning Through Engaged and Authentic Practices  
Lori A. Reinsvold, Associate Director of the Math and Science Teaching Institute, and Susan M. Keenan, Director of the STEM Inclusive Excellence Collective—both of University of Northern Colorado

Enhancing Success for Incoming STEM Students at the University of Puerto Rico at Humacao  
Sandra I. Rodríguez, Instructor in Biology, and Denny S. Fernández del Viso, Professor of Biology—both of University of Puerto Rico at Humacao

Goodbye Office Hours, Hello Student Hours: Building a Shared Community  
Michal Zivan Coffey, Director of the Campus Learning Center; Stacey E. Wahl, Research and Education Librarian for the Basic Sciences in the School of Medicine; and Dianne Jennings, Associate Professor of Biology—all of Virginia Commonwealth University

Preparing Future Faculty as Community-Engaged Scholars: An Integrated Pathway  
Amanda F. Hall, Assistant Director of Service-Learning and Community-Engaged Research, and—Center for Community Engagement and Impact, Virginia Commonwealth University

Un-conferencing to Capture Voices of Typically Marginalized Students  
Jaclyn Caires Caires-Hurley, Assistant Professor of Multicultural Education and Critical Pedagogy, and Jessica Dougherty, Assistant Professor ESOL/Bilingual Education—both of Western Oregon University

Seeing White Across Disciplines: An Equity Podcast Group  
Trula Morehead Nicholas, Associate Professor of Human Services, and Regina Barber DeGraaff, Instructor, College of Science and Engineering—both of Western Washington University

Everyone’s Job: How Diversity, Equity, and Access Leadership Builds DEI Capacity  
Raquel Ramos, Dean of the Marshall Center for Intercultural Learning and DEAL Co-Chair, and Shaya Gregory Poku, Dean for Equity, Social Justice, and Community Impact—all of Wheaton College
FRIDAY, MARCH 20, 2020

7:30 A.M.—5:00 P.M.  CONFERENCE REGISTRATION

8:00–8:45 A.M.  BREAKFAST

8:00–8:45 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, and integrative and global learning—and its signature Liberal Education and America’s Promise (LEAP) initiative together provide content, framework, and practical guidance for the undergraduate educational experience.

Lynn Pasquerella, President—AAC&U

8:00–8:45 A.M.  DIALOGUE SESSIONS

These sessions focus on campus dialogue programs. Reflective and action-oriented dialogue are integral to the work of diversity, equity, and student success because institutional change and social transformation rely on inclusive, intergroup conversations.

A Praxis Approach to Intergroup Dialogue for P-20 Educational Leaders

This session features a process to adapt intergroup dialogue (IGD) to an educational leadership doctoral program as a strategy to produce graduates with increased abilities to engage California and the broader country in ways they can demonstrate their ability to operating in a global society. Facilitators will offer an overview of IGD, including theoretical underpinnings, research, and examples of IGD in practice. Participants will consider a framework for curricular innovations to include IGD; spend time crafting a strategic rationale for using IGD in educational leader preparation programs; and develop strategies for identifying students, partners, and stakeholders for IGD initiatives in their own educational environment.

Angela M. Locks, Director of Undergraduate Research Services and Professor of Educational Leadership; Leslie Reese, Professor of Educational Leadership; Shametrice Davis, Associate Professor of Educational Leadership; and Anna Ortiz, Professor of Educational Leadership—all of California State University, Long Beach

Creating Thriving Campus Communities Through Dialogue and Advocacy

Truth hurts! We are often afraid to engage in culturally diverse and inclusive conversations on campus. Now more than ever we see the use of individual opinions to select the facts, resulting in confirmation bias. Through a series of dialogue formats, we create interactive and thought-provoking discussions around diversity and inclusion that challenge bias and preconceptions that often lead to incorrect judgment. The Basement Series, Basement Podcast, Come Thru, and Green Table Talks address different aspects of our diverse campus community (faculty, staff, and students) with varying backgrounds, experiences, and/or perspectives sharing their perspectives. Attendees will have the opportunity to get firsthand accounts of new perspectives and engage in dialogue that leads us from awareness to action to develop better unity in our community.
Christopher W. Blakely, Assistant Dean of Students and Director of Multicultural and Leadership Development; Ysatiz Piñero, Assistant Director of Multicultural Development Initiatives; Dakendo Michel, Talent Search Coordinator; Jessica Drummond, Coordinator of Service Learning; and Prisca Morisma, Student—all of Florida Gulf Coast University

Intergroup Dialogue at a Southern Liberal Arts College
This session will present the Intergroup Dialogue program at Furman University. Intergroup dialogue consists in a structured set of interactions between students from different identity groups (e.g., different gender, racial, political, or religious groups) designed to promote trust and community, the honest articulation of conflicts and differences, the development of empathy and understanding, and collaboration in fighting injustice. Our hope is to highlight intergroup dialogue as a tool for promoting a culture of inclusion on campus, to serve as a resource for others who are thinking about starting similar programs, and to learn from the experiences of similarly motivated peers at other institutions.

Erik A. Anderson, Associate Professor of Philosophy, —Furman University

Pathways to Inclusivity: Connecting Communities Through Intergroup Dialogue
The Pathways to Community Inclusivity Through Dialogues and Supporting Activities is a project that was designed to increase campus and community awareness of engagement in using intergroup dialogue at Indiana University Purdue University Indianapolis to foster a vibrant inclusive student experience and increase knowledge in response to differences through communication. The project, a collaborative effort involving four schools and one campus unit, extended its reach into the community to facilitate dialogues on social identities and social justice, inequities, intercultural communication, empathy, and intergroup collaboration in an effort to support public schools serving marginalized and underserved student populations.

Tamra Olivia Wright, Director of Diversity, Equity, and Inclusion, and Daniel Griffith, Director of Conflict Resolution and Dialogue Programs—both of Indiana University Purdue University Indianapolis

Anti-Oppression Work at a PWI: A Dialogue Project
After a devastating hate speech incident, a predominantly white institution (PWI) engaged in a semester-long dialogue project involving students, staff, and faculty. Participants will learn how a PWI used the Circle Way, an art of hosting dialogue, to meet, have constructive conversation, and engage with two anti-racist texts to explore pedagogy, equity, and power, and heal race relations on campus.

Michelle M. Cromwell, Vice President, Diversity Equity and Inclusion and Chief Diversity Officer—State University of New York Plattsburgh

Designing Difficult Conversations: Using Design Thinking to Talk About Equity
In this experiential workshop, participants will learn how they can use design thinking methods to help students talk about equity and diversity. Participants will be challenged to co-create ways of encouraging difficult conversations. After discussing positional identity, they will select an uncomfortable conversation that they would like to have with colleagues, and then they will design a roadmap, recipe, manifesto, or game to help the conversation happen. During the workshop, participants also will reflect on the types of conversations they would like their students to have to ensure their success. Finally, they will consider how they can make this activity relevant to the context in which they teach and the students that they support.

Lesley-Ann Noel, Associate Director of Design Thinking for Social Impact—Tulane University

Designing for Equity by Addressing Coercive Power in Dialogue Settings
Dialogue is promising for operationalizing equity in that it provides individual agency and voice in
engaging across difference. However, dialogue has the potential to reinforce power structures, for instance if an interaction leaves a participant feeling uncomfortable, silenced, or even discriminated against. We call such interactions instances of coercive power and recognize that coercive power affects vulnerable populations differently than those in dominant positions. This workshop raises awareness about coercive power in dialogue settings by introducing an observation protocol. Participants will discuss possible responses to a case of coercive interaction in a dialogue setting, with awareness that there is no right way to address power. The workshop will attune participants to be intentional in designing and mindful in facilitating discussions with coercive power in mind.

Karen Ramirez, Teaching Professor and Director of Dialogue Programs; —University of Colorado, Boulder

We DID It! Facilitated Dialogue Methods for Institutional Change
In this facilitated discussion session, we will explain the framework of our successful Diversity and Inclusion Discussions (DID) facilitated dialogue program at Wesleyan College, our seven-year partnership with the Interactivity Foundation, and the integration of student-led facilitated discussions across our First-Year Experience program. The presenters not only will explain the structure of the DID program and share their positive assessment data for the past three years, but also will lead a facilitated discussion that teaches their methods for creating student-led dialogues that create real institutional change.

Melanie J. Doherty, Associate Professor of English and Faculty Liaison for Equity and Inclusion, and—Wesleyan College

9:00–10:00 A.M. PLENARY SESSION

Educating First-Generation Equity Practitioners to Be Race-Conscious

Higher education professionals generally are racially illiterate. Dr. Bensimon lifts off the “first-generation” label of students and applies it to faculty to call attention to their racial illiteracy and its detrimental consequences for their ability to educate minoritized students fairly, equitably, successfully, and with fidelity. Drawing on the work of the Center for Urban Education, Dr. Bensimon will discuss the creation of structured learning settings for teams of first-generation equity practitioners to have a first conversation about the classroom as a racialized space by engaging in a structured examination of their teaching artifacts (such as syllabi), structures (such as the classroom), routines (such as pedagogical practices and office hours), and processes (such as hiring).

Estela Mara Bensimon, Dean’s Professor in Educational Equity and Director, Center for Urban Education—University of Southern California; AAC&U Distinguished Fellow

10:00–10:30 A.M. NETWORKING BREAK
Improving Services for Students with Disabilities at Community Colleges
This interactive session will focus on current ADA policies and regulations that are essential to ensuring success for students with disabilities in community colleges. Topics will include new ADA regulations, providing reasonable accommodations, students’ rights and responsibilities, and tips and strategies for colleges to become ADA compliant and improve student services and success.
Kevin A. Christian, Director, Diversity, Inclusion and Equity—American Association of Community Colleges, and Glennis Daniels Bacchus, ADA Coordinator—College of Southern Maryland

How VALUE Can Help You Turn Educational Values into Student Outcomes
Student learning outcomes related to diversity, equity, and community engagement—such as intercultural knowledge and competence, global learning, and civic engagement—transcend disciplines and departments, and they should be integrated into student learning from the first year through the final year and assessed. Many faculty find it challenging to leverage new pedagogical techniques or design appropriate, high-quality assignments, and assessment can be an even greater challenge. This session will build off the results of AAC&U’s validity study of the VALUE (Valid Assessment of Learning in Undergraduate Education) approach to assessment and utilize recent results generated by the VALUE Institute to share useful tools and strategies for helping campuses instantiate these important outcomes through their teaching, learning, and assessment efforts. The presenters will stress ways that analysis and use of data generated by assessment efforts should reflect an equity mindset to stimulate change and action.
Kate McConnell, Assistant Vice President for Research and Assessment, and Sasa Tang, Research and Assessment Analyst—AAC&U

The Remix: Realign Equity Through Engagement, Experience, and Storytelling
Higher education institutions need a “remix” when addressing student retention, graduation rates, experiences of “isms,” lack of diverse faculty, student voices, and more. Adopting refreshed views of social/emotional engagement, experiential learning, and inclusive storytelling will inspire the shared pursuit of recalibrating our diversity and inclusion success, grounded on reality-based priorities found in our ever-changing world, where collective actions matter, and feelings and voices matter more. We must be a listening community that hears the multitude of voices while building collective narratives that match the institutional messages and experiences received in the classrooms and beyond. The I AM model gets institutions thinking about what’s missing and inspires them to identify a “remix” that puts them on the path to greater engagement with a relevant narrative.
Andrea R. Hickson-Martin, Graduate Program Coordinator and Assistant Professor of Early Childhood and Elementary Education, and Janine Fondon, Assistant Professor and Chair of Undergraduate Communications—both of Bay Path University

Leading from the Middle: Getting to Equity in Policy and Classroom Practice
This workshop will provide strategies for getting to equity in student outcomes by “leading from the middle,” helping both university leadership and faculty make equity a priority in policy and practice. Presenters will provide an overview of the process followed at Chico State that led to shifts in policy, new uses of data, and engagement of faculty and academic programs to address equity gaps. Participants will receive planning documents and will be led through a brainstorming and planning session to develop an action plan for middle leadership at their own institutions. A resource kit for engaging faculty in critical analysis of their grade data also will be provided. Campuses are encouraged
to send multiple representatives to the session to work together on their approach.

**Kate McCarthy, Dean of Undergraduate Education; Ellie Ertle, Director of First-Year Experience Program; Jason Nice, General Education Committee Chair; and Kaitlyn Baumgartner-lee, Associate Vice President for University Advisement—all of California State University–Chico**

**Mind Matters: A Strategic Initiative to Improve Student and Community Well-being**

Historically underserved communities experience a higher prevalence of psychological distress and face obstacles to accessing behavioral health services. Because a majority of students at California State University, Los Angeles come from these communities, the university is committed to meeting the critical needs of its students—and their communities—through Mind Matters, an initiative focused on well-being. Created in 2014 and led by the university president, Mind Matters is unique in its scope and reach.

**Nancy Wada-McKee, Vice President for Student Life; William A. Covino, President; and Robert Lopez, Executive Director, Communications and Public Affairs—all of California State University, Los Angeles**

**The Power of Collective Action**

As students, we have demonstrated a common goal that fosters intersectionality among marginalized groups and individuals. This collaborative effort has created new partnerships and alliances among separate organizations and between students and faculty. Our collaborations and efforts have created segments of tangible change in our campus’s collective consciousness through planned events and diligence in curriculum changes.

**Kristen Graham, I-CAN Curriculum Chair, Founder and President of F.E.M. Circle; Reagan Williams, Executive Board of Gender & Sexuality Equity Center; Peer Facilitator, Center for Excellence in Peer Education; Petarra McCarroll, Title TBD, and Marissa Haynes, I-CAN Team Member—all of College of Charleston**

**Becoming Community: Creating Transformative Inclusion on Campus**

This session will draw upon the work of the Becoming Community initiative to introduce participants to a model of transformative inclusion. Attendees will learn how to apply a comprehensive framework of multilevel multicultural organizational change, as well as an array of innovative interventions, at their own institutions for strategic goal-setting, intervention, and assessment.

**Amanda Macht Jantzer, Assistant Professor of Psychology, and Brandyn Woodard, Director of Intercultural and International Student Services—both of College of Saint Benedict and Saint John’s University**

**Equity in the Classroom Through Gateway Course Redesign**

Student outcomes in high enrollment, low success rate courses, which typically serve as gateways to degree progress, often demonstrate disparity between student populations and subsequently reveal equity issues associated with achievement for traditionally underserved student populations (race/ethnicity/first-generation status). Pedagogical intervention and course redesign can improve student outcomes for all students, and can significantly reduce achievement gaps. This session will lead to a better understanding of how the implementation of instructional modifications has a measurable impact on equity challenges in high stakes, early coursework.

**Michael A. Tew, Associate Provost and Associate Vice President for Academic Programs and Services—Eastern Michigan University**

**Fostering Inclusiveness: Engaging Diverse Perspectives in Teaching and Learning**

Would you like to explore some strategies for fostering inclusiveness in teaching and learning?
Diversity/global learning (one of AAC&U’s high-impact educational practices) promotes a greater understanding and exchange of diverse perspectives. Professional development workshops at Queensborough Community College (City University of New York) support faculty in planning and implementing creative strategies for fostering a greater understanding of cultural differences and communication patterns that can have an impact on the academic performance of culturally and linguistically diverse student population. This session will focus on the practices of identifying one’s own biases and integrating the strategies of inclusiveness in self-learning, interaction, communication, collaboration, and the interpretation of information. The presenter will share a replicable model for facilitating professional development activities on campus.

**Meghma Tarafdar, Assistant Professor and Coordinator of Global Diversity Learning—Queensborough Community College, City University of New York**

**Teaching Microaggressions Interactively in Teams**

Based on a tool developed by Derald Wing Sue and colleagues (2007), participants will learn about microaggressions and how to teach about them through an interactive group activity. Participants will discuss microaggressions and work on communication strategies to avoid being microaggressive. Workshop leaders also will discuss the development of interactive activities about diversity, equity, and student success topics.

**M. E. Betsy Garrison, Professor and Director of Human Environmental Sciences; —University of Arkansas**

**How Traditional Grading Perpetuates Achievement Gaps and What We Can Do About It**

We rely on course grades to make crucial decisions about our students, such as course placement, retention, and graduation—which can change the trajectory of their lives. Yet at the same time colleges and universities are becoming more committed to enrolling and retaining historically underserved students, they rarely recognize how many traditional common grading practices typically result in advantaged students receiving inflated grades, while grades for underserved students are often lower than they should be and paint a misleading picture of performance. This presentation will profile a professional development initiative at University of California, Berkeley’s College of Engineering. Preliminary results show high satisfaction among faculty and increased achievement for historically underserved students. Participants will learn the “why” and “how” of more equitable grading practices.

**Fatima Alleyne, Director of Faculty Engagement for Equity and Inclusion, College of Engineering, and Chaniqua Butscher, Academic Adviser, Engineering Student Services—both of University of California, Berkeley**

**Making the Implicit Explicit: Identifying and Mitigating Bias on Student Teams**

Many academic institutions utilize high-impact educational practices such as team- and project-based learning. However, most institutions continue to privilege non-Latinx white cisgender men, and thus (re)produce oppressive structures that marginalize women, students of color, and working-class students. Processes such as implicit bias, stereotyping, and exclusion can undermine the potential benefits of team and project-based learning. At Worcester Polytechnic Institute, we are working to develop tools focused on equitable and effective teamwork to make students and faculty proactively counter these problems. In this session, we will share these tools and our findings on the benefits and limitations of this work.

**Geoff D. Pfeifer, Associate Teaching Professor of Philosophy and International and Global Studies—Worcester Polytechnic Institute**
’Real Talk’: Critical Embodied Learning in an Urban Ecojustice Classroom  
While educators across the curriculum recognize the urgency for pedagogies that open space for student experiences, teaching, and leadership, these require careful thought and unpacking. How do we address issues of responsibility, power, safety, and vulnerability in trying alternative ways of being and interacting in classrooms? What is gained when we succeed? What are the consequences should we fail? Together, we’ll explore these questions while practicing techniques used in an eco-justice course that engages with them, using experiential, place-conscious, critical, and transdisciplinary pedagogies. Youth and adult facilitators will lead attendees in discussion using powerful, transferable teaching strategies drawn from indigenous and restorative justice practices. All participants will leave with tangible artifacts to remind them of the possibilities they’ve imagined and the experience they’ve just shared.  
*Pieranna Pieroni, Director of College Now, Okina VanPutten; Undergraduate Mentor; and Cecilia Poon, Undergraduate Mentor—all of Brooklyn College, City University of New York; and Thaila Smith, Adjunct Lecturer—University of Groningen*

“Sis” Gender Only: Navigating Exclusion/Inclusion in Diversity and Inclusion  
Efforts to advance diverse and inclusive environments can be hampered by expectations, activities, and practices that can lead to excluding particular participants from a group. Opportunities to reflect and engage such challenges too often are lacking, resisted, or avoided, albeit necessary to sustain quality diversity and inclusion efforts. This session will leverage a real-time scenario focused on a gendered inclusion/exclusion experience to catalyze a discussion regarding cultivating diversity-inclusive learning environments while potentially fostering exclusivity. The presentation will be guided by the following considerations: What happens to the power of collective action when that collective action inadvertently (or intentionally) reifies rather than disrupts exclusion? How can we learn from a faculty cohort collective how to address individual, systemic, and structural privilege(s) that shape institutional diversity and inclusion efforts?  
*J. Celeste Walle-Jean, Dean of Graduate Studies and Inclusive Engagement; Virginia Bonner, Professor of Film Studies; and Taralyn Keese, Lecturer of Sociology—all of Clayton State University*

Three Doctors/Three Journeys: Self-Authorship, Identity, and Institutional Change  
Using elements of self-authorship theory to inform their studies, the qualitative research of the three workshop facilitators provides the background and evidence demonstrating the critical connection between identity, scholarship, and practice. Self-authorship theory provides insight into an understanding of what it takes to complete the leap from critical thinking to practicing empathy and tolerance as envisioned by the Truman Commission on Higher Education, which reasoned that “only an informed, thoughtful, tolerant people can develop and maintain a free society.” In particular, the facilitators will share the complexities of wrestling with the concept of “researcher as self” as they interacted with study participants whose group identities were similar to their own—while simultaneously attempting to affect change in practice. This workshop will help participants acknowledge the tensions in bringing one’s authentic self to research and practice in the pursuit of equity.  
*Joan Garcia Ahrens, Interim Dean of Arts, Languages and Communication—Grossmont College;*

Development and Implementation of a Justice STEM Learning Community Toolkit  
There is evidence to suggest that building the best social environment for STEM students begins with a tight-knit scholar cohort, a group of like-minded students who work closely together. In a cohort model,
established group dynamics facilitate teamwork wherein activities, projects, and assignments are completed collaboratively. This session will share a cohort model designed to help non-majority students enter, persist, and launch successful careers in STEM. In this program, student interests, skills, and integration in the field are cultivated so they eventually become self-sustained. A distinctive addition to this project is the proposed creation of a toolkit for faculty to promote and sustain these cohorts.

Andrea K. Cobb, Director of Student Research and Internships—George Mason University

New Research on HIP Quality and Equity: Exploring Minoritized Students’ Experience
High-impact practices (HIPs) represent a core feature of a high-quality undergraduate education and are often identified as life-changing events. The literature identifies a set of essential elements common across HIPs, yet to date most evidence about HIPs has been limited to access, with scant empirical examination of quality of experience. In this session, the presenter will report on a multi-institution study of students’ exposure to elements of quality in six HIPs (learning communities, service-learning, research with faculty, study abroad, internships and field experiences, and culminating senior experiences) and will engage participants in a deeper exploration of HIP quality, discussion of quality thresholds, and consideration of results about minoritized students’ perceptions of high-quality HIPs.

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

Boosting Students’ Intrinsic Motivation Through Culturally Responsive Teaching
As our student populations become increasingly diverse, it is vital for faculty in higher education to overcome the challenges of the changing landscape of our classrooms and achieve diversity, equity, and inclusion by relating teaching content to the cultural backgrounds of their students. This interactive training session will focus on ways to foster an equitable and inclusive learning experience for all students. Participants will leave with a deeper understanding of the meaning of diversity, equity, and inclusion. In addition, they will receive a research-based framework and some practical, culturally responsive teaching strategies to boost students’ intrinsic motivation for academic success.

Shuang Zhao, Professor of Speech—Lone Star College–Montgomery

Good Intentions Are Not Enough: Institutional Culture and Student Success
This interactive discussion will utilize Edgar Schein’s framework of organizational culture to examine the role of institutional culture and its impact on diversity, equity, and student success. Participants will explore the ways in which tensions can exist between artifacts, espoused values, and underlying assumptions and beliefs, which often go unexamined. Though many of our institutions espouse a commitment to diversity, equity, and inclusion, organizational performance within these indicators continues to lag.

Kelly K. Sharp, Assistant Professor of Africana Studies and History; Lisa Scott, Vice President of Institutional Equality, Inclusion, and Student Success; Wintlette Taylor-Brown, Director of the Center for Intercultural Engagement and Student Success; and Char Kunkel, Professor of Sociology—all of Luther College

Equity-Minded Faculty Development: Collective Impact in a State System
What professional development programs are best for cultivating equity mindedness in faculty and instructors? How can professional development be embedded in high-impact practices that benefit first-generation, Black, Latinx, and Native American students? This facilitated discussion will draw on experiences at three distinct institutions in the University of Wisconsin System. Each speaker will contextualize equity mindedness in a high-impact practice: community-based learning, undergraduate
research, and first-year experiences. Speakers are faculty leaders responsible for professional development at the institutional level, and also serve on a Systemwide Advisory Council and Executive Committee. They are joined by the University of Wisconsin System's director of systemwide professional and instructional development.

Fay Y. Akindes, Director of Systemwide Professional and Instructional Development—University of Wisconsin System; Caroline Boswell, Director, Center for the Advancement of Teaching and Learning—University of Wisconsin–Green Bay; Chanaka Mendis, Director, Teaching and Technology Center—University of Wisconsin–Platteville; and Diane Reddy, Director, Center for Excellence in Teaching and Learning—University of Wisconsin–Milwaukee

Creating Classrooms and Campuses for Equity and Social Justice
Instructors often lack resources for approaching diverse classrooms or discussing race in the classroom. A variety of factors war against inclusivity, including implicit bias. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for purposes of social and/or political correctness. We will discuss how educational institutions can pursue equity through a culture of inquiry and data-informed decision making in the classroom and across campus areas. Please join our discussion to deepen the conversation about systems of oppression and ways to combat them with skill and humility.

Andrea E. Rivers, Professor of English—South Mountain Community College

Turning Points: Stories of Social Justice Activists to Inspire Your Journey
This session is intended to inspire college and university students to take action on their campuses and in their communities—today and in the future. Personal turning points of well-known activists (e.g., George Takei, Coretta Scott King, Malala Yousafzai) and lesser-known activists (e.g., Marva Collins, Mitch Landrieu, Jillian Mercado) will be shared, and tips for identifying a personal mission, choosing a cause and taking action will be discussed. Student participants will leave inspired by the work of allies and ready to consciously and cautiously take on local causes. Faculty and staff mentors and co-conspirators will have a better understanding of how to best support their students as they begin to identify social justice causes and take action.

Amy Aldridge Sanford, Associate Provost and Professor of Communication—Texas A&M University–Corpus Christi

Sponsored Session | Ad Astra
Improve Degree Velocity: Track the Progress of Each Student to Degree Completion
Pathways create an exciting opportunity to track the progress of each student to degree completion—or what we call degree velocity. Find out how Ad Astra tracks each student’s pathway through dashboards that show the percentage of pathway completed, how quickly each student progresses toward a degree, and a potential completion date. Lean into how degree velocity and benchmarking can help institutions identify completion bottlenecks in every program and direct the needed interventions, such as course availability, advising, and student preparation.

Amanda Thorne, Senior Account Executive—Ad Astra

1:00 P.M.–1:30 P.M. LUNCH
"Step It Up": Increasing LGBTQ+ Inclusivity in and out of Class

“Y’all are not here for us. Step it up.” This response from a queer-identifying undergraduate reflects an unwelcoming campus climate for many of today’s students. Creating a positive campus climate for LGBTQ+ folx requires efforts both in and out of class. To frame the discussion of LGBTQ+ inclusive courses and campuses, this session will utilize analyses from a large-scale, multi-institution quantitative and qualitative data set. This study examined student perceptions of the inclusion of queer issues in curricula and the relationship to other forms of engagement. We use individuals’ write-in responses along with scholarship to guide an organic dialogue where participants share their experiences and learn strategies to bring back to their own communities.

Heather Haeger, Assessment and Educational Research Associate, and Selena Velasquez, Undergraduate Researcher—both of California State University Monterey Bay; and Allison BrckaLorenz, Associate Research Scientist—Indiana University

Susan B. Anthony, Racist: Encouraging Slow Thinking in Ourselves and Students

Higher Education faculty and staff are models for inculcating people into our democracy. Statements such as “Susan B. Anthony was a racist” may serve to limit rather than expand our thinking. Should we teach students and each other how slow down our thinking prior to reaching a conclusion on an issue? Our discussion will focus on how to take the risks associated with addressing ideas that may lack clarity, context, or nuance.

Jeff B. Linn, Associate Professor and Chair—College at Brockport

Fostering Panther Pride: Supporting Former Foster Youth and Homeless Students

For many college-going students, the transition to a college campus is both an exciting venture and a milestone filled with apprehension and uncertainty. The transition is more challenging for students who age out of the foster care system or identify as homeless because of the lack of a traditional family support system. Homeless and foster youth are among the most underrepresented groups of students on college campuses nationwide, with college completion rates ranging from 4 percent to 10 percent. The Fostering Panther Pride program (FPP) provides tailored academic and support services to all students identified as homeless or former foster youth at Florida International University (FIU). This workshop will provide an overview of the success and challenges of the program. Participants will come away with strategies to implement a similar program on their campuses.

Sonja Montas-Hunter, Assistant Vice Provost, and Ana Ramos, FPP Director—both of Florida International University

Mentoring Future Leaders: From Diversity to Student Agency and Transformation

During this facilitated discussion, we will both explain and demonstrate the interactive “total participation” methodology and pedagogical tactics of student-centered, active learning used in the CUNY Undergraduate Leadership and Democracy Program and in our diverse, egalitarian faculty and administrative business meetings. This session is relevant for students, faculty, administrators, student affairs professionals, and diversity officers. Inventory methods (such as think-pair-share, entry and exit tickets, etc.) place leadership and building rapport on every student (or participant) and are designed to help every student become a leader and a mentor to other students in a cohort. These methods help our diverse, first-generation commuter students from eleven different campuses to develop the “essential” skills of collaboration and leadership necessary to succeed in the classroom and beyond.

Lauren J. Melendez, Director of Undergraduate Leadership Program and Administrative Specialist, The Futures Initiative, and Kashema Hutchinson, Co-Director of the Undergraduate Leadership Program and
Handshake's mission is to democratize opportunity and ensure all college students have the support they need to find a great job and launch a meaningful career, regardless of where they go to school, what they choose as a major, or who they know. We’ve analyzed how our seventeen million student and young alumni users navigate their career journeys, with a particular focus on the pathways of historically underrepresented students. In this session we’ll share what we’ve learned so far, as well as hypotheses for how multiple stakeholders across the higher education ecosystem can work in concert to empower all students, regardless of their backgrounds or level of privilege, to begin building strong careers.

Jenna Karamanos, Strategy Lead—Handshake

Conditions for Learning: Centering Student Leadership in Academic Excellence
At Millsaps College, we believe student leadership is an academic resource in and of itself, and so we have centered student leaders at the heart of our academic and student support programs. Facilitators will examine the centrality of student leadership in academic advising, our Foundations program/transitioning to college curriculum, our Writing Center, and our Center for Academic Success and Excellence. By investing in career-readiness, pedagogical training, and mentorship of student leaders in these areas and more, we create campus-wide communities of practice that inspire and commit our students to reach for excellence inside and outside the classroom.

Liz Egan, Assistant Professor, Director of the Writing Center and Director of the Center for Academic Success and Excellence; Jenni Lewton-Yates, Assistant Professor of Classics and Director of Academic Advising and Student Support; Molly Ross, Director of Student Activities, Involvement, and Leadership (SAIL) Center; and Kristy Stensaas, Associate Dean for Academic Affairs and Professor of Chemistry and Biochemistry—all of Millsaps College

Equity By Design: A Comprehensive Strategy to Advance Assessment and Action
This session will outline the ongoing strategic endeavors undertaken by the Minnesota State Colleges and Universities system to advance the Equity by Design initiative. This system-wide initiative is charged with advancing academic equity-minded practices at the 54 campuses within the Minnesota State system through in-depth analysis of student outcomes, including course dates and the review of the organizational support for diversity, equity, and inclusion. Participants in this session will examine and share institutional and system-level efforts aimed at supporting the assessment of equity-related work in various higher education contexts. Session participants will explore the institutional impact of structures, cultures, and practices on the student success of historically marginalized populations.

Clyde Wilson Pickett, Chief Diversity Officer, and Tarrence Robertson, Equity Project Director—both of Minnesota State University; and Jay Williams, Chief Diversity Officer—Minneapolis College

An Accessible Approach to Digital Accessibility
Increased attention to the accessibility of web environments is an opportunity to unite our campuses not only to work toward ADA compliance but also to consider the wide scope of accessible learning. This session will share the iterative process of communicating web accessibility in a way that is comprehensible, usable, and accessible to faculty and students. Participants will learn a few simple but
powerful habit changes in creating key instructional materials, along with ways to collaborate with other offices to promote web accessibility.

**Chrsitina M. Moore**, *Virtual Faculty Developer—Oakland University*

**Implementing Belonging and Other Wise Interventions in Higher Education**

Higher education institutions increasingly are implementing programs and interventions that develop students’ interpersonal competencies (often referred to as “wise” interventions) to support student success. This workshop will engage participants with several of these research-based interventions, sharing learnings and outcomes from implementation at University of California, Davis. Participants will have an opportunity to learn to use their own institutional data to develop engaging presentations and workshops for campus faculty and staff while elevating and centering student voices.

**Susan E. Ebeler**, *Professor of Viticulture and Enology and Associate Dean for Undergraduate Academic Programs*, and **Donna Vivar**, *Director of Undergraduate Academic Programs—both of University of California, Davis*

**Crafting Equitable Spaces: Impactful Instruction for First-Generation Students**

First-generation college students (FGCS) comprise one-third of the student population at the University of Illinois at Chicago and 32 percent of overall enrollment nationally according to a 2014 report from the US Department of Education. The voices and experiences of FGCS are essential to consider when working to ensure equitable access to meaningful learning experiences. Through the implementation of universal and inclusive classroom strategies, instructors are called upon to play a critical role in holistically mediating the additional social, academic, and environmental challenges that many FGCS face. This presentation will critically investigate interactive learning strategies, environmental considerations, and opportunities for building social engagement at the instructional level with an emphasis on the well-being and academic success of FGCS. Participants will identify opportunities for implementation and evaluate perceived efficacy of strategies within the context of their instructional role.

**Jennifer J. Wescott**, *Clinical Assistant Professor in Rehabilitation Sciences—University of Illinois at Chicago*

**The Equity/Free Speech Tension on Campus: Collective Action Through Dialogue**

How do we engage in dialogue about the democratic tensions of equity and free speech on college campuses? What does dialogue really mean on college campuses and how can it be a force for transformative collective action? What does an organization committed to equity and inclusion do to promote openness and dialogue about contentious issues so people with multiple perspectives can participate? This session will explore these issues with the board chair of the Difficult Dialogues National Resource Center (DDNRC). A coalition of individuals and institutions, the DDNRC is a national higher education organization committed to helping campuses advance innovative practices that promote respectful, transformative dialogue on controversial topics and complex social issues.

**Kelly E. Maxwell**, *Board Chair—Difficult Dialogues National Resource Center and Assistant Dean for Undergraduate Education—University of Michigan*

2:45 P.M.– 4:00 P.M. **CONCURRENT SESSIONS (11)**

**Institutional Strategies for Equity Results**

This strategy session is designed for higher education professionals at the course, program, or institution level who are engaged in developing an equity mindset and taking a leadership role in equity and opportunity. The session will reflect the engagement of multiple institutional areas, from governance to
student support, to pedagogy to policy. While this session provides participants with a holistic institutional perspective, it reflects multiple strategies at multiple levels that decrease equity gaps and can be applied at any institution.

**Suzanne M. Buglione**, Vice President of Academic Affairs, and **Laura L. Douglas**, President—both of Bristol Community College

**Engaging Stakeholders in Collective Action Toward Student Success**

Indiana University Purdue University Indianapolis developed the Welcoming Campus Initiative to meet strategic goals attending to the support of student success, faculty and staff development, and community engagement. As part of the initiative, the Welcoming Campus Innovation Fund provides matching funds for campus projects through a competitive application process. The session will begin with an overview of the initiative and two of the curriculum transformation projects it has helped launch. With diversity, equity, and inclusion at the core, the projects focus on 1) curricular equity and equipping faculty and staff to be agents of change, and 2) an ambassador and mentoring program in the schools of social work and public affairs for students from underrepresented groups who may face barriers to securing professional work and/or pursuing graduate degrees. The presenters will highlight the importance of cross-campus collaboration, particularly in learning to contextualize thematic challenges as they are encountered. Participants will discuss their own examples of cross-campus collaborations for student success and brainstorm how to engage in collective action on their campuses.

**Gina Sanchez Gibau**, Associate Vice Chancellor for Faculty Diversity and Inclusion; **Jennifer Thorington Springer**, Interim Associate Dean of Student Affairs; **Tamra O. Wright**, Director of Diversity, Equity, and Inclusion; and **Ivette Kondrat**, Bachelor in Social Work Student Services Coordinator—all of Indiana University Purdue University Indianapolis

**What REALLY Matters? ‘Mental Bandwidth’ and Equity in Student Success**

Persistent poverty and systemic racism (and sexism, ethnocentrism, heterosexism, etc.) lead to stress, illness, and chronic strain on cognitive resources, leaving many college students with depleted “mental bandwidth” for learning, developing, and making choices that promote success. Strategies currently being promoted to increase equity in student success in higher education—experiential education, respect for the “whole student,” relevance of traditionally undervalued strengths, etc.—can be understood and unified through an understanding of mental bandwidth, and can be enhanced by practices that facilitate value-driven use of this valuable and limited resource. In this workshop, the presenter will share ways she is working with programs and groups in higher education to address differences in student success resulting from bandwidth inequity.

**Tina D. Bhargava**, Associate Professor—Kent State University

**Challenging Audism: The Fight for a Deaf-Friendly Campus**

This workshop will examine the institutional policies and practices that perpetuate systemic and structural ableism with respect to the deaf. Specifically, the workshop will address ableist attitudes toward the deaf expressed as audism. We will examine its history, development, and current manifestations. While seeking to provide practical actions that can work to ameliorate the situation, this workshop also will challenge the current discourse and policies that promote audism in academia. Participants will learn how to create a deaf-friendly campus at their home institutions. The workshop will be presented in American Sign Language with interpretation.

**John M. Collins**, Deaf Studies Program Director—LaGuardia Community College

**Equity-Centered Action for Faculty Learning and Student Success**

This workshop will provide guidance to give participants the space and time to articulate plans on
student learning outcomes that address linguistic diversity and to formulate initial ideas for an action plan on moving professional development from an administratively imposed model to a collaborative faculty learning model. These two concepts work together to center equity in academic programs.

Jane Chapman Vigil, Professor of English, and Jessica L. Parker, Director of First Year Writing—both of Metropolitan State University of Denver

Hate Speech, Free Speech, and the Challenges to an Inclusive Campus
News of hate, racism, and bigotry on campuses has become a weekly, if not daily, occurrence. College and university leaders and staff often struggle with how to confront it while explaining and upholding principles like free speech and inclusion. This session brings together panelists who have conducted research, offered advice, or personally been involved in institutional responses to hate and bias in higher education. Through an interactive conversation, this session will offer practical tips, lessons learned, and proactive advice for faculty, staff, and administrators confronting these challenges, with a mind to ensuring campuses remain open to diverse voices and attuned to the conditions necessary for student success.

Jonathan Friedman, Director, Campus Free Speech Program—PEN America; and Nejima Celestine-Donnor, Director, Hate-Bias Response and Advocacy and Roger Worthington, Professor and Executive Director, Center for Diversity and Inclusion in Higher Education—both of University of Maryland, College Park

Leveraging Resources, Building Alliances, and Creating Capacity for Change
Radford University is like many other regional, public, rural predominantly white institutions around the country. We are welcoming an increasingly diverse student population with little change in our faculty and staff demographic profile, along with limited funding and institutional DEI infrastructure. We came together as a cross-divisional team of campus leaders around a shared commitment to leverage existing resources to make changes within our scope of influence. We will share our experience, help participants think about their own situations, and discuss action items and accountability mechanisms for campus implementation.

Jeanne Mekolichick, Associate Provost of Academic Programs and Professor of Sociology; Sharon Blackwell Jones, Assistant Professor of Counselor Education and Special Projects; Jamie Penven, Assistant Vice President for Student Success and Retention; La Shan Lovelace, Director, Center for Diversity and Inclusion; and Darryl Corey, Associate Professor of Mathematics Education—all of Radford University

The Social Justice Syllabus: A Gateway to Institutional Equity and Change
This workshop will introduce the Social Justice Syllabus Design Tool (SJSdT) and provide a space for educators across disciplines to reflect on, evaluate, and revise syllabi via a social justice-informed lens. Facilitators also will also discuss their journey from the SJSdT’s development to its university-wide institutionalization, offering insights on how institutional change can be created via the syllabus. Upon completion of the workshop, participants will be able to 1) describe a social justice framework used to develop syllabi and course curriculum, 2) differentiate between traditional and social-justice-informed language, 3) revise syllabi using the SJSdT, and 4) develop at least two strategies for the institutionalization of the SJSdT.

Sherria D. Taylor, Associate Director of Curriculum and Faculty Development for Metro College Success Program, Assistant Professor of Family Studies; —San Francisco State University

Asset-Based Affective Pedagogy for Belonging, Equity, and Student Success
This experiential workshop will explain asset-based approaches to affective learning and present
evidence for how affective learning supports student success and persistence through the cultivation of a sense of academic and cultural belonging. The benefit of affective pedagogy springs from the collaboration between faculty and students who co-produce knowledge to ensure courses are relevant to students’ experiences and goals, are academically rigorous, cultivate belonging and community among students and faculty, and support student diversity and equity. Workshop participants will learn about Santa Barbara City College’s Affective Learning Institute (ALI) model for transforming teaching culture, experience examples of affective teaching from the perspective of the student and educator, and leave the workshop with tools and techniques that can be integrated into any academic discipline or program.

**Elizabeth Victoria Imhof, Faculty Director, Faculty Resource Center and Director Title III Removing Barriers to STEM Success Grant, and Joshua Ramirez, Professor of Psychology and Director Title V Flexible Learner Grant—both of Santa Barbara City College**

**The Leadership Value of Student Activism on Campus**

Student activism is often seen to be a problem to be managed and contained. In this workshop, we will consider a case study from our own institution and highlight the value student activism has for both students and institutions. We then will propose a new model for thinking about student activism as leadership development, and thus as integral to the purpose of colleges and universities. Participants will be challenged to reflect on student activism on their own campuses and to develop outlines for supporting student activism as leadership development.

**David S. Owen, Chairperson and Professor of Philosophy and Diane Whitlock, Executive Assistant, Office of Diversity and Equity; —all of University of Louisville**

**Developing a Culture of Educational Equity in the Classroom**

In this workshop, facilitators will share ideas and best practices for inclusive teaching. Then participants will work on developing activities and everyday inclusive practices that support the holistic development of diverse student populations in college classrooms. Participants also will create a transferrable plan to take the tools and learning activities developed in the workshop and share them with academic departments on their own campuses, with the aim to achieve transcendent educational equity.

**Haroon Stephen, Associate Professor of Civil and Environmental Engineering; Patrice Leverett, Assistant Professor of Counselor Education; Maria Banda Roberts, Associate Professor of Educational Psychology and Higher Education; and Alison Sloat, Associate Professor-in-Residence and Coordinator of the First Year Seminar for Sciences—all of University of Nevada, Las Vegas**

**Mindful Assessment to Support Learning**

When isolated assessments are disengaged from an integrated learning experience and feedback loop, protocols intended to measure student learning can foreclose it, reducing the contemplation of complex ideas to a mindless “one and done” checklist. For students and faculty alike, traditional assessment practices can result in competitiveness, inequity, anxiety, narrow notions of right and wrong, and surface, error-avoidant approaches to learning. Mindful assessment, on the other hand, addresses a “missing middle” between predetermined learning outcomes (the past) and students’ projected performance relative to set standards (the future), providing space for the contemplation of 21st-century “wicked problems.” In this session, participants will interactively question inherited mindless assessment practices and explore alternative approaches that draw on instructor curiosity as an evaluative skill to support presence, process, and equity in learning.

**Eileen Kogl Camfield, Professor of Writing Studies and Faculty Associate, Center for Engaged Teaching and Learning—University of California at Merced; and Leslie Bayers, Associate Director, Center for**
Unleashing the Power of Learning Networks to Improve Well-being and Equity
20×30 is a diverse network of hundreds of people and organizations working together to catalyze campus-level and national action using distributed leadership and science-based improvement methods to recognize, address, and measure the systemic factors influencing well-being and equity of college students. The mission is to transform the lives of twenty million students by 2030, with a commitment to prioritize improvement for students most affected by health inequities. Attendees will have the opportunity to participate in a process of co-design to learn, contemplate, ideate, and innovate—about what it will take to close equity gaps for students who are not thriving. This workshop also will introduce powerful, yet practical, methods for disrupting the status quo and accelerating the pace of sustainable improvement of college student outcomes across diverse settings.

Allison Smith, Assistant Director, Population Health—New York University; and Karen S. Moses, Director of Wellness and Health Promotion—Arizona State University

Queering Campus: Strategies for Creating a Supportive and Inclusive Catholic Liberal Arts University
The work of inclusion calls for queering campuses (Garvey, et al. 2018) and reimagining what LGBTQ+ inclusion and support looks like. This session will share how a Catholic, private liberal arts university has queered campus and will offer interactive activities, share best practices, and engage participants in a reflexive review of their institutions LGBTQ+ inclusion. Presenters will discuss support and inclusion from three perspectives: classroom pedagogy and practices, out-of-classroom programs and practices, and institutional policies. The session will offer time to share ideas and to discuss diverse challenges occurring on campuses. Participants will develop a strategic action plan to take back to campus to begin or continue engagement with queering their campus.

Patrick Englert, Associate Vice President for Student Affairs and Katie Kelty, Director of Campus Communications—both of Bellarmine University

Innovating for Student Success and Equity: A Campus-wide Transformation
California State University, Channel Islands (CSUCI), a 2019 “Seal of Excelencia” institution, leveraged its Hispanic-Serving Institution status to develop a shared agenda for student success and equity in the local region, and to communicate a sense of urgency to become an institution that is culturally responsive to the needs of an increasingly diverse and regional student population. This workshop will share how CSUCI successfully employs data-driven, academic support strategies to improve success outcomes for students. Participants will recognize how institutional data is central to advancing equity work, distinguish key characteristics of being an effective minority-serving institution, and assess the “boosters” and “barriers” to advancing equity work on their respective campuses through facilitation tools that foster cross-institutional collaboration and equitable and inclusive dialogue.

Michelle M. Hasendonckx, Assistant Director of Student Academic Success and Equity Initiatives; Verónica V. Montoya, Transfer Student Success Activity Director; and Araceli Espinoza-Wade, PROMESAS Project Director—all of California State University, Channel Islands

Building Equity: A Partnership with Faculty Development and Institutional Research
A large public minority-serving institution engaged faculty in adopting pedagogical strategies to close race gaps in high fail rate courses. Based on their experience with implementing and evolving seven versions of the faculty development program, which engaged more than 150 faculty (tenure-track and
lecturers across all disciplines), presenters will discuss the impact on building equity in the classroom through innovative new relationships with Institutional Research and Faculty Development.

**Whitney Scott, Director of Faculty Development and Javari Fairclough, Graduate Student Research Assistant—both of California State University Northridge**

**That’s the Way of the World: Peer-led Learning to Foster Inclusivity**
Student leaders will facilitate most of this session to demonstrate how an intercultural workshop is integrated in First-Year Experience (FYE) courses. To foster inclusivity and equity among students, a year-long intercultural leadership course was designed to intentionally engage and train students as global teams to become agents of social change. The framework of the Intercultural Competence Model (Deardorff, 2004) was implemented to structure the training curriculum to ensure that intercultural development was built on an integrative comprehensive approach, exploring aspects of cultural respect, empathy, and humility while building cultural competence and sensitivity (Bennett, 1993). After successfully completing the course, students were awarded intercultural leadership certificates, and they were then hired as peer educators to conduct workshops on intercultural leadership within FYE courses at Sacramento State.

**Tina Marie Jordan, Assistant Vice President, Strategic Success Initiatives and Maree E. Baird, Psychology Student, Resident Advisor and Intercultural Workshop Facilitator—both of California State University, Sacramento**

**Access and Excellence: A Model for Diverse Adult Learners**
The session will provide participants with an exploration of the factors that impede persistence and completion for adult learners. In addition, it will examine factors that affect adult learner success, such as access, modality, and prior experience, as sites of investigation and intervention. The presenters will share a model institutional plan that is based on theoretical frameworks and practice, and will provide participants with a learning template and data dashboard that can be used within their institutions.

**Gladys Palma de Schrynemakers, Associate Dean of Academic Affairs/Chief Academic Officer, and Elizabeth Sergile, Director of Institutional Research and Assessment—both of School of Labor and Urban Studies, City University of New York**

**Teach to Transgress: How Metro Embeds Critical Pedagogy in Faculty Training**
The Metro College Success Program provides a faculty learning community focused on critical pedagogy, social justice, and community building among faculty. The program, now in its tenth year, works across institutions and disciplines to foster engaging teaching in a spirit of collaboration, reflection, and collegiality among faculty. This workshop will offer participants the opportunity to reflect on their institutional contexts and explore the possibilities of adapting this innovative and inspiring approach to faculty development on their campuses.

**Savita Kumari Malik, Director of Curriculum and Faculty Development and Sherria Taylor, Associate Director of Curriculum and Faculty Development—both of the Metro College Success Program at San Francisco State University**

**Sharing History of Racism and Resistance at Our Institution**
This workshop will demonstrate the value of illuminating the historical context of an institution so its community can understand its racist past and the progress made possible by the labor of those before them. Participants will leave the workshop with a plan on how to present this history specific to their institutions and goals, which can be adapted into similar tours at respective universities or into other curricula or products. Supplemental to the workshop, Students Organizing Against Racism (SOAR) will lead the tours for conference participants at Tulane on Thursday afternoon.
Emily Fornof, SOAR Leadership Team Member; Diego Pinzon, SOAR Leadership Team Member; Lucy Ryan, SOAR General Body Member; and Wash Fields, SOAR General Body Member—all of Tulane University

Supporting First Gen, Transfer, and Students with Mental Health Challenges
This workshop will support attendees in better understanding and supporting students with invisible identities, including first-generation college students, transfer students, and students with mental health challenges. Each speaker will engage attendees in conversation about what they already know about these student populations, will present relevant findings from original research about each student population, and will encourage attendees to brainstorm and share strategies for supporting each of these (potentially overlapping) populations in their courses, programs, and home institutions.

April Chapman-Ludwig, Assistant Professor of Writing and Jennifer Campbell, Professor of Writing—both of University of Denver

Student Success: What Is an Equity-Minded Syllabus?
Over the past several decades, college campuses have become increasingly diverse, but have not realized equitable outcomes for all students. This is especially true for students of color, first-generation students, and students from low-income backgrounds who major in STEM. During this interactive and practice-focused strategy session, participants will explore the syllabus as a tool for developing inclusive classroom environments and having a positive impact on student success. By paying attention to the language, tone, and content of the syllabus, participants will develop an understanding of the components of an equity-minded syllabus and gain a step-by-step process to apply to the development of their own equity-minded syllabi and to share with faculty at their home institutions.

Susan M. Keenan, Director, STEM Inclusive Excellence Collective; Talia K. Carroll, Director, Marcus Garvey Cultural Center; and Lori A. Reinsvold, Associate Director, Math and Science Teaching Institute—all of University of Northern Colorado

SATURDAY, MARCH 21, 2020

7:30–11:00 A.M. CONFERENCE REGISTRATION

7:30–8:45 A.M. BREAKFAST AND ROUNDTABLE DISCUSSIONS (36)

Classroom, Course, and Curriculum

Developing Multiculturally Relevant Course Content in STEM
This discussion aims to develop a national repository of multiculturally relevant content for courses that do not typically discuss issues related to diversity, equity and inclusion. Facilitators will present a collaborative framework that draws on experience from a diverse field of experts (biology, neuroscience, sociology, psychology, and diversity) to develop content for science disciplines. However, the framework outlined in the roundtable can be translated to many fields. Participants will develop multiculturally relevant content for their courses and define potential collaborators across multiple disciplines.

Katie M. Wiens, Associate Professor of Neuroscience; —Bay Path University

Universal Design for Learning as Intercultural Competence
The session will begin with a brief but thorough explication of the Universal Design for Learning (UDL) guidelines (udlguidelines.cast.org) and a general understanding of learner variability. A
A discussion of how UDL guidelines can be mapped onto the “Cultural Frameworks in Teaching and Learning Model” (Chavez & Longerbeam, 2016) will follow. The session also will address the cultural differences between integrated and individuated teaching frameworks that would offer options for students of various cultural backgrounds. Attendees will have the opportunity to reflect on one aspect of their teaching and work with others to create another option to provide for cultural difference in their learning experience.

Lillian Y. Nave, Senior Lecturer and Universal Design for Learning Coordinator—Appalachian State University

Promoting Inclusivity in Peer-Facilitated Learning Environments
We know that peer-facilitated environments (tutoring, study groups, supplemental instruction, peer-led team learning, etc.) help students learn, but there is less published about how to develop these environments to make them truly inclusive spaces. We will discuss how we support our students in peer-facilitated learning environments, with a lens on inclusivity and focusing on practices that provide students with the tools and space to consider diverse perspectives, foster social belonging, and have productive interactions across difference. Participants will share what works based on their experiences and discuss challenges and ways to overcome them in a supportive environment. Together we will generate a compendium of best practices. Participants will leave with ideas for practical solutions they can implement at their institutions.

and Amy M. Godert, Director, Learning Strategies Center, and Executive Director, Academic Student Success Programs—both of Cornell University

Increasing Social Capital and Inclusion on Ground Using Online Courses
Students who participate in collaborative learning activities outside the classroom tend to get better grades, are more satisfied with their education, and are more likely to graduate. This online curriculum encourages a sense of belonging for underrepresented students at four-year institutions and builds connections with other students and faculty/staff.

Courtney A. Griffin, Learning Engineer—Kellogg School of Management at Northwestern

I Am STEM: Engaging URM Students with Culturally Relevant Tech-Rich STEM
This roundtable presentation is a knowledge transfer on supporting diverse teams that then build diverse experiences for preK-12 and beyond. It will explore the collaborative connections between three large federal grant projects awarded to broaden STEM participation among underrepresented minority students. Participants will discuss maximizing undergraduate research, building STEM pipelines, and expanding research capacity in the HBCU context to highlight the best-in-class practices that can be scaled depending upon institutional needs.

Breonte S. Guy, Assistant Professor of Psychological Sciences; —Winston-Salem State University

Cultivating Inclusive Classrooms Through Faculty Development
The Inclusive Classroom Initiative (ICI), spearheaded by the University of Illinois at Chicago’s (UIC) Office for Diversity, lives at the intersection of three key institutional priorities: diversity, equity, and inclusion; student success; and teaching excellence. The ICI is designed to assist faculty in cultivating inclusive and equitable classroom environments through a series of highly interactive face-to-face workshops focused on a number of important topic areas that relate to student identity-based experiences. Participants in this roundtable will learn about institutional efforts/initiatives to support faculty in creating inclusive classrooms that foster student success.
Charu Thakral, Associate Vice Provost for Diversity and Amalia Pallares, Associate Chancellor and Vice Provost for Diversity—both of University of Illinois at Chicago

CRP and Me: Student Learning Outcomes for Culturally Responsive Pedagogy
This workshop is designed to facilitate the development of student learning outcomes for competencies related to diversity, equity, and inclusion, and strategies for developing and aligning designed curriculum (student learning outcomes), enacted curriculum (syllabi), and assessment that reflect a value for culturally responsive pedagogy and content. Specifically, participants will learn about the importance of culturally relevant language and content in the context of student learning outcomes. Participants also will learn how to develop and evaluate student learning outcomes that reflect culturally responsive language and content, and gain strategies for facilitating this work with colleagues at their own institutions.

Kimalee C Dickerson, Postdoctoral Research Associate; and Jessica Livingston, Director of Student Affairs—both of University of Virginia Curry School of Education and Human Development

Eliminating Opportunity and Achievement Gaps by Revamping Undergraduate Math
This session will feature a state-wide, multi-institutional partnership that designed a new undergraduate mathematics sequence that led to greater mathematics achievement for all groups, especially students from underrepresented groups. In case study format, presenters will share the innovative strategies that were collaboratively developed and the project’s research illustrating that math achievement improved for all groups while gaps between white students and underrepresented minority students were diminished and in some cases eliminated.

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

No Failures in Life: Cultivating Resiliency Through Reflective Pedagogy
Join us to 1) gain an increased understanding of the cultural influences of imposter syndrome and how it affects the mental health and well-being of students, specifically high-achieving students, first-generation students, and underrepresented student groups; 2) learn practical classroom tools and strategies to cultivate critical student reflection that promotes a deeper understanding of self and others through a diverse, inclusive, and equitable lens; and 3) engage in transferable reflection activities and collaborative discussions focused on applicability of resources across institutional types and sectors.

Amanda F. Hall, Assistant Director of Service-Learning and Community-engaged Research, Center for Community Engagement and Impact, and Jose Alcaine, Director of Research Services, School of Education—both of Virginia Commonwealth University

Project, Program, and Divisional Initiatives

Collective Teaching and Learning for Engaged Scholarship
The Swearer Center’s Engaged Scholars Program (ESP) is a multi-year undergraduate program that harnesses the diverse ways of knowing across faculty, staff, students, and community partners for the holistic education of students and mutually beneficial work with organizations and communities. Join us for a roundtable discussion where we explore effective strategies for student advising, course design, and program assessment that support opportunities for students to engage in critical and personal reflection, explore ethical issues that emerge from their work, and articulate connections between their academic study and the complex contexts for responsible community-engaged scholarship.
Lyne Ford, Manager of Academic Engagement, Swearer Center for Public Service—Brown University

Transforming Teacher Education for Underrepresented Students Through Mentorship
The purpose of this project is to design, implement, evaluate, and refine a multi-pronged approach to enhancing mentorship for students who are underrepresented in teacher education. Our previous Mellon-funded “Equity Audit” indicated that students value aspects of their relationships with faculty (such as communication, acknowledgment of feelings, and one-on-one support), but feel a need for increased mentorship and education role models from College of Saint Benedict and Saint John’s University and the K-12 education community. In this roundtable session, we will share the design and implementation of a multifaceted mentorship program that includes both comprehensive and peer-focused elements, such as student mentorship pairings, development of faculty mentorship and counseling, resource networks, and a workshop series.

Diana Fenton, Assistant Professor; Madeleine Israelson, Assistant Professor; and Kim Adams, Visiting Assistant Professor—all of College of Saint Benedict and Saint John's University

Empowering Students Through Problem-Solving Campus and Community Partnerships
Eastern Connecticut State University’s liberal arts education focuses on building students’ leadership and career-ready skills by engaging students in multiple problem-solving and leadership building curricular and co-curricular experiences, embedded in cultural awareness. The university’s Center for Community Engagement serves as a partnership hub for engaging students in community-serving activities that develop their competency skills from their first year onward to graduation. Workshop facilitators will guide participants in examining their existing campus infrastructure, curricular and co-curricular activities and partnerships, to determine ways to plan and implement programs that empower students and benefit communities. Additionally, facilitators will discuss how to deliberately create transformative learning opportunities to enrich classroom learning, showcasing assessment methods to indicate how student community engagement activities affect academic success.

Isabel Logan, Assistant Professor of Social Work, Kristen Morgan, Associate Professor of Theatre, and Kimberly Silcox, Director - Center for Community Engagement—all of Eastern Connecticut State University

Designing an Academic Success Hub That Serves Native American Students
Fort Lewis College is in the process of designing a new student success hub that will provide an integrated model of academic support, bringing together tutoring, peer mentoring, advising, and career services with connections to our counseling and disability services. This student success hub will have a special focus on using equity-focused forms of outreach, support, and intervention that prove meaningful to our Native American student population. Roundtable participants will consider how a learning hub can provide an equity model that is connected to the unique learning styles, strengths, and understandings of their student body.

Cheryl Nixon, Provost and Vice President of Academic Affairs; Anne McCarthy, Associate Vice President of Academic Affairs; Michelle Bonanno, Director of Peer Education and Tutoring; Simon Chief, Assistant Director of the Native American Center; and Rosalina Linares, Information Literacy Librarian—all of Fort Lewis College

Implementing a Critical Service-Learning Approach: A Sharing of Experiences
For almost a quarter of a century, Portland State University has implemented one of the nation’s
largest capstone programs, engaging more than 4,000 students per year. Over the past four years, we have incorporated Tania Mitchell’s critical service-learning approach (2007) into our community-based learning courses, advocating for equity, social change, redistribution of power, and authentic relations. Participants will discuss this important work, the resources required to support it, the transformative benefits (to faculty, students, colleges, and communities), and challenges encountered when adopting this approach. Specifically, we will address changes to course proposal processes and the faculty support required to facilitate this approach. Faculty and practitioners will share lessons learned, resources, and best practices in this transformational work.

Seanna M. Kerrigan, Capstone Program Director—Portland State University

Bridging the Gap: Promoting Diversity Through Innovative and Inclusive LLCs
Living Learning Communities (LLCs) have long been used to build community and aid in the retention of a variety of student populations. However, LLCs primarily have been focused on residential students, especially those in their first-year, leaving out non-traditional, commuter, and transfer students. This session will review best practices for creating more inclusive LLCs based on the experiences of LLC directors at Douglass Residential College. Participants will learn strategies for creating LLCs that respond to the needs of diverse student populations, including first-year, transfer, residential and commuter students, first-generation students, underrepresented students, and women in STEM.

Madinah J. Elamin, Director of Global Village; Stephanie M. Perez, Assistant Director of BOLD Center; and Kayla Fowler, Director of Residential and STEM Programs—all of Rutgers University

Empowering STEM Students in Peer Support Programs
How can a student success program such as a supplemental instruction program, teaching/learning assistant program, or tutoring center avoid replicating inequities that already exist in higher education? To best serve our students, these programs must be inclusive, but we simultaneously acknowledge that our programs exist within an environment that is steeped in exclusion, racism, and sexism. The facilitator will present strategies that have been incorporated into a peer-led undergraduate STEM student success program. Participants in this roundtable discussion will identify strategies and develop plans to elicit and incorporate feedback from both the students participating in the program and those who are employed by the program. We also will discuss how we can further involve students in the growth and leadership of our programs.

Jessica Kay Fielder, Supplemental Instruction Program Director—San Francisco State University

Outside the Box: Administrative Support in Diversity, Equity, and Inclusion
A University of Richmond project explores ways in which administrative support staff can promote thriving, inclusion, diversity, and equity on campus. Learn about the project, the methodologies, the results, and related efforts. The simple nature of this project makes it easily transferable to any university campus.

Shani F. Buchholz, Administrative Coordinator—University of Richmond

Strategies to Address Racism, Diversity, and Inclusion in a School of Nursing
Addressing race/racism is essential in academic settings. To help faculty, staff, and students, reflect on and confront racial myths and biases, this roundtable will offer a variety of strategies to discuss race/racism.

Gayle J. Acton, Associate Professor of Nursing and Danica Sumpter, Assistant Professor of Clinical Nursing; —both of University of Texas at Austin
A Tale of Two Libraries: Diversity and Equity at a PWI and an HBCU
Academic libraries recognize that we are the heart of the college campus and that students from different social, ethnic, and racial backgrounds come to the library to study and do research. Our libraries should represent, demonstrate, and exhibit an environment of inclusivity. This roundtable will highlight programs, services, and measures taken to be more inclusive, inviting, and welcoming to students from diverse backgrounds. Presenters will demonstrate their efforts to reach students, faculty, staff, and the community at large to become better global citizens. They will discuss the similarities and differences in their approaches and the challenges they have encountered.

Bridgette Sanders, Research and Instructional Services Librarian—University of North Carolina at Charlotte

Institutional Change and Campus Culture

Practicing What We Preach: Crossing Boundaries to Build Community Engagement
Building a collaborative community culture depends on the efforts of all campus constituents to work across divisional boundaries. This facilitated discussion will draw on our experience at Albright College over the past two years as we have worked to transform campus culture through a variety of activities and programs intended to foster student success. In working together to create these opportunities for students, we have taken crucial steps in fostering the development of a collaborative campus culture.

David Tanner, Director, Center for the Arts and Dominque Washington, Academic Coach—all of Albright College

In Faith and Justice: Constructing a Diversity and Inclusion Strategic Plan
Diversity, equity, and inclusion should lie at the heart of any worthy higher education endeavor. This session will cover the work of an associate dean and department chair charged with constructing a diversity and inclusion strategic plan for a liberal arts college of a private research university. The facilitators will share experiences with the yearlong process of developing a strategy to recruit and retain faculty of color, decolonize curricula, and foster a culturally inclusive environment. This session seeks to generate discussion regarding the unique opportunities, common challenges, and effective strategies for effectively promoting diversity, equity, and inclusion in higher education institutions.

Stefan M. Bradley, Professor and Chair of the Department of African American Studies, and Jonathan Rothchild, Associate Dean in the Bellarmine College of Liberal Arts and Professor of Theological Studies—both of Loyola Marymount University

Creating a Culture of Equity-Minded Evidence-Based Student Academic Success
The importance of academic support services has been noted widely in the literature as a crucial contributing factor for student retention and success. How do we investigate the utilization, effectiveness and appropriateness of these services? In this roundtable we will use a "cold case" conceptualization approach to creating better connections between faculty, academic support services, and student success and degree attainment in STEM.

Lesley Davidson-Boyd, Associate Dean, Undergraduate Studies; Tiffany Bookman, Retention Specialist—STEM; and Evelyn Knox, Pan African College Scholars Program Coordinator—all of California State University, San Bernardino
Inclusive Sustainability Supports Student Success and Campus Climate
Inclusive sustainability connects diversity, equity, and inclusion with more traditional sustainability efforts, which have largely focused on waste, water, and energy reduction. At California State University San Marcos, a collaborative effort between the Office of Inclusive Excellence and the Sustainability Program has been deliberately working to connect sustainability with student success and campus climate through the lens of social justice. The current “climate” (referring to campus climate, national climate, and climate change) makes this work even more important and necessary. This presentation seeks to root the conversation at the intersection of social justice and sustainability within the current national, regional, and local contexts. Collaboration adds value across multiple perspectives and ensures inclusion is at the center of the conversation.

Ariel Stevenson, Assistant Director of Programs and Initiatives for the Office of Inclusive Excellence—California State University San Marcos

Unapologetically Muslim: Supporting Muslim College Students’ Identity
This presentation focuses on identifying and remedying various stereotypes associated with Muslim students on college campuses. Further, this presentation aims to reveal the multiple ways that higher education professionals can act as allies to the Unapologetically Muslim movement, which contributes to an inclusive learning environment for all students.

Ayaa Elgoharry, Academic Advisor, and Yasmin Elgoharry, Career Coach—both of Indiana University Bloomington

I Have a Diversity Officer, So Why Does It Take a University to Close the ‘Gap’
A senior diversity officer cannot shoulder the responsibility of closing the opportunity gap without the involvement of the entire institution. A focused effort requires intensive involvement of all areas of the institution. Join us for a discussion that will provide specific strategies for navigating political landmines and making the case for all faculty and staff to join the retention team. Using an equity lens, participants will learn how to use institutional data, gain insight into common barriers, and discover the importance of senior leader support.

Henry W. Morris, Dean of Diversity and Inclusion, and Marilyn Wells, Provost and Senior Vice President for Academic Affairs—both of Minnesota State University, Mankato

Using Data to Identify and Address Health Equity Gaps on Campus
Greater diversity in today’s student populations creates an imperative for colleges to understand and address the needs of these populations. Disaggregated data are critical to identifying health equity gaps across different student identities and life experiences. This session will examine key health indicators of underrepresented subpopulations of college students and provide practical strategies for campus professionals to leverage their data to identify equity gaps and garner stakeholder motivation to make impactful change.

Karen S. Moses, Director of Wellness and Health Promotion—Arizona State University, and Allison J. Smith, Assistant Director of Population Health—New York University

Beyond Queer and Here: Creating Spaces to Celebrate Queer/LGBTQ+ Students
Queer and LGBTQ+ students in the South face barriers most other students do not—including higher rates of violence and lower graduation rates. Lavender Society is an organization at the University of Arkansas dedicated to moving beyond “we’re queer and we’re here” to create active spaces for not only inclusion but also celebration, on a campus in a state without hate crime laws. This session will include information about how to navigate power structures to best
support and celebrate queer and LGBTQ+ students.

Toby L.W. Klein, PhD Student—University of Arkansas

Hello. Is It Me You’re Looking For? Coalesce for (Student) Success
As the student population evolves, higher education institutions must consider new means of creating and nourishing high-impact campus partnerships that support diverse learners. This presentation will invite attendees to think expansively about institutional assets, coalition building, and the creation of a theory-informed resilient latticework for student support. Attendees will consider key points on a student’s post-secondary educational journey (pre-matriculation to graduation), curate an inventory of high-impact opportunities and partners tailored to their particular institution, and collaboratively brainstorm the best means to implement such coalescing practices. Content is applicable across all institution types.

Michelle Maloney, Academic Support Librarian/Associate Professor—University of the Pacific

Scholarship and Strategy

Focusing on Invisible Students: Identifying Strategies for #CCWomenSucceed
For 15 years, Achieving the Dream has worked with community colleges across the nation to champion evidence-based strategies to increase student success. To accomplish this work, colleges must understand who their students are, along with their unique needs. This includes the large number of community college students who are student parents and adult women students aged 2 and older. Learn how #CCWomenSucceed is working with colleges to support their adult women students and student parents. Colleges involved in the initiative are elevating students’ voices, making their challenges more visible, and highlighting their triumphs.

and Francesca I Carpenter, Director of Equity Initiatives—Achieving the Dream

To Be Young, Gifted, and Black: Mapping the Journeys of Early Career CDOs
A recent study by former chief diversity officer (CDO) Dr. Ken Coopwood showed that the current group of CDOs are approaching retirement age and there hasn’t been any real succession planning. This presentation will show the challenges and successes of professionals who have been appointed CDOs before the age of 40. The facilitators will seek to dispel myths that there is a singular path to becoming a CDO and that varied experiences are the best indicators of success.

Marita D. Gilbert, Dean of Institutional Equity and Inclusive Excellence—Juniata College, and Maurice D. Gipson, Vice Chancellor for Diversity and Community Engagement—Arkansas State University

It Takes More Than ‘Talking a Good Game’ to Promote Diversity and Inclusion
Scholars have called on researchers in the areas of diversity and inclusion to move beyond an examination of numbers to explorations of the perceptions and experiences of individuals from underrepresented groups. In this study, faculty members, staff members, and administrators from underrepresented groups were invited to describe their perceptions and experiences in higher education, including those relating to diversity and inclusion efforts and related outcomes at their institutions. As these individuals frequently described these efforts as mostly talk with little to no meaningful objectives and outcomes, the roundtable will offer a model for how higher education institutions can move toward greater diversity and inclusion based on the perspectives and recommendations of the respondents.

Tara Lehan, Director, Strategic Research; —Northcentral University
Digital Storytelling to Honor Diversity and Promote Equity
In this roundtable, student and faculty co-researchers will provide the evidence base for the use of digital storytelling as a tool to facilitate belonging and student success in higher education settings. Workshop participants will view pairs of digital stories through the following three lenses: 1) as a student engaged in self-reflection scaffolded by the community-cultural wealth model, 2) as an advisor learning holistic ways to engage with students, and 3) as a faculty member learning how to support diverse students in the classroom and through mentorship. Participants then will be guided through discussion on how to use digital stories to promote equity, inclusion, cross-campus partnerships, and student success across diverse campus roles.

Miranda Worthen, Associate Professor—San José State University

Combating Maternal Microaggressions: Exploring Scholar-Mothers’ Experiences
Scholar-mothers, particularly graduate students, experience comments from faculty, students, and staff that devalue motherhood and question mothers’ places in graduate school. These “maternal microaggressions” highlight the racialized nature of motherhood and the societal expectations of “good mothers.” In this discussion, participants will explore the concept of maternal microaggressions, discuss strategies to create inclusive spaces for graduate student mothers, and challenge institutional systems that make graduate student mothers feel unwelcome in academia.

Lisa S. Kaler, PhD Candidate and Leah N. Fulton, PhD Student, Zer Vang, PhD Student—both of University of Minnesota, Twin Cities

Forging a Racially Inclusive Community Amid the Normalcy of Whiteness
Taking seriously Stuart Hall’s position that identity is a matter of “becoming as well as of being,” this case study will highlight how a historically white university located in a historically white region (rural Northern New England) makes small but impactful steps in the forging of a racially pluralistic and inclusive university community. The presenter will outline a mix of strategies adopted by the university, and in particular by its college of liberal arts, designed to open up the conversation about diversity and inclusivity, and to simultaneously identify and design new practices that seek to make inclusivity an everyday habit. Discussion issues will include faculty hiring and retention, and the challenge of changing culture and climate in regard to race, student integration, and curriculum decolonization.

Michele Dillon, Dean, College of Liberal Arts—University of New Hampshire

The Hidden Curriculum: The Importance of Non-Cognitive Skills Training
A range of studies have found that non-cognitive factors have a positive relationship to students’ school performance and future outcomes. The University of Pittsburgh developed an empirically informed non-cognitive skills training program and delivered it to students at key points in their transition to college. This session will examine key short-term and longitudinal outcomes.

Omid Fotuhi, Research Associate & Director of Learning Innovation—University of Pittsburgh

Opportunity or Wedge: Affinity Groups in Inclusive Academic Environments
Affinity opportunities have long supported minority groups on university and college campuses across the nation. As campuses strive to be more fully inclusive, how will affinity activities be defined, built, sustained, and taken to scale? What exemplars exist in the literature and on our campuses and how are we applying their instruction?
9:00–10:15 A.M.  CONCURRENT SESSIONS (8)

Meeting Microaggressions with Microresistance for Institutional Change
Whether an observer, the target, or the unintentional perpetrator of microaggressions, we often don’t know how to respond to them in the moment. This interactive workshop will offer participants an understanding of microaggressions and their impact on students and colleagues, what needs to be considered in responding to a microaggression, and microresistance strategies to take when microaggressions occur. The goal of the workshop is for participants to feel emboldened to engage in efforts that empower targeted people and allies to cope with, respond to, and/or challenge microaggressions to ultimately dismantle systems of oppression.

Tasha Souza, Associate Director of Center for Teaching and Learning and Professor of Communication—Boise State University

The Power of Peer Support: A Mentoring Model to Promote Community and Thriving
Young adults living with a mental health condition are often socially isolated for symptom-related reasons directly linked to their condition, affecting how they form and maintain relationships and thrive in their roles of choice on our college campuses. This session will provide attendees with an overview of various student experiences, a close look at a successful campus-based peer mentoring model, and opportunities to examine the adaptation of that model to support thriving students and a healthy campus community.

Courtney Lynn Joly-Lowdermilk, College Mental Health Programs—Boston University

Examining Equity in Educational Experiences
Middlesex Community College is one of twenty community colleges selected to participate in the Strengthening Guided Pathways and Career Success by Ensuring Students Are Learning project. The presentation will help institutions assess the quality and equity of all student learning experiences by providing a systematic and coherent approach to assessment design and assessment of student learning. Topics will include creating an action plan, designing a data benchmarking protocol focusing on equity of access and success, developing professional development activities for faculty, creating an assessment strategy to review the equity of participation and success of all students, and creating an improvement plan that ensures equitable outcomes for all students.

Kathleen J. Sweeney, Dean of STEM—all of Middlesex Community College

Turning Individual Stories of First-Year Transition into a Web of Belonging
“Our Stories” is a narrative reflective writing project taking place on an open digital platform, lending voice to the students in first-year learning communities at our public urban commuter college. During this interactive workshop, we will utilize reflective writing to engage participants who will review “Our Stories” narratives to inform the conversation around the challenges in the transition to college. We believe that pedagogical approaches such as “Our Stories” may be particularly important in public universities that serve a majority of students of color, many from low-income households and first in their family to attend college.

Mery Diaz, Associate Professor, Human Services Department, and Karen Goodlad, Associate Professor, Hospitality Management—both of New York City College of Technology, City University of New York
Radical Hospitality: Let's Fill in the White Space in College Classrooms
Risk-aversion, neophobia, and the phenomenon known as "white fragility" often impede faculty belonging to the majority culture from deviating from the established European and colonial European canon in selecting course materials and in devising and evaluating assignments to assess students' learning. Culturally responsive teaching demands not only acknowledgment that alternative viewpoints exist but also recognition that college classrooms have long been, and remain, white space, in which students of color and those from traditionally marginalized populations struggle to find themselves represented. This workshop will guide participants to consider teaching strategies (e.g., Difficult Encounters, Place as Text) and artifact-based assignment design as means to transform white space into community space. The concept of “radical hospitality” will be considered as a way to create learning space into which all students may be safely welcomed and privileged backgrounds conferr no automatic advantage.

Betsy G. Greenleaf Yarrison, Assistant Professor of English and Communication Design—University of Baltimore

Building Intentional Community: An Interdisciplinary Framework and Practice
Community building takes consistent, intentional work, particularly when creating community among a diverse group of people. This workshop will reflect the facilitators’ experience in designing an academic community for a diverse population of underserved undergraduate students at a large research university. The facilitators (a team of program administrators and trained undergraduate peer mentors) will 1) discuss how they employ interdisciplinary strategies to put into practice a framework of intersectionality within their community and 2) lead a series of peer mentoring training exercises that are grounded in key components of an intersectional framework, including intersectional reflexivity, common causes, and empathy. Participants also will have an opportunity to collaborate with each other to generate actionable ideas for intentional community building in their own work/study spaces.

Katharine Semsar, Assistant Director; Karen Ramirez, Teaching Professor and Assistant Director and TBD, Undergraduate Student—all of Miramontes Arts and Sciences Program, University of Colorado, Boulder

Creating a Culture of Inclusive Teaching
Virginia Commonwealth University (VCU) is an R1 university with a high percentage of in-state, Pell-eligible, minority, and first-generation undergraduate students, but it has made significant progress in improving retention and graduation rates and closing equity gaps. Central to this success has been the First-Year Composition/First-Year Seminar (FYC/FYS) Program housed in the Department of Focused Inquiry in the University College. Recently, the University College undertook a grant-funded Initiative for More Inclusive Classrooms, which resulted in a cultural shift in the department and tangible improvements and revisions to our course materials, faculty development, and pedagogy. The session will highlight the University College’s initiative and address how units and individuals can adapt VCU’s strategies to support all students’ success.

Micol Hutchison, Director, Pathways to the Arts & Humanities—Virginia Community College System; and Melissa Carol Johnson, Chair and Associate Professor of English, and Ginni Totaro, Assessment Coordinator for University College and Assistant Professor of Focused Inquiry—both of Virginia Commonwealth University

Institutional Transformation and Equity: Practices of Accountability
If you can’t change the world, change the place you work. Transformation and culture change are nothing more than changing the way we work together. At Wayne State University, our practices of accountability and trust have contributed to our 22 percentage point gain in graduation rates over a
seven-year period. More important, these practices have proved essential to the creation of our Warrior Vision and Impact Program, which has demonstrated our capacity to eliminate educational disparities in just one year. This workshop will provide participants a chance to learn about specific practices that lead to increased trust and accountability and to create plans to experiment with these practices within their own institutions to foster equity and inclusive excellence.

**Monica Brockmeyer, Senior Associate Provost for Student Success; Darryl Gardner, Director of Operational Excellence, Student Success; and Michelle Hunt Bruner, Senior Director, Student Academic Success—all of Wayne State University**

**10:30–11:30 A.M.  CONCURRENT SESSIONS (10)**

**Leveraging Professional Learning and Collective Action to Move Equity Forward**
Sacramento State leverages the collective action of Professional Learning Programs and Communities of Inquiry to move students, faculty, staff, and administrators along the continua of intercultural competence. Experience different levels of culturally responsive activities that challenge reflective thinking and discuss how scaffolded professional learning communities lead participants to explore the lifelong learning model of building cultural competence. Examine how an innovative Professional Community of Inquiry on “Equity, Inclusion, Power, and Privilege” implements technology to scale up the impact of professional learning in equity and inclusion across campus and divisional silos.

**Lynn Michiko Tashiro, Director of the Center for Teaching and Learning and Professor of Physics; Tina Jordan, Assistant Vice President for Student Success Initiatives; and Bridget Parsh, Professor of Nursing—all of California State University-Sacramento**

**Cultural Validation and Faculty Mentoring: Crossing Borders, Building Community**
In this workshop, a Faculty Mentoring Program faculty director and a former student will present a successful case study through the lens of cultural validation theory and critical mentoring. The workshop will focus on addressing student success by developing mentors who are both reflexive and attuned to mentoring students to navigate a world complicated by social inequality, power relationships, and constant changes. A particular focus will be placed on students of color, first-generation students, and students who are economically disadvantaged, though all types of diversity are welcomed, and multiple ways of mentoring will be discussed. Participants will leave the workshop with a better understanding of the theoretical framework as well as practical tools and plans for how to implement this framework in their own classrooms/programs.

**Kendra Dyanne Rivera, Faculty Director, Faculty Mentoring Program and Associate Professor of Applied Organizational Communication—all of California State University, San Marcos, and Nicholas B. Lacy, MA Student—all of California State University-San Marcos**

**Creating an Inclusive Learning Landscape for All Learners, Online and in Person**
This discussion will take a case study approach. The presenters will describe a university-wide conversation series designed to reflect on how campus stakeholders are encouraged to embrace diversity and create an inclusive teaching and learning community both online and on campus. The themes of being “othered,” experiencing emotions, offering solutions, and uncovering beliefs about best approaches for addressing diversity and inclusion were common across the conversations. Participants will analyze how these themes offer suggestion for university-level diversity and inclusion initiatives on campus and online. The facilitators will explain how the conversations led the university to increase programmatic activities aimed at improving campus climate for diversity.

**Melissa Parenti, Assistant Teaching Professor; all of Northeastern University**
Through the Gate: Identifying How to Help More Students Transfer to University
RP Group’s Through the Gate Transfer Study examines methods to increase university transfer for key populations. This session will provide new quantitative and qualitative findings that describe who makes up the transfer population, with a particular emphasis on underrepresented students who are at or near the transfer gate. The presenter will share results identifying which student groups are more or less likely to transfer, including an examination of the transfer outcomes for African American and Latinx students.
Darla Cooper, Executive Director—The Research & Planning Group for California Community Colleges

Dismantling the Bridge to Build the Community
This session will present a strength-based approach to summer programs for incoming students aimed at inclusive excellence where the focus is on institutional adjustment versus fixing the student. Participants will have the opportunity to reflect, comment, and consider application to their own institutions.
Kelly K. Wentz-Hunter, Chair, Biological, Physical, and Health Sciences, and Professor of Biology; Catherine E Campbell, Associate Dean of Arts and Sciences, and Associate Professor of Psychology; and Elysia Soria, Doctoral Student in Clinical Psychology—all of Roosevelt University

Reimagining Holistic Support and Development for Student Activists
The scholarship on activist mentorship in higher education highlights the need for alternative frameworks of institutional engagement with student activist leaders. Participants in this session will use a case study to explore student activist experiences with the formal mentorship support offered in the Bruin Excellence & Student Transformation Grant Program, an activist leadership development program at the University of California, Los Angeles. We will share findings from our case study to identify common barriers student activists face, effective activist mentorship practices, and the impact of formal mentorship on student activists. Our facilitated discussion will aim to conceptualize a vision for formal and holistic mentorship frameworks that guide transformational change in higher education.
Kareem Elzein, Doctoral Candidate, Graduate School of Education and Information Studies—University of California, Los Angeles

Interrogating Whiteness in the University to Catalyze Inclusive Excellence
The modern university preserves colonialist European whiteness; it was built by white men, for white men. University student bodies have changed dramatically in the past thirty years; modern universities have not. This discussion will explore the historical underpinnings of the modern university in the white racial frame and ask participants to interrogate how their university structures and cultures force the modern student mosaic to assimilate into whiteness. Moderators will engage participants to analyze the whiteness of the modern university and the impact on the education we deliver to our students. Participants will identify leverage points to enact meaningful and sustainable change toward inclusive excellence through the lens of the anti-racist stance.
Jerry E. Johnson, Associate Vice President for Faculty, Research and Sponsored Programs, and James Akif Uzman, Dean of Sciences and Technology—all of University of Houston–Downtown

Creating Community: Fostering Ethnic Minority Students’ Success
Based on the work of Kuh et al. (2011), this session will present a theoretical framework for institutional collaboration to foster the success of African American students. This framework emphasizes the importance of decisions and deliberations informed by data about student success, collaboration between academic and student affairs, and increasing numbers of faculty and staff that are committed to student success. The session also will provide practical examples for implementation of this
framework from two universities seeking to foster the success of African American college students. **Clarenda M. Phillips, Provost and Vice President for Academic Affairs—Texas A&M University–Corpus Christie, and Tamara L. Brown, Executive Dean, College of Liberal Arts and Social Sciences—University of North Texas**

**Acting for Equity: Partnering with Students to Assess and Address Racism**
In the aftermath of a white supremacist march at the University of Virginia, student activists partnered with student affairs at the Curry School of Education and Human Development to examine and improve school racial climate and belonging. This presentation will highlight how we used collective action to center student voice, with a particular focus on the experiences of students of color, to begin to understand and address racism. With the goal of sharing an adaptable approach with other institutions, we will demonstrate how we assessed climate through student-led surveys and focus groups and used findings to guide several institutional changes aimed at strengthening community and promoting racial equity. **Kimalee C. Dickerson, Postdoctoral Research Associate and Jessica Livingston, Director of Student Affairs;—both of Curry School of Education and Human Development, University of Virginia**

**Measuring Students’ Intercultural Competencies**
This session is specifically intended for those who are interested in assessment and learning how to facilitate the development of intercultural courses to fit specific institutional needs. The presenters will outline survey development and validation at Utah Valley University. This assessment has been successful in measuring the influence of the course on students’ attitude changes through a retrospective pre-/post-instrument. We will engage audience members in a discussion of what other institutions have done to assess such competencies and how Utah Valley University’s instrument could aid in development of their own. Participants will develop a list of a takeaway ideas to use at their particular institutions for creating or improving measurement of student intercultural competencies. **Janet W. Colvin, Chair of Global/Intercultural Committee and Associate Dean, and Bryan Waite, Director of Intercultural Academic Programs and Chair of Secondary Education Department—both of Utah Valley University**

**11:45 A.M. –12:45 P.M. CLOSING PLENARY**

**Full Participation in 21st-Century Academe: Beware the Shrinking Imagination**
In the evolution of our democracy, we are at a critical time that requires activating the true “work of imagining” within social institutions and networks. The 21st-century academy is well positioned to advance theory, discourses, and action that can play an ameliorative role in that regard. Publicly engaged scholarship brings to bear capacious strategies for deep knowledge-making that can lead to substantive impact. Dr. Eatman’s talk will explore the power of Full Participation (see catalyst paper) as a framework that leverages interdisciplinary culturally rich work to accomplish these goals. Employing multimodal expressions and devices, Dr. Eatman places special emphasis on the need for cultural change that addresses the stifling gravity of inequity and the promise the methodologies and strategies from the humanities, arts, and community organizing offer for substantive change. **Timothy K. Eatman, Inaugural Dean, Honors Living Learning Community and Associate Professor of Urban Education—Rutgers University–Newark**