DIVERSITY, LEARNING, AND STUDENT SUCCESS:
Assessing and Advancing Inclusive Excellence

Westin Gaslamp Quarter | San Diego, California
March 26-28, 2015

Dear Colleagues,

Welcome to San Diego and AAC&U's Network for Academic Renewal conference, *Diversity, Learning, and Student Success: Assessing and Advancing Inclusive Excellence.* We are looking forward to spending these next few days with you—both individually and as teams—to share, examine, and discuss designs and educational strategies that ensure *all* students have access to high-quality learning throughout their varied educational journeys.

Creating campus climates and educational practices that evolve with today's increasingly diverse cohort of students requires an institution-wide commitment to addressing diversity, equity, learning, and student success as core values with measurable goals. Making excellence truly inclusive requires a continuous pursuit of institutional excellence in order to ensure that *all* students enjoy the benefits of an engaged liberal education. For these reasons, AACU's Centennial year is dedicated to addressing the equity imperative and to helping campuses engage in dialogues and assessments to advance equity and inclusive excellence.

In this conference, the second of four Network conferences in AAC&U's Centennial Year, we will explore critical questions and formulate action-oriented strategies to make excellence inclusive for *all* students through sustainable and measurable campus practices. Through its Making Excellence Inclusive (MEI) initiative, AAC&U is advancing and expanding its long-standing commitments to educational quality, diversity, equity, and civic engagement. MEI also provides a framework for educators to use—to deepen students' learning through high-impact practices, including the use of digital innovations, and to make assessment of students' actual work a meaningful part of the teaching and learning experience.

The program sessions will follow four major thematic areas of campus work and organizational change. We invite you to select the theme that best matches your interests. If participating as a team, each team member might choose to follow a particular theme.
- Diversity and Inclusive Excellence as an Institutional Value System
- Equity and High-Quality Learning for All Students
- High-Impact Practices and Digital Innovations
- Developing and Supporting Educators for Inclusive Excellence, Leadership, and Change

As you navigate the conference program, we encourage you to discuss with colleagues new ideas for designing quality high-impact practices that help all students demonstrate achievement of intended learning outcomes; new ways of developing and supporting leaders who can contribute to institutional transformation; and new approaches to reshaping institutional dialogues, practices, and policies that are equity-minded, asset-based, and boundary crossing.

We look forward to learning from you and with you. Thank you for participating in this conference and in our collective mission—*a liberal education for all students.*

Susan Albertine
Vice President, Office of Diversity,
Equity, and Student Success

Tia Brown McNair
Senior Director for Student Success

Karen Ann Kalla
Director, Network for Academic Renewal

AAC&U thanks the sponsors below for their generous contributions. Conference sponsors are colleges, universities, associations, nonprofit organizations, and businesses that participate in the program and/or provide financial or in-kind support. Through their contributions, sponsors enhance the conference experience for everyone.

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FRIEND

Diverse is the only biweekly national newsmagazine focusing on matters of access and inclusion for all in higher education and remains the preeminent diversity resource for timely news, provocative commentary, insightful interviews and in-depth special reports on a range of issues affecting all higher education professionals, especially from underrepresented populations. Diverse's readership comprises the most diverse pool of talented professionals to target for faculty and administrative career opportunities. Stay ahead of the curve on diversity issues by reading Diverse!
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CONFERENCE PLANNING COMMITTEE

AAC&U extends a special note of appreciation to the members of the conference planning committee. Planning committee members offered guidance on the development of the conference program.

Greg Cook, Associate Vice Chancellor for Academic Affairs—University of Wisconsin-Whitewater

Tracy Pascua Dea, Director, Student Engagement and Academic Success—St. Mary's College of California

Andriel Dees, Director of Multicultural Affairs, Center for Academic Innovation—Capella University

Audrey Green, Associate Vice President, Academic Affairs—College of the Canyons

Nancy Hensel, President—New American Colleges and Universities

Lott Hill, Executive Director, Center for Innovation in Teaching Excellence—Columbia College Chicago

Peter Iyere, Vice Chancellor for Student Success, Price Campus—Utah State University Eastern

Juana Mora, Professor of Chicana/o Studies and Assistant to the Provost, HSI and Diversity Initiatives—California State University Northridge

Denee Pescarmona, Dean, Instructional Support and Student Success—College of the Canyons

October 8-10, 2015 | Ft. Lauderdale, Florida
Global Learning in College: Defining, Developing, and Assessing Institutional Roadmaps

November 12-14, 2015 | Seattle, Washington
Crossing Boundaries – Transforming STEM Education

February 18-20, 2016 | New Orleans, Louisiana
General Education and Assessment

March 17-19, 2016 | Philadelphia, Pennsylvania
Diversity, Learning, and Student Success

For Information about Network for Academic Renewal conferences, please see
www.aacu.org/meetings/network
or contact Karen Kalla or Siah Annand at 202.387.3760.

LEAP FEATURED SESSIONS

Throughout the conference program, sessions noted with the **Liberal Education and America's Promise** (LEAP) designation highlight the innovative work of colleges and universities that are members of AAC&U's LEAP Campus Action Network. The LEAP Campus Action Network brings together campuses and organizations committed to liberal education; helps them to improve their efforts to ensure that all students achieve essential liberal education outcomes; and shines a spotlight on educational practices that work. Participants in these sessions will learn how members of the network are using the LEAP framework and resources to advance their educational improvement efforts. For information about LEAP visit www.aacu.org/LEAP.

OPPORTUNITIES TO CONNECT

In an effort to provide more networking opportunities for conference participants, we are offering a few ways for you to connect with colleagues both within and outside of conference sessions.

- Badge ribbons indicating areas of interest will be available at the conference registration desk. Please select the ribbon or ribbons that best match your area of interest and reason for attending the conference.

- Sign-up sheets for lunch and dinner groups will be available in the registration area.

- Join the conversation on Twitter at hashtag #DLSS2015.

Thursday, March 26, 2015

10:00 a.m. – 7:00 p.m.	**Conference Registration and Membership Information**
2:00 – 5:00 p.m.	**Pre-Conference Workshops** (*separate registration and fee required*)
7:00 – 8:00 p.m.	**Welcome and Opening Remarks** *Tia Brown McNair* and *Carol Geary Schneider—AAC&U*
	Keynote Address **Note to Educators: Hope Required When Growing Roses in Concrete** *Jeff Duncan-Andrade—San Francisco State University*
8:00 – 9:00 p.m.	**Reception**

Friday, March 27, 2015

7:30 – 9:00 a.m.	**Posters and Breakfast**
8:00 – 9:00 a.m.	**AAC&U Newcomers' Welcome and Introduction to LEAP** *Carol Geary Schneider—AAC&U*
9:15 – 10:30 a.m.	**Plenary** **Student Voice, Student Empowerment, Student Agency** *George Sanchez, Maria Jose Plascencia, Felicitas Reyes, Debbie Rumbo, Jasmine Torres, Adrian Trinidad,* and *Eunice Velarde—all of the University of Southern California*
11:00 a.m. – 12:00 p.m.	**Concurrent Sessions**
12:00 – 1:45 p.m.	**Lunch on Your Own**
2:00 – 3:00 p.m. & 3:30 – 5:00 p.m.	**Concurrent Sessions**
5:00 – 7:00 p.m.	**The LEAP Challenge Forum** **Preparing Students to Create Solutions for Our Future** *Leigh Ann Litwiller Berte, Margaret Davis,* and *Tiffany Thomas—all of Spring Hill College;* *Geoffrey Chase, Anthony Rodriguez, Citlaly Cheema,* and *Karen Islas—all of San Diego State University;* and *Susan Albertine—AAC&U*

Saturday, March 28, 2015

8:00 – 8:30 a.m.	**Breakfast**
8:30 – 9:30 a.m. & 9:45 – 11:00 a.m.	**Concurrent Sessions**
11:15 a.m. – 12:00 p.m.	**Closing Plenary** **Intentional and Strategic Connections among Diversity, Learning, and Student Success** *Johnnella Butler—Spelman College*

PROGRAM OF EVENTS

10:00 a.m. – 7:00 p.m.   Conference Registration and Membership Information CALIFORNIA FOYER, SECOND LEVEL
Please stop by the conference registration desk for your conference materials and membership information.

2:00 – 5:00 p.m.   Pre-Conference Workshops
These workshops are ticketed events. For details and availability, please visit the conference registration desk.

PLAZA ROOM AB, SECOND LEVEL
WORKSHOP 1: Social Identity and Success: Exploring the Collegiate Experiences of LGBTQIA and Students of Color
Students who identify as LGBTQIA, Native American, Latino, Asian American, and African American (or a combination thereof) encounter both challenges to and opportunities for academic and social success on their campuses. Multiple and intersecting social identities (e.g., socio-economic status, bi-racial, gender identity, gender expression) create learning environments filled with complexity, tension, advantages, and disadvantages. Participants will explore theoretical and practical approaches to examining group identity, frameworks for understanding and promoting success in college, and the impact of social identities on success for LGBTQIA students, Native American students, and other students of color.
Jesús Treviño, Associate Vice President for Diversity—University of South Dakota; Jason Murray, Director—Indian University of North America; and Rebecca Dolinsky, Program Manager and Research Analyst—AAC&U

SANTA FE ROOM, SECOND LEVEL
WORKSHOP 2: Making Excellence Inclusive through Design Thinking
Design thinking is a method of collaboration that is rooted in human empathy and driven by brainstorming innovative designs, which inspire powerful interactive behaviours to formulate solutions. Design thinking is a high energy and rewarding process that, once learned, can be applied to all aspects of development within our institutions. This workshop will focus on the basic stages of design thinking as applied to the conference theme of "Equity and High-Quality Learning for All Students." Workshop participants will determine learning outcomes/assignments that are inclusive for all students.
Tracy L. Wacker, Director, Thompson Center for Learning and Teaching—University of Michigan–Flint

SIERRA ROOM, SECOND LEVEL
WORKSHOP 3: Leveraging Latin@ Student Strengths to Foster Student Success
Like so many other students from underserved and/or low-income backgrounds, Latino students have often been dismissed as "incapable of learning," "not college material" or "high risk." Unfortunately, some educators and even students have internalized these damaging views, which have created a deficit-based educational discourse and the belief that little, or nothing, can be done to foster academic success for these students. This workshop will examine asset-based views that focus on students' potential and strengths, while illuminating the academic, social, and cultural experiences that impact Latino@ college students' performance and graduation.
Laura I. Rendón, Professor and Co-Director, Center for Research and Policy in Education—The University of Texas at San Antonio; and Vijay Kanagala, Assistant Professor of Higher Education and Student Affairs—The University of Vermont

DEL MAR ROOM, LOBBY LEVEL
WORKSHOP 4: Accelerated Developmental Education: Deepening Learning, Increasing Student Success and Equity
Nationwide, colleges and universities are rethinking their approaches to addressing the high attrition among students placed into remedial or developmental courses and its disproportionate impact on under-represented students. This workshop will examine practices proven effective in supporting community college faculty to offer new accelerated pathways in English and math. These pathways have produced "large and robust" increases in student completion of college-level English and math requirements, with improvements across all placement levels. The session will feature class materials, video, and hands-on activities to illustrate the instructional design principles driving these gains.
Katie Hern, Director, California Acceleration Project and English Instructor—Chabot College

WORKSHOP 5: LEAPing for Inclusive Excellence and Student Success
This workshop is designed to assist campus teams in designing action plans that advance a LEAP framework for student and institutional success in the context of their campus cultures. Campus teams will be provided with a replicable model for conducting an inclusive and collaborative process for successfully infusing LEAP Essential Learning Outcomes, high-impact educational practices, and inclusive excellence across all campus divisions. Please note that this workshop is intended for campus teams of three, with representation from academic affairs, student affairs, and/or students.
Beverly A. Kopper, *Provost and Vice Chancellor for Academic Affairs,* **Greg Cook,** *Associate Vice Chancellor for Academic Affairs,* **Brent Bilodeau,** *Assistant Vice Chancellor for Student Affairs, and* **Khloe Andreoli,** *LEAP Student Intern—all of University of Wisconsin-Whitewater*

7:00 – 8:00 p.m.	**Welcome and Keynote Address**	California Ballroom, Second Level

Welcome and Opening Remarks
> **Tia Brown McNair,** *Senior Director for Student Success—AAC&U*
> **Carol Geary Schneider,** *President—AAC&U*

Keynote Address
Note to Educators: Hope Required When Growing Roses in Concrete

> **Jeff Duncan-Andrade,** *Associate Professor of Raza Studies and Education Administration and Interdisciplinary Studies— San Francisco State University*

> What are the material conditions that affect urban youth before they even enter our classrooms? What does it mean to develop educational environments that are relevant and responsive to these conditions? How should these educational spaces define success for students and educators? Dr. Duncan-Andrade will draw on his twenty years as an urban educator to examine the types of social toxins that young people face in the broader society and discuss the impact of these conditions on student identities. He will then analyze the kinds of educational environments that respond to the social toxins that emerge from racism and poverty. He will discuss the implications for educators from all sectors of the higher education community.

8:00 – 9:00 p.m.	**Reception**	San Diego Ballroom, Fourth Level

7:00 a.m. – 5:00 p.m.	**Conference Registration and Membership Information**	CALIFORNIA FOYER, SECOND LEVEL

7:30 – 9:00 a.m.	**Posters and Breakfast**	SAN DIEGO BALLROOM AND GARDEN TERRACE, FOURTH LEVEL

Breakfast will be available 7:30-9:00 am. If you are attending the AAC&U Newcomers' Welcome and Introduction to LEAP session at 8:00 (see page 11), please plan to have breakfast beforehand.

Theme I: Diversity and Inclusive Excellence as an Institutional Value System
Poster 1: Diversity as Distinction, Not Difference
How does one explore diversity on a campus that serves exclusively high potential students with learning differences? The presenters and their colleagues at Landmark College work with students to remove the label and stigma associated with learning disabilities and offer an alternate view—that students who learn differently are students of distinction. This represents a view of diversity as a positive, inclusive, and celebrated aspect of living in a global society. This poster will share the design of the bachelor of liberal studies degree.
*Jill M. Hinckley, Associate Academic Dean, and **Adrienne Antrim Major,** Academic Dean—both of Landmark College*

Theme I: Diversity and Inclusive Excellence as an Institutional Value System
Poster 2: Implementing and Assessing Respect , Excellence, Integrity, and Engagement
The University of Hawaii at Manoa's (UHM) Strategic Plan and Institutional Learning Objectives emphasize the university's unique campus diversity within a global context. UHM also strives to have all members of the university community engaged with an appreciation of diversity and commitment to inclusiveness starting with Hawaiian history and culture and radiating outward from there. The ongoing process of implementing and assessing the core values associated with this commitment to respect, excellence, integrity, and engagement will be described in this poster.
Dawne Bost, Professional Development, Research and Assessment Coordinator, Education Specialist—University of Hawaii at Manoa

Theme I: Diversity and Inclusive Excellence as an Institutional Value System
Poster 3: Teaching Diversity to First-Year Students: Assessment of a Learning Module
In alignment with a university-wide commitment to diversity and inclusion, the University of Illinois at Urbana-Champaign has incorporated a diversity learning module into its first-year seminar. The module consists of a textbook reading, classroom discussion, peer interviews, and writing assignments which aim to help students develop awareness of their own characteristics and how theyinfluence students' perceptions of themselves and others. This poster will evidence of student learning as a result of the diversity learning module. This research is part of a larger project to determine how the College of LAS can implement its diversity learning module in a way that effectively teaches students the value of understanding and accepting differences, all in an effort to create a more inclusive and welcoming campus community.
Carrie Allen, Research Analyst—University of Illinois Urbana-Champaign

Theme I: Diversity and Inclusive Excellence as an Institutional Value System
Poster 4: Collaborating to Achieve Inclusive Excellence in STEM
The demographics of Iowa present a significant challenge to the University of Iowa's efforts to increase diversity in graduate programs in the STEM fields. Despite the challenges, three colleges (Engineering, Liberal Arts and Sciences and Medicine) at the University have successfully recruited undergraduate students from underrepresented populations into graduate programs with nearly 100% graduation rates. Recently, the three colleges formed a partnership to establish the University Center for Exemplary Mentoring (UCEM), which has as its primary goal: to make minority scholars 10 percent of all STEM Ph.D. recipients by 2022. The poster will highlight these initiatives and point to early successes of UCEM. The presenters look forward to discussing how to continue to diversify the STEM pipeline in higher education.
Sherree A. Wilson, Associate Dean, Cultural Affairs and Diversity, Carver College of Medicine—University of Iowa

Theme I: Diversity and Inclusive Excellence as an Institutional Value System
Poster 5: Exploring Diversity and Social Justice at Faith-Based Institutions
Using a novel methodology, three faith-based institutions of varying denominations used current news stories as scenarios to explore students' perspectives on diversity and social justice. Scenarios included two national news narratives of child labor practices and college access, and one international news narrative of the abduction of Nigerian girls. Investigators developed a standard essay prompt protocol and a composite rubric from evaluation criteria for VALUE rubrics for cultural competence, global learning, and civic engagement. They constructed and added a unique dimension, faith development.

Preliminary results from the survey data will be presented.
Carole L. Huston, Associate Provost, Academic Affairs—University of San Diego; Lisa E. Bortman, Assistant Provost, Office of Institutional Effectiveness—Pepperdine University; and Tatiana Nazarenko, Dean of Curriculum and Educational Effectiveness—Westmont College

Theme II: Equity and High-Quality Learning for All Students
Poster 6: The Neighborhoods at MSU: Creating an Institutional Environment for Equitable Learning
The overarching goals of the Neighborhoods at Michigan State University are to raise graduation rates for all first time undergraduates, reduce time to degree, and significantly reduce the gap in six year graduation rates between majority and underrepresented students. The Neighborhoods at MSU provide essential services such as academic advising, tutoring, health care, and intercultural experiences to all of the residents of the five Neighborhood areas. This presentation will show how those goals are being implemented through leadership, investment in infrastructure and consistent, professional attention to data, students and systems, which affect student outcomes.
Reggie Noto, Engagement Director—Michigan State University

Theme II: Equity and High-Quality Learning for All Students
Poster 7: Internationalized Pedagogy: Supporting all Learners in Higher Education
With the increase of International Students and English Learners (EL) in higher education, the need for culturally responsive pedagogies has become essential. Today's students bring with them different languages and experiences that challenge the hegemonic practices implemented daily by professors. Unfortunately, most professors often lack the knowledge and skills necessary to meet the needs of this growing population. It is critical that faculty in higher education are provided the professional development in culturally responsive pedegogies that foster language acquisition, academic language and social engagement to support all EL students. This poster will demonstrate how culture and language affects teaching and learning by exploring strategies that support connecting to the learner's life, Cognitive Academic Language, Cooperative Learning and Cultural Responsive Teaching.
Amy Belcastro, Professor of Education—Southern Oregon University

Theme II: Equity and High-Quality Learning for All Students
Poster 8: Leveling the Playing Field: Using Social Capital to Advance Equitable Academic Achievement
The poster will focus on the perceived increase in social capital that is achieved via mentorship programs aimed at underrepresented minority students at predominantly majority institutions. The poster will demonstrate the potential link to increased academic achievement, as demonstrated by preliminary data collected from a newly implemented program in Allendale (Grand Rapids), MI. The researchers will seek to demonstrate how this strategy can be used to decrease the gap in academic achievement between majority and underrepresented minority students; increase retention rates; provide enhanced learning opportunities (traditional and non-traditional); and increase likelihood of regional job placement.
Shannon L. Wilson, Executive Director and Part Time Professor, and Alisha Davis, Assistant Professor—both of Grand Valley State University

Theme II: Equity and High-Quality Learning for All Students
Poster 9: How Do Learning Assistants Benefit from Involvement in a Peer-to-Peer Instructional Model?
Much research has been conducted regarding the benefits of supplemental instruction (SI) on students. Less research has focused on how SI affects its leaders. However, some research suggests that SI affects its leaders as much as, if not more than, students participating in the program (Stout & McDaniel, 2006). Qualitative research has demonstrated that SI leadership roles improve students' academic abilities and communication skills, and aids in personal development, including leadership skills. Results indicated that Learning Assistants, as a result of their role, have statistically significant improvements in understanding and working effectively with individuals with learning differences, as well as personal and professional development, and these gains are long-lasting. This poster will explain the Learning Assistant program at Muhlenberg College, as well as the results of a research study, including introduction and research design.
Amanda L. Sellers, Learning Specialist, and Wendy Cole, Director of Academic Resource Center and Learning Specialist—both of Muhlenberg College

Theme II: Equity and High-Quality Learning for All Students
Poster 10: Diverse Interactions: Bridging the Gap through Engagement with Faculty
An integral part of college student development and achievement involves students' engagement with faculty, who often fulfill multiple roles as instructors, role models, employers, advisors and sources of support and guidance. For students at the margins of higher education, these interactions and relationships with faculty members who can support and empower them are particularly important. This study utilizes a nationally representative sample to examine patterns of

student-faculty relationships and interaction for underrepresented college students; the characteristics, college experiences, and institutional conditions that contribute to such patterns; and the impact of these relationships and interactions on student outcomes.

Felisha A. Herrera, *Assistant Professor of Education—Oregon State University; and* **Judith Wendy Hernández Chapar,** *Director, TRiO Programs—Lower Columbia College*

Theme II: Equity and High-Quality Learning for All Students

Poster 11: Academic Support for and Psychosocial Challenges to Academic Achievement

African Americans (AA) are historically underrepresented in higher education, especially in Predominately White Institutions (PWIs). Research shows that four primary dimensions determine academic achievement for AA students: academic, financial, social, and psychological support on a college campus. Much of this scholarship, however, has focused on academic and financial challenges without including comprehensive psychosocial factors that impact student success both inside and outside the classroom and more specifically within PWIs. This poster will examine the relationship between these challenges and underrepresented students' learning outcomes, in order to provide a broader understanding of the kinds of additional support mechanisms that contribute to student success throughout their undergraduate careers.

Liana C. Mentor, *Doctoral Student, Community Well-Being, Department of Educational and Psychological Studies—University of Miami*

Theme III: High-Impact Practices and Digital Innovations

Poster 12: Assessment of HIPs at a Large Comprehensive University: What Does the Data Demonstrate?

Students involved in HIPs show better retention, higher GPA and succeed in graduating college in a timely manner. As university funding is turning to performance-based models, HIPs are more important for ensuring student success. This poster will present a case study at California State University Fullerton (CSUF) where a new strategic plan was implemented in 2013. One of the objectives was to ensure that 75% of CSUF's 38,000 students participate in at least two HIPs by graduation. The poster will identify current HIPs, how they were measured, and their impact on GPA, retention, and graduation.

Shari McMahan, *Deputy Provost,* **Ed Sullivan,** *Assistant Vice President of Institutional Research and Analytical Studies, and* **Hye Sun Moon,** *Senior Research Analyst—all of California State University, Fullerton*

Theme III: High-Impact Practices and Digital Innovations

Poster 13: Global Inclusion: Practices and Strategies for Reaching English Learners in the Online Classroom

Online education is becoming a more common modality for all institutions. For English learners, sociolinguistic and cultural factors may create unique challenges in this learning environment. Coping mechanisms, such as muting, may inhibit participation in discussion forums. Well-intended feedback may also be lost on English learners. Identifying and catering to this population is essential for student success. This presentation will help online instructors identify English learners in the classroom, create proactive rapport in discussion forums, and prepare effective instructional feedback through culturally responsive and pedagogically appropriate practices. Media-based methods and Web 2.0 tools will be demonstrated.

Marybeth Nipp, *Online Assistant English Professor, and* **Jan Wakefield,** *Online English Instructor—both of Grand Canyon University*

Theme III: High-Impact Practices and Digital Innovations

Poster 14: The Phelps Scholars Program: Global Learning with a Local Impact

The Hope College Phelps Scholars Program offers first-year students from all backgrounds a comprehensive experience that includes academic, residential, co-curricular and social components within the context of global learning. The program, initially developed in 1999 to improve minority student retention rates, emphasizes creating community while incorporating the college's global learning outcomes of curiosity, knowledge, self-awareness, empathy and responsibility. Students' intellectual and collaborative capacities are also fostered via research projects on a global issue and community service. This poster will highlight the program's components and strategies that have encouraged cross-cultural student engagement while increasing retention rates for the targeted population.

Yolanda A. Vega, *Director of Hope College Phelps Scholars Program and Assistant Professor of Education, and* **John Yelding,** *Associate Professor of Education and Director of the American Ethnic Studies Program—both of Hope College*

Theme III: High-Impact Practices and Digital Innovations

Poster 15: Engaged Academic Literacy for All: Classroom and Campus Transformation

It is common to hear faculty lament that "our students can't read." But they can! This poster will introduce participants to the Reading Apprenticeship instructional framework, which helps faculty learn how to build on students' underestimated

strengths as readers and problem solvers. This framework creates instructional opportunities for "apprenticing" students into discipline-specific academic literacies. Our students can read, they do read, and they deserve a rigorous and engaging curriculum that apprentices them into academic and disciplinary modes of thinking and engaging with text. Participants will see evidence showing how robust classroom and campus equity gains can occur when instructors explicitly support academic literacy across the disciplines.

Nika Hogan, Associate Professor of English and Coordinator of Reading Apprenticeship Project, Shelagh Rose, Associate Professor of ESL, and Lilit Haroyan, Physics and Astronomy Instructor—all of Pasadena City College

Theme III: High-Impact Practices and Digital Innovations

Poster 16: Making High-Impact Practices a Campus Wide Initiative through Communities of Practice

This poster presentation will walk the audience through the redesign of Communities of Practice (CoP) offered by the Center for Faculty Excellence at Texas A&M University-Corpus Christi. Historically, the CoPs were open to only faculty and focused simply on curriculum and course redesign. However, this past fall the program was expanded to include staff from across campus, making this a truly campus wide initiative. As a result, CoP staff have the opportunity to work alongside faculty to redesign a program under the theme high-impact practices. This poster will focus on creating a CoP on high-impact practices.

Leslie Mills, Assistant Director of the Center for Faculty Excellence, and Bradley Shope, Director of the Center for Faculty Excellence—both of Texas A&M University-Corpus Christi

LEAP Featured Session | Theme IV: Developing and Supporting Educators for Inclusive Excellence, Leadership, and Change

Poster 17: Ensuring Student Access to LEAP Outcomes: Professional Development Across and Within HIPs

After demonstrating increased retention and graduation rates as a result of its Freshman Academies, Queensborough Community College is now focusing on ensuring and assessing student learning in HIPs, an essential component of its Academies model. Queensborough's Center for Excellence in Teaching and Learning (CETL) is the primary institutional structure supporting the College's seven recognized HIPs. This poster will detail CETL's two across-HIP professional development sequences, both of which emphasize practices that sustain LEAP student learning outcomes. In addition, it will identify two of Queensborough's HIP-specific approaches to teacher preparation, namely the Common Read's collaborative faculty development programming and the Undergraduate Research (UR) Faculty Inquiry Group's processes for attracting seasoned UR and HIP faculty as well as faculty new to UR and/or HIPs, all of whom are integrating research experiences into the curriculum and thus reaching a larger and more diverse pool of students.

Jane E. Hindman, Director Center for Excellence in Teaching and Learning, Maria Mercedes Franco, Associate Professor of Mathematics and Computer Science, and Susan Madera, Academic Program Manager of High Impact Practices—all of City University of New York-Queensborough Community College

Theme IV: Developing and Supporting Educators for Inclusive Excellence, Leadership, and Change

Poster 18: Faculty Learning Communities (FLCs): Engaging Faculty and Building Communities of Leadership

Sacramento State in collaboration with the California State University Office of the Chancellor has used Faculty Learning Communities (FLCs) to engage university faculty in the implementation of high-impact practices (HIPs). FLC topics have included first-year experience programs (FYE), undergraduate research, learning communities, collaborative assignments, service learning, and the assessment of critical thinking. Over a period of a year, FLC faculty meet for 20 hours to develop the skills, experience, and resources to not only be successful practitioners of HIPs but also to form leadership teams and advocate for HIPs across the university.

Lynn M. Tashiro, Director of the Center for Teaching and Learning, Professor of Physics—California State University, Sacramento; Wayne Tikkanen, Faculty Director, Institute for Teaching and Learning and Professor of Chemistry—California State University Office of the Chancellor; and Deidre Sessoms, Director of Faculty Research Development, Professor of Teacher Education—Sacramento State University

Theme IV: Developing and Supporting Educators for Inclusive Excellence, Leadership, and Change

Poster 19: Identity, Role Perception and Relative Deprivation in Part-Time Contingent Faculty (PTCF)

This poster will focus on how PTCF describe their overall experience of relative deprivation (RD) and how institutions build cultures which bolsters a sense of belonging. Relative deprivation is defined as an inner struggle which ensues when individuals believe that they and others like them deserve an outcome but do not receive it because of their common status; at the same time, they observe another referent group receiving the outcome. Results indicate institutions must pursue quality management programming focused on training and development practices as outlined in the literature by researchers if relative deprivation based on organizational factors is not to be experienced.

Kimberly Townsend, PhD Student, College of Education, and Larry Ebbers, Professor, School of Education—both of Iowa State University

Theme IV: Developing and Supporting Educators for Inclusive Excellence, Leadership, and Change
Poster 20: LEAP into the Diversity LOOP: Campus Community Engagement and Learning Outcome Outreach
Taking diversity and cultural awareness as our focus, UMass Lowell has introduced its first Learning Outcome Outreach Partnership (LOOP). This model of collaboration is designed to capitalize on previously underexplored connections between a variety of campus and local resources to support faculty in effective teaching and to measure student learning around this essential LEAP outcome. The diversity and cultural awareness LOOP involves faculty, student services staff, students, and community partners in robust, engaged support of shared goals. This poster will provide an opportunity for participants to explore potential partnerships on their own campuses and to discuss the obstacles and opportunities particular to this model.
Paula Haines, *Director of Assessment, and* ***Charlotte Mandell,*** *Vice Provost for Undergraduate Education—both of University of Massachusetts Lowell*

Theme IV: Developing and Supporting Educators for Inclusive Excellence, Leadership, and Change
Poster 21: Seeking Educational Equity and Diversity (SEED) Seminars at a Relatively Homogenous Elite University
The Kaneb Center for Teaching and Learning initiated and co-facilitated SEED seminars in 2012-13 and 2013-14. During the seminar, participants clarified their positions on a variety of diversity issues and focused their efforts to pursue inclusive excellence through personal, curricular, organizational, and structural change. Participants indicated a positive impact from participation both at work and at home. This poster will present details of the program and evaluation results and answer questions to help participants consider SEED in their campus context. In addition, poster visitors will be asked to share inclusiveness efforts that they conduct on their campuses.
Kevin Barry, *Director, Kaneb Center for Teaching and Learning—University of Notre Dame*

8:00 – 9:00 a.m.	**AAC&U Newcomers' Welcome and Introduction to LEAP**	SANTA FE ROOM, SECOND LEVEL

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

As the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education, AAC&U works closely with its member institutions to extend the advantages of a liberal education to all students, regardless of academic specialization or intended career. In this session, participants will learn how AAC&U's four broad goals for student learning (1) *LEAP: Liberal Education as a Global Necessity;* (2) *Quality: 21st-Century Markers for the Quality of US Degrees;* (3) *Equity: Innovation, Inclusive Excellence, and Student Success;* and (4) *Social Responsibility: Integrative Liberal Learning and the Global Commons* and its LEAP initiative provide both context and framework for the undergraduate experience.
Carol Geary Schneider, *President—AAC&U*

9:15 – 10:30 a.m.	**Plenary**	CALIFORNIA BALLROOM, SECOND LEVEL

Plenary: Student Voice, Student Empowerment, Student Agency

George Sanchez, *Professor of American Studies and Ethnicity and History, and Vice Dean for Diversity and Strategic Initiatives and Students,* ***Maria Jose Plascencia,*** *American Studies and Ethnicity-May 2016,* ***Felicitas Reyes,*** *American Studies and Ethnicity/Communication-May 2017,* ***Debbie Rumbo,*** *Political Science and Human Rights-December 2015,* ***Jasmine Torres,*** *Sociology and Social Work and American Studies-May 2014,* ***Adrian Trinidad,*** *Sociology and Forensics and Criminality-December 2015, and* ***Eunice Velarde,*** *American Studies and Ethnicity and Chicano/Latino Studies-2010—all of the University of Southern California*

What do students wish that educators knew about the kinds of learning experiences that best encourage and support their interests in making sense of the world and becoming global citizens? How can campus educators include students in conceptualizing and designing the experiences that will help them identify and achieve their highest educational aspirations? Students will share their ideals for higher education and talk about the kinds of experiences that motivate and support their learning and connections to the compelling issues of their time.

10:30 – 11:00 a.m.   Coffee Break   SECOND LEVEL

11:00 a.m. – 12:00 p.m.   Concurrent Sessions

SIERRA ROOM, SECOND LEVEL | *Theme I: Diversity and Inclusive Excellence as an Institutional Value System*
CS 1: Tearing Down Silos to Build Student Experiences with an Intentional Eye towards Diversity

Participants will consider how their institutions can better achieve educational outcomes for all students by leveraging synergies across areas of the college to meet the needs of a diverse student-body.

This session will examine Augustana's recent integration effort as a model for breaking down silos and facilitating opportunities for all students regardless of socioeconomic, cultural, racial, or ethnic backgrounds. Through the use of campus-wide Student Learning Outcomes as a common language, collaboration across departments (e.g. athletics, residential life, student life, advising, academic programs) provides opportunities to support and promote diversity. Participants will be prompted to consider similar integration efforts on their own campuses while being mindful of the challenges that arise when programs with unique organizational identities and cultures work together to achieve shared student learning outcomes surrounding diversity.
Kristin R. Douglas, *Associate Dean of the College, and* ***Patricia Santoyo-Marin,*** *Director of Multicultural and International Student Life and Assistant Dean of Students—both of Augustana College*

SANTA FE ROOM, SECOND LEVEL | *Theme I: Diversity and Inclusive Excellence as an Institutional Value System*
CS 2: ASPIRE: A Strategic Plan for Inclusion, Respect and Equity

Participants will be able to develop strategies for gaining consensus on the charge for their working groups and articulate effective practices for integration into campus culture and education efforts.

This session will model how a regionally engaged university embraces diversity across its broad-based communities. Discussion will include opportunities created by a cross-sector thematic approach that is intended to impact students, faculty, staff, administrators, and the community at large. A successful roadmap for shared governance, creation of a strategic action plan, and measures of success will be shared. Initiatives that improve campus climate, confront myths and misconceptions about the campus, battle diversity fatigue, and engage champions to advance institutional excellence will be discussed. Participants will learn steps to promote innovative teaching practices that encourage student success and cultural competence.
Dawn K. Lewis, *Associate Professor of Kinesiology,* ***Jenelle S. Pitt,*** *Assistant Professor of Counselor Education and Rehabilitation—both of California State University, Fresno; and* ***Cynthia Teniente-Matson,*** *President—Texas A&M University-San Antonio*

SAN DIEGO BALLROOM, FOURTH LEVEL | *Theme II: Equity and High-Quality Learning for All Students*
CS 3: Access to Completion: Supporting Underserved and High-Achieving Student Success without Stereotype

Participants will learn how to link national priorities of degree completion to their institution's goal of inclusive excellence while avoiding stereotypes in admission outreach, retention services, and enrichment opportunities.

Improving college access and supporting degree completion are often mistaken for cross-purpose rather than congruent institutional goals. This session will explore how stereotypes of underprepared and high-performing students impact overall admission, engagement, and graduation outcomes. Using University of Colorado Boulder's 2020 goal of inclusive excellence as a case study on how to "erase the gap" in access and "move that figure" in completion, the presenters will identify success strategies that work for all students while assessing alternative models of race/class-based affirmative action, multicultural/academic learning communities, and participation/merit scholarships. The session will demonstrate the value of access to student diversity and diversity to student success.
Corinna S. Rohse, *Director of Student Academic Success Center,* ***Joan Gabriele,*** *Director of Undergraduate Enrichment Programs, and* ***Julia K. Willis***, *Assistant Director of Student Academic Success Center—all of University of Boulder Colorado; and* ***Matthew N. Gaertner,*** *Senior Research Scientist, Center for College and Career Success—Pearson*

CS 4: Developing a Community College Student Roadmap: Emerging Promising Practices for Success for All Students

Participants will be introduced to the Developing a Community College Student Roadmap project, its theory of action, and learn about promising practices that emerged from its participating institutions.

This session will present the promising practices that emerged from a multi-site case study of the Association of American Colleges and Universities' Developing a Community College Student Roadmap: From Entrance to Engagement in Educational Achievement and Success (Roadmap) project and its theory of action at twelve participating community colleges. Campus practitioners and the AAC&U team have identified assets related to institutional change that advances student success by focusing on student-centered learning. These projects provide models for mobilizing institutional change and revising institutional structures for inclusive excellence.
Michele M. Cuomo, *Dean of Arts and Humanities—Montgomery County Community College;* ***Susan G. Madera,*** *Academic Program Manager, High Impact Practices—City University of New York Queensborough Community College; and* ***Kate Smith,*** *Dean of Academic Foundations—Monroe Community College*

CS 5: Unpacking the Equity Toolkit: Access to High-Impact Practices for Economically Diverse Students

Participants will apply an expanded equity analysis to identify opportunities on their campuses to reduce barriers to engaging in high-impact practices for students with different financial concerns and backgrounds.

Student participation in high-impact practices (HIPs) is a common goal of undergraduate education and of preparation for work and further study. Utilizing data from the Student Experience in the Research University (SERU) national student engagement survey paired with student record data, this session will explore student HIP participation from the perspective of whether students with different financial concerns and backgrounds are engaged in HIPs and where institutional barriers can be reduced to improve student access and outcomes. This session will apply the LEAP taxonomy of HIPs to the SERU engagement survey and address how to build students' financial concerns and background into campus equity analyses.
Lesley Lydell, *Research and Policy Analyst, and* ***Laura Gorny,*** *Ph.D. Candidate Research Assistant—both of University of Minnesota*

CS 6: Preparing Future Professionals for Success in a Technology Driven World
LiveText Sponsored Session

Participants will learn strategies for helping students build a branded, online presence and articulate their learning experiences.

This session will highlight how ePortfolios and video presentations are being used to enhance and add value to both the student and faculty experience. From the student perspective, the presenters will demonstrate how the two technologies are used to build an online presence and professional self-image or brand while highlighting skill sets and academic experiences. The session will also demonstrate how the reflection and development of the various components—such as professional philosophy, code of ethics, goals, internship and field experience, and academic body of work— coupled with an emphasis on articulating components in mock interviews and class presentations ultimately prepare students for post-graduation professional experiences. From a faculty perspective, the presenters will discuss and highlight the continual improvement in delivery as they strive to enhance student learning—sharing teaching methods, pedagogies and assessment strategies that support student learning.
Stephanie Lehman, *Assessment Analyst,* ***Susan Rogers,*** *Chair of Family and Consumer Sciences,* ***Dottie Engle,*** *Faculty, Department of Family and Consumer Sciences,* ***Barbara Taylor,*** *Dean, School of Nursing,* ***Angelica Almonte,*** *Faculty, School of Nursing, and* ***Renee Wasson,*** *Nursing Student—all of Point Loma Nazarene University*

CS 7: Approaches to Competency-Based Liberal Education That Enhance Access and Equity

Participants will describe multiple approaches to liberal education in competency-based environments and evaluate the extent to which competency-based education may enhance access to and equity in high-quality learning.

Competency-based education (CBE) programs are disrupting the traditional focus on seat time and credit hours in favor of direct assessment of knowledge and skills mastery. CBE programs expand access to higher education, especially for non-traditional learners, by eliminating challenges such as conflicting work schedules, geographical constraints, and high tuition costs, while enhancing learning quality through one-on-one student-faculty interaction and authentic assessments. Facilitators will present real-time demonstrations of student and faculty perspectives of the curriculum and assessment elements in, and will compare and contrast approaches between, Northern Arizona University's and Brandman University's undergraduate CBE programs, emphasizing issues of access and equity.
Jeremy Korr, *Dean of Arts and Sciences—Brandman University; and* ***Corrine J. Gordon,*** *Lead Faculty of Liberal Arts, Personalized Learning—Northern Arizona University*

CS 8: Facilitating Culturally Responsive Teaching: Design, Implementation, and Assessment

Participants will learn the practices of inclusive course design and flexible delivery. Participants will identify issues related to culturally responsive intervention strategies in learning, assessment, and team building in college classrooms.

What does it mean to teach in an environment where students are remarkably more diverse in language, culture, and demographics? At Queensborough Community College (CUNY), student diversity encompasses a broad range of bilingual immigrants, varied learning styles, and a significant representation of cultural and educational backgrounds. The implementation of culturally responsive teaching is embedded within the framework of global and diversity learning as a high-impact practice which utilizes students' prior experiences, cultural knowledge, and performance styles for creating a greater understanding and exchange among diverse cultural groups while fostering the knowledge, skills, and dispositions necessary for inclusive excellence.
Meg Tarafdar, *Associate Director, Center for Excellence in Teaching and Learning and Program Coordinator, Global and Diversity Learning,* ***Andrea S. Salis,*** *Assistant Professor, Health, Physical Education and Dance Department and Faculty Fellow for Academic Affairs, and* ***Simran Kaur,*** *Associate Professor, Department of Biological Sciences and Geology and Co-project Director of Science and Technology Entry Program—all of City University of New York Queensborough Community College*

CS 9: HEDs Up: Dialogue and Climate
This session will include two presentations followed by time for questions and discussion.
Moderator: ***Jesús Treviño,*** *Associate Vice President for Diversity—University of South Dakota*

Holding the Mayonnaise: Facilitating Difficult Conversations About Diversity
This session examines Saint Martin's University's Faculty-Staff Diversity Institutes and Leticia Nieto's (2010) anti-oppression theory as models to address how campuses can design project-driven faculty and staff development approaches to build cultural competency and support culturally responsive teaching. Presenters will share theoretical premises and practical strategies based on experiences in the institute. The institute is not just about promoting deep dialogue; it is also about learning how to engage in difficult conversations ("holding the mayonnaise") around issues of identity, power, and privilege. Participants will have opportunity to consider how they might develop a similar model of faculty/staff development on their campuses.
John P. Hopkins, *Associate Dean of Students,* ***Olivia Archibald,*** *Professor of English,* ***Teresa Winstead,*** *Visiting Assistant Professor, and* ***Irina Gendelman,*** *Associate Professor of Communication—all of Saint Martin's University*

Facilitating Difficult Dialogues and Mitigating Stereotype Threat in the Classroom and on Campus: Building Institutional Capacity for Diversity and Inclusion
How can one transform a tense classroom discussion or campus meeting into a positive learning experience? This presentation will offer strategies for facilitating difficult dialogue and minimizing stereotype threat in the classroom and on campus. Presenters will share what can be done prior to and during a difficult discussion so that it may be a

productive one. They will also discuss current research related to difficult dialogues and stereotype threat in order to be able to minimize such threat in the classroom and on campus.

*Tasha J. Souza, Faculty Associate for Inclusive Classrooms and Professor of Communication, and **Sammi Rippetoe,** Research Assistant—both of Humboldt State University*

12:00 – 1:45 p.m.	**Lunch on Your Own**

If you are interested in joining a lunch group, sign-up sheets are available in the conference registration area. Space is limited; please sign up in advance.

2:00 – 3:00 p.m.	**Concurrent Sessions**

DEL MAR ROOM, LOBBY LEVEL | *Theme I: Diversity and Inclusive Excellence as an Institutional Value System*

CS 10: Working across Difference: Delivering Intercultural Competency as a Core Learning Outcome for All Undergraduates

Participants will learn about a multi-year initiative to enhance intercultural competence in undergraduate students and consider how similar interventions can be implemented at their institution.

Intercultural competency is frequently identified by colleges, universities, and employers as an essential undergraduate learning outcome, but how do we implement a comprehensive approach and ensure accountability? The College of Food, Agricultural and Natural Resource Sciences (CFANS) at the University of Minnesota has undertaken an initiative to enhance the intercultural competency of all students by integrating intercultural learning throughout the undergraduate experience. This session will explore the research behind the initiative and pedagogical interventions implemented at the curricular and co-curricular level. Participants will also engage in conversations about how social justice and inclusion goals fit within intercultural competency as a core learning outcome.

*Karl Lorenz, Director of the Office for Diversity and Inclusion, and **Mike White,** Associate Dean for Academic Programs and Faculty Affairs—both of University of Minnesota-Twin Cities*

SANTA FE ROOM, SECOND LEVEL | *Theme II: Equity and High-Quality Learning for All Students*

CS 11: A New Conceptual Framework for Assessing the Educational Experience of Students with Disabilities

Participants will be able to use this framework and case study methodology to assess their campus's effectiveness in accommodating students with disabilities within an increasingly complex higher educational environment.

This session will present a conceptual framework that facilitates an analysis of the complexities of the undergraduate and graduate educational experience of students with disabilities. The framework is based on the major stakeholders (faculty, disability service provider, administration, parents, and the student) who view the educational experience through various lenses, or significant concerns, found in the college setting. These perspectives include self-advocacy, individual differences, academic rigor, attitudes, life transitions, inclusion/socialization, new pedagogies, technology, and disability law. Applying case study methodology to this framework allows campuses to assess the strengths and weaknesses of disability services delivery, institutional response, and degree of student success.

*Michael Berger, Associate Professor of Chemistry—Simmons College; **Eileen Connell Berger,** Assistant Director, Office of Student Affairs, Administrator of Access and Disability Services, Graduate School of Education—Harvard University; and **Neal E. Lipsitz,** Associate Dean for Student Development—College of the Holy Cross*

CALIFORNIA BALLROOM C, SECOND LEVEL | *Theme II: Equity and High-Quality Learning for All Students*

CS 12: All Together Now: Peer Supported and Inclusive Learning

Participants will explore approaches to peer-driven learning practices and hear from highly capable undergraduate Peer Learning Assistants as they share efforts to make academia more accessible and construct supportive communities of diverse learners.

An increasingly diverse student population, rapidly changing technology, and fiscal realities are forcing American colleges to rethink the nature and objectives of higher education. To remain globally competitive, educators must relentlessly pursue an instructional method that increases retention, enhances performance, and supports program

completion. Past research shows that small classes, individual attention, and special advising are all factors to improve retention and graduation rates. How can institutions account for such a culturally, intellectually, and experientially diverse student body? This presentation will share the extraordinary impact successful students, trained and supported as Peer Learning Assistants, have on academic and social student achievement.

Jenna Rose Azar, Senior Year Experience and Learning Assistant Program Manager, Nicole Carusone, Peer Learning Assistant '15, and Besher Tolaymat, Peer Learning Assistant '15—all of Muhlenberg College

PLAZA ROOM, SECOND LEVEL | *Theme II: Equity and High-Quality Learning for All Students*
CS 13: A Roadmap to Link College Communities in the Design of Minority Male Success

Participants will distinguish the roles and impact of institutional stakeholders in the design of a minority male initiative through the use of institutional assessment data and program outcomes from the minority male initiative.

The Community College of Baltimore County (CCBC) became a participant in AAC&U's Developing a Community College Student Roadmap project in January 2013. In this project, CCBC's goal was to directly target African American males to provide multiple high-impact practices through a multi-semester program. Building upon the work from participation in AAC&U's Institute on High-Impact Practices and Student Success, CCBC was able to design a college-wide effort to create an initiative to address African-American male success. This session will share the process CCBC took to design and implement the Male Student Success Initiative through difficult conversations and effective collaboration across the college.

Mark Williams, Director Career Development and Counseling Services, and Maurice Johnson, Project Coordinator, Male Student Success Initiative—all of The Community College of Baltimore County

CALIFORNIA BALLROOM B, SECOND LEVEL | *Theme II: Equity and High-Quality Learning for All Students*
CS 14: Strengths-based Institutional Change: Inclusive Excellence in Action to Positively Impact Student Success

Participants will consider how to develop and infuse strengths-based resilience thinking into strategic planning and understand how the Organizational Developmental Model of Inclusion (ODMI) can impact student success.

Saint Mary's College of California, through its strategic planning process, is using the Organizational Developmental Model of Inclusion (ODMI) to foster institutional commitment to inclusive excellence. Connecting initiatives to tangible student success outcomes, particularly for first-generation students, can be elusive. Divergent paths to tiered and potentially difficult to measure outcomes are contingent upon the motivation and resources available by departments in any institution. The ODMI provides a tool that, together with a focus on student strengths and faculty-staff partnerships, can demonstrate how to develop a high-potential program that embodies the College mission and living the mission through organizational change.

Gloria Aquino Sosa, Assistant Professor, Counseling Department, Faculty Co-Director, High Potential Program, College Student Services Program Coordinator, and Tracy Pascua Dea, Director, Student Engagement and Academic Success and Co-Director, High Potential Program—both of Saint Mary's College of California

CALIFORNIA BALLROOM A, SECOND LEVEL | *Theme III: High-Impact Practices and Digital Innovations*
CS 15: Promoting High-Impact Practices: Institutional Approaches to Increase Engagement and Equity

Participants will gain familiarity with High-Impact Practices (HIPs) and the features that make them effective; learn about recent research, equity gaps by student characteristics, and new National Survey of Student Engagement (NSSE) HIP reports; consider institutional approaches to assessing and ensuring equity; and apply lessons learned.

HIPs, such as undergraduate research and service-learning, demonstrably enhance student engagement and success. Although research shows participation in HIPs benefits all students, especially those from historically underrepresented groups, not all students participate. This session will feature recent NSSE results on HIPs, highlight institutional approaches to assessing these structures, and illustrate how NSSE's new HIP reports and annual results can be used to optimize HIPs. Participants will discuss approaches to ensuring equity in participation, including setting expectations for new students, and models for student and academic affairs collaboration.

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

| *Theme III: High-Impact Practices and Digital Innovations*
CS 16: Common Reading Programs as a High-Impact Practice: Going Beyond the Book

Participants will gain greater understanding of the history, goals, and characteristics of common reading programs.

Common reading programs have a long history, are in 40% of orientation and FYE programs, and represent the intersection of two AAC&U high-impact practices: first-year seminars/experiences and common intellectual experiences. Despite their longevity and prevalence, these programs have a limited literature base and have recently come under serious scrutiny. Data sources gathered by the National Resource Center for The First-Year Experience and Students in Transition help create an empirically-based picture of these programs to facilitate a discussion about them as tools to advance 21st Century learning outcomes, inform institutional practice, and direct future research. This interactive session will examine quantitative and qualitative data and reflection questions. Participants will discuss the structure and impact of common reading programs, the implications for campus initiatives, the identification of best practices, and directions for future research.
Jennifer R. Keup, Director, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina-Columbia

San Diego Ballroom, Fourth Level | *Theme IV: Developing and Supporting Educators for Inclusive Excellence, Leadership, and Change*
CS 17: Ain't Just Breaking Ice: Community Building as Pedagogical Practice

Participants will engage in and reflect upon practical and adaptable activities that model community-building as pedagogical practice, a necessary and vital component in creating safe and inclusive learning environments.

This hands-on, minds-on session examines community-building not as a one-time "icebreaker" but rather a vital and ongoing component in creating inclusive learning environments. Columbia College Chicago's Center for Innovation in Teaching Excellence believes in teaching the form by doing the form. Instead of talking about engagement, staff invite faculty to stand up and engage; to connect with one another and experience the learning as students might. Through a variety of activities adaptable to the unique needs of any classroom, the presenters will model how to facilitate complex discussions in ways that are safe, reflective, and (dare we say it?) fun.
Megan Stielstra, Associate Director, Center for Innovation in Teaching Excellence, and Lott Hill, Executive Director, Center for Innovation in Teaching Excellence—both of Columbia College Chicago; and Dia Penning, Education Manager—World Trust

3:00 – 3:30 p.m.	**Coffee Break**

3:30 – 5:00 p.m.	**Concurrent Sessions**

Plaza Room AB, Second Level | *Theme I: Diversity and Inclusive Excellence as an Institutional Value System*
CS 18: Leveraging Diversity Metrics as a Tool for Institutional Change

Participants will learn about frameworks for using diversity data as a tool for driving institutional change, identify tools for collecting and disseminating qualitative and quantitative metrics, and develop strategies for addressing common concerns relative to diversity metrics.

Join in this interactive session highlighting strategies for leveraging qualitative and quantitative metrics as tools for promoting diversity-focused institutional change. Using examples from work implemented at HSU over the last several years, this session will provide an overview of theoretical frameworks and strategic practices, offer tools for developing an institutional culture of evidence, support participants in developing strategies for anticipating and responding to challenges that arise when using evidence-based approaches to drive diversity-focused institutional change, and assist colleagues in developing an action plan for implementing such frameworks at their institutions.
Radha Webley, Interim Associate Vice President, Retention and Inclusive Student Success and Director, Office of Diversity and Inclusion, and Melissa Meiris, Associate Director, Office of Diversity and Inclusion—both of Humboldt State University

LA JOLLA ROOM, LOBBY LEVEL | *Theme I: Diversity and Inclusive Excellence as an Institutional Value System*
CS 19: Inclusive Excellence: Systemic-Change and Cultural Transformation

Participants will gain a greater understanding of the dynamics and process of undertaking institutional change related to diversity and walk away with a blueprint for implementing inclusive excellence university-wide.

Creating an Inclusive Excellence (IE) university that embraces diversity and inclusiveness as a value system-wide involves leadership, planning, strategizing, and implementation. More specifically, it requires leadership from the top and across the institution, vision, shared governance, creativity, and practice. The process is a long-term endeavor that results in a culture that values and practices diversity and inclusiveness throughout all aspects of the institution. Realizing IE within the context of a microunit on campus is equally as intricate and involved as a macro systemic initiative. This workshop addresses the dynamics of implementing Inclusive Excellence system-wide and within an ethnic/cultural center.
Marisa Herrera, *Executive Director, Community Building and Inclusion at the Kelly Ethnic/Cultural Center—University of Washington;* ***Jesús Treviño,*** *Associate Vice President for Diversity, and* ***John Little,*** *Doctoral Student-Educational Administration—both of University of South Dakota*

DEL MAR ROOM, LOBBY LEVEL | *Theme II: Equity and High-Quality Learning for All Students*
CS 20: Exploring Student Engagement and Gender Identity

Participants will learn about the diverse gender identities of college students, how gender-diverse students engage in effective educational practices, and how to make relevant changes on their own campuses.

Through an interactive presentation of findings from a new item about gender identity on the National Survey of Student Engagement, participants in this session will learn about the different gender identities of college students and how students with diverse gender identities engage in effective educational practices. Participants will discuss study findings and share issues their campuses face in identifying and engaging students with nontraditional gender identities. Further, session facilitators and participants will work together to create plans for making change in courses, departments, or programs that they can influence.
Allison BrckaLorenz, *Research Analyst and FSSE Project Manager, and* ***Thomas F. Nelson Laird,*** *Associate Professor of Higher Education—both of Indiana University Bloomington*

PLAZA ROOM C, SECOND LEVEL | *Theme III: High-Impact Practices and Digital Innovations*
CS 21: Building, Visualizing and Activating Social Capital: Digital Tools to Make the Most Out of Undergraduate Research

Participants will learn how to utilize ePortfolios, blogs, and a customizable web app to support students during an undergraduate research experience.

Though participation in high-impact practices like undergraduate research is an important part of learning in college, additional tools can increase the impact of these experiences, particularly for traditionally underrepresented and first-generation students. This session will present ePortoflios and blogs as a means of creating a professional presence along with building and maintaining social connections during research. In addition, the presenters will share a web app that was developed to allow students to build a list of important social connections, map how those connections are going to support them in their research and graduate application process, and organize a timeline on which to activate those connections.
Heather Haeger, *Assessment and Educational Research Associate, Undergraduate Research Opportunity Center, and* ***Natasha Oehlman,*** *Writing and Professional Communication Associate, Undergraduate Research Opportunity Center—both of California State University-Monterey Bay*

SIERRA ROOM, SECOND LEVEL | *Theme III: High-Impact Practices and Digital Innovations*
CS 22: High Octane HIPs: Student Success through Civic and Diversity Learning

Participants will look at research on student success connected to high-impact practices that integrate civic and diversity learning; examine models of well-constructed HIPs that combine these two elements; and engage in hands-on activities to design inclusive and civic-minded HIPs for their home campuses.

Too often the educational movement to create more inclusive institutions and improve access, retention, and success is defined and practiced as if it is completely divorced from the complementary movement to create more engaged institutions that accelerate learning, empower students to tackle tough social issues, and often give students a greater sense of purpose. And the reverse is also true. This workshop is designed to demonstrate ways these educational movements intersect, need one another, and share common learning goals. The presenters will lay out the current threats that diminish creating multiracial institutions, but also how important well constructed HIPs can be for current underrepresented and first-generation students. They will then identify which high-impact pedagogies have the greatest impact in enhancing student retention and academic success even as they also contribute to students' abilities to engage constructively and collectively in a diverse democracy to co-create more just societies. The session will feature research by Sylvia Hurtado and her colleagues at HERI on how learning about diversity and engaging with differences contribute to democratic dispositions and commitments.
Heidi Barajas, *Director of the Urban Research and Outreach Engagement Center—University of Minnesota; and* **Caryn McTighe Musil,** *Senior Scholar and Director of Civic Learning and Democracy Initiatives—AAC&U*

CALIFORNIA BALLROOM C, SECOND LEVEL | *Theme III: High-Impact Practices and Digital Innovations*
CS 23: Transformation through Engagement: Establishing a Successful Critical Literacies/Pedagogies Retention Program

Participants will develop a framework for advocating change on their campuses via a critical literacies program that emphasizes student-faculty dialogue and student agency for underrepresented populations.

The presenters will describe a research-based, critical literacies program that not only supports traditionally underrepresented students in weekly dialogues with faculty but also challenges faculty to improve their pedagogy through discussions of power and privilege. By innovatively addressing both student and faculty learning, the program has yielded a demonstrable improvement in student retention and a wider transformation of teaching campus-wide. After reviewing the program model, participants will engage in activities that will promote reflective dialogue on the possibilities and challenges of a critical literacies/pedagogies retention program and assist them in developing similar programs on their respective campuses.
Todd Butler, *Associate Professor and Chair of English,* **Beth Buyserie,** *Assistant Director of Composition, and* **Amy Petersilie,** *Instructor of English—all of Washington State University; and* **Rosalinda Godinez,** *Ph.D. Student in Social and Cultural Studies in Education—University of California-Berkeley*

SANTA FE ROOM, SECOND LEVEL | *Theme IV: Developing and Supporting Educators for Inclusive Excellence, Leadership, and Change*
CS 24: Changing the Culture: Using Professional Development to Promote Inclusion and Belonging

Participants will gain insights and strategies into how to promote a culture of inclusion through the creation of cross-functional teams to design and implement an all-college Professional Day.

At Middlesex Community College of Massachusetts, faculty and administrators established a cross-college working group to promote organizational learning about the Achievement Gap—how it impacts the institution and what they could do to close the Gap. In this session, participants will learn how to use campus demographic data and leverage it to begin a campus-wide conversation about inclusion and diversity. The presenters data-based strategy can be scaled up to a college-wide Professional Day, or scaled down to department or staff conversations that address not only race and ethnicity, but also LGBTQ, veterans, and people with disabilities. Participants will learn how to create easy to use, practical tools designed to empower faculty to embed culturally responsive teaching practices and initiate dialogues that perpetuate a culture of inclusion and promote student success.
Phil Sisson, *Provost/Vice President for Academic and Student Affairs,* **Paula Pitcher,** *Vice President, Enrollment Management, Research and Planning,* **Max Hallsett,** *Academic Counselor,* **Karen James,** *Career Counselor, and* **Peter Shea,** *Director, Office of Professional Development—all of Middlesex Community College*

CS 25: HEDs Up: LGBTQ Student Success
This session will include three presentations followed by time for questions and discussion.
Moderator: **Rebecca Dolinsky**, *Program Manager and Research Analyst—AAC&U*

Theme I: Diversity and Inclusive Excellence as an Institutional Value System
Addressing Campus Climate for LGBTQ Populations through Grassroots Multi-level and Department Approaches
Addressing LGBTQ needs on college campuses requires institutions to identify what those needs are, develop strategic plans, and bring in stakeholders who can implement the plans that may arise. Using multi-modal assessments, the presenters' university collected information about the various needs of its LBGTQ population. A diverse group including faculty, administrators, students, and staff gathered to formulate action steps that would address concerns/issues affecting the LGBTQ population identified in the assessment data. Over the years, this group has institutionalized some important changes.
Sandra Sgoutas Emch, *Professor and Director of Center for Educational Excellence,* **Mayte Perez-Franco**, *Director of United Front Multicultural Center, and* **Alejandro Cervantes**, *Staff Center for Student Wellness—all of University of San Diego*

Theme I: Diversity and Inclusive Excellence as an Institutional Value System
Developing a Self-Authored Worldview Commitment: The Impact of Campus Climate and Interfaith Experiences for LGBT and Heterosexual Students.
Faced with a lack of research on the topic of the intersection of sexual orientation and religious identity, the study shared in this presentation asked "To what extent are LGBT students oriented toward pluralism and self-authored worldview commitment? What are the differential effects of campus climate and interfaith engagement on self-authored worldview commitment and pluralism orientation among LGBT and heterosexual students?" Sharing data from a national survey of over 13,000 college students at 52 institutions, this presentation will discuss results across four themes: intersectionality, pluralist orientation, campus climate, and self-authored worldview commitment; and share campus experiences that lead to self-authored worldview commitment for LGBT populations.
Tiffani A. Riggers-Piehl, *Postdoctoral Associate, and* **Matthew J. Mayhew**, *Associate Professor—both of New York University*

Theme III: High-Impact Practices and Digital Innovations
Partnering with the LGBT Community to Teach about and Reduce Transphobia
Session facilitators will discuss the methodology and data from a project investigating how to teach about transgender issues to college students, with the goal of reducing transphobia. Partnering with the campus-based LGBT advocacy group has been both beneficial and challenging, based on the turnover of leadership, characteristics of transgender-identified students, issues associated with being "out" about one's transgender identity, and the mutual emphasis on learning outcomes associated with the group's efforts. Access to campus, community, and online transgender resources, and inclusive approaches to transgender issues in the classroom will be discussed.
Matthew R. Lee, *Associate Professor,* **Megan Roy**, *Research Assistant, and* **Ethan Bannar**, *Research Assistant—all of James Madison University*

CS 26: HEDs Up: Strategies for Success in STEM
This session will include three presentations followed by time for questions and discussion.
Moderator: **Bill Ehmann**, *Associate Provost for Research and Graduate Education—Seattle University*

Theme III: High-Impact Practices and Digital Innovations
Closing the Achievement Gap in STEM at a Large, Public Institution
Collaborations with campus equity, first-year experience programs, and a National Science Foundation project have created a highly successful Peer-Assisted Student Success program at the presenters' university. Academic and advising efforts yield significant improvements in student performance in gateway math and science courses, and bring underrepresented minority (URM) student performance in line with non-URM students. This effect is particularly observed through the Peer-Assisted Learning (PAL) Program. PAL Facilitators are diverse and specifically recruited from STEM equity programs to serve as representatives of excellence for students. Participants will learn how these students represent individuals who may be otherwise underrepresented in faculty and STEM leadership positions.
Jennifer Lundmark, *Professor, Biological Sciences,* **Enid Gonzalez-Orta**, *Director, Science Educational Equity Program*

and Associate Professor of Biological Sciences, **Lynn Tashiro,** *Director, Center for Teaching and Learning, Professor of Physics and Astronomy, and* **Mary McCarthy-Hintz,** *Co-Director, Science Educational Equity Program and Professor of Chemistry—all of California State University-Sacramento*

Theme III: High-Impact Practices and Digital Innovations
Strengthening the Ph.D. STEM Pipeline through Strategic Professional Development and Community Building
Professional Development should be an integral part of the university experience for students as they prepare for opportunities in and out of academia. For many underrepresented students, a "planned" professional development program when done within a community building framework will lead to success as they navigate the Ph.D. pipeline. During the last decade, FIU has participated in several programs to enhance the success of underrepresented minority students in STEM at critical transition points between undergraduate and graduate levels. Participants will explore phases that make up professional development in the undergraduate career level and within a community building framework.
Sonja Montas-Hunter, Associate Dean of the University Graduate School, and **Jaffus Hardrick,** *Vice Provost of Student Access and Success—both of Florida International University*

Theme III: High-Impact Practices and Digital Innovations
Why So Slow? Why So Few? What Can You Do?—Effective Practices for Recruiting and Retaining STEM Majors
The presenter will review the literature on effective STEM educational practices for recruiting, retaining, and supporting academic success for women and underrepresented students. Recruitment strategies (e.g., two-year/four-year partnerships, K-12 outreach, and parent education). Retention strategies (e.g., bridge programs, learning communities, and early research) will be discussed, among others.
Patricia A. Hogan, Associate Professor of Physics—Suffolk University

5:00 – 7:00 p.m.	The LEAP Challenge Forum and Reception	SAN DIEGO BALLROOM, FOURTH LEVEL

Preparing Students to Create Solutions for Our Future
We invite you to join in this special, informal forum and reception to see some of the latest campus practices in preparing students—both at the community college and bachelor's levels—to effectively address the capacious challenges of contemporary society. Across this Centennial Year, AAC&U will launch the LEAP Challenge—the next stage in AAC&U's Liberal Education and America's Promise initiative designed to prepare students to integrate and apply their learning to the unscripted challenges of our fast-changing global society. The Forum will begin with a reception and informal networking. Campus vignettes featuring student voices will examine the kinds of learning experiences and questions that matter to them and whose significance to others they are prepared to explain. Participants will discuss the characteristics that cross all of these initiatives as well as those that are institution-specific. They will also consider in small groups, how their current campus practices reflect these kinds of learning experiences and the possibilities and challenges to initiating such engaged, collaborative, and student centered practices.

Leigh Ann Litwiller Berte, *Associate Professor of English,* **Margaret Davis,** *Professor of English, and* **Tiffany Thomas***, Major in Writing and Psychology, Minor in English, Class of May 2015—all of Spring Hill College;* **Geoffrey Chase,** *Dean of Undergraduate Studies, and Director, Center for Regional Sustainability,* **Anthony Rodriguez,** *Major in Biology, Minor in Honors Interdisciplinary Studies, Class of May 2015,* **Citlaly Cheema***, Major in International Business (emphasis in Arabic and the Middle East), Minor in Honors Interdisciplinary Studies and International Security and Conflict Resolution, Senior, and* **Karen Islas***, BS, Civil Engineering, Class of May 2014—all of San Diego State University*
Moderator: **Susan Albertine***, Vice President, Diversity, Equity, and Student Success—AAC&U*

SATURDAY, MARCH, 28, 2015

| 8:00 – 8:30 a.m. | Breakfast | SECOND AND THIRD LEVELS |

Please plan to have breakfast in the room of the session you will be attending at 8:30 am.

| 8:30 – 9:30 a.m. | Concurrent Sessions | |

CALIFORNIA BALLROOM A, SECOND LEVEL | *Theme I: Diversity and Inclusive Excellence as an Institutional Value System*
CS 27: Integrating and Differentiating Services to Increase Success and Close Opportunity Gaps

Participants will hear from two Achieving the Dream colleges about strategies to integrate and differentiate services designed to improve student success and close opportunity gaps.

Two Achieving the Dream colleges—Los Angeles Trade Technical College (LATTC) and Highline College—have embarked on an ambitious agenda to integrate and differentiate services with the goal of increased opportunity for all students. LATTC's Pathways for Academic and Career Transfer Success Plan is a comprehensive student success strategy that integrates student counseling and advising through technology with workforce development and academic readiness. Highline College, after nine years as an Achieving the Dream college, has drawn on its recent data-analysis to move away from across-the-board solutions toward differentiated services—particularly in intake assessment practices—to close opportunity gaps.
Jack Bermingham, *President—Highline College;* ***Leticia Barajas,*** *Vice President, Academic Affairs and Workforce Development, and* ***Jess Guerra,*** *Co-chair of Student Success Committee—both of Los Angeles Trade Technical College*

SANTA FE ROOM, SECOND LEVEL | *Theme I: Diversity and Inclusive Excellence as an Institutional Value System*
CS 28: Understanding Student, Faculty, and Staff Reactions to the Implementation of an Institutional Diversity Plan

Participants will learn strategies and processes for the development and implementation of a campus-wide, strategic inclusion plan.

When institutional change occurs, students, faculty, staff, and administrators respond in different ways. Utah Valley University established the term Inclusive as one of four core themes and determined that campus-wide planning was necessary to solidify a commitment to inclusive excellence across campus. Presenters will share UVU's Strategic Inclusion plan, how it relates to diversity and inclusive excellence, how it was developed and implemented, and reactions from across campus to the plan. Over 100 interviews were conducted to discover the meaning behind survey responses and individual understanding of inclusivity and diversity. Presenters will share strategies that were successful in this implementation and share suggestions for creating campus-wide inclusivity plans.
Janet W. Colvin, *Associate Professor of Communication,* ***Kyle Reyes,*** *Special Assistant to the President for Inclusion and Assistant Professor, School of Education, and* ***David Connelly,*** *Associate Professor of History and Political Science—all of Utah Valley University*

CORONADO ROOM, THIRD LEVEL | *Theme I: Diversity and Inclusive Excellence as an Institutional Value System*
CS 29: Real-World Assignments that Work for 21st Century Students and Support Age-Diverse Classrooms

Participants will learn to design and evaluate real-world documents and problem-solving exercises, most of which have not traditionally been used as academic assignments, as legitimate learning and assessment tools.

Age diversity is rarely included in discussions of inclusivity at universities, which direct their success strategies to the perceived needs of post-adolescents. At the University of Baltimore, where upper-division transfers vastly outnumber traditional-age students, faculty design both assignments and entire courses according to experiential learning principles. This creates opportunities for non-traditional students to excel by employing the skills they brought to college from the workplace or the military and helps young learners understand how age-diverse classrooms will help them succeed in age-diverse workplaces.
Betsy G. Yarrison, *Assistant Professor of English—University of Baltimore*

CS 30: Inclusive Excellence in a Liberal Arts Curriculum

Participants will learn pathways to create a faculty-driven, inclusive excellence curricular transformation process at their own institutions.

This session will focus on successful ways to drive more diversity content into the broad swath of liberal arts and sciences courses at colleges and universities. Special attention will be given to engaging faculty in the process and coordinating the effort between the faculty and administration. Obstacles and ways to address them will be discussed.
Matthew C. Moen, *Dean, College of Arts and Sciences, Lohre Distinguished Professor—University of South Dakota;* ***Elizabeth Say***, *Dean of the College of Humanities—California State University-Northridge; and* ***Vickie Shields,*** *Dean of the College of Social & Behavioral Sciences and Social Work—Eastern Washington University*

CS 31: Implementing Diversity Recruiting Strategies: Lessons from a Small College

Participants will explore best practices for the design and implementation of a faculty recruitment diversity program.

Higher education in general embraces the concept of diversity and the importance of diversity in the faculty rank but has been largely unsuccessful recruiting and retaining minority faculty. Learn how a faculty and human resources collaboration at Davidson College affected change in the faculty recruitment process using trained faculty as Equity Advisers to serve on searches outside their own discipline. The talk will include an overview of the program as well as a critical assessment of the program rollout—lessons that can be used in implementing other new diversity initiatives.
Ann Todd, *Associate Director, Human Resources, and* ***Shireen Campbell,*** *Professor of English—both of Davidson College*

CS 32: Space and Place: Creating Space for Diverse Students in Research through Reflective Writing

Participants will explore strategies for using technology as a tool for reflective writing (i.e., blogs, essays) and the role of reflection in creating space for diverse students in research.

The benefits of participation in undergraduate research, particularly for students who are traditionally underrepresented in higher education, are well documented. Despite this, students from Minority Serving Institutions who engage in research experiences at Primarily White Institutions often feel marginalized—entering a traditionally exclusive place, with fewer role-models or mentors that reflect their gender, social-class, or ethnic background. This presentation will explore the use of public writing and reflection in the form of blogs as a tool for students to process summer research experiences as a means for creating space for themselves as researchers.
Heather Haeger, *Assessment and Educational Research Associate, Undergraduate Research Opportunity Center, and* ***Natasha Oehlman,*** *Writing and Professional Communication Associate, Undergraduate Research Opportunity Center—both of California State University, Monterey Bay*

CS 33: HEDs Up: Culturally Relevant Pedagogy and Practice
This session will include two presentations followed by time for questions and discussion.
Moderator: ***Thomas F. Nelson Laird,*** *Associate Professor of Education—Indiana University Bloomington*

Theme II: Equity and High-Quality Learning for All Students
Designing Programs for Equitable and High Quality Learning for All Participants
The best way to insure high quality learning while promoting real equity among a diverse student body is to design and implement a comprehensive academic program that embraces culturally relevant pedagogy while placing specific behavioral demands on student participants. The presenter will share experiential evidence and extensive research and practical experiences that reflect both past success and future promise. Both will be highlighted and real

possibilities that exist for further refinements will be demonstrated.
Charles Henry Roberts, Associate Professor of Mathematics—Mercer University

Theme IV: Developing and Supporting Educators for Inclusive Excellence, Leadership, and Change
Recruiting, Preparing, Retaining and Supporting Culturally Compatible Educators
This talk will present information and research on how a university and college of education are intentionally shifting their approach to recruit, prepare, and retain teachers and leaders who are culturally compatible. Participants will examine national trend data and the performance levels of white students and non-white students to better understand the compelling historical and current reality of the achievement of our students of color. Special attention will be afforded to exploring the opportunities and roadblocks in transforming a college of education to be poised to prepare teachers and leaders skilled in reducing the achievement gap in our nation's schools.
Jean M. Haar, Dean of College of Education, Candace Raskin, Professor of Educational Leadership, and Robbie Burnett, Maverick Recruitment Coordinator for College of Education—all of Minnesota State University, Mankato

PLAZA ROOM AB, SECOND LEVEL | *Theme III: High-Impact Practices and Digital Innovations*
CS 34: HEDs Up: Learning Communities
This session will include two presentations followed by time for questions and discussion.
Moderator: *Karen Ann Kalla, Director, Network for Academic Renewal—AAC&U*

Creating Innovative Learning Spaces—Facilitating Learning within the Complexities of Educational Space
Complexity theory suggests that thriving, innovative environments are influenced by two powerful explanatory forces: differentiation and integration. This session will explore the hypothesized relationship between the nature of a given learning community and the magnitude of its differentiation and integration in terms of its student/faculty-participatory populations, its linked substantive courses, the collaborative efforts of the community's faculty, and the community's spatial dimensions and design. Session presenters will share institutional data relevant to assessing the hypothesized relationship and discuss strategic and methodological approaches to designing and developing flourishing integrative learning communities with an embedded community and civic engagement component.
Kevin S. Marshall, Co-Chair of the La Verne Experience, Professor of Law and Economics—University of La Verne

Short and Long-term Benefits for Underrepresented Students Involved in First-year Residential Learning Communities
First-year living-learning communities at the University of Michigan are aimed at improving educational outcomes for underserved students and incorporate several of the LEAP High-Impact Practices. Serving students for more than a decade, these programs have generated a wealth of institutional data. Presenters have embarked on multi-prolonged efforts to examine the impact of interventions on student success including retention, graduate, and discipline-specific outcomes using a post-hoc matched control group. Presenters will share methodologies and outcomes from these efforts, describing how selection bias can be minimized in post-hoc analyses and engaging in a discussion about how institutional campus data can be leveraged.
Jennifer Maltby, Associate Director, Michigan Research Community, and Helen Kang Morgan, Assistant Professor, Departments of Obstetrics and Gynecology and Medical Education and Director of the Health Science Scholars Program—both of University of Michigan

CORONADO ROOM, THIRD LEVEL | *Theme I: Diversity and Inclusive Excellence as an Institutional Value System*
CS 35: Scaling Up Campus Diversity, Equity, and Inclusion through General Education Revitalization

> Participants will identify challenges and share strategies for aligning diversity and inclusion efforts with institutional change and develop a list of action items for scaling up initiatives at their home institutions.
>
> The session begins with a brief overview of how Virginia Tech faculty members are aligning the university's inclusion and diversity mission with its newly proposed outcomes-based General Education curriculum. Following the overview, facilitators will pose questions to participants for roundtable discussion including: What challenges emerge when centrally situating diversity and inclusion within the undergraduate curriculum? What strategies are proving effective in leveraging existing pockets of excellence for a sustainable campus-wide initiative? Based on these questions and subsequent discussion, participants will generate action items to take back to their respective institutions.
> ***Stephen Biscotte,*** *Coordinator for General Education, and* ***Michele Deramo,*** *Director of Diversity Education and Initiatives—both of Virginia Tech*

SANTA FE ROOM, SECOND LEVEL | *Theme II: Equity and High-Quality Learning for All Students*
CS 36: The LEAP Challenge, Signature Work, and GEMs

> **Participants will** learn about the LEAP Challenge and its relationship to Signature Work and curricular design, particularly in general education.
>
> The LEAP Challenge is to make Signature Work a goal for all students—and the expected standard of quality learning in college. In Signature Work, a student uses his or her cumulative learning to pursue a significant project related to a problem she or he defines. In the project conducted throughout at least one semester, the student takes the lead, producing work that expresses insights and learning gained from the inquiry and demonstrating the skills and knowledge she or he has acquired. Faculty and mentors provide support and guidance. The best Signature Work does not occur in isolation. However it is pursued—in a capstone course or in research conducted across thematically linked courses, or in another field-based activity or internship such as practicums, community service, or other experiential learning—the student must be prepared throughout his or her studies to do this kind of work. AAC&U's companion initiative General Education Maps and Markers (GEMs) provides the guidelines for designing and evaluating general education programs that will prepare all students to do Signature Work.
> ***David C. Paris,*** *Vice President, Office of Integrative Learning and the Global Commons—AAC&U;* ***Pauline Entin,*** *Vice Provost for Academic Affairs—Northern Arizona University;* ***Seanna Kerrigan,*** *Capstone Program Director—Portland State University;* ***Heather FitzGibbon,*** *Dean for Faculty Development—College of Wooster; and* ***Jonathan Little,*** *Professor of English—Alverno College*

CALIFORNIA BALLROOM A, SECOND LEVEL | *Theme II: Equity and High-Quality Learning for All Students*
CS 37: Taking Action towards Equity: Using Practitioner-Led Data Analysis and Inquiry

> Participants will develop action steps tailored to their institution in one of the following areas: 1) Facilitating race-conscious conversations, 2) Examining equity-advancing data applications, or 3) Conducting equity-focused inquiry into developmental math practices.
>
> The project Equity in Excellence was designed to align Colorado's higher education policy measures with concrete, equity-focused action at three very different state institutions. Action plans were developed at each institution by teams engaging in the Center for Urban Education's Equity Scorecard process, which involves a cycle of gap-identifying data analysis, qualitative inquiry unpacking institutional practices, and buy-in building with peers. During this session representatives from each institution will share their experiences as well as guide protocol-led action planning.
> ***Debbie A. Hanson,*** *Project Specialist, Center for Urban Education, and* ***Estela Mara Bensimon,*** *Professor of Higher Education and Co-director of the Center for Urban Education—both of The University of Southern California;* ***Brenda J. Allen,*** *Professor and Associate Vice Chancellor for Diversity and Inclusion—University of Colorado Denver;* ***Lunden McDonald,*** *Professor and Chair of the Department of Modern Languages—Metropolitan State University of Denver;* ***Libby Klingsmith,*** *Director of the Student Success Center, and* ***James Gray,*** *Chair of the Math Department—both of Aurora Community College*

BALBOA ROOM, THIRD LEVEL | *Theme II: Equity and High-Quality Learning for All Students*
CS 38: Evaluating the State of Equity: Tools and Strategies for Assessing a Diversity Strategic Plan

Participants will: 1) discover strategies for designing a diversity strategic plan, 2) determine how to leverage institutional resources in order to effectively implement the plan, 3) review several tools to assess the intended outcomes of a diversity strategic plan, and 4) develop a plan to formulate and assess equity-related performance indicators unique to their respective institutions.

Presenters will review the process and techniques used by the Office of Diversity and Inclusion (ODI) Leadership Team at Wake Forest University to assess its Strategic Plan to Foster Diversity and Inclusion. The primary goal of the presentation is to provide an overview of strategies and techniques useful for the assessment phase of the strategic planning cycle. The facilitators will discuss specific tools they are currently using to assess particular performance indicators as well as recommendations for leveraging institutional resources to navigate potential obstacles.
Kaylan S. Baxter, *Assistant Director for Diversity and Inclusion, and* ***Barbee Oakes,*** *Assistant Provost for Diversity and Inclusion—both of Wake Forest University*

SIERRA ROOM, SECOND LEVEL | *Theme III: High-Impact Practices and Digital Innovations*
CS 39: Recognizing Multiple Excellences: Race and Gender Inclusive Approaches to Prior Learning Assessment

Participants will consider the effectiveness of Prior Learning Assessment (PLA) across gender/race, compare targeted PLA outreach models to standard PLA practices, and apply AAC&U rubrics and alternative knowledge models to the articulated experiential learning of women of color.

Prior Learning Assessment provides non-traditional students alternative, reduced cost pathways through college by awarding credit for experiential learning. To provide meaningful access, however, campuses must implement inclusive PLA strategies that extend its benefits to underserved populations while ensuring liberal educational values are not compromised. This session will model race and gender conscious approaches to PLA. The interactive workshop will demonstrate how institutions can engage women and students of color in PLA through targeted, strength-based methodologies that 1) recognize learning as a situated practice shaped by gender and race, 2) encourage self-assessment using alternative epistemic models, and 3) provide critical instruction in the discourses and intellectual practices of the liberal academy.
Cathy Leaker, *Associate Dean of Metropolitan Center, and* ***Frances Boyce,*** *Mentor in Business Management and Economics—both of Empire State College, State University of New York*

PLAZA ROOM C, SECOND LEVEL | *Theme III: High-Impact Practices and Digital Innovations*
CS 40: Making Technology Inclusive: Reimagining Community through New Media Literacies

Participants will understand how connecting new media practices to urban youth media can create digitally rich and inclusive contexts for deeper multicultural learning and development.

The Healthy Youth Peer Education (HYPE) program at Muhlenberg College is a learning collective joining undergraduates and local urban high school students in collaborative documentary inquiry and digital media making practices. At HYPE, digital technologies and pedagogies mediate learning among college students enrolled in a general education cluster course, New Media Literacies, and high school students pursuing digital learning and mentoring opportunities after school. Through the lens of HYPE, the presenters will share a model that leverages digital technologies to shape more inclusive, equitable spaces of critical civic engagement. Examining various multimodal artifacts produced at HYPE in spring 2014, participants will map an array of pedagogies that promote the development of learners who embody and enact critical digital literacy.
Lora Elisabeth Taub-Pervizpour, *Associate Dean for Digital Learning,* ***Jenna Azar,*** *Senior Year Experience Manager and HYPE Co-Director, and* ***Anthony Dalton,*** *Digital Cultures Media Assistant—all of Muhlenberg College*

CS 41: Threshold Concepts and Wicked Problems: Building a Faculty Community of Practice for Student Success

Participants will be able to explain the value of threshold concepts and wicked problems for general education curriculum; describe strategies for building an interdisciplinary, intercampus community of practice; and outline next steps for their own campus.

For career and personal success, students need to master core disciplinary threshold concepts that transform ways of thinking in their majors and learn how to collaborate across disciplines to address wicked problems. This session will describe an interdisciplinary, inter-system faculty community of practice jointly created by the California Community Colleges Success Network (3CSN) and the California State University system. The goal is to support development of innovative general education curricula that explicitly teach students to problem solve from distinct disciplinary perspectives and to make visible the need for multi-disciplinary collaboration. Participants will engage in interactive exercises modeling the design process.

Debra David, Project Director, Give Students a Compass—California State University System Office; Nika Hogan, Associate Professor of English and Reading Apprenticeship and Threshold Project Coordinator—Pasadena City College; and Kim Costino, Professor of English and Director of the Teaching Resource Center—California State University, San Bernardino

CS 42: HEDs Up: Learning Environments for Student Success
This session will include three presentations followed by questions and discussion.
Moderator: *Lott Hill, Executive Director, Center for innovation in Teaching Excellence—Columbia College Chicago*

Theme II: Equity and High-Quality Learning for All Students
Addressing Ongoing Academic Challenges among Southeast Asian Students at an AANAPISI Institution
A student survey conducted at Fresno State highlighted ongoing multidimensional challenges among Southeast Asian students. Contrary to the model minority myth, a majority of Southeast Asian students failed to feel a sense of belonging on campus, were overwhelmed by parental pressures, and suffered from lower retention and graduation rates than other students. Given these survey findings, the presenters will explore innovative solutions to address these challenges to not only boost Southeast Asian retention and graduation numbers, but also to help them thrive personally, professionally, and as a community.
Yoshiko Takahashi, Associate Professor of Criminology, Gena Lew Gong, Lecturer of Anthropology, and Hiromi Kubo, Public Services Librarian—all of California State University, Fresno

Theme IV: Developing and Supporting Educators for Inclusive Excellence, Leadership, and Change
Creating Inclusive Classrooms: A Faculty-centric Approach
The presenters will share a workshop design for faculty who want to create more inclusive classrooms. The design is founded on the premise that participants already acknowledge the importance of inclusive classrooms but may not know how to create an inclusive environment. Rather than starting with justification for inclusion, this approach focuses first on useful and useable inclusive strategies. This helps faculty recognize that inclusive pedagogy significantly overlaps with good pedagogy and ensures they have concrete takeaways. It also sets the stage for a research-based discussion of more challenging issues specific to teaching inclusively—issues such as stereotype threat and microaggression.
Suzanne Weinstein, Director of Instructional Consulting, Assessment, and Research, and Angela Linse, Executive Director and Associate Dean of Teaching Excellence—both of Penn State University Park

Theme IV: Developing and Supporting Educators for Inclusive Excellence, Leadership, and Change
Creating Supportive Conditions: Well-being in Learning Environments
Positive well-being is a key predictor for learning and student success, yet this is rarely addressed in learning environments. Simon Fraser University (SFU) has collaboratively developed an innovative initiative aimed at working with faculty members to create conditions within learning environments that positively contribute to student well-being and flourishing. This has the potential to impact all students in a learning environment, and inclusivity is an important component. This session will introduce SFU's Well-being in Learning Environments initiative. Insights, examples, tools, and resources that support well-being will be shared.
Rosie Dhaliwal, Health Promotion Specialist, Martin Mroz, Director, Health and Counselling Services, and Nancy Johnston, Executive Director, Student Affairs—all of Simon Fraser University

CS 43: HEDs Up: Engaging Diversity through Theater and Storytelling
This session will include two presentations followed by questions and discussion.
Moderator: **Shelley Johnson Carey**, *Director of Publications and Editorial Services; Editor, Peer Review—AAC&U*

Theme I: Diversity and Inclusive Excellence as an Institutional Value System
"We Are All Confused, Contradictory, and Beautiful Messes": Engaging Identity and Difference through Storytelling, Performance, and Sustained Campus Dialogues
Campuses often address diversity by reacting to crises—after racial tensions finally boil over or gender discrimination leads to assault. A student-led project at Notre Dame takes a "pre-action" approach, engaging difficult and often divisive topics about identity and difference throughout a year-long process of writing, rehearsing, and performing of original monologues. Now entering its fourth year, Show Some Skin gives voice to unspoken narratives, the "lived histories, cultural contexts, languages, faiths, and educational experiences" of individuals. Described as "powerful" and "inspirational", Show Some Skin has become a valuable resource for promoting inclusive excellence.
Cecilia Lucero, *Academic Advisor, Co-Director of Balfour-Hesburgh Scholars Program,* and **Edith Cho,** *Founder and Student Producer of Show Some Skin—University of Notre Dame*

Theme III: High-Impact Practices and Digital Innovations
The Hidden Gem on Your Campus
What if there were resources at your institution that could excite students about learning, stimulate critical and thoughtful exploration of cross-curricular relationships and encourage genuine shifts in understanding of one another and our world? The good news is—there are. The presenter will provide examples of how low-risk, theatre-based strategies engage all undergraduates in interdisciplinary, creative problem-solving exploration of diversity, difference, and social justice. Audience members are invited to discuss a range of possibilities and obstacles for employing experiential collaborative strategies to help students deepen learning and authentically reflect on social issues from multiple perspectives.
Nancy Kindelan, *Associate Professor of Theatre—Northeastern University*

11:15 a.m. – 12:00 p.m.	Closing Plenary

Plenary: Intentional and Strategic Connections among Diversity, Learning, and Student Success
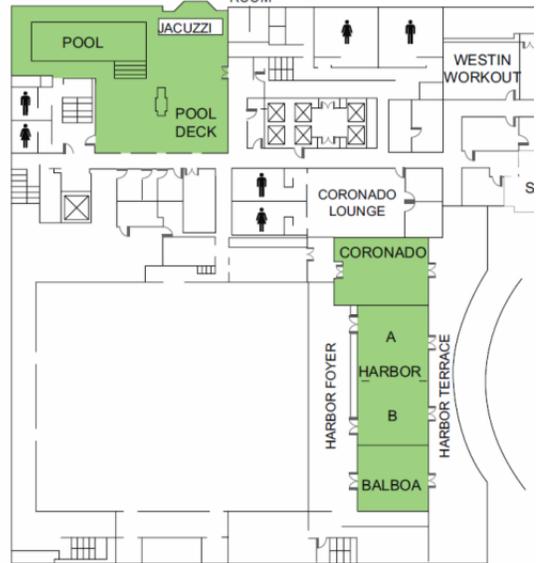
Johnnella Butler, *Professor of Comparative Women's Studies—Spelman College*

As students and our understanding about the world evolve, so must our concepts and practices of inclusive excellence. A leading scholar of interdisciplinarity and inclusivity, Dr. Butler will share her latest thinking about infusing diversity and student success practices throughout a campus' culture. She will address how campuses can bring all voices to the table to develop curricula that address both completion and inclusive excellence to provide a quality education to everyone regardless of race, class, ethnicity, sexual orientation, and ability.
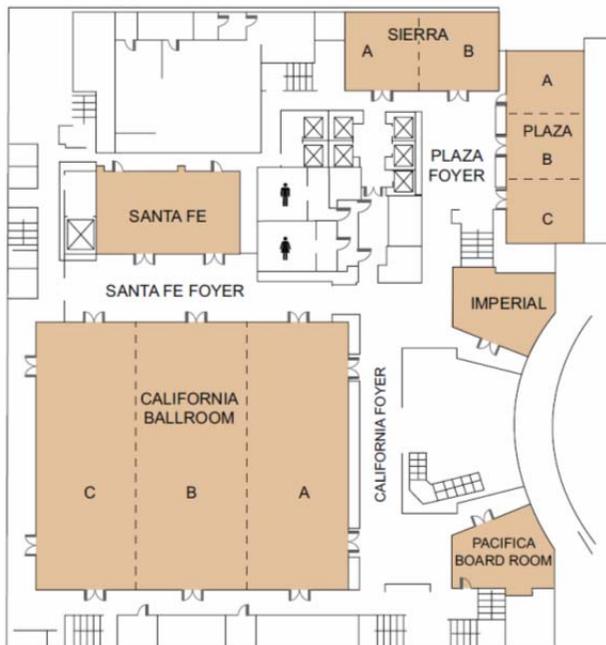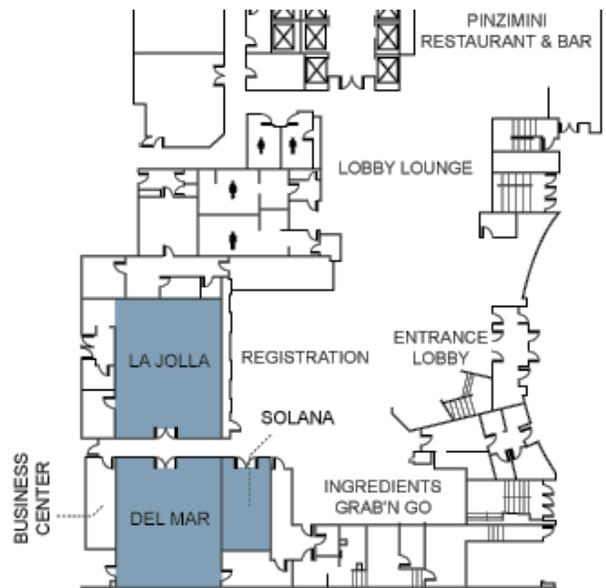
Westin Gaslamp Quarter Floorplans

Fourth Level

SAN DIEGO BALLROOM

GARDEN TERRACE

Third Level

POOL

JACUZZI

POOL DECK

WESTIN WORKOUT

CORONADO LOUNGE

CORONADO

HARBOR FOYER

A

HARBOR

B

HARBOR TERRACE

BALBOA

Second Level

SIERRA

A   B

A

PLAZA FOYER

PLAZA

B

C

SANTA FE

SANTA FE FOYER

IMPERIAL

CALIFORNIA BALLROOM

C   B   A

CALIFORNIA FOYER

PACIFICA BOARD ROOM

Lobby Level

PINZIMINI RESTAURANT & BAR

LOBBY LOUNGE

ENTRANCE LOBBY

LA JOLLA

REGISTRATION

SOLANA

BUSINESS CENTER

DEL MAR

INGREDIENTS GRAB'N GO