Virtual Conference on Diversity, Equity, and Student Success

*Upholding These Truths:
Equity, Diversity, and Democracy*

March 24-26, 2021

CONFERENCE PROGRAM

Dear Colleagues,

Welcome to AAC&U's 2021 Virtual Conference on Diversity, Equity, and Student Success (DESS). The theme this year is "Upholding These Truths: Equity, Diversity, and Democracy." During the past year, we have witnessed a global pandemic, and a politically and racially divided nation. The effects of these recent events have dramatically changed higher education and heightened its role in sustaining our democracy and in advancing equity. Throughout this conference, we will provide a critical examination of the perceptions and the realities of diversity, equity, and what it means to educate for democracy in a changing educational and societal landscape.

We believe that it is our responsibility to prepare the next generation of strategic leaders and thinkers to build just and equitable communities by dismantling the false belief in a hierarchy of human value that fuels hate and division. We hope that you leave both inspired and informed in ways that will support your efforts in leading action-oriented, truth-telling conversations focused on transformation. We know that educators have an important role in advancing social and racial justice and in educating for democracy, and we thank you for joining us as we try to understand what that role entails and as we work to acknowledge, to reimagine, to transform, and to heal.

Enjoy the conference,

Tia Brown McNair, Ed.D.

Vice President of Diversity, Equity, and Student Success and Executive Director of the Truth, Racial Healing, and Transformation Campus Centers

AAC&U's Mission

AAC&U is the leading national association dedicated to advancing the vitality and public standing of liberal education by making quality and equity the foundations for excellence in undergraduate education in service to democracy.

Advancing
Liberal Learning

SCHEDULE AT A GLANCE

All times are Eastern Time (UTC−04:00)

WEDNESDAY, MARCH 24

12:00 pm – 1:00 pm	Exhibit Hall Hours
1:00 pm – 3:00 pm	Pre-Conference Workshop Strategy Sessions*
3:00 pm – 3:30 pm	Exhibit Hall Hours
3:30 pm – 4:45 pm	Conference Welcome and Keynote Address

Conference Welcome: Tia Brown McNair, Vice President for Diversity, Equity, and Student Success and Executive Director for the TRHT Campus Centers—AAC&U

Opening Remarks: Lynn Pasquerella, President—AAC&U

Truth *and* Dare: A Call for Accountability and Action in Higher Education

Lori Patton Davis, Professor of Higher Education and Student Affairs and Chair of the Department of Educational Studies—The Ohio State University

5:00 pm – 6:00 pm	Poster Sessions

THURSDAY, MARCH 25

10:00 am – 11:00 am	Exhibit Hall Hours
11:15 am – 12:00 pm	AAC&U Newcomers Session
1:00 pm – 2:00 pm	Concurrent Sessions
2:15 pm – 3:15 pm	Concurrent Sessions
3:30 pm – 3:45 pm	Meditation
4:00 pm – 5:00 pm	Affinity Discussions

FRIDAY, MARCH 26

10:00 am – 10:15 am	Meditation
10:30 am – 11:30 am	Concurrent Sessions
11:30 am – 12:30 pm	Exhibit Hall Hours
12:30 pm – 1:30 pm	Concurrent Sessions
1:45 pm – 2:45 pm	Concurrent Sessions
3:00 pm – 4:00 pm	Closing Plenary

Upholding Diversity, Equity, and Democracy: Students' Perspectives

Lynn Pasquerella, President—AAC&U
Nailah Barnes, Student—Spelman College
Semassa Boko, Student—University of California–Irvine
Sophia Howard, Student—Spelman College
Roysworth Grant, III, Student—Brown University
Ethan Smith, Student—Austin Community College
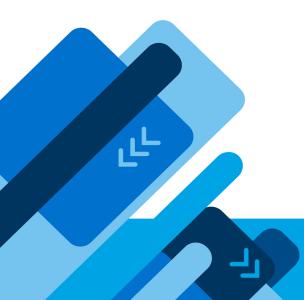
*Separate Fee and Registration Required

EAB

Examining and Addressing Inequities in **Student Support**

Friday, March 26, 2021

10:30 a.m.–11:30 a.m. E.T.

The last 20 years of equity work in higher education have focused on building offices, initiatives, and programs to support minoritized populations. Yet most institutions' core student support offerings are still one-size-fits-all, based on the traditional, 18 to 22-year-old white students' experience. This session will explore how schools are consciously using technology and interpersonal support to ensure underserved students receive personalized assistance in their pursuit of a credential or degree.

Presented by: **Meacie Fairfax**
Associate Director, EAB
mfairfax@eab.com

Learn more at **eab.com** →

CONFERENCE SPONSORS

The Association of American Colleges and Universities (AAC&U) thanks the following sponsors for their generous support of this conference:

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

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Kris Roney | *California State University–Monterey Bay*
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Sandra Sgoutas-Emch | *University of San Diego*
Said M. Shokair | *University of California–Irvine*
Norah Shultz | *San Diego State University*
Kimberly Sierra-Cajas | *University of Arizona*
Elizabeth H. Simmons | *University of California–San Diego*
Frans Tax | *University of Arizona*
Kimberly A. Thompson | *Mesa Community College*
Ricardo Townes | *Pomona College*
Diana Tate Vermeire | *California State University–Sacramento*
Kathleen Weaver | *Loyola Marymount University*

UPCOMING AAC&U CONFERENCES

Global Learning
October 7–9, 2021

Transforming STEM Higher Education
November 4–6, 2021

General Education, Pedagogy, and Assessment
February 10–12, 2022

Diversity, Equity, and Student Success
March 17–19, 2022

ABOUT THE PROGRAM

Conference sessions will explore the various experiences of institution and community participants in an effort to acknowledge, reimagine, transform, and heal. AAC&U invites students, educators, policymakers, and administrators to join us and to engage in these action-oriented, truth-telling conversations.

The program of events below lists all conference sessions. Information about the conference can be found on the AAC&U website.

SESSION FORMATS

Facilitated Discussions (60 minutes) provide time for colleagues to examine topics through the iterative sharing of expertise and experiences. They provide an opportunity to work through issues, engage in problem solving, and explore new ideas.

Poster Sessions (60 minutes) are visual displays of research, models, and materials. A poster session provides an opportunity for presenters to talk with attendees about how to apply findings to their own work.

Pre-Conference Strategy Sessions (120 minutes) are designed to guide participants as they develop action plans for significant work at the course, program, or institution level. Presenters should provide resources and templates to help participants structure their planning. Opportunities for discussion and feedback on the action plans should be included. Strategy sessions will be held as pre-conference workshops on March 24, 2021, and each session will be capped at forty participants.

Workshops (60 minutes) are designed to provide conference attendees with opportunities to examine, explore, or experience specific topics. They should include opportunities for engagement through practice, reflection, or discussion.

WEDNESDAY, MARCH 24

PROGRAM OF EVENTS
as of March 15, 2021

<table>
<tr><td>12:00 pm – 1:00 pm ET
Exhibit Hall Hours</td></tr>
</table>

<table>
<tr><td>1:00 pm – 3:00 pm ET
Pre-Conference Strategy Sessions*</td></tr>
</table>

Separate registration and fee required.

Workshop 1: Anti-Racism and Social Justice Across the Curriculum

As a response to the killing of George Floyd, President Adela de la Torre sent an email to the San Diego State University community on Juneteenth outlining a ten-point plan to address racial inequality and support the African American community. This included the call to "all college deans [to] ensure that as part of the departmental diversity planning process each department will review existing coursework and/or develop new curricula to advance racial and social justice, anti-racism, and cultural diversity across the curriculum." All departments and schools in the seven colleges have engaged in this process. We will share the materials used to launch the process, as well as examples from the departments and schools that have drafted programmatic learning outcomes, revised syllabi, and created new courses.

Presenters: **Norah P. Shultz**, *Professor of Sociology and Director of Inclusive Curriculum and* **Jennifer Imazeki**, *Associate Vice President of Faculty and Staff Diversity—both of San Diego State University*

Workshop 2: Anti-Racism and Your Brain—Using Mental Bandwidth to Maximize Impact

For many people, anti-racist ideas and approaches are new and therefore can create a state of cognitive dissonance—an uncomfortable mental experience consisting of conflicting attitudes, beliefs, or behaviors. Given that people have limited mental bandwidth for processing new ideas, cognitive dissonance can limit their ability to process and apply new ideas in ways that lead to meaningful change. However, the likelihood of success can be increased by reducing the cognitive dissonance experienced when learning about and interacting with anti-racist ideas and also by focusing on policy and systems changes to lower overall bandwidth demands. These strategies are critical in elevating anti-racism as a priority in higher education and in increasing its potential effectiveness and sustainability.

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

Workshop 3: Creating Critical Community Engagement Spaces: A Campus and Community Strategy Session

This strategy session will share the approach one campus took in training stakeholders to be aware of their implicit biases; look at how white supremacy culture has shaped this necessity; and examine the professional development opportunities one campus and its community partners use to avoid microaggressions and to create positive, critical service learning

environments. Participants will leave with an understanding of microaggressions and implicit bias. They will also learn how to show up in service learning and community engagement spaces. They will then develop a plan to encourage micro-resistance strategies in service learning and community engagement on their campuses.

Presenters: **Julie L. Dierberger**, *Paul Sather Distinguished Director, Service Learning Academy,* **LaTrina Parker Hall**, *P–16 Initiative Coordinator, and* **Kirsten Case Fuller**, *Community Liaison —all of University of Nebraska at Omaha*

Workshop 4: Developing a Framework for Diversity, Equity, and Inclusion Work

The perfect storm in 2020 of COVID-19 and racial violence has, momentarily, refocused national attention on inequities based on circumstantial categories of identity (e.g., race, gender, religion) and provided us with an opportunity to deepen awareness and broaden the work of diversity, equity, inclusion, and social justice (DEISJ) on our campuses. To be effective, this work needs to be focused on both inputs and outcomes on our campuses—on changing how we think about DEISJ issues while we lead our learning communities toward more inclusive and equitable values and practices. This session will provide those who are in the development stages of diversity planning with an opportunity to reflect on that process, identify goals and stakeholders, and discuss strategic directions for this vital institutional work.

Presenters: **Karen R. Moranski**, *Interim Provost and Vice President for Academic Affairs, and* **Jerlena Griffin-Desta**, *Associate Vice President for Diversity and Strategic Initiatives—both of Sonoma State University*

Workshop 5: Embedding Experiential Learning to Enhance Inclusive Learning Outcomes

This session will provide a model of integrating experiential learning into a required second-year course designed to enhance all students' ability to critically engage their ethical reasoning skills as culturally competent citizens. The facilitators will provide evidence from seven years of program development and assessment to provide a model for developing a similar equity-minded outcome-based curricular component that aligns with a given institution's or program's readiness and resources. As part of this process, participants will identify stakeholders (i.e. students, staff, faculty, community members) and means for equitable engagement and collaboration with these potential partners. Participants will engage with the facilitators and colleagues while also having an opportunity to process individually.

Presenters: **Riley Caldwell-O'Keefe**, *Director, Center for Teaching and Learning—Amherst College; and* **Matt Recla**, *Interim Associate Director, University Foundations, and Lecturer in History—Boise State University*

Workshop 6: Illuminating Greatness in Faculty Diversity, Retention, and Recruitment

This workshop will help participants create a faculty diversity, retention, and recruitment people strategy to define, inform, and guide your institution's ambitious agenda for its workforce—talented people with superb industry skills who are high-performing and strive for greatness in higher education. Illuminating Greatness, aligned with the organization's strategic plan toward diversity, equity, and inclusion and the "Seven Ambitions of Illuminating Greatness," will enable your institution to deliver your bold strategic plan and goals. "High-performing and highly diversified faculty in colleges and universities do not just happen. It takes a great people

strategy to create them!" Illuminating Greatness will help your institution create a culture of excellence in faculty diversity, equity, inclusion, retention, and recruitment.
Presenter: **Thelma J. Day**, *Dean of Academic Affairs—Los Angeles City College*

3:00 pm – 3:30 pm ET
Exhibit Hall Hours

3:30 pm – 4:45 pm ET
Conference Welcome and Keynote Address

Truth *and* Dare: A Call for Accountability and Action in Higher Education

Equity, diversity, and democracy are espoused values of higher education. Yet policies, practices, and people in academia consistently operate to undermine and jeopardize these ideals. Lori Patton Davis will unpack the uncomfortable truths about equity, diversity, and democracy and how they have been cloaked in alternative facts that impede student success. She will conclude with a dare to engage in accountability and action to transform higher education.

Keynote Speaker: **Lori Patton Davis**, *Professor of Higher Education and Student Affairs and Chair of the Department of Educational Studies—The Ohio State University*

5:00 pm – 6:00 pm ET
Poster Sessions

A Bidirectional Strategy to Increase Diversity and Inclusion on Campus

In 2016, Brown University launched Pathways to Diversity and Inclusion: An Action Plan for Brown University, which outlines a set of concrete, achievable actions to make Brown a more fully diverse and inclusive community under six priority areas—people, community, curriculum, academic excellence, knowledge, and accountability. Since the launch of Pathways, the percentage of faculty and graduate students from historically underrepresented groups has increased. Further, 89 percent of the stated goals have been achieved with many of the actions being incorporated into regular business practices. These results demonstrate the effectiveness of our approach and will lead to long-standing change across the university. This facilitated discussion will share strategies to engage your entire campus community in developing a long-term strategy for diversity and inclusion; develop a process to assess the impact and progress toward goals; and maintain oversight and accountability of the work across your institution.
Presenters: **Chloe N. Poston**, *Director of Strategic Initiatives, Office of Institutional Equity and Diversity, and* **Shontay Delalue**, *Vice President for Institutional Equity and Diversity—both of Brown University*

A Consortial Approach to Anti-Racism Initiatives in Liberal Arts Colleges

The racial reckoning of summer 2020 provided another opportunity for higher education institutions to focus on and address institutional racism harming students, faculty, and staff of color. We channeled the enthusiasm of our consortium of liberal arts institutions for action into a shared, multiyear set of anti-racism initiatives across fourteen institutions. This session will review our progress in building a consortium-wide series of initiatives on skill building, data collection, and governance supports to advance anti-racism as an active practice among and across institutions of higher education.

Presenter: **Allen Linton**, *II, Director, Diversity and Inclusion—Associated Colleges of the Midwest*

Addressing Disability Issues in Diversity, Equity, and Inclusion Initiatives

Are disability-related issues addressed in your campus diversity, equity, and inclusion initiatives? In this session, you will engage with facilitators and other participants around barriers to the full participation of students with disabilities in campus offerings; evidence-based and promising practices for fully including students with disabilities in existing courses, services, and other activities; and promoters and inhibitors to the full access and engagement by students with disabilities in all that your institution has to offer. The facilitator and participants will also share useful resources that relate to the topics covered.

Presenter: **Sheryl E. Burgstahler**, *Director, Accessible Technology Services, Affiliate Professor College of Education—University of Washington–Seattle*

Addressing Structural Inequities in General Education Classes through Integrative Teaching

Despite extensive support services through tutoring and writing centers, underrepresented minority populations continue to fail introductory college courses at a higher rate than other students. A successful integrated teaching model that merges an intermediate writing class and research support strongly suggests that this type of model offers advantages in addressing equity gaps in higher education. This poster session will start with a brief overview of a successful teaching integration, after which participants will discuss how reconceptualizing traditional academic support services can increase student equity to better educate all students. Audience members can share and contribute to a discussion with special attention paid to integrated teaching and issues of equity and diversity.

Presenters: **Anne Diekema**, *Assistant Professor, and* **John Belk**, *Assistant Professor—both of Southern Utah University*

Anti-Racism 201: Creating an Anti-Racist College

This session will allow attendees to learn from the successes of a tiered, anti-racism curriculum that engaged more than one-third of the student population at a small, private, predominantly White, liberal arts institution located in the South. This session will be beneficial for intermediate and advanced experts who identify as faculty, student affairs professionals, students, administrators, or diversity officers.

Presenters: **Taifha N. Alexander**, *Assistant Dean of Students for Diversity and Leadership Development,* **Kim Rostan**, *Associate Professor of English,* **Tasha Smith-Tyus**, *Director of Career*

*Services, **James Stukes**, Coordinator for College Access and Student Success, and **Tiara Woney**, Mental Health Counselor—all of Wofford College*

Assessing an Academic Library Collection for Equity, Diversity, and Inclusion: A Case Study

There are many factors to consider when planning an assessment project. Rather than offering a broad examination of the importance of providing diverse collections, this poster outlines and highlights the steps taken as part of a diversity assessment of the monograph collection at a midsize academic library in spring 2020. Project elements include defining the scope of a project, identifying collection gaps, pros and cons of different assessment methods, potential challenges or limitations, and the interdisciplinary nature of diversity-related titles within the Library of Congress classification system.
Presenter: **Melissa F. Gonzalez**, *Collection Development Coordinator—University of West Florida*

Attitudes and Skills: A Holistic Assessment of Intercultural Competency in Support of Diversity, Equity, and Student Success

Campus survey data are critical to understanding the institutional climate, and they support the effort to build a national understanding of what students are experiencing. Yet research has shown that these data can be misleading when drop-down responses are compared with open-text responses. This presentation further complicates the problem by arguing that direct assessments of cultural competency skills can also reveal disconnects between diversity talk and diversity walk. It is not enough to ask constituents about their beliefs—we also need to ask for specific examples about their actions. An institutional assessment using the Intercultural Knowledge and Competency VALUE rubric, triangulated with climate-study and local-survey data and disaggregated by demographic groups, shows that students need programming directly aimed at building competencies even when support for equity, diversity, and inclusion appears high.
Presenter: **Brian Harlan**, *Associate Provost, Integrative Learning—California Institute of the Arts*

"Bring Your Folding Chairs, Everyone": Using Asset-Based Assignment Design to Foster a Culture of Equity in College Classrooms

Students entering the University of Baltimore have few common intellectual experiences: some spent their first few years of school in a predominantly White middle-class suburb with the right zip code; others, in a village in El Salvador that was practically a war zone or in crowded urban public schools where they might have had ten or twelve teachers by second grade. In first-year learning communities and entry-level courses to our majors, we consciously assess student learning with real-world performance measures designed to supplement academic writing, which provides a somewhat undemocratic advantage to students with college-educated parents. These students may already have achieved mastery of academic writing, while their classmates are still in the zone of proximal development. By intentionally engaging in asset-based assignment design, we send an institutional message that, although college and university classrooms have traditionally been "white space," we welcome all students to the table.
Presenter: **Betsy G. Yarrison**, *Assistant Professor—University of Baltimore*

Building Capacity to Lead Anti-Racist Organizational Change

Academic administrators are vested with significant authority to lead anti-racist organizational change in higher education. Indeed, much of the work contemplated by modern strategic plans, and called for by students and faculty—including directing admission strategy, initiating faculty hiring and retention initiatives, and guiding responses to critical incidents—rests with these administrators. However, most academic administrators have little formal training in facilitating the organizational transformation necessary to realize our institutions' highest aspirations for inclusive excellence. Staff in the Office of Institutional Diversity at Oregon State University, supported by the Office of the Provost, developed and launched "Leading Change for Diversity, Equity and Inclusion," a research-based seminar aimed at creating capacity among academic administrators to lead anti-racist organizational change. This workshop will explore development of the seminar, seminar curriculum, and modalities for delivery while providing opportunities for deliberation and reflection.

Presenters: **Scott Vignos**, *Assistant Vice President, Strategic Diversity Initiatives, and* **Jeff Kenney**, *Director of Institutional Education for Diversity, Equity, and Inclusion—both of Oregon State University*

Built by Students, for Students: A Unique Equity and Social Justice Program

In this session, a new model for a graduate student equity and social justice program will be discussed. This program, which is currently being codeveloped by the Center for Teaching and Learning and the Graduate and Professional Student Government of the University of Colorado Boulder, involves a cohort model, a supportive community outside the home department, mentoring, and dialogue training. A design team of fourteen graduate students with a broad range of self-identified historically marginalized backgrounds has been hired to engage in the design process of the program components. Participants in this session will discuss how to empower students to participate in the design process of equity programming at their institution, why a culturally aware mentorship model is important, and how anti-racist education and dialogic training can help students develop strong respectful relationships during their graduate career.

Presenter: **Rebecca Ciancanelli**, *Inclusive Pedagogy Lead, Center for Teaching and Learning—University of Colorado Boulder*

Centering Students' Voices in Advancing Equitable Online Learning

In programs dedicated to social and educational justice, students as active collaborators are essential in equitable programmatic decision making. However, it is difficult to systematically ensure that they have the necessary access and agency to influence change. This session is designed to share our experiences in including our students in programmatic and curricular development in an online bachelor degree–completion program in the University of Washington's College of Education. Participants will learn several program design strategies for increasing student voice in their own context.

Presenters: **Miriam Packard**, *Director, Early Care and Education,* **Ruth Ayodeji**, *Experiential Learning Coordinator,* **Tabitha Bronsema**, *Admissions and Recruitment Adviser,* **Jenni Campbell**, *Assistant Director of Academic and Student Services, Early Care and Education, and* **Lynn**

Dietrich, *Associate Teaching Professor and Director of Undergraduate Programs—all of University of Washington*

Civic Education at the Courthouse: Democracy and Viewpoint Diversity

Recognizing the importance of critical thinking skills, community engagements, and viewpoint diversity for young people, Judge Robert A. Katzmann at the US Court of Appeals for the Second Circuit launched, in 2014, the civic education initiative Justice for All: Courts and the Community. This poster will highlight students' responses to civic lessons based on court cases and judicial topics. This poster will offer various ways you can act as agents of change to combat the post-truth paradigm. Participants will learn about effective strategies for (1) creating interactive classroom activities on the judicial and criminal justice system; (2) facilitating the development of critical thinking through model appellate court activity; and (3) fostering dialogues among students with diverse political and social beliefs.

Presenter: ***Nattawan Junboonta***, *Doctoral Candidate—Rutgers the State University of New Jersey, New Brunswick Campus*

Civic Engagement Education: Opportunities for International Students

Encouraging civic engagement among students is one of the most important ways professors and administrators contribute to students' moral development and serve a larger social purpose. However, we often forget to consider the perspective of international students, who may feel alienated or outright excluded from civic education efforts on campus. This session begins with a brief presentation of new research on the impact of curricular and extracurricular structures on civic engagement of a highly multinational undergraduate population. We will use that research as a launchpad for participants to reflect on and share pathways to civic engagement in their university context, specifically the opportunities and barriers international students face. The session will conclude with a collective brainstorm on ways we can make civic engagement more inclusive for all students and bridge the divide between domestic and international student experiences with civic engagement during college.

Presenters: ***Catherine S. Sanger***, *Director, Centre for Teaching and Learning, and Senior Lecturer, Global Affairs, and* ***Wei Lit Yew***, *Postdoctoral Scholar in Comparative Politics and Environmental Studies—both of Yale-NUS College*

Community Scholars: A Diversity Pipeline Program that Promotes Access, Equity, and Inclusion for Young People with Disabilities

Promoting equity, diversity, and inclusion in postsecondary education must include providing access for prospective students with disabilities, especially those from marginalized groups. Community Scholars is part of a diversity pipeline program that recruits youth with disabilities to engage in paid on-the-job training with the Florida Center for Inclusive Communities. Community Scholars are trainees of the center and receive mentoring, individualized career development, college advising, and self-advocacy and disability policy training as part of their participation. Through the experience, community scholars develop skills that can lead to gainful employment and are also introduced to postsecondary education as a next-step possibility.

Presenter: ***Laura Rodríguez López***, *Interdisciplinary Training Director, Florida Center for Inclusive Communities—University of South Florida*

Connecting Communities: A Quest for Racial Equity

In January 2021, the University of Northern Iowa launched the program Cultivating Justice: A Quest toward Racial Equity. This six-week program moves participants through a collection of materials and resources made by and for people in the Cedar Valley to promote racial justice. In this interactive session, panelists will invite session participants to consider their own institution's relationship to the communities in which they reside. Next, panelists will detail how they translated vision into practice using principles of community organizing to invite collaboration, foster dialogue, and sustain generative relationships. Finally, panelists will offer session participants practical strategies for creating and implementing a program to join the university and the community together in promoting racial justice and activating systemic change.
Presenters: **Danielle McGeough**, *Associate Professor of Communication and Media*, **Marcene Seavey**, *STEM Coordinator*, **Angela Waseskuk**, *Instructor of Art, Chair of UNI's chapter of Imagining America, and* **Jim Wohlpart**, *Provost and Executive Provost of Academic Affairs—all of University of Northern Iowa*

Critical Literacy as a Lever for Anti-Racist Teaching and Learning in the First-Year Experience: Making Shared Course Outcomes Work to Improve Academic Success and the Student Reality

Considering—and embedding—critical literacy and other anti-racist content as part of the first-year experience course is challenging but rewarding, both for faculty and students. Come engage with what might be new to you or what might be a moment of "Aha! I've been doing that but didn't know what to call it." Learn safe, feasible ways to help students (1) connect the personal and political as part of documenting academic growth; (2) grapple with concerns they have but didn't know they could express in the classroom setting; and (3) grow as critically literate, dialogue-oriented community adults. Bring your own questions and thinking, and be ready to plan for a course that will reinvigorate you in this time of concern and challenge!
Presenter: **Rebecca L. Pearson**, *Director, General Education; Professor, Public Health—Central Washington University*

Developing an Arts Equity Fellowship to Address Social Justice on Campus

The development of the Arts Equity Fellowship at the University of North Carolina Wilmington was intended to support the collaborative engagement of students, community-based artists, and faculty mentors in using the arts to address social justice topics on campus; in spring 2021, the fellowship is focused on Black Lives Matter. During this workshop, participants will learn about the successful Arts Equity Fellowship and engage in several active learning–based activities to better understand the value of an arts-based approach to engaging with social justice topics. Participants will be encouraged to reflect on and develop plans to implement similar programming at their respective campuses.
Presenter: **James M. DeVita**, *Interim Director of Applied Learning, Watson College of Education — University of North Carolina Wilmington*

Developing Culturally Competent Career-Ready Students

Should I wear my hair natural? Should I leave my graduation date off of my résumé? When do I ask for an accommodation? Today, students must not only be career-ready when they complete

their education; they must also be culturally competent and prepared to engage in a diverse but sometimes unequal world of work. This session will discuss cocurricular strategies for developing culturally competent students. In addition, strategies for helping students overcome employment discrimination and unconscious bias will also be explored.

Presenter: **Lakeisha Mathews**, *Director, Career and Professional Development Center—University of Baltimore*

Diversifying the Curriculum: Experiences Across STEM, Humanities, and the Arts

The Diversity Initiatives Steering Committee at our institution offers "Innovators of Diversity" awards to faculty who design a new course or revise an existing course to address diversity. Over the years, faculty from fields ranging from the humanities to STEM have proposed innovative changes to their courses. In this discussion, we shall present brief overviews of courses from English, film studies, exercise science, biotechnology, nursing, and business administration. The facilitators will discuss their interventions and reflections after having taught their courses. Students will offer their perspectives. We intend to engage audience members in sharing their insights and furthering this work at their respective institutions.

Presenters: **Shehla Arif**, *Assistant Professor of Mechanical Engineering*, **Anne Christo-Baker**, *Professor, Business Administration, and Chair, Department of Business*, **G. Michelle Collins-Sibley**, *Professor, English, and Director, Africana Studies Program*, **Adelina Cooper**, *Associate Professor, Communication, and* **Andrea D. Corbisello**, *Clinical Associate Professor—all of University of Mount Union*

Diversity and Equity Considerations in Academic Integrity

Academic integrity has been a long-standing issue in postsecondary education that has been heightened by the COVID-19 pandemic and rapid move to virtual learning. While there is research on academic integrity and related administrative policies, one area that has not been thoroughly explored is the relationship between diversity and equity and academic integrity—in other words, which students are most likely to be reported and receive harsher penalties. In this presentation, we will discuss existing research on diversity and equity and academic integrity. We will also facilitate a discussion aimed at articulating academic integrity considerations and generating working frameworks for proactive and equitable approaches to student learning and success for in participants' own contexts.

Presenters: **Sarah Elaine Eaton**, *Associate Professor, Educational Leader in Residence*, **Jennifer D. Adams**, *Canada Research Chair and Associate Professor, and* **Kristal L. Turner**, *Masters Student in Learning Sciences—all of University of Calgary*

Dual Language Learners and Virtual Field Experience: Service Learning in a Pandemic

This presentation will discuss the components and benefits of virtual, dual language learner literacy experiences for preservice teachers and childcare providers along with the families they serve. This presentation connects the power of diverse language populations and the vehicle of community engagement to form an intentional pathway to teacher education. When higher education, families, and communities work together, student outcomes are better. This presentation focuses on the ways family and community engagement can enhance learning environments to improve outcomes for dual and English language learners and highlights

specific strategies schools can use to more effectively engage families and communities, as well as to increase safety.

Presenters: **Ursula Thomas**, *Associate Chair-Cultural and Behavioral Sciences Online and Associate Professor of Education—Georgia State University; and* **Marielena Gutiérrez**, *School Outreach Coordinator Metro Atlanta Region—Georgia Safe Routes to School Resource Center*

Enhancing Student Self-Efficacy and Belonging in STEM through an Interdisciplinary Cohort Approach: The Incubator Model

The session will discuss the impact of interdisciplinary cohort-based programs on the success of underrepresented students in STEM. We present the structure and findings of the Amherst College STEM Incubator cohort program and discuss the importance of fostering a sense of belonging and self-efficacy on student outcomes. Faculty, staff, and students from the inaugural cohort of the program will cofacilitate this session. Session participants will be invited to discuss the impact of cohort programs on markers of student success.

Presenters: **Marc A. Edwards**, *Assistant Professor of Biology, and* **Sarah L. Bunnell**, *Associate Director and STEM Specialist, Center for Teaching and Learning—both of Amherst College*

Equitably Meeting the Moment for Student Research

Our workshop presents processes and outcomes from adapting a summer research collaboration between the Associated Colleges of the Midwest and the Big Ten Academic Alliance in response to COVID-19. The needs of our students to complete work were varied and, in many ways, indicative of the need for equity to be central to program design. We will provide outcomes and structures for an equitable overhaul of a summer research program targeted at low-income students, first-generation students, students of color, and other historically underrepresented groups. These lessons can and should be applied to future programming to ensure all participants can fully take part and to maximize a program's intended goals.

Presenter: **Allen Linton**, *II, Director, Diversity and Inclusion—Associated Colleges of the Midwest*

Exploring Equity in General Education

African American students at Baton Rouge Community College, a Title III Predominantly Black Intuition, earn fewer passing grades and complete fewer general education courses than White students, according to institutionally generated, racially disaggregated grade performance and course completion data. This pattern sustains inequitable student outcomes at a midsize comprehensive community college. In academic year 2019–20, a zero-cost, faculty-driven Equity Institute was deployed to operationalize pedagogical and retention equity strategies in general education courses. This has resulted in steady improvements toward equity outcomes. Participants will discover how to implement an equity institute within general education courses using double-loop learning, consider critical theoretical framework supporting pedagogical and retention strategies, and assess improvements in equity outcomes within and across general education courses.

Presenter: **Nina M. McCune**, *Associate Professor, History, and Director, Equity Institute—Baton Rouge Community College*

WEDNESDAY, MARCH 24

Exploring Evaluation Strategies for Inclusive Excellence Projects

This session will highlight the methods and tools currently being employed to assess and improve an inclusive excellence STEM project. We invite those who would like to come share their practices. Together we will discuss how a broad-based approach to our evaluation has allowed us to identify successes and areas to improve. We will engage participants in discussions about how the collective work might be applied in different contexts and how the strategies might support their work.

Presenters: **Lori Reinsvold**, *Research Associate,* **Elizabeth Kersey**, *Postdoctoral Research Associate, and* **Emily Phillips**, *Doctoral Graduate Research Assistant—all of University of Northern Colorado; and* **Kerry Englert**, *President, Research and Evaluation—Seneca Consulting*

Faculty Perceptions of Students with Mental Health Concerns at a Four-Year Public Institution: A Qualitative Cross-Departmental Analysis

This poster session will present findings and key conclusions of a qualitative research study that explored faculty perceptions toward students with mental health concerns. The study, conducted at a public four-year institution, explores faculty perceptions through an analysis of fourteen interviews, each coded for prevalent themes. As a result of the findings, several key conclusions were drawn: (1) faculty have mixed perceptions; (2) higher education simultaneously hinders and supports students with mental health concerns, ultimately influencing faculty perceptions; and (3) faculty perceptions vary but not necessarily based on academic discipline. After discussing these conclusions, practical recommendations for higher education administrators and faculty will be outlined.

Presenter: **Zach E. McDowell**, *Assistant Director, Student Access and Accommodation Services—Illinois State University*

Fostering Inclusivity in Tutor and Academic Peer-Facilitator Training

We know that peer-facilitated environments (tutoring, study groups, supplemental instruction, peer-led team learning, etc.) help students learn, but there is less published about training tutors and other academic peer facilitators to make these environments truly inclusive spaces. Participants will discuss how we train academic peer facilitators, with a lens on inclusivity and on practices that provide students with the tools and space to consider diverse perspectives, foster social belonging, acknowledge their own biases, and have productive interactions across difference. Participants will share what they've seen work, as well as discuss challenges and ways to overcome them in a supportive environment. Together we will generate a compendium of best practices, and participants will leave with concrete ideas for solutions they can implement at their institutions.

Presenter: **Jennifer Bokaer-Smith**, *Senior Associate Director, Learning Strategies Center—Cornell University*

From Concept to Commitment: Embracing Practices for Advancing Inclusive Excellence

Inclusive excellence represents the intentional effort to see equity and excellence as mutual and interconnected. The COVID-19 crisis has cast an intense spotlight on why higher education must be revolutionized in response to inequities in student learning and success. This session illustrates how institutions can further this revolution at the course level through intentional

faculty development. Faculty change requires both advancing conceptual understanding and concrete guidance. This interactive session will illustrate and discuss organizational change strategies that advance inclusive excellence. Participants will leave better equipped to employ practices that increase institutional capacity for equity-minded teaching.

Presenters: **Cynthia Wells**, *Director of Faculty Development, and Associate Professor of Higher Education, and* **Todd Allen**, *Vice President of Diversity Affairs—both of Messiah University*

From Data to Equity-Minded Action: Strategies to Analyze, Interpret and Act on Data through an Equity-Lens

This poster session will provide tools and strategies to use disaggregated data by demographic groups to improve student outcomes with an equity-minded lens. Participants will learn about a framework to help faculty and staff teams understand the importance of disaggregating data by demographics, how to facilitate equity-minded dialogue to engage with the data, and how to take action on the data to further student success. Workshop leaders will present a case study from National Louis University, where data was used to surface and address inequitable student outcomes both in college-wide and faculty team settings. After the case study, participants will engage in a Q&A to explore how the model may be applied in different teams and contexts.

Presenters: **Erin Neubert**, *Assistant Professor and Department Chair, Humanities, and* **Tracy Templin**, *Executive Director, Strategy and Operations—both of National Louis University*

Grassroots and Scaling Up of Equity-Conscious Grow-Your-Own Paraprofessional-to-Teacher Pathways

As traditional teacher education programs continue to struggle in diversifying their candidates, grow-your-own (GYO) programs represent a promising strategy in increasing candidates' cultural and linguistic diversity. GYO programs capitalize on the human capital within communities, leveraging their assets to advance equity and excellence for local students, families, and community. This poster presentation focuses on the conceptual grounding and the findings of action research on the grassroots foundations, implementation, and scaling up of a GYO paraprofessional-to-teacher program within a context of emerging diversity. Lessons on envisioning, designing, and enacting the GYO to uphold the values of equity, diversity, and inclusion will be discussed.

Presenters: **Eva I. Diaz**, *Research Associate, and* **Diana Gonzales Worthen**, *Project REACH Director—both of University of Arkansas at Fayetteville; and* **Conra D. Gist**, *Associate Professor—University of Houston*

HELP! I Want to Change My Family Tree!

It can be heartbreaking for passionate educators to interact with a student of color who has high potential to be successful but is suffering from low self-esteem or low academic outcomes. Universities offer a robust variety of services and community, especially for minority students, that are often underutilized. By using research and developing individualized strategies for these students, we will ensure their success in achieving their degree. This will further support a long-term positive impact on their sense of belonging within their college community and the family legacy of first-generation students. This highly engaging session will lead to the development of a customized guide that college staff can use to provide solid support for student success.

Presenters: **Mary J. Woolridge**, *Course Instructor II, and* **Charisse N. Colbert**, *Program Experience Manager—both of Western Governors University (WGU)*

High-Impact Visualization of Sustainability and Equity with Geographical Information Systems

I was facing the daunting task of verbally explaining the broad expanse of sustainability and equity issues to faculty and students when geographical information systems (GIS) popped onto my visualization radar. While one can only achieve so much using images and mind maps on white boards, access to a treasure trove of spatial information from around the world completely changed our approach to exploring sustainability. But the most surprising aspect to faculty has been the ability of GIS to highlight inequities. GIS is a powerful tool that students can use to see exactly where disparities exist around the world.

Presenters: **Lori Delacruz Lewis**, *Sustainability Education Coordinator, and* **Georgeann Moss**, *Executive Administrator, Sustainability Outreach and Initiatives—both of Dallas County Community College District Office*

How a Faculty Diversity Fellowship Supports DEI Efforts in Higher Education

This session offers a model for diversifying faculty through an annual faculty diversity fellowship, suitable in scope and budget to small or medium-size campuses. The model provides concrete benefits to the fellow through classroom development, mentorship by tenured faculty, and time for scholarship. It benefits the institution by raising the profile of diverse faculty and introducing their specialty disciplines to campus. Presenters include an administrator who designed the program for a one thousand–student campus, and two fellows who participated and then successfully transitioned to full-time positions in DEI work at new campuses.

Presenters: **Christine De Vinne**, *President—Ursuline College;* **Danette Pugh-Patton**, *Visiting Assistant Professor of Rhetoric and Communication and Co-Lead, Office of Diversity, Equity, and Inclusion—Coe College; and* **Kristie Williams**, *Director, Student Diversity and Inclusion—Birmingham-Southern College*

Integrating Intersectional Identity into Supervision

The development of a supervisee's composite intersecting aspects of identity, conceptualized here as intersectional identity, is a critical component of supervision given the ethical demands of our work, the nature of growth that occurs within supervisory processes, and the impact the self has on student engagement. This workshop will discuss of the importance of intersectional identity within supervisory relationships, examine the theoretical foundations to support intersectional identity within professional supervisory relationships, and offer strategies that can be infused into current supervision practice.

Presenter: **Heather Bense**, *Director, Student Counseling and Wellness—Rowan College of South Jersey*

Interdepartmental Student Support Initiative

This session will describe efforts to use masters of social work and masters of clinical mental health programs to develop an interdepartmental web of support for students with disabilities or those who think they may have a disability. The session will be hosted by representatives

from Tarleton State University's Student Counseling, Student Development and Mentoring, and Disability Resources and Testing services. This poster will show the extent of the actual and possible impact of the program. This can provide a general framework for starting a similar program at your university. This program was started as part of an effort to make accessibility a university-wide responsibility, thus increasing awareness and acceptance for our diverse student body.

Presenters: **Jericha Hopson**, *Disability Resources and Testing Coordinator, and* **Manon Shockey**, *Director, Student Development and Mentoring—both of Tarleton State University*

Leveling the Playing Field: Culturally Responsive Instruction

This workshop is designed to empower educators with culturally responsive practices and a culturally responsive mindset that has the potential to promote student success for culturally and linguistically diverse students. Participants will leave with strategies, best practices, and practical frameworks that can be applied to their own diverse student body. Participants will also have the opportunity to interrogate their own cultural frameworks and biases in an effort to engender more equity and inclusion in the college classroom.

Presenters: **Stephanie C. Poczos**, *Associate Dean, General Education and Pathways, and* **Valerie Vistain**, *Assistant Professor and Department Chair—both of National Louis University*

Narrative Inquiry of the Leadership Resilience Experiences of Black Women in University Dean Positions

In recent years, Black women have begun to take more prominent university leadership roles at predominantly White institutions. Unfortunately, their progress is relatively slow, and their experiences have not garnered much historical attention in the university leadership literature. Hence, the purpose of this study was to describe the leadership resilience experiences of Black women before and after becoming a university dean. The conceptual framework included Black feminist thought and constructivist self-development theory, which guided the two central research questions. A narrative study design encouraged eight Black women university deans in the South to describe their experiences. Two data collection techniques, semi-structured individual interviews, and focus groups increased the validity of the results. The poster session will discuss the study structure and the research findings.

Presenter: **Kendra Lewis-Strickland**, *Program Coordinator—Georgia Institute of Technology*

Not Too Small to Count: Equity-Mindedness at a Predominately White Campus

The belief at Cape Cod Community College (CCCC) that students of color are equally, if not more, successful than their White counterparts was based on aggregated data of minoritized students. By changing practices and disaggregating data by race and ethnicity, CCCC has been able to make racial inequities in student success visible. The disaggregated data, converted into an equity matrix, is the keystone of the college's plan to use data as a tool to advance a culture of equity-mindedness. Other predominantly White institutions can use the CCCC model to inform their own paths to racial equity.

Presenters: **Arlene Rodriguez**, *Vice President, Academic and Student Affairs, and* **Donald Crampton**, *Dean, STEM—both of Cape Cod Community College*

Only 24 Hours in a Day: Integrating a Multidisciplinary Team-Taught Class with Student Affairs and Community Engaged Learning to Counter Hate

This workshop addresses social responsibility and community engagement by introducing participants to a course that integrates multidisciplinary team teaching with student affairs and community engaged learning. Learning outcomes of the course that will be discussed in this workshop include better understanding of why hate occurs and how it is expressed, as well as preventing the growth of marginalization and fear with more holistic approaches. This model addresses the concerns of calculating credit for a multidisciplinary offering, in-load team teaching, ways to bridge curricular and student affairs silos, and relevance and rigor of community engagement. Beginning with an example of a core integration seminar offered to college seniors, participants will walk through identifying their own potential resources to build a similar model appropriate for their campus community.

Presenters: **Kristine F. Hoover**, *Director and Associate Professor, Institute of Hate Studies*, **Monica Bartlett**, *Department Chair and Professor*, **Adriane Leithauser**, *Lecturer, and* **Jessica Maucione**, *Powers Chair of the Humanities—all of Gonzaga University*

Pathways to Success: A Reflective Leadership Journey on Diversity, Equity, and Democracy during the Summer of Racial Reckoning and COVID-19 Pandemic

This presentation will provide an in-depth overview and description of real experiences and leadership lessons garnered from diversity, inclusion, equity, and justice work during two very difficult times in our society. Participants will be challenged to think outside the box to create and reflect on innovative solutions for inclusive programming while engaging faculty, staff, and students in conversations about practices, policies, and procedures for dismantling racism in higher education institutions. The presentation will highlight the importance of campus safety, cultural climate, civility, civic engagement, and reconciliation, as well as qualitative and quantitative data collection to inform decision making on campus.

Presenters: **Ansley Booker**, *Director, Diversity and Inclusion Initiatives, and* **Chinekwu A. Obidoa**, *Associate Professor—both of Mercer University*

"Pod-Talks" Using Podcasts to Start Conversations on Equity, Diversity, and Social Justice

"Pod-Talks" are a new initiative at William Paterson University of New Jersey led by the David and Lorraine Cheng Library. This innovative program is modeled on traditional book clubs but addresses accessibility issues and focuses on topics of equity, diversity, and social justice. For the fall 2020 pilot program, more than sixty students attended the initial Pod-Talk "Social Justice and the power of athletes." In a follow-up survey, more than 80 percent of the students participating said that they enjoyed the event and that the topic was important to them. Pod-Talks provide a new opportunity for programs on equity, diversity, and democracy to use a growing and easily accessible medium (podcasts) adaptable to virtual and in-person formats.

Presenter: **Gary Marks, Jr.**, *Reference and Outreach Librarian—William Paterson University of New Jersey*

Positive Disruption: DirectConnect to UCF

The Matthew Effect (Merton, 1968) proposes that successful people will leverage their success

and be provided with more opportunities to be more successful. This is evident in undergraduate access to high-impact practices. Students with 3.0-plus grade point averages are encouraged to engage in undergraduate research, professional experiences, and other encounters that encourage real-world application of theoretical knowledge and facilitate critical thinking. What of the other above-average students, those with GPAs ranging between 2.75 and 2.99? The University of Central Florida (UCF)—home to 62,000 undergraduate students, of which 13,000 are transfer students—has developed the DirectConnect to UCF program to connect new associate degree transfer students with academic support coaches who support their academic and cultural identification as a UCF student through graduation, positively disrupting student success practice.

Presenters: **Claudine D. McLaren Turner**, *Postdoctoral Scholar, and* **Theodorea Regina Berry**, *Vice Provost and Dean—both of University of Central Florida (UCF)*

Read All About It! Facilitating Tough Conversations via Student Book Club

This poster presentation describes an innovative book club opportunity for special education preservice teachers, designed to foster and explore tough conversations and new perspectives as they relate to the public classroom environment. The aim of this book club is to elevate anti-racism, cultivate student activism, and reimagine avenues of education students in higher education. Models will be provided for topics including race, immigration, and LGBTQIA conversations. Implications for adaptation across environments (e.g., community colleges) and target audiences (e.g., general education preservice teachers and administration) will be discussed. The presentation will offer opportunities to collaborate and provide materials to support book club design.

Presenter: **Erinn Whiteside**, *Clinical Assistant Professor—Texas A & M University*

Red Pen Syndrome: Ailments, Diagnosis, Treatments and Vaccines

In this session, we will question the myth that underrepresented students leave STEM fields because they are unprepared and cannot keep up with the rigorous curriculum. By examining the "red pen syndrome," we will provide a framework for instructors to identify how their pedagogy may be creating barriers. We will outline suggestions and provide resources for creating a more welcoming environment that allows underrepresented students to feel they do belong in STEM and to reset cultural norms.

Presenters: **Stefanie M. Ickert-Bond**, *Professor of Botany,* **Christine Davenport**, *Instructor (Adjunct), Department of Native Studies and Rural Development,* **Ute Kaden**, *Associate Professor of Secondary Education,* **Mario E. Muscarella**, *Assistant Professor of Microbiology, and* **Sarah E. Stanley**, *Faculty Fellow in Assessment and Accreditation—all of University of Alaska Fairbanks*

Resilient Teaching Online: Models for Impact in Virtual Faculty Communities

Guided by trauma-informed teaching research in higher education, we will discuss Pratt Institute's Resilient Teaching Online, which has been implemented through several iterations since the initial semester of online and hybrid learning at our Center for Teaching and Learning. Our poster will illustrate how the virtual mode of delivery of faculty development at our institution shifted the focus to centering equity and trauma-informed practices. The poster will showcase the collaborative processes faculty engaged in when rethinking their studio/classroom

practices, some initial data on the impact of wellness-focused responsive online pedagogies, and textured feedback from faculty about their implementation processes. The poster will also demonstrate that this resilience practice tempers faculty and student burnout. It will also demonstrate our hope that it can serve as a model in other educational settings.
Presenters: **Maura Conley**, *Learning Designer, and* **Judit Török**, *Director, Center for Teaching and Learning—both of Pratt Institute*

Roles of Program Leadership and Program Participants in Promoting Inclusion

Recent and prior work has demonstrated the value of effective collaboration in improving partnership success (such as program quality or amount of productivity). Collaboration also provides important psychosocial benefits by promoting belonging and inclusion, as well as providing mutual support. These psychosocial benefits can directly influence the recruitment and retention of underrepresented students, their academic identity, and their physical and mental health. We have further observed that collaborative practice promotes shared understanding of diversity, equity, and inclusion (DEI) program outcomes, encouraging both participant and program stakeholders to be cognizant of their interactive responsibilities for personal and program success. Using examples from a multi-institution, interdisciplinary alliance funded by the National Science Foundation, we will engage attendees in interactive activities to identify models, strategies, and structures for collaborative practice in both participant and program stakeholders that can promote DEI program outcomes.
Presenters: **Kimberle Kelly**, *Independent Consultant for TxARM AGEP Alliance,* **Adrienne Carter-Sowell**, *Associate Professor and Associate Head of Diversity, Equity, and Inclusion,* **Theresa Murphrey**, *Professor, and* **Shannon Walton**, *Director, Graduate and Professional Studies—all of Texas A & M University; and* **Joseph Reustle**, *SPIRE Postdoctoral Scholar—University of North Carolina at Chapel Hill*

"Start Video, Please": An Equity Approach to the Virtual Classroom Camera Policy

As postsecondary faculty members across the nation continue to adapt to the conditions created by the global health crisis, we offer five examples of how college instructors can take an equity approach to their virtual classroom camera policy. While the strategies outlined in this workshop are not foolproof, they represent a paradigm shift in our thinking about the purpose and impact of requiring students to keep their cameras on during virtual learning sessions. Most importantly, these strategies aim to humanize the teaching and learning experience during times of social and political upheaval. Presenters: **Tamar C. Brown**, *Assistant Professor, and* **Sarah Santillanes**, *Department Chair—both of Huston-Tillotson University*

Starting from Scratch: Practical Leadership Lessons from Diversity and Inclusion Work at a College of Liberal Arts and Sciences

This presentation will provide an in-depth overview and description of real experiences and leadership lessons garnered from diversity and inclusion work conducted within a liberal arts college in Georgia. These lessons relate to developing faculty-led diversity and inclusion workshops, providing pedagogical support for inclusive teaching, developing a diversity action plan, using formative research on diversity-related needs to inform diversity work, and developing a website dedicated to diversity work. What is distinctive and transferable about our

session is that our content is grounded on real-life successes. We consider our insights invaluable in supporting other faculty engaged in such work, as well as advancing diversity and inclusion work, particularly in the US Deep South.

Presenters: **Chinekwu A. Obidoa**, *Associate Professor,* **Natalie Bourdon**, *Associate Professor,* **Shehnaz Haqqani**, *Assistant Professor,* **Matthew Harper**, *Associate Professor, and* **Laura Simon**, *Assistant Professor—all of Mercer University*

Students' Perceptions of Inclusive Excellence in the Online Environment

This session will describe the results of a study that found a relationship between graduate students' perceptions of inclusive excellence and overall course satisfaction in the online learning environment. Research shows that when a learning environment embraces the principles of inclusive excellence, students are more engaged, which leads to better learning outcomes and better overall student satisfaction. This presentation will use the study results as a springboard for discussion and analysis of pedagogies and best practices around inclusive excellence in online learning.

Presenters: **Amy Bergstrom**, *Chief Diversity Officer, and* **Amy Watters**, *Associate Professor—both of The College of Saint Scholastica*

The Study Abroad Program Approval Process: Is Inclusion a Consideration?

How do institutions decide what our own study abroad programs look like and which partner/provider programs we will permit students to pursue? What are the criteria for approving a program? Who is (not) involved in this process? The program approval process determines the opportunities available to students and in turn affects both access to study abroad and the student learning experience. This poster presents findings from a national baseline research study on these processes and provokes critical discussion on how we can intentionally (re)design these processes to positively affect access and inclusion in study abroad.

Presenter: **Kerry Stamp**, *Director, International Programs—Vassar College*

The Union Journey: From Social Justice Ideals to Shared Practices

Participants will have the opportunity to hear how a small private college in rural Kentucky has developed its work with social justice initiatives to increase engagement of the college community. They will also hear the story of a Union College student who serves as an intern for the Kentucky Council of Churches Learning for Advocacy in the Office of Justice Initiatives. Those who are engaging in social justice work at their institutions will be encouraged to share about their journey while also providing ideas for those who may be just starting to develop social justice initiatives where they are.

Presenters: **Karen Wright**, *Title III Professional Development Specialist,* **David Miller**, *College Minister and Director of Justice Initiatives, and* **Vanessa Bernardes**, *Student—all of Union College*

Toward Systemic Change: A Novel University-Wide Diversity Education Model

In an attempt to create holistic interventions that raise awareness and catalyze both behavioral and institutional change by including a broad swath of the campus community, the presenters and their collaborators across Cornell University have developed and implemented a university-wide diversity education model. Participants will gain an understanding of this model and its

underlying theoretical frameworks, including human connection, social identities, intergroup communication, and strategic change. This session outlines the range of processes and collaborations that make this model possible, in addition to providing evidence of effectiveness based on data collected from students, staff, and faculty. The versatility of this model allows it to be adapted to a variety of campus contexts, including orientation, residential life, courses for undergraduate and graduate students, and professional development.
Presenters: **Adi Grabiner Keinan**, *Executive Director for Undergraduate Diversity Education and Intergroup Dialogue Director and Lecturer, and* **Rachel Sumner**, *Lecturer and Associate Director, Intergroup Dialogue Project—both of Cornell University*

Transforming Campus Culture: Carnegie's Leadership for Public Purpose
This session will help institutions determine if the emerging Carnegie Elective Classification, Leadership for Public Purpose, could be a key driver in furthering diversity, equity, and inclusion initiatives on their campuses. Because the Carnegie Classification applies to all types of institutions, this session is designed for faculty, program directors, and administrators who are interested in exploring the vital role of leader-development in preparing students (as well as faculty and staff) to be citizen-leaders, dedicated not only to developing healthy and inclusive campuses but also to building a more equitable and just democracy.
Presenters: **Carolyn Perry**, *Professor of English and Director of the Center for Teaching and Learning,* **Muhle T. Dlamini**, *Admissions Counselor and Alumnus ('15), and* **Heidi LaVine**, *Director of the Honors Program and Chair of the Diversity Task Force—all of Westminster College; and* **Carla Ortega Santori**, *Strategic Initiatives Manager, Doerr Institute—Rice University*

Utilizing Academic Spaces to Intentionally Support BIPOC Students
Sense of belonging is crucial for students to persist to graduation. BIPOC students often face increased barriers to sense of belonging particularly at predominantly White institutions. In response to student needs, a course was designed for first-year students to intentionally support BIPOC students throughout their first year of college. Discussion will look at how the course was proposed, how it was structured and designed, and how it was finally approved and implemented. Practitioners will leave this session with a foundational understanding of how to design a similar course and how to effectively implement courses for their respective institutions.
Presenter: **Angelica Perez-Johnston**, *Director Inclusion, Diversity, Equity, Access, and Social Justice (IDEAS) Center—Allegheny College*

Who's Got Your Six: Inclusivity and the Military-to-Academic Transition
Colleges and universities have historically focused on being veteran-friendly. The exploration of Glenn Phillips and Yvonna Lincolns' veteran critical theory addresses how student veterans' marginalization influences retention and graduation rates by institutions embracing civilian privilege. View data of an unwelcome atmosphere through a social justice lens in which the presenter highlights the need to incorporate veteran inclusivity as an instrument of change to combat the stigma and implicit bias found among faculty and staff.
Presenter: **Wayne N. Taylor**, *Doctoral Student—University of South Florida St. Petersburg*

THURSDAY, MARCH 25

11:15 am – 12:00 pm ET
AAC&U Newcomers Session

As the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education, AAC&U works closely with its member institutions to extend the advantages of a liberal education to all students, regardless of academic specialization, intended career, or the type of institution they attend. Participants will learn how AAC&U's broad agenda for student learning—which focuses on quality, equity, inclusive excellence, student success, and integrative and global learning—provides a foundation for institutional and system transformation.

Presenters: **Lynn Pasquerella**, *President,* **Lorenzo Esters**, *Vice President, Advancement and Member Engagement,* **Tia Brown McNair**, *Vice President for Diversity, Equity, and Student Success and Executive Director for the TRHT Campus Centers,* **Brenda Fogg**, *Director of Membership,* **Lucie Bonneville**, *Program Associate,* **Nicole Fry**, *Program Assistant/Assistant to the Vice President, and* **Maria Kowalski**, *Program Coordinator—all of AAC&U; and* **Richard Prystowsky**, *Independent Scholar—Retired*

1:00 pm – 2:00 pm ET
Concurrent Sessions

Anti-Racist Pedagogy Beyond 2020: The Power of Intersectional Humility
Workshop

Since the uprising for racial justice and Black lives in summer 2020, the phrase "anti-racist pedagogy" has increased in popularity. How do administrators, faculty developers, and faculty convert these words from merely aspirational to campus-wide pedagogical change? To build toward anti-racist pedagogy to dismantle systemic racism and white supremacy, we must interrogate assumptions, myths, and mindsets that prevent the work. This workshop applies intersectional theory and analysis of power to both critique and move beyond traditional higher education approaches to diversity and inclusion. Pedagogical and intersectional cultural humility allow us to recognize opportunities for personal growth, identify internal and external barriers to change, and infuse student expertise. Campus leaders and educators must intentionally center anti-racist pedagogy for systemic change beyond its 2020 moment of popularity.

Presenter: **Kim Case**, *Director of Faculty Success—Virginia Commonwealth University*

Conceptualizing Student Diversity in the Classroom
Workshop

When we hear the word "diversity," what comes to mind? Universities and colleges have increasingly made a commitment to diversity, yet the unequal representation of minoritized populations remains a concern in postsecondary education. Instructors play integral roles in creating an inclusive culture and environment, as they directly interact with students. The

classroom is one space where we, as educators, communicate our values and invite students into the research and scholarship of our disciplines. In this interactive session, we will facilitate a discussion of the different ways in which diversity can be conceptualized in the classroom and how these conceptions inform instructors' approaches to teaching, learning, and curriculum design. In this workshop, using research data from an empirical, qualitative interview study with thirty faculty participants, we will examine the features and variations that make up these different conceptions and brainstorm and reflect on approaches to create more equitable and inclusive spaces.

Presenters: **Stacey Brydges**, *Teaching Professor—University of California–San Diego; and* **Nicole A. Suarez**, *Graduate Student, and* **Song Wang**, *Graduate Student—both of University of California-San Diego and San Diego State University*

Designing Projects for Cultivating Empathy, Social Responsibility, and Activism
Workshop

At City University of New York Queensborough Community College, student diversity encompasses a broad range of bilingual immigrants, varied learning styles, and a significant representation of cultural and educational backgrounds. Global Diversity Learning (GDL) is a high-impact practice that provides a framework for exploring multiple perspectives on viewing the interdependent world. The GDL framework comprises design, implementation, and assessment of projects that explore topics related to self-awareness, intercultural learning, equity, and activism. Facilitators will share a replicable model for fostering the knowledge, skills, and dispositions necessary for addressing diverse issues within our local, regional, and global communities. Participants will utilize classroom strategies for infusing empathy, social responsibility, and activism by designing projects that address the key issues of communication, trauma, and crisis during the current pandemic.

Presenters: **Rezan Akpinar**, *Faculty,* **Anuradha Srivastava**, *Faculty, and* **Meghmala Tarafdar**, *Faculty and Coordinator of Global Diversity Learning Program—all of City University of New York Queensborough Community College*

Embodying Racial Healing: Becoming Anti-Racist Educators in a Virtual Learning Community
Workshop

How does embodied practice inform the learning process of becoming an anti-racist educator? How does racial healing necessitate a contemplative yet action-oriented learning community to help transform our educational environments? Based on a collaboratively designed virtual learning community offered to university faculty and staff in fall 2020, this session will offer a theory-to-practice model orienting participants to three key aspects of becoming an anti-racist educator: (1) facilitated firsthand immersion in a contemplative group practice to collectively experience an embodied approach to becoming anti-racist educators; (2) the opportunity for critical reflection around racial identity and furthering racial healing; and (3) an overview of research and resources intended to offer participants a toolkit for action-oriented next steps for integrating anti-racist pedagogy into educational contexts.

Presenters: **Naomi Boase**, *Assistant Director, Center for Intercultural Engagement and Social*

*Justice Resources, **Alexia Ferracuti**, Senior Associate Director, Center for Advancing Teaching and Learning Through Research, and **Suzanne Horwitz**, Research and Data Analyst, Center for Advancing Teaching and Learning Through Research—all of Northeastern University; and **Karin Firoza**, Director of Special Project, Provost's Office of Community and Inclusion—Boston University*

Enriching Graduate Education through Diversity
Sponsor Session

Diverse perspectives are a catalyst for innovation and are necessary to solve the immense challenges our society faces. A diverse student body means students are exposed to a variety of worldviews to consider and engage with—students learn not only from the curriculum but also from peers who bring different perspectives shaped by a variety of experiences. In this session, Ayo Strange from ETS will talk with Justin Boro from the University of Arizona's James E. Rogers College of Law about the importance of diversity in graduate education and about how his experience recruiting and admitting students from diverse backgrounds has resulted in program success.
Presenters: **Ayo Strange**, Search Service Director—*ETS; and **Justin Boro**, Assistant Director, Indigenous Peoples Law and Policy Program, James E. Rogers College of Law— University of Arizona*

Exploring the Impact of Student Pedagogical Partnerships: Building Equitable Spaces for Teaching and Learning Through Student Voices at a Hispanic-Serving Institution
Workshop

We intend to build on pedagogical partnership scholarship by exploring the language used by student and faculty partners to foster equitable teaching and learning spaces. We explore the impact that student pedagogical partnerships have on student learning and faculty professional development at a Hispanic-Serving Institution. We propose that student and faculty partners can build a reflective, reciprocal, and equitable partnership through a dynamic framework that accounts for the intersections of pedagogical intentions, students' learning, and the language choices that build community and pedagogical negotiations. In the end, participants will brainstorm how we can support and sustain initiatives centered on students' voices with the ultimate purpose of advocating for equitable education.
Presenters: **Alyssa G. Cavazos**, Associate Professor, and **Lesley Chapa**, Student Research Assistant—both of University of Texas Rio Grande Valley

Four Lenses to Dismantle Oppressive Practices in the Classroom toward Freedom of Learning
Workshop

This session is aimed at faculty seeking to create non-oppressive learning spaces and at students willing to challenge the current authoritarian and punitive learning system that they may be participating in. The strategic session is articulated around four lenses of inquiry that allow participants to analyze the systems of oppression present in their classroom settings. The lenses are inspired by feminist and critical pedagogies. The session will create opportunities to design, visualize, and strategize an actionable plan aiming to dismantle these systems while taking into account the context of each participants' department, classroom, institution, and

position of power. The four lenses of inquiry aim to dismantle (1) invisible disciplinary silos, boundaries, and walls; (2) policing practices and punitive systems; (3) colonial hierarchies of knowledge; and (4) competitive attitudes and academic territoriality. The session is designed to be an engaging experience facilitated by the use of visual mapping and small-group discussion.
Presenters: **Gaia Scagnetti**, *Associate Professor, and* **Ane Gonzalez Lara**, *Assistant Professor—both of Pratt Institute*

Leading from the Middle: Getting to Equity in Policy and Classroom Practice
Workshop

This workshop provides strategies for getting to equity in student outcomes by "leading from the middle," helping both university leadership and instructional faculty make equity a priority in policy and practice. Presenters will provide an overview of the process followed at California State University–Chico that led to shifts in policy, new use of data, and engagement of faculty and academic programs to address equity gaps. Participants will be given planning documents and will be led through a brainstorming and planning session to develop an action plan for middle leadership at their own institutions. Campuses are encouraged to send multiple representatives to the session to work together on their approach.
Presenters: **Kaitlyn Baumgartner Lee**, *Assistant Vice President for University Advisement,* **Ellie Clifford Ertle**, *Interim Associate Dean of Undergraduate Education,* **Kate McCarthy**, *Dean of Undergraduate Education, and* **Jason Nice**, *Professor of History, Honors Program Director—all of California State University–Chico*

Structuring Classroom Dialogues about Diverse Student Identities
Workshop

This interactive workshop models an innovative approach to structuring classroom dialogues about diverse student identities using students' personal narratives. The session focuses on racial, ethnic, and national identities in an in-person course, with discussion of adaptation for additional topics and contexts. Participants learn the steps to implement this lesson plan, reflect upon its impact by listening to actual student stories, and explore how personal narratives create inclusive classroom spaces that foster empathy and advance understanding across difference.
Presenter: **Noga Shemer**, *Assistant Professor in Residence—University of Connecticut*

The Remix: Realign Equity through Engagement, Experience, and Storytelling
Workshop

Higher education institutions need a "remix" when addressing student retention, graduation rates, experiences of "isms," lack of diverse faculty, student voices, and more. Adopting refreshed views of social/emotional engagement, experiential learning, and inclusive storytelling will inspire the shared pursuit of recalibrating our diversity and inclusion success, grounded on reality-based priorities found in our ever-changing world, where collective actions, feelings, and voices matter more. We must be a listening community that hears the multitude of voices while building collective narratives that match the institutional messages and experiences received in classrooms and beyond. The I AM model gets institutional leaders thinking about what's missing and inspires them to identify a remix that puts their institution on the path to greater

engagement with a relevant narrative.

Presenters: **Janine Fondon**, *Chair of Undergraduate Communications and Assistant Professor, and* **Andrea R. Hickson-Martin**, *Graduate Program Coordinator, Early Childhood and Elementary Education—both of Bay Path University*

University Perspectives in Addressing Anti-Racism and Equity
Workshop

Recent events have prompted higher education institutions to evaluate their campus climate and address anti-racism and equity issues. The presenters represent institutions that have assessed their equity and diversity issues and developed implementation strategies to attain their anti-racism and equity goals. This interactive session provides examples of the work being conducted at their home institutions. The session will also provide an opportunity for participants to collaborate with their peers to articulate goals and strategies to address anti-racism, equity, and inclusion. Methods of measuring the effectiveness of these initiatives will also be discussed. By the end of the session, participants will have developed a plan of action for their institution.

Presenters: **Tammie Cumming**, *Associate Provost and Assistant Vice President, and* **Isana Leshchinskaya**, *Assessment and Accreditation Specialist—both of City University of New York Brooklyn College; and* **M. David Miller**, *Professor and School Director—University of Florida*

Using Design Thinking to Support Diversity, Inclusion, and a Bias toward Action
Workshop

Design thinking, a problem-based learning pedagogy and approach to problem-identification and solution development, was taught and implemented as a strategy to address Black Lives Matter concerns and challenges on our campus. We will outline the design thinking process and its connections to the diversity, equity, and inclusion work on our campus. We will share the specific strategies used to support equity and inclusion in our course. Specific outcomes from the course, as well as student voices and experiences, will be highlighted. Challenges of this approach will also be shared.

Presenters: **Alison S. Carson**, *Associate Provost for Academic Innovation and Design Thinking,* **Clista Towne**, *Professor,* **Christian Brown**, *Student, and* **Leila Miller**, *Student—all of Manhattanville College*

2:15 pm – 3:15 pm ET
Concurrent Sessions

Building a Better Community between Students and Campus Safety through Empathy
Facilitated Discussion

This session will highlight a collaboration between two courses for which students came together to develop an event designed to support critical dialogue between students and members of our campus safety team. We will examine the concept of empathy as being a core value necessary to build understanding and mutual respect. We will examine opportunities and challenges for building a better campus community with campus safety members discussing our

next steps, including the roles of students, staff, and administration.

Presenters: **Alison S. Carson**, *Associate Provost for Academic Innovation and Design Thinking*, **John Proctor**, *Professor*, **Elliot Rodriguez**, *Campus Safety Officer*, **Christian Brown**, *Student, and* **Theresa Rothwell**, *Student—all of Manhattanville College*

Connecting with Underrepresented Students During COVID-19: Three Models for Engagement, Professional Development, and Global Learning

Facilitated Discussion

The year 2020 will long be remembered as a turning point for student engagement, whereby institutions around the world have been required to incorporate alternative platforms for learning and professional development. These new approaches and modalities importantly have allowed campuses to reach student populations that may have previously been underserved. But what does this pivot mean for diversity, equity, and student success? What best-practice models are being used on campuses that we can learn from? This session, and the panelists included, will present ideas, concepts and new working models for professional development and student success, with an emphasis on diversity, equity, and inclusion.

Presenters: **Bradley A. Feuling**, *CEO—The Asia Institute;* **Vanessa Obuo Morgan-Nai**, *Coordinator, Multicultural Advising and African American Student Success—Ohio University; and* **Devin Walker**, *Director, Office of Global Leadership and Social Impact—University of Texas at Austin*

Creating Twenty-Two University and College Campus Equity Plans to Eliminate Gaps in Degree Completion by Race and Pell-Status through the Illinois Equity in Attainment Initiative

Facilitated Discussion

This facilitated discussion will present the Illinois Equity in Attainment's model for working with two- and four-year institutions to create campus equity plans to eliminate gaps in degree completion by race and Pell status. Participants will learn about the Illinois Equity in Attainment's model for developing equity plans, providing equity coaching, and delivering cohort equity supports. This presentation will provide participants with key learning lessons, anticipated challenges, and practical advice for developing equity plans on their respective campuses.

Presenters: **Paula Hanley**, *Equity Program Manager and* **Julian Williams**, *Equity Program Manager—both of Partnership for College Completion*

Driving Institutional Change: Building upon the Invisible Labor and Lived Experiences of Black, Minoritized, and Underrepresented Employees

Facilitated Discussion

During our discussion, we will address the contributions of fellow Black, minoritized, and underrepresented employees integral to efforts yielding transformational change and focused on DEI and social justice. We will focus on many of the efforts and invisible labor these groups give to mentoring, cultural education, forums, keynote presentations, facilitated workshops, curriculum development, and training sessions surrounding issues of DEI and social justice, each helping to drive institutional change. Additionally, we will discuss the lived experiences of and

the personal impact on said employees, students, and alumni along the journey. Participants will be able to discuss how these efforts, along with interdisciplinary collaboration, positively affect the university community.

Presenters: **Jalin B. Johnson**, *Vice Chancellor of Equity and Inclusion and Chief Diversity Officer,* **Nakisha Castillo,** *Director of Fields, and* **Hawani Negussie**, *Assistant Professor—all of Brandman University*

Enhancing Career-Preparation Equity for International Students

Facilitated Discussion

In this session, we will explore the unique challenges of international students with respect to support for career-related skill development and experiences with career services on campus. We will present findings from quantitative and qualitative responses of more than 4,500 senior international students over the past five years at hundreds of four-year colleges and universities. Through discussion, participants will learn about international students' confidence in using skills and abilities essential to their future careers and how institutions can create new career services supports for this large group of minoritized students.

Presenters: **Allison BrckaLorenz**, *Associate Research Scientist, and* **Yihan Zhu**, *Project Services Associate and Doctoral Student—both of Indiana University Bloomington; and* **Kriti Gopal**, *Project Associate—National Survey of Student Engagement*

No Good Deed Left Undone: Moving from Good Intent to Engaged DEI Practices in the Classroom

Facilitated Discussion

This session addresses the topic "Reimagining Higher Education to Better Educate Students" by engaging participants with the Social Justice Design Tool (Taylor et al. 2019) for syllabi and the "calling in" versus "calling out" construct (Ross, 2019) to address classroom challenges involving implicit and explicit bias. Participants will be given sample excerpts from syllabi as well as classroom vignettes, in order to explore alternatives to create better learning experiences with students. The session will close with collective sharing of strategies to improve classroom learning experiences across disciplines.

Presenters: **Mia Bertagnolli**, *Director, Center for Teaching and Advising and Professor,* **Kristine F. Hoover**, *Director and Associate Professor,* **Robin Kelley**, *Associate Chief Diversity Officer,* **Molly Pepper**, *Associate Dean and Professor, and* **Raymond Reyes**, *Chief Diversity Officer—all of Gonzaga University*

Promoting Student Success by Engaging in Anti-Racist Efforts at a Health Sciences University

Facilitated Discussion

Counseling and Educational Support Services at the University of Kansas Medical School has taken a stance to live and promote anti-racism across the university and within the community. As treatment providers and leaders, we have the responsibility to reflect upon and challenge our role and involvement in systemic and structural racism, both personally and professionally. In doing so, it has been our goal to connect with the student body in efforts to dismantle systemic

racism embedded in our practice as psychologists, as well as within the educational and clinical practices of the university. This session will discuss our efforts in engaging students, faculty, and staff in acknowledging the presence and impact of systemic racism and working to dismantle it across the university system.

Presenters: **Lynette Sparkman-Barnes**, *Clinical Psychologist and Multicultural Specialist, and* **Sebastiano Procopio**, *Counseling Psychologist—both of University of Kansas*

Strategies: Advancing Racial Equity via Community-University Collaboration
Facilitated Discussion

Participants will discuss the use of community-university collaboration to advance racial equity. Facilitators of the session include a social work faculty member from a small liberal arts university, a deputy director from a county Department of Human Services Office of Equity and Inclusion, and an undergraduate social work major. Our partnership was built on Fair Trade Learning principles of reciprocity, transparency, and justice. We will discuss projects we collaborated on to normalize, organize, and operationalize racial equity in our respective institutions, drawn from the Government Alliance on Race and Equity. Results included a countywide racial-equity training series, a student-led initiative to improve outcomes for immigrants, and more. Participants will leave the session with concrete ideas for advancing racial equity through community-university collaboration.

Presenters: **Jessica Friedrichs**, *Assistant Professor/Bachelor of Social Work Field Director, and* **Brandi Robinson**, *Bachelor of Social Work Student—both of Carlow University; and* **Jessica Ruffin**, *Deputy Director—Allegheny County Department of Human Services*

Student Perspectives on Equity, Success, and Relationship-Rich Education
Facilitated Discussion

Over decades, researchers have demonstrated that student relationships with peers, faculty, and staff are essential for student success and that the effects of these interactions are particularly strong for first-generation students and students of color. However, meaningful relationships are generally not the principal organizing construct for our classrooms, curricula, or institutions. This discussion will weave together research from the book *Relationship-Rich Education* (2020) with the perspectives of undergraduate students to critically reflect on the ways that interactions, identities, and institutional contexts contribute to equity and success.

Presenters: **Peter Felten**, *Executive Director, Center for Engaged Learning, and Assistant Provost,* **Leo M. Lambert**, *President Emeritus and Professor of Education, and* **Oscar Miranda**, *Assistant Director of First-Generation Student Support Services—all of Elon University;* **Samantha Paskvan**, *Student—University of Washington–Seattle;* **Joshua Rodriguez**, *Student—Oakton Community College and Purdue University; and* **Khadijah Seay**, *Student—Bryn Mawr College*

The Deancubator: Developing Leadership Pipelines in Underrepresented Talent Pools
Facilitated Discussion

Nationally, academic leadership still skews White and male. As university leaders, we can work against historical and institutional barriers to the advancement of women and people of color to academic leadership positions. During an economic crisis, we can use our authority and learned

experience to create internal leadership development positions that also serve the institution. Learn best practices for identifying internal opportunities to recruit, train, and mentor senior faculty women and/or faculty of color to gain valuable real-world experience and the credentials to move to the next career level.

Presenter: **Michelle L. Brown**, *Dean of the Macricostas School of Arts and Sciences—Western Connecticut State University*

Toward Inclusive Study Spaces: Listening to Students to Inform Practice

Facilitated Discussion

Assuring that campus spaces are welcoming and supportive environments for minoritized students is critical. This facilitated discussion gives participants the opportunity to hear about two research studies that led to better understandings of minoritized students' experiences with study spaces at residential universities. Participants will share ways they have engaged with minoritized students at their institutions and discuss methods for learning more about underrepresented students' experiences and needs. Attendees will also strategize ways to make campus spaces more welcoming and inclusive. By the end of this session, participants will have tools for eliciting valuable input from students on their campuses, strategies for working with campus stakeholders to respond to what they learn, and ideas for making study spaces more supportive for minoritized students.

Presenters: **Kelly M. Broughton**, *Assistant Dean for Research and Education Services, University Libraries—Ohio University;* and **Emily Daly**, *Head of Assessment and User Experience, Duke University Libraries—Duke University*

Transfer Stories and Strategies: What Two Student Groups Say They Need to Boost their University Readiness

Facilitated Discussion

When community college students make significant progress toward transfer, why don't they make it "through the gate" to university? What do different student groups say affects their transfer journey? Learn about new findings from the Research and Planning Group for California Community Colleges' "Through the Gate" transfer study, including results from surveys and interviews with more than eight hundred students who were close to transfer but had not yet made it to university. Hear what African American/Black and Hispanic or Latina/o/x students say uniquely affects their progress toward their baccalaureate goal, and learn about ways to boost their university readiness. Share your own and learn about others' strategies for improving the persistence and completion outcomes of transfer students who have been historically marginalized by our higher education systems.

Presenters: **Darla Cooper**, *Executive Director,* and **Alyssa Nguyen**, *Director of Research and Evaluation—both of the Research and Planning Group for California Community Colleges*

3:30 pm – 3:45 pm ET
Meditation Session with Stephanie Renee Briggs

THURSDAY, MARCH 25

#IamRemarkable: A Workshop to Empower Everyone—Women, Underrepresented Groups and Allies
Sponsor Session

#IamRemarkable is a Google initiative empowering women and other underrepresented groups to celebrate their achievements in the workplace and beyond. Join this 60-minute session to learn the importance of self-promotion in your personal and professional life and be equipped with tools to develop this skill.
Presenter: **Jennifer Shap**, *US Agency Lead—Google*

Lend Your Voice: Elevate the Focus on Diversity and Equity in Education
Sponsor Session
Participation will be on a first-come-first-serve basis, open to the first twenty-five attendees to join the session.
ETS will lead an open and honest conversation with champions for diversity and equity in higher education. This focus group will explore ideas and insights for how ETS can continue to achieve its mission and persist in our support of diversity, equity, inclusion, access, and success for higher education learners and institutions.
Presenter: **Jamal Watson**, *Professor of Communications—Trinity Washington University*

Collaboration across Departments and Divisions to Support Student Success
Presenter: **Alysson Satterlund**, *Vice Chancellor for Student Affairs—University of California–San Diego*

Creating Alliances by Embracing Viewpoint Diversity and Engaging in Civil Discourse
Presenter: **Richard Prystowsky**, *Independent Scholar—Retired*

Elevating Anti-Racism as a Priority in Higher Education
Presenter: **Angela Locks**, *Executive Director for Diversity, Equity, and Inclusion for Academic Affairs and Professor of Student Development in Higher Education—California State University–Long Beach*

Faculty Diversity, Retention, and Recruitment
Presenter: **Sandra Sgoutas-Emch**, *Professor of Psychology—University of San Diego*

Inclusive and Responsive Pedagogy in All Settings (Virtual, Hybrid, and In-Person)
Presenter: **Norah Shultz**, *Associate Vice President, Academic Engagement and Student Achievement—San Diego State University*

Social Responsibility and Community Engagement
Presenter: **Andrea Brewster**, *Assessment Manager for Undergraduate Studies— Santa Clara University*

STEM + DEI: Opportunity, Urgency, and Necessity
Presenter: **Ron Buckmire**, *Associate Dean of the College— Occidental College*

Supporting DACA-mented and Undocumented Students
Presenter: **Hilda Ladner**, *Diversity, Equity, and Inclusion Officer— Pima Community Colleg*

Supporting Students Who Are Experiencing Basic Needs Insecurities
Presenter: **Emelyn Agnes dela Peña**, *Associate Vice Provost for Inclusion, Community, and Integrative Learning—Stanford University*

Technology Designs That Advance Equity
Presenters: **Ebonee Williams**, *Director, Virtual Experience and Peer Engagement Initiatives,* **Alicia Yancey**, *Black Student Union Principal Member, and* **Malia Henry**, *Black Student Union Principal Member—all of the University of California–San Diego*

FRIDAY, MARCH 26

Building Anti-Racist Pedagogy into the Start of the Semester
Facilitated Discussion

Anti-racist education should, and can be, incorporated into the many courses in which racism does not traditionally figure in the content. To create an effective inclusive learning environment, instructors in any course must attend to psychosocial factors to counter the significant documented effects of pervasive racism and sexism on student academic performance and well-being. We present a start-of-semester module on diversity that combines several evidence-based strategies to reduce stereotype threat and increase a sense of belonging. The module uses thought-provoking content and activities on both the social value of diversity along with the current biological understanding that intelligence is malleable by the environment and that genetically distinct races do not exist. The module is suitable for any class as it can be implemented flexibly to motivate productive and inclusive class work for the semester.
Presenter: ***Iglika Pavlova***, *Academic Professional—University of North Carolina at Greensboro*

Centering Tenure Track Faculty Voices in Transforming Tenure and Promotion Policies
Facilitated Discussion

Retention, tenure, and promotion (RTP) policies in higher education reflect defining institutional priorities and contribute to shaping careers, yet how to develop and change these policies is often unclear. This facilitated discussion will provide perspectives from faculty and administrators who recently engaged in rigorous and collaborative processes to transform their RTP policies. It will also provide an opportunity for participants to engage in discussions about how to center anti-racist and equitable framing into RTP policy and practice development.
Presenters: ***Amber M. Gonzalez***, *Associate Professor*, ***Kristen Weede Alexander***, *Professor of Child and Adolescent Development*, ***Margarita Berta-Avila***, *Professor*, ***Kevin Ferreira van Leer***, *Assistant Professor, and* ***Nadxieli Toledo Bustamante***, *Assistant Professor—all of California State University–Sacramento*

Creating an Anti-Racist, Decolonized University
Facilitated Discussion

Curriculum and cocurriculum cochairs of the Racial Justice Task Force at Bridgewater State University (BSU) in Massachusetts will present research findings on seven areas of white supremacist and neocolonial structures in our institution. We will then share our recommendations for meaningful anti-racist and decolonial changes across academic disciplines and university divisions. Our university-wide committee's findings have informed several changes to policies and practices and departmental/program revisions to curricula and learning

outcomes at BSU. With colleagues who are critical race theorists and experts in anti-racist pedagogies and decolonizing the curriculum, we are also offering weekly, scaffolded professional development workshops. In this session, we will facilitate a discussion about the data-gathering, analysis, recommendations, and actions in which we and our colleagues have engaged. The purpose is working together on feasible applications of this work at other institutions, with consideration of diverse campus cultures and needs.

Presenters: **Jenny O. Shanahan**, *Assistant Provost, and* **Diana J. Fox**, *Professor of Anthropology—both of Bridgewater State University*

Decolonizing Your Dialogue: Infusing Practices to Support BIPOC+ Identities
Facilitated Discussion

This session supports the transformative power of dialogue, including important outcomes in a recent study of intergroup dialogue (IGD). We respond to some of the criticisms of intergroup dialogue, focusing on the costs and benefits for marginalized and privileged students. We name the limits associated with some of the academic traditions that have shaped IGD pedagogy and goals, including social psychology, a traditionally White and individualistic field with minimal attention to social structure. We also identify how to decolonize specific pedagogical practices in IGD. We focus on two recent frameworks that embrace socially just dialogues and address specific ways to recenter and legitimize traditionally marginalized voices, challenge long-standing models of power and privilege, center sociopolitical structures, and bridge awareness with student-initiated action.

Presenters: **Kelly E. Maxwell**, *Assistant Dean for Undergraduate Education and Board Chair—University of Michigan;* **Jennifer Ball**, *Chief Inclusion Officer, Associate Professor of History, and Board Member—Clarkson University;* **Brighid Dwyer**, *Associate Dean for Diversity and Inclusion, Campus Life—Princeton University; and* **Jaclyn Rodriguez**, *Professor, Psychology and Latin@/Latin American Studies, and Board Member—Occidental College (all also of Difficult Dialogues National Resource Center)*

Developing an Equity-Minded Students-as-Partners Program
Facilitated Discussion

This session, cofacilitated by the Center for Teaching and Learning staff and two of our pedagogical partner program (P3) student fellows, will describe the development of a students-as-partners program guided by principles of equity and inclusion. Following a discussion of our model and students' reflections on their experiences partnering with faculty to improve the inclusive and effective nature of their classes, participants will be encouraged to reflect on opportunities for partnership with students at their home institutions to advance equity, inclusion, and anti-racist initiatives.

Presenters: **Riley Caldwell-O'Keefe**, *Director, Center for Teaching and Learning,* **Sarah L. Bunnell**, *Associate Director and STEM Specialist, Center for Teaching and Learning,* **Mariama-Alexis Camara**, *Pedagogical Partner Program (P3) Student Fellow, and* **Stephanie Masotti**, *Pedagogical Partner Program (P3) Student Fellow and P3 Mentor—all of Amherst College*

Ensure Students Feel Seen and Heard: Simplify the Complexities of Inclusive Pedagogy

Facilitated Discussion

Participants in this session will have the opportunity to take part in a simulation of a class experience that integrates discussion of cases studies and texts about diversity and social justice in education. Participants will learn collaborative teaching and learning styles that promote student engagement and the creation of a classroom community. This session will allow participants to reflect on their teaching practices and develop additional teaching strategies to meet the needs of their students.

Presenters: ***Marissa M. Capuzzi-Schimizzi***, *Assistant Professor of Education, and* ***D. Ryan Bunting***, *Assistant Professor of Education—both of Washington & Jefferson College*

Examining and Addressing Inequities in Student Support

Sponsor Session

The past twenty years of equity work in higher education has focused on building offices, initiatives, and programs to support minoritized populations. Yet most institutions' core student support offerings are still one-size-fits-all, based on the traditional, eighteen- to twenty-two-year-old White students' experience. This session will explore how schools are consciously using technology and interpersonal support to ensure underserved students receive personalized assistance in their pursuit of a credential or degree.

Presenter: ***Meacie Fairfax***, *Associate Director—EAB*

Improved Learning Outcomes through a Theme of 'Social Justice and Equity' Across CORE Courses

Facilitated Discussion

Come see a model for using social justice and equity as a common theme across CORE courses. Using ten years of data collected with VALUE Institute rubrics, a Texas community college launched a common theme as an intervention to improve learning outcomes. Pre- and post-intervention data will be presented along with a description of the campus-wide partnerships that were created for a successful intervention. Leave the session with ideas for how a similar intervention could be launched on your campus.

Presenter: ***Tony Kroll***, *Professor—Dallas College*

Jump-Starting an Equity-Minded Admissions Process

Facilitated Discussion

The CUNY School of Professional Studies (SPS) realized some adult learners were prevented from admission due to low GPAs from college coursework that was sometimes decades old. In response, we launched the Jump Start admissions process in 2019, granting adult transfer students an opportunity to gain admission by demonstrating their academic proficiencies in an ePortfolio. This session will outline the details of Jump Start, focusing on how we use it to support greater equity in our college admissions. We'll also discuss results of the fall 2019 and spring 2020 cohorts, lessons we learned at CUNY SPS, and tools attendees can use to consider what processes they could put in place at their own institutions to create more equitable access to a certificate or degree.

Presenters: ***Angela Francis***, *Assistant Dean of General Education and First Year Experience,* ***Holli***

Broadfoot, Experiential Learning Director, *Jennifer Grace Lee*, Associate Dean of Enrollment Management and Student Services, and *Jennifer Sparrow*, Associate Dean of Academic Affairs—all of CUNY School of Professional Studies

Metacognition Meets Social Belonging: Collaboration Yields Dramatic Results

Facilitated Discussion

Regardless of academic preparedness levels, traditionally underrepresented students are arriving at postsecondary institutions with a number of personal, financial, familial, and academic concerns. In response to this reality, Wayne State University's Warrior VIP and First-Year Seminar programs have successfully collaborated to offer first-year students a holistic approach to social belonging in conjunction with evidence-based learning strategies. This union has proved to be an impactful one with results showing dramatic increases in both GPA and retention, especially for African American–identifying students. Because of the interactive nature of this session, participants can expect to leave armed with an initial draft of a program collaboration plan to address the needs of their respective student populations.
Presenters: *Angela Zanardelli Sickler*, Associate Director, Study Skills Academy, and *Kenya Swanson*, Coordinator of Warrior Vision and Impact Program—both of Wayne State University

Racism Illuminated and the Surge of the Anti-Racist Agenda: How Students Are Dealing with Both and How Institutions Can Support Them through It

Facilitated Discussion

The campus community has been increasingly affected by and compelled to respond to racism and the racial violence that is prevalent in our broader society. In particular, Black students must navigate their understanding and experiences of racism and in many cases have demanded or prompted institutional change. As a result, faculty and staff have been thrust into implementing anti-racist initiatives and supporting student racial identity development and student activism. In this session, participants will gain an understanding of how Black students are navigating the impacts of racism and activism, learn about their perceptions of the anti-racist agenda, and consider strategies on how institutions can best support their development and experiences.
Presenters: *Khalilah A. Shabazz*, Assistant Vice Chancellor for Student Diversity, Equity, and Inclusion, and *Eric Williams*, Senior Executive Director, Educational Equity Programs—both of Indiana University–Purdue University Indianapolis

Supporting Students' Civic Agency, Leadership, Well-Being, and Academic Success through Community Engagement

Facilitated Discussion

This session presents findings from a multi-campus national study involving diverse low-income students in community engagement. Sixty-plus institutions are part of the Bonner Program, a national network that seeks to connect college access, student success, and community impact through a unique four-year model. Researchers investigated the impacts of students' community-based experiences—such as peer leadership, mentoring, and problem-solving—and examined impacts on students' civic identity, agency, and democratic and political engagement. Drawing on quantitative data and qualitative narrative, the study identifies programmatic

dimensions that support the development of skilled civic agents who seek broader involvement in working for equity and social justice.

Presenters: **Ariane E. Hoy**, *Vice President,* **Rachayita Shah**, *Community Engagement Scholarship Director,* and **Arthur Tartee Jr.**, *Alumni Network Manager—all of Bonner Foundation*

We Belong: Connecting Students to and through the First-Year Experience Course
Facilitated Discussion

To address limited motivation in a first-year seminar course and to examine student belonging during the traumatic conditions of a pandemic, students collaborated on an embedded qualitative research study about student belonging (or lack thereof) as a result of their actions and the actions of others. We invite you to join these students in critical conversations about their experiences and the changing role of first-year experience courses as a high-impact practice in the post–COVID 19 world.

Presenters: **Eileen M. Grodziak**, *Instructional Designer and Adjunct Lecturer,* **Grace Hambly**, *Student,* **Jia Qian (Savannah) Zheng**, *Student,* **Allyshia Mohr**, *Student,* and **Armelys Soba**, *Student—all of Penn State Lehigh Valley,* and **Laura E. Cruz**, *Associate Research Professor—Penn State University Park*

> ### 11:30 am – 12:30 pm ET
> Exhibit Hall Hours

> ### 12:30 pm – 1:30 pm ET
> Concurrent Sessions

Building an Inclusive Campus through Mindfulness and Restorative Practices
Workshop

Through this session, participants will explore the concept and practices of mindfulness and how they can be incorporated with restorative practices to further social justice on a college campus. Workshop participants will learn a variety of mindfulness and restorative practices, with discussion focusing on application en vivo in the classroom (e.g, difficult conversations, microaggressions), as well as in facilitation of difficult conversations regarding diversity, equity, and inclusion to promote positive change in departments and between faculty utilizing a mindfulness lens. Fostering creation of departmental inclusive practices and assessing impact at the varying levels of impact will also be addressed.

Presenter: **Melissa M. Goodwin**, *Associate Dean of Arts and Sciences,* and **Eileen Lynd-Balta**, *Associate Provost—both of St. John Fisher College*

Cocreating Anti-Racist Pedagogy through Democratic Discourse
Workshop

What skills do our students need in order to identify and dismantle racism? How might these skills become course learning outcomes in any discipline at any kind of institution? The facilitators of this discussion will draw upon their experience leading a campus-wide multipart discussion series on anti-racist pedagogy this past fall. Making an important distinction between

anti-racist teaching (specific course content) and anti-racist pedagogy, they will engage participants in conversation about teaching methods that disrupt the traditional pedagogical practices that can reinforce structural racism and other forms of injustice. Together, we will explore ways of communicating the value and urgency of this work to others.

Presenters: **Eileen K. Camfield**, *Teaching Professor and CETL Faculty Associate for Writing and Pedagogy, and* **Samantha Ocena**, *Associate Director, Merritt Writing Program—both of University of California–Merced*

Creating Inclusive Classrooms: The Inclusive Excellence Teacher-Scholar Workshops for Faculty Development

Workshop

During this interactive and practice-focused workshop, participants will learn about materials and approaches developed for the Inclusive Excellence Teacher-Scholar (IETS) Workshop series. The yearlong cohort-based program guides faculty as they explore classroom practices that positively influence inclusive academic spaces. We will share IETS workshop agendas and discuss goals, outcomes, and participants' experiences. IETS workshops bring an equity-minded lens to mainstay practices of academia, including the syllabus, classroom participation, course content, and grading and assessment. The program pays attention to race and the necessity for faculty cultural competence with workshops relating to race and racism, bias, microaggressions, privilege, and dominant (exclusionary) narratives within higher education. We encourage participants to consider how to adapt our IETS work in their own setting and promote equity-minded practices at their home institutions.

Presenters: **Susan M. Keenan**, *Director, STEM Inclusive Excellence Collective*, **Cassendra M. Bergstrom**, *Associate Professor, and* **Jodie D. Novak**, *Professor—all of University of Northern Colorado*

Decolonizing the Curriculum, One Syllabus at a Time

Workshop

The most recent wave of social activism has made clear that students want to know how what they are learning in our classrooms is connected to the larger society and world they live in. This discussion session will focus on a workshop structured to walk teachers through a process of review and revision for undergraduate courses using decolonization as a lens. We argue that foregrounding the project of dismantling colonial ideologies about superiority, value hierarchies, and the practices that privilege Western thought is one way to create a sense of agency, immediacy, and relevance in liberal arts education. Decolonizing the curriculum is important even during (perhaps especially during) this year of pandemic learning. Our discussion will focus on how the project of decolonizing the curriculum is understood differently by different stakeholders; on common barriers faculty experience; and on the relationship between discussions of decolonizing curricula and inclusive teaching, or anti-racist pedagogy.

Presenters: **Regine O. Jackson**, *Associate Professor of Sociology and Chair of the Department of Sociology and Anthropology, and* **Tracey E. Laird**, *Professor of Music—both of Agnes Scott College*

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Equity, Inclusion, and Reconciliation with Indigenous Peoples
Workshop

In this session, participants will explore how equity and inclusion initiatives in North American and other colonized contexts should include the rights and perspectives of Indigenous Peoples. Participants will learn about how in Canada, the Truth and Reconciliation Commission's calls to action have led to a focus on indigenization and decolonization. Through reflective, dialogic activities, participants will share strategies that support the learning and unlearning necessary for settler educators to engage in indigenizing curriculum and pedagogy that supports equity, inclusion, and reconciliation.
Presenter: **Kyra Garson**, *Intercultural Coordinator—Thompson Rivers University*

Fostering High-Impact Student Experiences through Peer Mentorship: A Case Study with Lehigh University and Mentor Collective
Sponsor Session

How students experience college can shape their lives forever. While providing students access to resources that help them navigate college can be helpful, it is imperative to equip those students with high-impact relationships that ensure that those resources are being used effectively and—more importantly—that their college experience is fulfilling from both an academic and social perspective. Lehigh University and Mentor Collective have partnered since fall 2017 on a campus-wide peer mentorship program that helps students build the life-changing relationships they need to succeed on campus and in their postgraduate lives. The program is a part of Lehigh's broader efforts to expand access to the university for groups that have been historically underrepresented and to ensure that a support system is in place to aid in their success. In 2020 alone, during the height of the COVID-19 pandemic and unprecedented social isolation, Lehigh's peer mentorship program formed 972 peer mentorship relationships, with 19,800-plus text messages exchanged and 56 insight flags submitted by mentors.
Presenters: **Chris Supernic**, *University Relations Director—Mentor Collective; and* **Donald A. Outing**, *Vice President for Equity and Community—Lehigh University*

Inclusive Teaching, Responsive Pedagogies, and Diversity Leadership
Workshop

This session is designed to give participants multiple examples of inclusive teaching development strategies and tactics that can be implemented on their campuses. Participants will hear about examples and have a chance to respond and share their own examples. Examples will be drawn from the work of faculty and staff participating in the Concordia College Inclusive Teaching and Diversity Leadership program. Examples will also be drawn from the work of staff, administrators, and other student-life professionals.
Presenters: **Edward P. Antonio**, *Professor of Humanities, and* **Stephanie Ahlfeldt**, *Associate Dean of the College—both of Concordia College-Moorhead; and* **Brad Klein**, *Associate Director, Human Rights Program—Southern Methodist University*

Inclusive, Innovative Leadership from the Inside Out

Workshop

Leadership, in all facets of society and at all levels of our colleges and universities, is needed now more than ever. Leadership is not defined by a title or role; rather, it manifests through engaged actions and outcomes and can be found and cultivated at every level of your institution. As colleges and universities face a pervasive "innovation imperative" (*Chronicle of Higher Education*, 2019), we need to train educational leaders to foster innovation while advancing diversity, equity, and inclusion (DEI). This program will share an evidence-based framework, Inclusive, Innovative Leadership (IIL), focused on solving meaningful problems and thoughtfully expanding your institution's commitment to DEI on a daily basis through authentic leadership. IIL can be used in all educational settings and institutional types. By engaging in discussion, reflection, and activities, participants will gain tangible tools and resources that will become important assets in their leadership toolkit.

Presenters: **Cynthia Demetriou**, *Vice Provost, Student Success and Retention Innovation—University of Arizona;* **Candice Powell**, *Director of Carolina Covenant—University of North Carolina at Chapel Hill; and* **Terrell R. Morton**, *Assistant Professor of Identity and Justice in STEM Education—University of Missouri–Columbia*

Lessons Learned in the Pandemic about Equity with Respect to Students with Disabilities

Workshop

What can we learn about equity and inclusion as massive numbers of college courses and services have moved online as a result of the pandemic? How has this transformation affected, or how could it affect, campus diversity, equity, and inclusion efforts? In this session, participants will review evidence that some online technology and pedagogical practices, as well as student services online practices, exclude the full engagement of students with a variety of disabilities, who are English language learners, and who identify as part of other underserved groups. Participants will learn about how established principles and evidence-based practices, when applied as part of a Universal Design Framework, can lead to courses and services that are accessible to, usable by, and inclusive of all students and underpin an inclusive campus model to ensure that lessons learned will be applied post-pandemic.

Presenter: **Sheryl E. Burgstahler**, *Director, Accessible Technology Services, Affiliate Professor College of Education—University of Washington–Seattle*

Students, Campuses, and Communities Mobilizing to Combat Racial Injustice and Support Equity

Workshop

This session presents a model to mobilize students, alumni, staff, faculty, and partners to work for anti-racist and racially just structural, policy, educational, economic, and social change. Through the Racial Justice Community Fund initiative, the Bonner network has been able to provide a space for student leaders and administrators to engage in learning from each other and from recognized leaders at a variety of nonprofit, government, and activist organizations in an effort to support student-led racial justice projects. This work connects community

engagement with racial equity work. Join us as we discuss ways to work with diverse stakeholders in respective communities in the fight to combat systemic racial and social inequities.

Presenters: **Ariane E. Hoy**, *Vice President*, **Rachayita Shah**, *Community Engagement Scholarship Director, and* **Arthur Tartee Jr.**, *Alumni Network Manager—all of the Bonner Foundation*

1:45 pm – 2:45 pm ET
Concurrent Sessions

Beyond Interventions: Supporting Student Belonging and Inclusion

Facilitated Discussion

Interventions that support development of student's socioemotional competencies can be important strategies for supporting inclusion and belonging in higher education. These brief interventions can also provide opportunities for institutions to effectively elevate student voices in ways that normalize and support student academic and social struggles. This facilitated discussion will engage participants with research-based activities and programs at the University of California–Davis that have gone beyond short one-time interventions to partner with students, faculty, and campus stakeholders to create programs and opportunities that continue to engage students in building their socioemotional competencies throughout their academic careers. Participants will develop action plans for creating and implementing institution-specific belonging and wise interventions and activities with diverse campus partners, including students, academic advisers, faculty, and student orientation staff.

Presenters: **Susan E. Ebeler**, *Professor and Associate Dean*, **Kali Trzesniewski**, *Specialist in Cooperative Extension*, **Michael Wallace**, *Orientation Program Coordinator*, **Dominick Giuntini**, *Student, and* **Meliza Guox**, *Student —all of University of California–Davis; and* **Donna Vivar**, *Strategic Initiatives Manager—University of California–Berkeley*

DEI and Anti-Racist Consortial Cooperation: Transform Challenge into Success

Facilitated Discussion

This session focuses on a multi-consortial cooperation structure among The Five Colleges of Ohio that has yielded significant complementary impetus and support to DEI and anti-racist efforts at each institution and across our region. Our initiatives have focused on creating collaborative spaces to achieve consortial and institutional retention, mentoring, and networking goals, primarily among BIPOC/UR students, faculty, and staff. Session participants will come out with knowledge of how consortial work can add game-changing support for BIPOC/UR constituents, especially in times of limited resources and virtual engagement. Participants will see consortial cooperation as a key way to augment ongoing DEI and anti-racist efforts both at home institutions and within regions.

Presenters: **Ivonne M. Garcia**, *Chief Diversity, Equity, and Inclusion Officer—The College of Wooster;* **Dawn Chisebe**, *Interim Chief Diversity Officer—Ohio Wesleyan University;* **Elizabeth Hamilton**, *Associate Dean of the College of Arts and Sciences—Oberlin College;* **Veerendra Lele**, *Interim Associate Provost for Diversity—Denison University; and* **Theodore O. Mason Jr.**, *Associate Provost for Diversity, Equity, and Inclusion—Kenyon College*

Elevating Anti-Racism with Agents of Change: Action Through Storytelling
Workshop

Agents of Change: Action through Storytelling is one way that our small, predominantly White, Lutheran liberal arts institution is prompting conversations about racism. We use the international organization Narrative 4's methodology of story exchange that teaches deep listening, activates empathic brain channels, creates positive relationships across differences, and begins the work of community building that dignifies all members. In this workshop, participants will learn about Narrative 4, see an exchange modeled for them, and then participate in an abbreviated exchange of stories to learn firsthand the effects of this process. We will also share the specific ways we use Narrative 4 to build community and empathy when opening discussions about racism.

Presenters: **Amy Watkin**, *Professor of English, First-Year Experience Director*, **Heidi Rogers**, *Assistant Director of Retention and Learning Services*, **Ben Schneweis**, *Assistant Athletic Director and Head Men's Soccer Coach, and* **Tess Varner**, *Assistant Professor of Philosophy—all of Concordia College–Moorhead*

Framework for Supporting Nontenured Faculty in Community Engagement
Facilitated Discussion

This session will show how the intentionality of community engagement offices focused on the interconnectedness of cornerstone programs and intra- and inter-office efforts can provide a framework of support. This framework can directly support nontenured faculty working to strengthen and develop community partnerships that result in enhanced classroom learning to advance student success while also mutually benefiting community partners. The workshop will be an interactive exchange of information between the presenters and the participants about connections of community engagement purpose, effort, and outcomes to build a set of best practices for continued examination and improvement in the context of one's own campus.

Presenters: **Mazi Ferguson**, *Assistant Program Director*, **Lindy Davidson**, *Associate Dean for Curriculum and Instruction/Faculty, and* **Dustin Krein**, *Program Planner—all of University of South Florida*

Inclusive and Equitable by Design: Quality Instruction for Student Success
Sponsor Session

As educators, we can work to create inclusive environments with equitable learning opportunities to ensure that every student has the supports and resources necessary to succeed. In fact, evidence-based quality teaching when done with intentionality *is* inclusive teaching. During this discussion, academic leaders from the Association of College and University Educators, WestEd/Carnegie Math Pathways, California State University–Los Angeles, and Saginaw Chippewa Tribal College will share research-based best practices for bringing together inclusive curriculum and equitable pedagogical practices.

Presenters: **Penny MacCormack**, *Chief Academic Officer—Association of College and University Educators,* **Earle Crosswait**, *Academic Specialist-Mathematics—Saginaw Chippewa Tribal College,* **Ann Edwards**, *Senior Research Associate and Director of Teaching and Learning— Carnegie Math*

Pathways/WestEd, and **Kristina Ruiz-Mesa**, *Associate Professor and Basic Course Director—California State University–Los Angeles*

In Solidarity: Supporting Student Activism within and Beyond the Classroom
Workshop

The University of South Carolina Center for Integrative and Experiential Learning is a comprehensive learning initiative promoting the education of students for engaged citizenship through integrative learning. Presenters will provide a brief overview of the Graduation with Leadership Distinction, specifically our Diversity and Social Advocacy pathway, which recognizes students for their engagement on social justice issues. Our session will focus on students' use of ePortfolios to demonstrate their engagement beyond the classroom by articulating key insights using guided reflection. We will discuss how students grapple with questions about what is significant to them, as well as how they can make a difference on and off campus. Session attendees will review ePortfolios, brainstorm ways to help students reflect, and examine how to encourage student activism as a high-impact practice.
Presenters: **Theresa M. Harrison**, *Project Manager, and* **Sarah Matthews**, *Student Advisor—both of University of South Carolina*

Inclusivity through Engaged Pedagogy: A Student-Faculty Program's Impact
Facilitated Discussion

A diverse group of faculty and students—undergraduate and graduate—illustrate what is involved in being actively committed to a process of self-actualization in a manner that empowers both teachers and learners. Through a facilitated discussion, session participants will learn about a teaching initiative that, for more than a year, has uniquely brought together twenty student and faculty fellows for discussion and mentorship in a five-person pod to dialogue and listen to one another on matters of inclusive pedagogy. Drawing on the fellows' structured interactions, this session illuminates the generative process involved when teachers and students embark on a joint journey to create a brave space. It is a space where, through student feedback, teachers have sustained opportunities to identify and verbalize their own values, motives, strengths, and limitations in their pedagogical practice and where faculty are willing to struggle along with students in ways students rarely get to see.
Presenters: **Cara Caddoo**, *Assistant Professor,* **Martha Oakley**, *Professor of Chemistry and Associate Vice Provost for Undergraduate Education,* **Caliel Hines**, *Undergraduate Student,* **Mansi Joshi**, *Graduate Student, and* **Eric McKenzie**, *Graduate Student—all of Indiana University Bloomington*

Many Spiders, One Web: Distributing Leadership to Advance Diversity, Equity, and Inclusion
Workshop

As colleges and universities respond to the dueling pandemics of systemic racism and COVID-19, higher education leaders face difficult choices about how best to pursue diversity, equity, and inclusion (DEI) work that strengthens campus communities. For many institutions, advancing DEI goals in the current moment requires innovation, institutional will, and a challenge to

conventional wisdom. This workshop will highlight the University of Richmond's distributed leadership model for DEI, an innovative shared leadership approach aimed at embedding DEI goals and initiatives and the work they require across the university, and ways for sharing responsibility and accountability for outcomes. Part case study, part candid discussion, this workshop aims to engender meaningful dialogue among higher education leaders about outside-of-the-box approaches to institutional change to create more equitable communities.
Presenters: **Ronald Crutcher**, *President and Professor of Music*, **Ashleigh Brock**, *Assistant to the President*, **David Hale**, *Executive Vice President and Chief Operating Officer*, **Patricia Herrera*, *Associate Professor, Theatre and Dance, and **Amy Howard**, *Senior Administrative Officer for Equity and Community—all of University of Richmond*

Our Weekly Data Hustle: Both the What and the How of Student Struggle
Facilitated Discussion

Through aggressive data collection and weekly meetings with diverse stakeholders, we were able to see not only that students of color struggle but also the particular ways in which their academic difficulties persist. Data collection wasn't enough: we needed to bring together people from different corners of campus to share knowledge and techniques to reach these students in meaningful, effective ways. We have seen improvement in our overall retention.
Presenters: **Robert M. Battistini**, *Director of General Education/Associate Professor of English, and **Michelle Meyer**, *Director of Disability Services—both of Centenary University*

Superwoman Syndrome, Battle Fatigue, and Resistance: Leadership in COVID-19
Facilitated Discussion

Higher education is dramatically shifting as it seeks to leverage lessons learned since the onset of COVID-19. Disproportionate impacts of COVID-19 on women and communities of color have been made visible in ways that cannot be ignored. Calls to action resulting from the Black Lives Matter movement and dialogues on racial justice have been critical for students, faculty, staff, and administrators experiencing trauma due to the violence against Black communities. Higher education has been even more challenged by the battle fatigue of navigating spaces of resistance and resilience across home and work contexts. Leveraging safe spaces for discussion and development of strategies to counteract personal/professional effects (i.e., Superwoman Syndrome or Sojourner Syndrome) and bolster well-being (i.e., joy and resistance) in higher education is needed.
Presenters: **Jenelle S. Pitt**, *Professor and Department Chair, and **Dominiqua Griffin**, *Assistant Professor and Program Coordinator—both of California State University–Fresno; **Crystal Clark**, *Professor and Facilitator, African American Employee Resource Group—Columbus State Community College; **Caroline Kingori**, *Interim Associate Dean of Research and Associate Professor—Ohio University; and **Mulumebet Worku**, *Professor and Director, Office of Undergraduate Research—North Carolina Agricultural and Technical State University*

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The Power of Partnership to Drive Anti-Racism Dialogue in All Departments
Workshop

Through a partnership among the Office of Diversity, Inclusion, and Community Engagement; Human Resources; and the Faculty Development Center, we devised an approach to guiding conversations and professional development on anti-racism and racial equity. The approach includes dissemination of discussion guides to all university departments to encourage conversations on the meaning of anti-racism, a series of workshops on race, racism, racial trauma and White privilege, and focused faculty development on anti-racist pedagogies. This approach has increased employee engagement in understanding anti-racism. The approach also led to increased eagerness to review inequitable policies and increased participation in workshops. Faculty and staff requested support related to their angst of engaging with materials and translating it into daily practices.

Presenters: **Constanza Cabello**, *Vice President of Diversity, Inclusion and Community Engagement*, **Kim Dexter**, *Executive Director of Equal Opportunity, Title IX, and ADA Compliance, and* **Lina Rincón**, *Assistant Director, Center for Excellence in Learning, Teaching, Scholarship, and Service—all of Framingham State University*

Transforming the Academy Through Healing-Centered Engagement
Workshop

Yup'ik elder Esther Green is quoted as saying, "Learning is healing. As we expand our knowledge of the world, we also learn about ourselves—we grow and heal." This concept is not something we tend to hear or acknowledge in Western academic classrooms, but it can be extremely important to recruitment, retention, and graduation rates of Indigenous students and other students from diverse backgrounds. This workshop will share resources and engage participants in a discussion around current examples of healing-centered strategies to promote well-being for optimized student engagement and learning, as well as ways to address systemic barriers. Presenters will discuss ways in which the University of Alaska Fairbanks is working to overcome challenges through cross-disciplinary collaboration, strategies for action, and critically analyzing impacts of policy and practice.

Presenters: **LaVerne M. Demientieff**, *Associate Professor*, **Taniesha Moses**, *Social Work Student, and* **Margo Griffith**, *Executive Director and Diversity Officer—all of University of Alaska Fairbanks*

Using an Inclusion Scale to Achieve Greater Impact in Your Inclusion Work
Workshop

In this workshop, you will be encouraged to think about inclusion as a spectrum that will assist you in designing inclusion initiatives aligned with the readiness of your school for inclusion conversations. A rubric based on social developmental theory will be used to assess your organization's inclusion level (intolerant, tolerant, accepting, accommodating, respectful, and celebratory). This assessment will be used to assist you in creating action plans that are developmentally appropriate and more likely to succeed. As part of this workshop, you will be invited to join a community of practice committed to putting plans into action based on your work during the workshop.

Presenters: **Gary A. Packard**, **Jr.**, *Dean, College of Applied Science and Technology*, **Jocelyn**

Fisher, *Faculty Affairs Coordinator, College of Applied Science and Technology, and* **Charles C. Walker**, *Diversity, Equity and Inclusion Coordinator College of Applied Science and Technology— all of University of Arizona;* **Michelle A. Butler Samuels**, *Associate Professor of Behavioral Sciences and Leadership, and* **Steven M. Samuels**, *Professor of Behavioral Sciences and Leadership—both of United States Air Force Academy*

3:00 pm – 4:00 pm ET
Closing Plenary: Upholding Diversity, Equity, and Democracy: Students' Perspectives

During this conference, we have focused on the role of higher education in upholding the values of equity, diversity, and inclusion in sustaining our democracy. As educators, policymakers, and administrators discuss the importance of higher education in guiding students on a journey of discovery, what are students experiencing and how are they perceiving the implementation of various programs and initiatives designed to improve their education? Are educators successfully preparing the next generation of leaders and thinkers to embrace core principles such as civility, equity, diversity, and the free exchange of ideas? This student-led discussion, moderated by Lynn Pasquerella, president of AAC&U, will highlight the experiences of students on campuses that are serving as host institutions and strategic partners with AAC&U to build just and equitable communities as part of Truth, Racial Healing & Transformation (TRHT) Campus Centers. TRHT is a comprehensive national and community-based process to address the historical and contemporary effects of racism to bring about transformative and sustainable change.

Moderator: **Lynn Pasquerella**, *President—AAC&U*

Panelists: **Nailah Barnes**, *Student—Spelman College;* **Semassa Boko**, *Student—University of California–Irvine;* **Roysworth Grant, III**, *Student—Brown University;* **Sophia Howard**, *Student— Spelman College; and* **Ethan Smith**, *Student—Austin Community College*