The Whole Student: Intersectionality and Well-Being

A Bringing Theory to Practice Project National Conference

May 24-26, 2017
W City Center Hotel | Chicago, IL

#BTtoPWholeStudent

"Branching Out to Bridge the Gap,"
By Katie Richárd, University of Central Oklahoma student and Newman Civic Fellow, 2016

This conference and the Bringing Theory to Practice Project (BTtoP) are supported by the S. Engelhard Center and The Endeavor Foundation.
About Bringing Theory to Practice

Founded in 2003, the Bringing Theory to Practice Project (BTtoP) encourages and supports colleges and universities in reaffirming their core purposes and developing sustainable campus cultures to support the advancement of higher learning and discovery, the well-being of the whole student, and higher education’s mission as a public good to deepen and sustain the civic society. To date, BTtoP has funded over 300 unique institutions through over 500 grant awards.

BTtoP is the only national independent initiative focused on attending to the connections and explorations of each of these integral pieces of the mission of higher education together. BTtoP is also aware that discussions surrounding the value and promise of higher education are ongoing in our society, and that there are many who share BTtoP’s concerns about the depth of student learning, the availability of opportunity for meaningful civic engagement and development, and the consideration of students as whole persons.

Acknowledgements

This conference, and all Bringing Theory to Practice work, would not be possible without the guidance and support of the co-founders of BTtoP, Donald Harward and Sally Engelhard Pingree. Don and Sally co-founded BTtoP over a decade ago with a hunch about the inseparable nature of the relationships among engaged learning, civic development, and whole student well-being. Don has directed the project since its founding, and Sally has lent her incredible generosity, both in financial commitment, and in time and spirit. The rigor and spirit of this conference are a testament to their leadership, and the occasional informal nature of the proceedings are a testament to the creativity and flexibility with which they lead, and the autonomy they generously bestow upon project staff.

BTtoP is also grateful for the unflagging support of Julie Johnson Kidd and Ashley Kidd of the Endeavor Foundation. The Endeavor Foundation’s commitment to the vitality of higher education, in the U.S. and abroad, is unmatched. BTtoP has been very fortunate to have Julie and Ashley involved, as supporters, and as thought-partners, for the majority of its existence.

From the topics, to the presentations, to the design, this conference is the result of the thoughtful, creative, and inclusive wisdom of Lee Knefelkamp and Rebecca D. Graham. The opening is a ‘KeyDuet,’ and the conclusion is a reflective, participatory panel, because Lee and Becky know and are committed to what it takes to create and sustain inclusive environments that support and enhance learning and well-being, and are attentive to the intersectional nature of whole persons. Lee and Becky are incredibly generous, and generative, colleagues, and consummate educators; we are so lucky to have them at our fingertips for these next two-and-a-half days!

In the planning stages of the conference, we also gained from the thoughtful ideas and challenges of colleagues that we hope will remain close to BTtoP for years to come. We hosted two planning committee meetings last summer—one in Chicago, and one in DC. Thank you, to: Karen Kalla (AAC&U, also for all her expert conference planning guidance!); Frank Golom (Loyola University-Maryland); Shiva Subbaraman (Georgetown University); Alison Malmon (Active Minds); Chad Berry (Berea College); Heather McCambly (Northwestern University); Felice Dublon (School of the Art Institute of Chicago); Joe Saucedo (Loyola University-Chicago); Ramona Gupta (Columbia College of Chicago); John Bronsteen (Loyola University-Chicago); Edmund Graham (University of Illinois); Cari Hennessey (Truman College, Chicago); Lucy LePeau (Indiana University-Bloomington); and, Danny Teraguchi (Washington State University).

I am grateful to the entire BTtoP team and AAC&U’s staff for their generosity and collegiality. The BTtoP team—Don, Sally, Barry Checkoway, Ashley Finley, Jill Reich, and Lee Knefelkamp—are beyond supportive as colleagues, and generous with ideas and thought experiments. There are no words sufficient to describe my gratitude for, and admiration of, Caitlin Salins, BTtoP’s Project Coordinator. Every single conference detail has been made better by her ideas, inclusive spirit, thoughtful attention, and efforts. We are also grateful to Emma Westerhof-Shultz, BTtoP’s 2017 summer intern, for her support throughout the conference, as well as key staff members from AAC&U that are responsible for the planning of this conference going smoothly—Barb McCuen, Zuzana Kelyman, and Cindy Koebke.

Finally, thank you to every participant in this conference. We are humbled and honored by your positive response to this event—our total participants are more than double what we anticipated in early planning. We are thrilled to be able to host such a passionate and committed group of educators and students in working on some of the most important work we can do together—and look forward to sustaining the energy and products that will emerge from this conference.

Jennifer O’Brien, The Whole Student: Intersectionality and Well-Being conference organizer and BTtoP Project Manager

Follow @BTtoPractice and use #BTtoPWholeStudent
Welcome to The Whole Student: Intersectionality and Well-Being national conference!

About the Conference

The purpose of this conference is to bring together educators of all types (including faculty, student affairs professionals, staff mentors and advising professionals, teaching assistants, administrators) as well as students to focus on the importance of well-being in higher education.

Through the lens of intersectionality, together we will examine and explore how institutional values and campus cultures acknowledge or contextualize the intersections of student identity and lived experiences, support them, and challenge them. This conference takes seriously the commitment to whole student development through the exploration of the very elements that make students whole.

Below is a brief ‘working’ explanation of the terms that form the character of this conference and what they mean in the context of this conference, specifically.

**Intersectionality** refers to how a diverse set of identities intersect and affect the lived experience and well-being of each student as a whole person. Intersecting identities can include race, gender, religion, sexual orientation, ability or disability, socioeconomic status, first-generation status, and more.

**Well-being** refers not solely to a feeling or act, but to a relational activity (even practice) of being well—as in being part of a community, having meaningful relationships, and possessing a sense of purpose. Various forms of mental, emotional, social, and physical well-being (e.g., happiness, flourishing, resilience, mindfulness, etc.) are recognized as necessary conditions for well-being.

A longstanding history of attention to the concept of the **whole student** has meant understanding students as the integration of all of their identities, characteristics, and lived experiences—social, emotional, intellectual, physical, and so on. The intersections of these identities and experiences bring new perspectives, ways of knowing, and ways of being. Sometimes educational environments and experiences are prepared to engage all that a student brings, but they may also pose challenges for fostering an inclusive educational environment for whole students.

*Some conferences are about intersectionality. Some conferences are about student well-being. This conference is about the integration of both.*

“Branching Out to Bridge the Gap,”
By Katie Richárd, University of Central Oklahoma student and Newman Civic Fellow, 2016
Who’s Here?

- Conference presenters and participants represent diverse institutional roles
- Out of 325 participants, over 60 are undergraduate or graduate students
- Participants come from institutions all over the country and beyond – including from Canada and Egypt
- Participants come from over 130 campuses

Mobile App

Access all of our conference information, including sessions and speaker bios, on your mobile device.

To Get the App, Either:

A. Open up your device’s web browser and visit guidebook.com/getit
B. Search for “guidebook” in the Apple App store, the Amazon App store, or at Google Play.
C. Scan the QR code below with your phone’s QR scanner

Once the Guidebook app is installed on your phone or tablet, open the app and select “Download Guides.” Search for “The Whole Student” to find the guide.

Check-in 11:00 AM – 12:30 PM; 1:15 – 1:45 PM
Plateau Foyer

No programming planned; materials will be available.

Private Space

We have reserved Studio I, 3rd Floor in the hotel for use as needed as a prayer, reflection, lactation or otherwise private space for conference participants. We have a sign-up sheet at the check-in table and keys to access the studio.

Wi-Fi

Wi-Fi is available in all of the conference session rooms and the open foyer area of the Plateau. The password is B2P2017.

Accessibility Notice

Please note we will be hosting some sessions in the room Industry 2, which is non ADA-Accessible. Hotel floor plans are included at the end of this program with additional information.
Conference Sponsor

Thank you to our conference sponsor, Stylus Publishing! We will have Stylus titles by conference presenters available for sale at the conference, including Sentipensante by one of our KeyDuet speakers, Laura Rendón!

Conference Filming and Photography

We are thrilled that Eleven04 Productions, a Chicago-based startup production studio founded and operated by Columbia College of Chicago and DePaul University students and alumni, will be capturing the conference offerings via film, photography, and live social media streaming.

About BTtoP’s Funders

The Charles Engelhard Foundation is a New York-based foundation whose mission focuses on projects in higher and secondary education, cultural, medical, religious, wildlife, and conservation organizations.

The S. Engelhard Center is a nonprofit public charitable foundation. Its mission is to support projects and initiatives that affect greater and sustained commitments by educational institutions at all levels to provide effective means of addressing the intellectual, emotional, and civic development of today’s students in preparation for claiming their positive future.

Founded in 1952 by Christian A. Johnson, The Endeavor Foundation is dedicated to efforts that foster independent thought, ethical understanding, deep appreciation of the arts and reverence for the natural world. The Endeavor Foundation supports and catalyzes excellence in liberal arts education and related fields, and has supported the curricular and pedagogical development of a significant number of liberal arts colleges in the United States.

Conference Session Formats

Above each session description, you will see a session format noted in bold black font. Variation in session formats is intended to enable presenters and participants to more effectively engage with topics and each other in ways that facilitate dialogue and collective problem solving. We have five different session formats:

Diverse Institutional Collaboration
Diverse Institutional Collaboration presentations will include participants from two or more institutions presenting cross-site or collaborative research, comparative programmatic innovations, or provocative and new theoretical discussions related to the conference topics.

Single Institution Team Panel
Single-Institution Team Panel sessions will include diverse-campus-constituency (e.g., faculty, student affairs professional and administrator) and intergenerational participants (including students) from one institution presenting research, programmatic innovations, or provocative and new theoretical discussions related to the conference topics.

Provocations
Provocations include three separate 20-minute presentations meant to provoke the audience with new theories or ideas for discussion related to the conference topics.

Workshop
Workshops sessions will enable attendees to examine and analyze theory and scholarship regarding the integration of intersectionality and student well-being, and lead to an exploration of practical implications and strategies for implementation of programs aimed at campus and institutional change. Facilitators will provide scholarship and evidence related to the topic and engage participants in reflection, discussion, strategy, and design work.

Student-Only
Student-only sessions will be for student-only participants, and are meant to highlight student voices and engagement. Presenters and facilitators need not only be students, but the audience will be. The discussion will involve student-led research, programmatic innovations, or provocative and new theoretical discussions related to the conference topics.
WEDNESDAY, MAY 24
Welcome and KeyDuet 1:45 – 3:00 PM

Great Room 1

Welcoming Remarks

Jennifer O’Brien, Project Manager and Coordinator of Strategic Planning and Development, Bringing Theory to Practice Project

Jennifer has been with BTtoP for over ten years, serving for the past six as Project Manager. Jennifer is responsible for the design and implementation of BTtoP’s major strategic planning and development efforts, is the editor of BTtoP’s triannual newsletter, and oversees all BTtoP work, including grants, events, publications, and research efforts. Jennifer has a Master’s degree in Philosophy and Social Policy from the George Washington University and a certificate in Nonprofit Executive Management from Georgetown University. Her undergraduate studies, also at George Washington University, were focused on psychology and women’s studies. Jennifer also serves as an officer of the S. Engelhard Center.

Introduction by Conference Facilitator

L. Lee Knefelkamp, Senior Scholar, Bringing Theory to Practice, and Professor Emerita, Teacher’s College, Columbia University

As a professor of psychology and education at Teachers College, Columbia University, Lee taught in the programs of social–organizational psychology and higher education, and also held administrative posts as program coordinator and department chair. She directed the student development graduate program at the University of Maryland, served as dean of the school of education at American University, and as academic dean of the faculty at Macalester College. For thirty years, she has researched and written about student intellectual, ethical, identity and intercultural development; curriculum transformation; issues of race, ethnicity, and gender; campus climate assessment (including being one of the leading and initial voices on Iowa State's Personal and Social Responsibility Inventory); and the psychology of organizational change and resistance to change.

KeyDuet: Educating for Wholeness in the Intersections: A Conversation

Leeva Chung, Professor, Interim Chair, Communication Studies, University of San Diego

Leeva C. Chung, Ph.D., has been a member of the University of San Diego faculty since 1998. She is a professor of Communication Studies, an affiliate faculty member in Ethnic Studies, and faculty onsite coordinator for the Hong Kong intersession. Leeva has developed a unique and innovative style of teaching recognized with numerous awards on campus, such as the Davies Award for Teaching Excellence, Faculty Changemaker Champion, Outstanding Preceptor Award, and the Innovation in Community Engagement Award. Both her undergraduate courses and research focus on identity development, intercultural communication, and team development. She has published the popular intercultural textbook Understanding Intercultural Communication with Dr. Stella Ting-Toomey, as well as separate contributed book chapters and research articles.

Laura Rendón, Professor Emerita, University of Texas San Antonio

Laura I. Rendón is Professor Emerita and Co-Director of the Center for Research and Policy in Education at University of Texas San Antonio. A native of Laredo, Texas, Rendón’s scholarly endeavors have focused on college access and success especially for low-income, first-generation students. Rendón is credited with developing the theory of validation that academic and student affairs practitioners have employed as a student success framework. Her current research on student success is focused on shattering deficit frameworks, illuminating student assets, and assisting Latinx students succeed in STEM fields. She is the author of the book, Sentipensante (Sensing/Thinking Pedagogy): Educating for Wholeness, Social Justice and Liberation, that addresses deep learning experiences employing contemplative tools. Rendón is also currently a fellow of the Mind and Life Institute.
Diverse Institutional Collaboration
Pathways to Flourishing for First-Generation College Students: Lessons from Two Campuses
Great Room 1

This session features two campuses initiatives to better understand and serve first-generation students. A team from Whitman College has implemented multiple programmatic initiatives in order to develop pathways of success aimed specifically at first-generation students, as a way to deepen and sustain our commitment to educational access and social justice. Researchers from George Mason University will present results from a two-year project focused on the well-being and civic engagement of first-generation students. A cross-campus research team including student affairs educators, faculty, and graduate and undergraduate students examined the effects of participation in civic engagement and well-being programs on first generation students’ sense of belonging, development of meaningful personal relationships, resiliency and other dimensions associated with student flourishing and success.

Moderator
Barry Checkoway, Professor of Social Work, University of Michigan, and Senior Consultant, Bringing Theory to Practice

Panelists
Kazi Joshua, Vice President for Diversity and Inclusion, Whitman College
Jennifer Lopez, Intercultural Center Program Adviser, Whitman College
Adam Kirtley, Assistant Director of the Intercultural Center, Whitman College
Julie Owen, Associate Professor, Leadership & Integrative Studies, George Mason University
Christian Suero, Doctoral Student in Public Sociology, George Mason University
Beth Dalbec, Doctoral Student in Higher Education, George Mason University

Provocations (20 minutes each, held in one room)
Industry 2

Democratizing Discussions about Race: Race Roundtables
Employing an intersectional framework when working with diverse student populations is a critical epistemological practice, as it allows students to construct and express, through their narrative, a meaningful ontology. Oftentimes post-secondary institutions fail to acknowledge the myriad intersecting identities of their student body. Specific theories, values, and ideas are transmitted to students of diverse backgrounds, often using traditional epistemological approaches, rooted in power and paternalism. School then becomes a medium that works to reproduce a patriarchal pedagogy reflective of dominant cultural values. It is important that all students receive an education, or at least experiences, that reflect their ontological experiences, but that they are able to voice these experiences and concerns in open discussions.

Abigail Kolb, Assistant Professor of Criminal Justice, Clayton State University
Taralyn Keese, Lecturer of Sociology, Clayton State University

Got Privilege?
A Black professor and a white professor will present their pedagogy, developed and tested over time, on the presentation of intersectionality and privilege to undergraduate students. The pedagogy introduces the subject of intersectionality, and explores how these two educators have educated each other about their personal perspectives on race and privilege. Student reflection exercises will be shared and discussed.

Letty Piper, Assistant Professor, La Salle University
Lola Ames, Adjunct Professor, Widener University
Provocations (20 minutes each, held in one room), continued

**Industry 2**

*Sowing Seeds on Rocky Ground: Developing Compassion in Institutions of Fear*

Is there a role for compassion in higher education? For more than a generation, colleges and universities have placed the concepts of diversity and empathy at the hearts of mission statements, curricula, and student development programs. Compassion—caring for people without necessarily identifying with them—seems to maintain a lower profile in institutional identities and cultures, perhaps because it is considered less as an academic habit of mind in the same ways as diversity awareness and empathy, and more as an emotional state. This provocation asks, have diversity initiatives and empathy education—long used as tools to help students explore intersectionality and promote well-being—overshadowed the concept of compassion, and if so, to what effect? It frames this question within recent analyses of identity politics in the 2016 election and on college campuses, analyses that suggest fear, not compassion, is dominating many people’s decision processes.

*William Carpenter, Honors Program Director, High Point University*

**Workshop**

*Microaggressions and Marginalization: Implications for Professionals and Campus Climate*

**Industry 1**

This session will explore the impact of microaggressions on campus climate and provide a space for participants to develop skills to address them. Participants will explore ways to disrupt systems and structures that uphold oppressions that create conditions in which these violences thrive. In addition, participants will learn about individual lasting effects of microaggressions on faculty, staff and student health. The latter half of the workshop will include a scenario-based activity in which participants will be tasked with developing strategies to address microaggressions. This session is designed as an ongoing dialogue among participants. There will be multiple opportunities to explore the impact of microaggressions on the campus community.

*Leigh-Anne Royster, Director of Inclusive Community Well-Being, Elon University*

**Workshop**

*Perspective Taking in the Intersections*

**Great Room 2**

The conceptual framework for this session is that an important aspect of student well-being and resilience is the capacity for mature perspective-taking. Perspective-taking involves the ability to understand both the self and the other in a continuous and respectful dialogue. One of the major issues confronting college campuses is how to shape environments (both in and outside of the classroom) which encourage members of the campus community to develop perspective taking skills in three major areas: intellectual, interpersonal, and intercultural. This workshop will explore the relationship of intellectual, interpersonal, and intercultural development models and will provide practical experiential work in the "Listening to Understand" model—a model that can be used both in and out of the classroom setting. National data on perspective-taking will also be presented.

*L. Lee Knefelkamp, Senior Scholar, Bringing Theory to Practice, and Professor Emerita, Teacher's College, Columbia University*
WEDNESDAY, MAY 24
Concurrent Sessions 4:40 – 5:55 PM

Single Institution Team Panel

Rainbow Journalism: Community-Based, Indigenist, Divergent, Experimental and Activist Journalism as a Healing Process of Situated Learning and Participative Action Research

Industry 1

Rainbow Journalism: experimental teaching of multimedia journalism from the perspective of diversity, inclusion, and intersectional self-representations by contesting ill-representations found in mainstream media. Within a healing circle, students attend workshops by local journalists who share similar life experiences (undocumented, first-generation, non-traditional students). Their personal stories are, in turn, featured in our student-run newspaper, The Coyote Chronicle. We write these stories as a community using our diverse set of identities and intersections as strengths with the sensitivity and expertise to produce creative and complex stories, bringing to light our true complexity. This aids in the well-being of our student population, especially after elections, when most felt vulnerable and fearful. As students build on a multimedia journalist career they build community and find a sense of purpose through the power of creation. We include short documentary videos, podcasts, and sample stories from our webpage as well as rough-cut excerpts from a documentary film covering this entire process, which we hope some day, will serve as a model for implementation at any institution.

Liliana Gallegos, Assistant Professor, California State University San Bernardino
Loydie Burmah, Graduate Student, California State University San Bernardino
Luis Esparza, Undergraduate Student, California State University San Bernardino
Consuelo Mejia, Undergraduate Student, California State University San Bernardino
Jasmin Novoa, Undergraduate Student, California State University San Bernardino

Single Institution Team Panel

Civic Engagement, Intersectionality & Well-Being in Higher Education: The Vital Role of Social-Emotional Learning/Development

Great Room 1

We will discuss the vital role of social-emotional learning (SEL) to well-being, resilience, and ethical civic engagement in higher education. Social and emotional learning involves the process of developing skills needed to recognize and manage emotions, establish positive relationships guided by empathy, engage in perspective-taking, and approach conflict constructively. Applied to teaching and learning in higher education, SEL can help students, faculty, and staff recognize and embrace the vital role that emotions play in learning. We will begin by describing the recently launched Tufts Social-Emotional Learning & Civic Engagement Initiative at the university’s Jonathan M. Tisch College of Civic Life. This initiative aims to advance Tufts’ “institutional commitment to diversity, inclusion, and cultural competency” through leveraging the nexus of social-emotional learning/development, civic experiences, diversity, and inclusion. Panelists will then present unique perspectives on the theory and practice dimensions of the key aims of this initiative. We will address the challenges and tensions that come with this work given the current polarized socio-political landscape.

Deborah Donahue-Keegan, Associate Director, Tufts Social-Emotional Learning & Civic Engagement Initiative, Tisch College of Civic Life, and Lecturer, Department of Education, Tufts University
Anissa Waterhouse, Student, Tisch Scholar, Tufts University
Ellen Pinderhughes, Interim Co-Chief Diversity Office, and Professor, Eliot-Pearson Department of Child Study and Human Development, Tufts University
Mindy Nierenberg, Senior Director, Tisch Programs and Director, Leadership Studies minor, Tufts University
Jukurious “JD” Davis, Student, Tisch Scholar, Tufts University
Ian Wong, Director, Health Promotion & Prevention, Tufts University
WEDNESDAY, MAY 24
Concurrent Sessions 4:40 – 5:55 PM, continued

Workshop
*Uneasy Homes: Re-Thinking the Diversity Paradigm*
Great Room 2

This workshop will be a mapping session of the future of “identity-based” work (lgbtq, women, and multicultural, to name a few) on our campuses: their origins, their current state, and their possible futures. We will grapple with 21st century institutional realities and re-framing of W.E.B. DuBois’ classic 20th century formulation, “How does it feel to be a problem?” Intersectionality has become a key touchstone to work our way through the quagmire of exponentially multiplying identity boxes; however, it is not clear to many of us how we might continue to address both structural and student development issues in a changing world. The workshop will challenge us to examine how we can move our work beyond collaboration and partnership to a new paradigm that truly addresses the needs of our students, professionals in the field, and keeps institutions accountable.

Sivagami Subbaraman, *Special Assistant to the Vice President, and Director, LGBTQ Center, Georgetown University*

Workshop
*Traffic Jams, Speed Limits, Potholes, and Open Roads: The Intersections of Adult Learners*
Industry 2

Non-traditional students now constitute the large majority of college-goers. They are more likely than traditional undergraduates to be non-white, low-income, and the first in their families to attend college. Half of all undergraduates are financially independent of their childhood families; one-quarter have children of their own. The majority work more than twenty hours a week, and one in three work full-time. About 40% are 25 years or older. Adult working students graduate far less frequently than their traditional peers—in part, because they confront an academy designed for someone else. Using an intersectional analysis, this panel will look at the complex lives, roles, barriers, and goals of adult learners. Featuring a researcher, the provost of an adult-completion college, and a returning college graduate now working on her doctorate, we will explore what higher education can do to more fully support the well-being of the non-traditional majority.

David Scobey, *Senior Scholar, The Graduate! Network*
Adam Bush, *Provost, College Unbound*
Kimberly Lowe Sawyer, *Ed.D Candidate, Holy Family University*

Reception 6:00 – 7:00 PM

Plateau and Great Room 2

Appetizers and beverages available for conference registrants.
THURSDAY, MAY 25

Breakfast 8:00 – 8:45 AM

Plateau, Great Room 1, Great Room 2

Breakfast available for conference registrants.

Concurrent Sessions 9:00 – 10:15 AM

Diverse Institutional Collaboration

Peer Feedback and Cross-Campus Activities to Support Well-Being and Emerging Professional Identity of Pre-Service Teachers

Industry 1

Our panel examines the use of peer feedback to address the whole student by considering how students’ identities and experiences intersect in their responses to learning experiences within a pre-professional college program. The panel draws upon our collaboration across teacher education programs at three campuses with high proportions of diverse and historically underserved populations (Cross Campus Teacher Education Collaborative, CCTEC). CCTEC activities are designed to promote students’ integration of positive academic and pre-professional identities with all of their identities, characteristics, and lived experiences. Through participation in the CCTEC CoP, students practice and strengthen knowledge, skills, and behaviors that are essential to success as college students and as teachers. CCTEC uses peer feedback to address the whole student by considering how student identities and experiences intersect in learning activities which require them to take an active part and contribute concretely to the learning, thereby enhancing experiences of belonging and agency.

Helen Johnson, Professor, Queens College
Michelle Fraboni, Lecturer and Director, Center for Teaching and Learning, Queens College
Angela Cornelius, Assistant Professor, LaGuardia Community College
Givanni Ildefonso, Assistant Professor, LaGuardia Community College
Anita Ferdenzi, Professor, Queensborough Community College*
Mary Greiner, Associate Professor, Queens College*
Leslee Grey, Assistant Professor, Queens College*
Amy Traver, Associate Professor, Queensborough Community College*

*Not present at the conference, but part of presented research.

Single Institution Team Panel

How Institutional Mission is Crucial for the Whole Student: The Case of Berea College

Great Room 2

In this session, a chief academic officer (CAO) and three students from the same institution will highlight not just the successes but also the challenges and even shortcomings of a mission-driven institution’s approach to student well-being from the lens of intersectionality. The CAO will begin by framing approaches and strategies, and then student panelists (all three students are from low-wealth, first-generation backgrounds) will share experiences. Students include a biracial cisgender “proletariat” from Cleveland, Ohio; an undocumented, activist gay male who serves as the president of the student government association; and an African-American womanist who identifies as queer and advocates for the rights of the mentally ill and others who are marginalized. Audience participation will be encouraged and take-aways shared.

Chad Berry, Academic Vice President and Dean of the Faculty, Berea College
Shanita Jackson, Student, Berea College
Cristian Osvaldo Flores, Student, Berea College
Christopher Turpin, Student, Berea College
Workshop

*Ain’t Just Breaking Ice: Community Building as Pedagogical Practice*

Great Room 1

This hands-on, minds-on workshop will model easily adaptable approaches to collaboratively building equitable and inclusive learning environments that explore intersectionality, support well-being, and intentionally develop the whole learner. Instead of standing in front of faculty and telling them to engage students, we invite them to dive in, engage, and experience the learning as students might, while reflecting deeply about how they relate to students and create more equitable classroom spaces. Our aim, while modeling learner-centered approaches, is to develop empathetic educators who understand students’ points of view and make room for the expression of multiple perspectives and identities. These learner-centered activities are designed to build community and facilitate discussion and collaborative learning in ways that are thought-provoking and (dare we say it?) fun!

Lott Hill, Director, Center for Teaching and Learning, University of the Pacific

Soo La Kim, Assistant Dean, Graduate Programs School of Professional Studies, Northwestern University

Megan Stielstra, Adjunct Lecturer, Department of English, Northwestern University

Bobby Biedrzycki, Doctoral Student, Department of Performance Studies, Northwestern University

Dia Penning, Director of Curriculum and Education, World Trust

Workshop

*Art and Authentic Learning Engagement: Methods for Connecting Classroom to Community*

Industry 2

A look at two visual art-based projects that promote well-being between students and their surrounding community by engaging these groups in reflection, civic engagement, and collective action. Each presenter will provide insights into their unusual approaches to learning using participatory art and visual activism as catalysts for change. Janice Samuels, an Ed.D. candidate at Pepperdine University and Director of the National Youth Art Movement Against Gun Violence project, with the help of contributors like Azizi Marshall, Founder and CEO of the Center for Creative Arts Therapy, is using Connected Learning and Critical Reflection Theory to develop and implement a city-wide art tour in Chicago that features the work of local youth and serves as a public platform to humanize their experience in neighborhoods besieged by gun violence. Visiting Artist Anne Baumgartner, Design Professor Christopher Houltberg, and two students: Eliezer Flores Bautista and Johanna Goggins, will collaboratively present The Wonder Project (Fall 2016 at Augsburg College in Minneapolis), an outdoor art installation linking campus and student body with the diverse Cedar Riverside neighborhood.*

Anne Baumgartner, Adjunct Professor and Visiting Artist, Augsburg College

Janice Samuels, Doctoral Candidate, Pepperdine University

Christophe Houltberg, Professor of Design, Augsburg College

Eliezer Flores Bautista, Student, Augsburg College

Johanna Goggins, Student, Augsburg College

Azizi Marshall, Founder and CEO, Center for Creative Arts Therapy

*This workshop will have their session’s work product on display in the Plateau foyer for general conference interaction after the session’s conclusion. Throughout the remainder of the conference, all participants are encouraged to interact with the art project.*
Diverse Institutional Panel

*Well-Being and Higher Education: How Conversations Have Changed on Campus Over Time*

**Great Room 2**

It is important to discuss well-being and higher education in terms of where we want to go, how we want to affect change, and what our priorities should be. Conversations about “well-being,” “flourishing,” “student development,” “the whole student,” etc., have been happening at colleges and universities for a long time, but perceptions of what these words actually mean have progressed as conversations become increasingly interdisciplinary, cross-campus, and global. This session is about the process of change, illustrated by examples from the panelists’ diverse campus experiences and stories.

*Jill Reich*, Senior Scholar, Bringing Theory to Practice, and Professor Emerita, Bates College  
*Sally Engelhard Pingree*, Co-Founder, Bringing Theory to Practice, and President, S. Engelhard Center  
*Sivagami (Shiva) Subbaraman*, Special Assistant to the Vice President and Director of the LBGTQ Center, Georgetown University  
*Felice Dublon*, Vice President and Dean of Student Affairs, School of the Art Institute of Chicago

Single Institution Team Panel

*Reaching Student Success Through Cross-Cultural Mentorship*

**Great Room 1**

The NASPA (Student Affairs Administrators in Higher Education) Undergraduate Fellows Program (NUFP) has for over 25 years matched students from historically underrepresented backgrounds with student affairs practitioners with years of demonstrated experience in the field. The presenters have participated in the NUFP program for the past two years and are prepared to share their insights in negotiating similar yet different social identities in cultivating a mentor/mentee relationship. The session will also reference key frameworks that have shaped a positive cross-cultural mentorship such as Validation Theory by Dr. Laura Rendón and the Model of Community Cultural Wealth by Dr. Tara Yosso.

*Joseph Saucedo*, Director, Student Diversity & Multicultural Affairs, Loyola University-Chicago  
*Rachel Greene*, Alumna, Loyola University Chicago  
*Paige Gardner*, Assistant Director, Student Diversity & Multicultural Affairs, Loyola University-Chicago  
*Naseeb Bhangal*, Coordinator, Student Diversity & Multicultural Affairs, Loyola University-Chicago  
*SaCora Williams*, Undergraduate Student, Loyola University-Chicago

Student-only Panel

*The Politics of Intersectionality: How Post-Election Climate Impacts Students’ Voice and Well-Being*

**Industry 2**

Our session will address the heightened political climate in the post-election and inaugural season and the difficulties that students have experienced throughout this divided social and political climate. We would like to focus primarily on the impact of the presidential campaign and recent election on individuals who feel threatened by the rhetoric or policy implications used. We would also like to include conversation from students who felt uncomfortable expressing who they supported in the election. It is our hope that a fruitful discussion will include a mutual sharing of experiences to promote understanding. Finally, we plan to engage in action planning in methods to promote well-being in educational settings.

*Lauren Grenier*, Bachelor of Arts, Suffolk University  
*Kathryn Kozak*, Bachelor of Arts, Suffolk University  
*Christina Athineos*, Master of Science, Suffolk University
**THURSDAY, MAY 25**

Concurrent Sessions 10:25 – 11:40 AM, continued

**Provocations (20 minutes each, held in one room)**

**Industry 1**

*Black Public Intellectuals: A Better Model for the Whole Scholar*

Black students often struggle to appropriate the academic discourse that reifies ideas as valid. By recognizing and even rewarding divergent thinking, students—especially those desiring to reconcile intersectional identities—build confidence in themselves as scholars even when they lack standard academic writing skills. We suggest that black public intellectuals such as Cornel West, bell hooks, and Henry Louis Gates Jr. are potential models for black students. They can communicate effectively about complex theoretical concepts within the “black” worlds of church, beauty/barbershops, and Sunday dinners without making the audience feel stupid or unprepared to participate. By studying these intellectuals, professors can encourage students to develop a persona that affirms them as a student scholar without requiring them to disavow the speech patterns that are authentic to their culture. Both professors and students can benefit from studying black public intellectuals as models for cultivating the whole scholar, thereby informing a positive self-image.

*Lennie Amores, Assistant Professor of Spanish, Albright College*  
*Essence Hall, Student, Albright College*

*Disaggregating Pregnancy from Attrition: How to Dismantle Institutional Assumptions, Challenge Students and Change the System*

Educators working with students who become pregnant may assume that a pregnancy indicates a negative correlation to student retention and well-being. While a pregnancy in college represents special challenges to a student’s well-being, these challenges are by no means insurmountable. Through research on college student pregnancies and work with pregnant college students, findings are clear that pregnancy represents a challenge to college students that can be overcome. This session will highlight the findings from a doctoral research project on identity, college pregnancy and retention. Additionally, this session will highlight common challenges faced by students around identity integration after pregnancy diagnosis, ways of assessing obstacles to pregnant students’ well-being, opportunities to gauge the whole students’ needs and additional means to move forward in order to address students’ overall well-being.

*Sarah Steinkamp, Wellness Coordinator, Southern Illinois University-Carbondale*

*Confessions of an (A)romantic: Challenging Amatonormativity in the Academy to be More Inclusive of All Romantic Orientations*

There is a flagrant void in existing literature about aromanticism. The little information that is available has mainly been crowd-produced in an organic, but sometimes eclectic way, online. Hence, there is yet no clear agreement on a set of terms to frame lived experiences of aromantics. This makes it more difficult to educate college students about romantic identities. Moreover, the research that does exist in higher education is “based on the outdated assumption that marriage and the nuclear family dominate adult life. As a result, people who are single, and perspectives not based on conventional marriage, are greatly underrepresented or misrepresented in scholarship and public policy” (DePaulo, Rachel, & Kay, 2007). This session aims to unpack what it means to be aromantic and to educate attendees about how to provide a supportive environment where all students, regardless of romantic orientations, feel like they belong and can contribute.

*Patrick Arsenault, M.A. Educational Leadership and Policy Analysis in Higher Education Candidate, University of Missouri*
THURSDAY, MAY 25

Team Time 11:40 AM – 12:00 PM

Free time for teams to debrief.

Lunch 12:00 – 1:00 PM

Plateau, Great Room 1, Great Room 2

Lunch available for conference registrants.

Concurrent Sessions 1:10 – 2:25 PM

Workshop

Entering the Community
Industry 1

This workshop will address different ways to approach issues of intersectionality and well-being when engaging in conversation with university students. The workshop is based on an active research project, looking to create a culturally responsive facilitator’s guide for Tulane students serving the New Orleans community. As Community Engagement Advocates, we believe in celebrating diversity, promoting equity and accountability, and delving into the systemic issues in service learning that Tulane fails to address. Participants advance to a sense of civic responsibility beyond a charity mind frame and deficit-based paradigm by unpacking and examining their biases towards their community. Through leading and facilitating many workshops within the Tulane community, we have found radical engagement strategies, as will be demonstrated in our session.

Hannah Altman, Community Engagement Advocate, Tulane University
Elise Moore, Student, Tulane University

Diverse Institutional Collaboration

Change Your Story, Change Your World
Great Room 2

This session describes the cultural roots of Eurocentric pedagogy as it is used in traditional classrooms and student affairs contexts in the United States. The panel includes a Native American student, two faculty members, and one student affairs professional. Panelists will describe the cultural frameworks and assumptions of traditional Eurocentric higher education and contrast those assumptions with the worldviews and learning styles of Native American students whose integrated cultures contrast significantly with the Eurocentric approach. The effect of significant life altering transitions such as awareness of sexual orientation or reframing faith, on learning processes will also be discussed. In contrast to the impersonal subject/object split, panelists will describe integrated, interpersonal pedagogies that speak to the learning needs of students who are negotiating several identities while they are in college. The integrated approach enhances transformative learning and involves a paradigm shift in the teaching process.

Jane Fried, Professor Emerita, Central Connecticut State University
Ruth Harper, Professor Emerita, South Dakota State University
Heather Kind-Keppel, Chief Diversity Officer, The University of Wisconsin - Parkside
Richard Hurley, Associate Director, Student Resource Center, New York University
Workshop

*Trans Students in the Intersections*

*Industry 2*

Trans Students at the Intersections provides a unique look into how the education system interacts with trans students through examples, group discussions, and shared personal experiences. In this workshop, we will discuss intersecting issues affecting trans students in education and strategies to work towards a more just system. Some topics include knowing trans rights in education, university policy change, trans students at women’s colleges, trans people of color experiences, rural trans education, student groups, Title IX, legislation protecting trans people from unfair treatment, and knowing about different organizations that can help.

Eli Erlick, *Director, Trans Student Educational Resources*
K. Tajhi Claybren, *Trans Youth Leadership Fellow, Trans Student Educational Resources*
Harper Rubin, *Program Director, Trans Student Educational Resources*

Diverse Institutional Collaboration

*Promoting Mental Health Among Diverse College Students: Understanding the Role of Campus Climates that Support Civic Learning*

*Great Room 1*

This presentation aims to expand current understandings of college student mental health and the influence students’ perceptions of campus climates that support civic learning—specifically ethical and moral reasoning—have on mental health. We will provide information about how educators can positively influence mental health on college and university campuses as well as the aspects of learning and development that may hinder mental health for some students.

Joshua Mitchell, *Coordinator for Personal and Social Responsibility Inventory, Iowa State University*
Robert Reason, *Professor of Education, Iowa State University*
Ashley Finley, *Associate Vice President of Academic Affairs & Dean of the Dominican Experience, Dominican University of California, and National Evaluator, Bringing Theory to Practice*

Workshop

*Pedagogical Change Narrows Gaps: Professional Development and Data Analysis For Diverse Student Success*

*Great Room 2*

Drawing on institutional transformation research and longitudinal data from our institution’s pedagogical change efforts, our workshop will offer participants models for professional development that impact diverse student success, fostering and building teacher capacity and curriculum to engage whole students, and attending to students’ sense of belonging. We will report on two initiatives that were intended to improve overall student success, Gateways to Completion, and the NSF-funded Gateways-ND project. Both have also led to increased success of our most at-risk students. While, initially, we did not attend much to disaggregated demographic data, we quickly learned our approaches helped a wide range of students. We will discuss our next steps of more deliberately considering diversity gaps and possible intersectional statuses that require our attention. Further, we will guide participants through a “sensemaking” process (Kezar and Eckel) of examining diversity gap data and considering how to talk about such data without alienating stakeholders.

Amy Rupiper Taggart, *Professor of English and Associate Director, Office of Teaching and Learning, North Dakota State University*
Mark Hanson, *Associate Director, Office of Institutional Research and Analysis, North Dakota State University*
Single Institution Team Panel

**Narrative as a Form of Critical Incident Response**

**Industry 2**

This session focuses on a crisis in our campus’s First-Year Experience Program post-election. The program employs 26 students of varied backgrounds. Incidents of racial harassment affecting Hispanic/Latin@ student staff members have been complicated by complex identities of all members, i.e., Trump vs. Clinton voters; conservative vs. progressive views; White vs. Hispanic/Latin@ races; heterosexual vs. gay identities, etc. We had thought of ourselves as a happy and high-functioning program; seeing this self-view under threat, we looked to literature on critical incident response and on narrative as a method for social change to create an approach to dialogue and inquiry in our program. This is a "real-time" account of a process that is new to us and what it does and does not yield in a community-based, but currently troubled, environment.

Amalia Rodas, *Student Program Administrator, First-Year Experience Program, California State University, Chico*

Thia Wolf, *Director, First-Year Experience Program, California State University, Chico*

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Single Institution Team Panel

**Flipping the Campus Cultural Paradigm: Intra-Institutional Partnership to Support Students' Civic Development and Well-being**

**Great Room 1**

This presentation addresses both the necessity for and creation of an intra-institutional collaboration to create a curricular experience and civic space that flips the dominant campus cultural paradigm at a predominantly White, socioeconomically privileged college campus. By addressing the intersectionality of various identities (e.g., race, gender, socioeconomic status, first-generation status) and lived experiences of University of Wisconsin-Madison students both historically and at present, the innovative course "Leadership and Civic Engagement for Social Change" supports the psychosocial well-being of participants while creating an innovative space to develop the civic knowledge and skills to affect cultural change on campus and in the broader community. This session aims to provide participants with an understanding of how and why it is important to develop intra-institutional partnerships that simultaneously support student civic development and well-being. Presenters will provide theory and research that supports the specific practices that were put in place through this curricular innovation.

Claire Berezowitz, *Doctoral Student, University of Wisconsin-Madison*

Robert Brown, *Director of Social Justice Education, Northwestern University*

Margaret Nellis, *Manager, Academic Partnerships, University Health Services, and Faculty Associate, Civil Society & Community Studies, School of Human Ecology, University of Wisconsin-Madison*
**Workshop**

*Meeting Students Where They Are: Understanding the Intersectionalities of Today's Diverse Students*

**Industry 1**

Our understanding of the college experience has evolved as our student body has changed. In this second decade of the 21st-century we now serve students from all backgrounds whose identities are not singular but rather multiple and intersecting: non-traditional students, working parents, students with disabilities, English Language Learners, international students, first-generation students, and economically and educationally disadvantaged students. As educators, we are faced with the challenge of viewing our diverse students through a lens of asset rather than one of deficit. Beyond requiring appropriate support services and mentoring, this necessitates a fundamental ideological shift in our approach. This interactive workshop will provide a framework for participants to begin the dialogue necessary to address the challenges they face on their campuses to meet the diverse needs of today’s students. Participants will collaborate with each other and workshop facilitators to brainstorm strategies for their campuses while simultaneously reframing the conversation.

Keri Rodgers, *Doctoral Candidate, Education Studies-Curriculum, Ball State University*

Nancy Brooks, *Assistant Professor of Social Foundation and Education, Ball State University*

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**Social ‘Hour’ 4:00 – 4:30 PM**

**Plateau and Great Room 1**

Light appetizers and beverages available for conference registrants.

**Film Screening 4:30 – 6:30 PM**

Screening of the Film *AGENTS OF CHANGE* and Discussion Panel

**Great Room 1**

“From the well-publicized events at San Francisco State in 1968 to the image of black students with guns emerging from the takeover of the student union at Cornell University in April, 1969, the struggle for a more relevant and meaningful education, including demands for black and ethnic studies programs, became a clarion call across the country in the late 1960’s. The film’s characters were caught at the crossroads of the civil rights, black power, and anti-Vietnam war movements at a pivotal time in America’s history. Today, over 45 years later, many of the same demands are surfacing in campus protests across the country, revealing how much work remains to be done.”

_http://newsreel.org/video/AGENTS-OF-CHANGE_

**Moderator**

Donald Harward, *Director, Bringing Theory to Practice and President Emeritus, Bates College_

**Panelists**

Jacque Jones, *Cornell Alumna and Student Activist (featured in film)*

Jennifer Ash, *Doctoral Candidate, Department of History, and Mellon Pre-doctoral Fellow, Social Justice Initiative, University of Illinois, Chicago*

Jasson Perez, *Undergraduate Student, Economics, University of Illinois, Chicago*

*AGENT OF CHANGE* co-producer and co-director Abby Ginsberg will also be present for the screening and discussion.
FRIDAY, MAY 26

Breakfast 8:00 – 8:45 AM

Plateau, Great Room 1, Great Room 2

Breakfast available for conference registrants.

Concurrent Sessions 9:00 – 10:15 AM

Single Institution Team Panel

_Students at a Crossroad: Strategies for Academic Success Program (Pilot) for Required to Withdraw Students_

**Industry 1**

The Strategies for Academic Success Program (SASP) — a three year pilot — recognizes the essence of intersectionality, while fostering an environment focused on supporting the whole student. This program allows students who have been required to withdraw from their studies to do the necessary upgrading in-house, instead of having to leave the institution. We acknowledge that the reasons for students’ failure vary. Thus, this program is dedicated to providing students with the necessary strategies to assist in their future learning, both academic and personal, while providing them with support resources, faculty mentorship, and peer collaboration. In this presentation, we will report on the progress of the SAS program over the first two years. Data will be presented showcasing the success rate and progress of each cohort. We will engage the participants in activities to examine how a similar program could be implemented at their institution, providing a detailed account of the steps to follow.

*Mercedes Rowinsky, Associate Professor, Wilfrid Laurier University*
*Crystal Shadwell, Faculty of Arts Academic Advisor, Wilfrid Laurier University*
*Megan Lott, Academic Advisor, Wilfrid Laurier University*

*Not present at the conference, but part of presented research.

Diverse Institutional Collaboration

**Let’s Talk About It: Student Conversation Circles**

**Industry 2**

To enrich students’ educational experience and promote a greater acceptance and understanding of diversity, Onondaga Community College launched a collaborative initiative with a community organization in Syracuse, NY, entitled “Student Conversation Circles: Race, Gender, Religion, Economic Status & Sexual Orientation.” The program entails a series of semi-structured conversations with students and trained facilitators from different campus constituencies who are provided with curricula designed to foster meaningful dialogue about issues relevant to students’ lives and their multifaceted identities—including stereotypes, privilege, and institutional discrimination. By embracing the whole student and the varied factors affecting their educational and civic journeys, this initiative facilitates student success. In our interactive presentation, we will model a group discussion and activity from the program, and share the tools we use to assess the program’s impact on students. We hope to inspire meaningful discussion about strategies to enhance students’ well-being and advance equity in higher education.

*Carolyn Bice, Assistant Professor of Communication, Onondaga Community College*
*Glenda Gross, Assistant Professor of Sociology, Onondaga Community College*
FRIDAY, MAY 26
Concurrent Sessions 9:00 – 10:15 AM, continued

Single Institution Team Panel
Navigating the First Year in Community: The GPS Program at the University of Wisconsin-Green Bay
Great Room 2

This session explores how the University of Wisconsin-Green Bay’s intensive first-year program (the GPS Program) helps a cohort of mostly first generation students develop navigational and cultural capital that enhances the likelihood of college success, yet may also create potential tensions with cultures of origin. In the classroom and on campus, our students face multiple and complicated issues which are often as much about mindfulness and college norms as they are academic skills. And our program shows the impact of intense, holistic mentoring—particularly in helping students think intersectionally about their own or others’ identities and struggles. The session will also address the significant and increasing emotional and psychological work load associated with this type of mentor role, and how the communal aspect of the GPS program assists mentors in creating communities of practice that help to support their well-being in this work.

Denise Bartell, Director of Student Success and Engagement, University of Wisconsin Green Bay
David Voelker, Associate Professor of Humanistic Studies, University of Wisconsin Green Bay
Alison Staudinger, Assistant Professor of Democracy and Justice Studies, University of Wisconsin Green Bay
Sandra Graybill, Undergraduate Student, University of Wisconsin Green Bay

Single Institution Team Panel
Student Development and Social Justice: Critical Learning, Radical Healing and Community Engagement
Great Room 1

This presentation rests on the assumption that in order to engage in meaningful, social justice-oriented community engagement, we must engage provocative and introspective lines of inquiry, exploring in-depth our own self-identity, sense of purpose, relationship with oppression, and strategies for radical healing. This presentation will examine how our multiplicity of social identities and positionality determine how we see the world and are seen in the world. It also emphasizes intersectionality; an integrated sense of self in relation to other so as not to become limited by any one identity and in order to cultivate interconnectedness across difference. It will also problematize how one’s learning about injustice in the world or the biases they hold personally can occur at someone else’s expense (in the classroom or the community). Finally, we will discuss how best to link self-awareness to self-care through nurturing radical healing practices that sustain personal and social well-being.

Tessa Hicks Peterson, Assistant Vice President, Community Engagement, and Assistant Professor, Cultural Studies, Pitzer College
Kathleen Yep, Associate Dean of Faculty, and Professor, Asian American Studies, Pitzer College

Workshop
First Do No Harm: Creating a Comprehensive Bias, Harassment and Violence Prevention and Response Model
Great Room 2

This session will allow participants the opportunity to develop or enhance a plan for an institution-wide effort and system to prevent and/or respond to identity-based violence, bias and/or harassment. Some college campuses are moving away from the bias response team model, as these teams and models can be difficult to sustain and are rife with particular challenges around operationalization. Creating a comprehensive response and prevention model across departments with sustainable plans for consistent dissemination of information is key to effective and lasting efforts.

Leigh-Anne Royster, Director of Inclusive Community Well-Being, Elon University
Student-only Panel  
*Campaigning to Reduce Counseling Stigma: Evaluating Outreach and the Experiences of Students of Color*

We will describe a campus-wide counseling stigma-reduction campaign (“I Have a Therapist”) implemented by peer mental-health leaders on a predominantly White, liberal arts college campus from 2014-2016, and evaluated in 2016. Campaign materials included images of students holding self-authored therapy-affirming messages in support of counseling. We will specifically focus on how Students of Color (SOC) were involved, engaged and affected by this campaign. Although the campaign primarily engaged White students initially, SOC participation improved in the second and third years. Intentional outreach to SOC was made to increase representation by adjusting recruitment flyers to be more inclusive and ensuring our research team was racially/ethnically diverse. We will discuss findings from our evaluation including SOC’s positive retrospective impressions and stronger post-campaign engagement/advocacy behaviors, compared to White students, along with qualitative analyses of SOC’s motivations for participating, understanding of counseling stigma, and evaluations of campaign risks and benefits.

Hannah Wing, Student, Connecticut College  
Veronica Alejandro, Student, Connecticut College  
Judelysse Gomez, Assistant Professor of Psychology, Connecticut College  
Audrey Zakriski, Professor of Psychology, Connecticut College

Provocations (20 minutes each, all in one room)  
**Great Room 1**

*Writing as a Resource For Student Well-Being*

As a college composition teacher at a community college in New York City, I am drawn to the concept of well-being because it champions active engagement with ideas, events, and people to make day-to-day living both rich and enriching. Well-being is also a generative concept: it creates opportunities for more engagement and fulfillment for all human beings. From such a rhetorical perspective, well-being highlights living in a complicated world where our textual encounters with others modify, sometimes radically, our sense of self, of others, of the world. It asks that writing teachers consider the amelioration of student well-being as one goal of composition theory and practice. With an eye toward well-being, learning to write means learning to write with purpose and meaning. By extension, learning to write is also about increasing the capacity for curiosity, resilience, agency, and hope. These are not minor goals.

Daniel Collins, Associate Professor, Stella and Charles Guttman Community College

*Using Yosso’s Cultural Wealth Model to Build Capacity for Students as Institutional Change Agents*

Educators of color are called upon to do their "day jobs" as well as mentor students and colleagues of color and take activist roles on campus. Negotiating these multiple demands is challenging and may not model well-being for students. How might a strengths-based perspective of cultural capital aid all educators in enhancing student (and staff) well-being?

Heather Zesiger, Senior Director, Office of Health Promotion, Emory University, Doctoral Student, Georgia State University  
Raphael Coleman, Associate Director for Community Well-being, Emory University, Doctoral Student, University of Georgia
FRIDAY, MAY 26

Concurrent Sessions 10:25 – 11:40 AM, continued

Provocations (20 minutes each, all in one room), continued
Great Room 1

We’re Asking Lousy Questions, and Setting Our Campuses Up to Fail. How Can We Do Better?

Recent events have revealed the challenges at the nexus of personal values and collective action, contentiously debated as identity politics. Meanwhile, college campuses remain fertile ground for exploration of individual identities and interpersonal dynamics. To harness these complexities for cooperation rather than competition, we need ways of framing questions and talking about them that help us understand ourselves and others, feel connected to one another, and skillfully navigate difference. Ask Big Questions (ABQ) has helped over 50,000 students, faculty, and staff on 150 campuses to pursue authentic understanding and inclusion across a range of experiences. Through the discursive frame of Big Questions—questions that matter to everyone and that everyone can answer—universities foster an approach to identity that embraces intersectionality, empathy, and relationship. ABQ conversation participants listen to one another’s stories, increasing their self-understanding and collective capacity to honor difference, nurture trust, and engage in constructive conflict. Conference participants will experience these conversations and learn how they can be integrated across campus contexts.

Josh Feigelson, Founder and Executive Director, Ask Big Questions

Team Time 11:40 AM – 12:00 PM

Free time for teams to debrief.

Lunch 12:00 – 1:00 PM

Plateau, Great Room 1, Great Room 2

Lunch available for conference registrants.

Concurrent Sessions 1:10 – 2:25 PM

Single Institution Team Panel
Engaging in Strategic Change for Enhanced LGBTQAAI Student Well-Being
Great Room 2

Disparities in healthcare and health outcomes exist on the basis of sexual orientation, gender identity, and sexual behavior. After observing health inequities, heightened risks, barriers to overall well-being and a distrust of Student Health Services in our LGBTQAAI student population, Southern Illinois University took steps to proactively engage students and specifically address health disparities for LGBTQAAI students within our university healthcare system. A task force was created to identify concerns and implement solutions to the challenges encountered. This session will highlight the data collection, assessment, task force creation, changes made and evaluations implemented by Student Health Services over a three year period. Additionally, this session will highlight common challenges faced by institutions, ways of assessing obstacles students face, opportunities to gauge students’ needs and additional means to move forward while engaging campus stakeholders in order to address students’ overall well-being.

Sarah Steinkamp, Wellness Coordinator, Southern Illinois University-Carbondale
Bri Borvan, Graduate Assistant, Southern Illinois University-Carbondale
FRIDAY, MAY 26
Concurrent Sessions 1:10 – 2:25 PM, continued

Workshop
Connecting Identity, Well-Being, and Student Success to Campus Sexual Assault Prevention Efforts
Industry 2

This session will focus on campus sexual assault prevention across the country, and place those efforts in the context of federal policy and social/judicial resistance. Following a presentation that addresses prevention in the current, cultural context, session participants will break into small groups to discuss sexual assault prevention on their own campuses—and connect prevention to student identity, well-being, and learning. We will then come back together as a larger group to share lessons learned and discuss the issue at the national level. Significant questions this session will address: What are some of the key prevention efforts taking hold on campuses and at the national level? Are these efforts applicable to diverse campus types? What are some of the sociohistorical factors that figure into these efforts? How can campuses support student survivors and activists as learners and whole persons? How can we talk about this issue intersectionally?

Rebecca D. Graham, Instructional Consultant, Research Academy for Integrated Learning, University of the District of Columbia

Workshop
Whole Futures: How Focused Research and Setting Expectations Can Foster “Whole Student” Well-Being and Development
Great Room 1

This session builds on conference presentations of successful current campus research efforts to connect well-being and student success, as well as capturing many of the persistent challenges faced in aligning whole student development with campus priorities. Session leaders, in engaged structured dialogue, will encourage participants to turn insights gained from the conference into initiating action steps for affecting change on their own campus. The dialogue will emphasize ways to affect institutional priorities, connect the dots across institutional initiatives, and engage the campus in communicating a commitment to well-being and whole student development.

Donald Harward, Director, Bringing Theory to Practice, and President Emeritus, Bates College
L. Lee Knefelkamp, Senior Scholar, Bringing Theory to Practice, and Professor Emerita, Teacher’s College, Columbia University,
Ashley Finley, Associate Vice President of Academic Affairs & Dean of the Dominican Experience, Dominican University of California,
and National Evaluator, Bringing Theory to Practice

Concluding Panel 2:25 – 3:50 PM

Concluding Panel
Reflections from the Intersections
Great Room 1

A concluding panel of diverse and interdisciplinary scholars and practitioners will reflect on their experiences and participation throughout the conference, as well as draw from their perspectives working in higher education on issues of intersectionality and well-being. Panelists will additionally reflect on: challenges felt on campus related to the interconnectedness of our world and the present moment for students; how we model intersectional work on student learning and well-being that is inclusive and sustainable; and what it means to be whole persons in the context of this work.
Moderator

Rebecca D. Graham, Instructional Consultant, Research Academy for Integrated Learning, University of the District of Columbia

Rebecca D. Graham is an Instructional Consultant at the University of the District of Columbia, Research Academy for Integrated Learning. Rebecca is an educator, researcher, and social change advocate who is committed to equity, inclusion, and diverse communities. She has over ten years of experience in the nonprofit and higher education sectors, and she focuses on intersectional identities in her research, conference presentations, and published works. Rebecca co-facilitates original research on LGBTQ issues in higher education, campus sexual assault, and faculty engagement. She has additionally taught courses on gender and sexuality at Loyola University Maryland and Northern Virginia Community College. Rebecca received her B.A. in Sociology from Kent State University, her M.A. in Sociology from Ohio University, and her Ph.D. in Sociology (Feminist Studies) from the University of California, Santa Cruz.

Panelists

Janie Ward, Professor & Chair of Education and Africana Studies Department, Simmons College

Janie Victoria Ward is Professor and Chair of the Department of Education, and Chair of the Africana Studies Department at Simmons College in Boston, Massachusetts. Ward is a co-editor of Mapping the Moral Domain: A Contribution of Women’s Thinking to Psychological Theory and Research (Harvard University Press, 1988) with Carol Gilligan. Ward co-edited a compilation of sixteen autobiographical statements written by African American, Caribbean and black Canadian college students entitled, Souls Looking Back: Life Stories of Growing Up Black (Routledge, 1999). Ward’s book The Skin We’re In: Teaching Our Children to be Emotionally Strong, Socially Smart and Spiritually Connected (Free Press/Simon and Schuster, 2000) focused on racial socialization in black families. For over thirty years, her professional work and research interests have centered on the developmental issues of African American adolescents, focusing on identity and moral development in African American girls and boys.

Maria Ahmad, Assistant Director, Leadership and Involvement, University of Wisconsin-Madison

Maria Ahmad completed her undergraduate career at The Ohio State University where she was also deeply involved in student organizations and leadership. Her involvement lead her to obtain a Master’s degree in Adult and Higher Education with an emphasis on student affairs from Northern Illinois University. Her involvement in the Muslim Student Association at those institutions, as well as serving as VP for MSA National, fuels her passion for making campus more inclusive for Muslim students, and supporting Muslim students in their leadership development. Maria continues to do this in her job and as a board member of MSA National. She lives in Madison, Wisconsin with her husband and two-year-old daughter, Sarina.

Frank Golom, Assistant Professor of Psychology, Loyola University Maryland

Frank Golom is an Assistant Professor of Applied Psychology at Loyola University Maryland and former founding Associate Director of Executive Education Programs in Change and Consultation at Teachers College, Columbia University. Golom has spent over a decade as a university professor, teaching courses in consultation theory and practice, industrial-organizational psychology, and applied research methods at the doctoral, masters and undergraduate levels. Golom’s interests lie at the intersection of diversity, inclusion and organizational change. He has received two Best LGBT Research Awards from the Society for Industrial and Organizational Psychology (SIOP) and is the author of several articles and book chapters related to understanding issues of age, race, gender and sexual orientation in the workplace. Golom received his Ph.D. in Organizational Psychology from Teachers College, Columbia University and his B.A. in Psychology from Loyola University Maryland.

Karen Kalla, Director, Network for Academic Renewal, Association of American Colleges and Universities

Karen Kalla has worked at the Association of American Colleges and Universities for over 15 years. In her role as Director of the Network for Academic Renewal, she works with campus practitioners and AAC&U colleagues to design and manage national conferences that address a variety of compelling campus and social interests regarding general education and assessment; diversity, learning, and student success; global engagement and social responsibility; and science, technology, engineering, and math. Her background includes environmental education and grassroots organizing to advance local to national to international environmental, public health, and education policies and legislation; teaching and training in a community health facility; and advocating for equitable high quality education for girls and women around the world as well as for all students in the US.
Conference sessions and meals will be held in Great Rooms 1 and 2. Meals, snacks, registration, materials, and sponsor tables will also be located in the central plateau foyer.

There will not be any conference activities on the lower level.
Conference sessions will be held in rooms Industry 1 and Industry 2.

Please note: Industry 2 is non ADA-accessible.

There will not be any conference activities on the third floor.

However, we do have Studio 1 reserved as private space for reflection, prayer, lactation, or any other needs. We will have a sign-up sheet available to reserve the space.

For more information on planning your get-together, contact our dedicated event specialist at 312.917.5645.
**Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation**
Laura I. Rendón, Foreword by Mark Nepo

[Rendón] offers a transformative vision of education that emphasizes the harmonic, complementary relationship between the sentir of intuition and the inner life and the pensar of intellectualism and the pursuit of scholarship; between teaching and learning; formal knowledge and wisdom; and between Western and non-Western ways of knowing. In the process she develops a pedagogy that encompasses wholeness, multiculturalism, and contemplative practice, that helps students transcend limiting views about themselves; fosters high expectations, and helps students to become social change agents.

**Understanding Intercultural Communication**
Stella Ting-Toomey and Leeva C. Chung

Written in a conversational style, this book introduces students to the foundations of intercultural communication, a vibrant discipline within the field. Authors Stella Ting-Toomey and Leeva Chung take a multicontextual, inclusive approach that balances international and intercultural communication issues against U.S. domestic diversity issues. In addition to emphasizing a value-oriented perspective on intercultural encounters, the text contains a robust ethical chapter, complete with specific guidelines that will help students become ethical intercultural communicators.

**The Skin We’re In: Teaching Our Teens To Be Emotionally Strong, Socially Smart, and Spiritually Connected**
Janie Victoria Ward

Shepherding children through the demanding years of adolescence can be a struggle for any parent. But black parents must also help their children confront the psychological fallout of racism. With this in mind, Dr. Janie Ward, who spent fifteen years researching the moral and psychological development of African-American boys and girls, offers parents a comprehensive four-step program – Name it, Read it, Oppose it, Replace it – that provides strategies for healthy resistance to negative social influences and complacency in children throughout the formative years.

**Of Education, Fishbowls, and Rabbit Holes: Rethinking Teaching and Liberal Education for an Interconnected World**
Jane Fried Ph.D., With Peter Troiano, Foreword by Dawn R. Person

What if who you think you are profoundly affects what and how you learn? Since Descartes, teachers in the Western tradition have dismissed the role of self in learning. What if our beliefs about self and learning are wrong, and relevance of knowledge to self actually enhances learning, as current research suggests? Jane Fried deconstructs the Grand Western Narrative of teaching and learning, describing it is a cultural fishbowl through which we see the world, rarely aware of the fishbowl itself, be it disciplinary constructs or the definition of liberal education.

**Intersectionality in Action: A Guide for Faculty and Campus Leaders for Creating Inclusive Classrooms and Institutions**
Edited by Brooke Barnett and Peter Felten, Foreword by Eboo Patel

This book offers models for institutions to move intentionally toward intersections – of study abroad and multiculturalism, of race and gender and religion, and of other essential aspects of our educational programs and our students’ identities – to open doors to new possibilities that better prepare our students for life in a diverse world, and that allow our institutions to become more efficient and effective as we strive to not simply do things better in our own separate spheres, but to do better things by working together across difference.

**Well-Being and Higher Education: A Strategy for Change and the Realization of Education’s Greater Purposes**
Edited by Donald W. Harward

Well-Being and Higher Education is a book about the multiple connections of well-being to higher education and why those connections matter—for the individual lives of students and those who teach; for the institution; and for whether or not the unique promise of higher education to a democratic society can be advanced and realized. The publication’s thirty-five original essays and provocations—by some of the most highly respected voices within and beyond the academy—address the theoretical underpinnings and practical expressions of these connections.

*Volumes marked with an asterisk are available for sale at the publications table of this conference.*
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Founded in 1952 by Christian A. Johnson, The Endeavor Foundation is dedicated to efforts that foster independent thought, ethical understanding, deep appreciation of the arts and reverence for the natural world. The Endeavor Foundation supports and catalyzes excellence in liberal arts education and related fields, and has supported the curricular and pedagogical development of a significant number of liberal arts colleges in the United States.