



## Creating a More Inclusive Learning Community: Awareness, Action, Inquiry

A working conference at Maryville University | St. Louis, October 9 & 10, 2015

Integrating the Scholarship of Teaching  
and Learning into Academic Culture

sponsored by

**FINCH CENTER**  
*for* **TEACHING**  
& **LEARNING**



## **GREETINGS FROM THE 2015 SOTL CONFERENCE PLANNING GROUP!**

Thank you for coming to the Seventh Annual Scholarship of Teaching and Learning Conference at Maryville University! This year's focus on "*Creating a More Inclusive Learning Community: Awareness, Action, and Inquiry*" is a most timely topic. A recent report, *America's Unmet Promise: The Imperative for Equity in Higher Education*, published by the Association of American Colleges and Universities, calls on higher education to "bring new urgency to the goal of providing equitable access to a quality college education for students of color and students from low-income families." Since these students will soon form the majority of the nation's college-eligible learners, their fortunes will have a major effect on America's future. This theme is also especially relevant for our region as Ferguson has become a national and international symbol of the tragic divisions between whites and blacks, haves and have-nots.

We planned this conference to acknowledge that each of us can and need to learn more as we try to support and study the learning success of our students of color, students from different economic and cultural backgrounds, students with disabilities, and LGBT students and allies. We hope that you will have a wonderful weekend of intellectual stimulation, joyful collaboration, and personal reflection as we contemplate together the challenge of linking quality and equity for all of our students.

As you experience the conference, if you have questions or suggestions as to how we might enhance your time here, please seek out any member of our Conference Planning Group. We are eager to help! Enjoy!!

### **Maryville's 2015 SoTL Conference Planning Group**

**MARILYN COHN**, *2015 Conference Coordinator*

**CHRISTY CRUISE**, *Associate Dean of Students, Diversity Initiatives, Affirmative Action Officer*

**DARLENE DAVISON**, *Director of the Interior Design Program, Associate Professor of Interior Design*

**MARY ELLEN FINCH**, *Vice President for Academic Affairs*

**MICHAEL KIENER**, *Director of the Rehabilitation Counseling Program, Associate Professor of Rehabilitation Counseling*

**JILL LANE**, *Dean, Transfer Programs, Lewis and Clark Community College, Intern in Maryville's Doctoral Program in Higher Education Leadership*

**CAREN SCHLOSSBERG-WOOD**, *Instructor of Graphic Design*

**DUSTIN YORK**, *Assistant Professor of Communications*

## CONFERENCE OVERVIEW AT A GLANCE

### Friday, October 9

7:45-8:45	Registration and Continental Breakfast	[PFAFF LOBBY]
9:00-9:15	Welcome to Maryville and Introduction to Conference	[AUDITORIUM]
9:15-10:15	<b>KEYNOTE:</b> Rev. Dr. Jamie Washington	[AUDITORIUM]
10:30-11:30	Follow-up Round Table Discussions with Dr. Washington	[DONIUS UNIVERSITY CENTER/DUC]
11:30-12:30	Buffet Lunch	[DUC]
12:45-1:45	<b>KEYNOTE:</b> Dr. Sherry Linkon	[AUDITORIUM]
2:00-3:00	Follow-up Round Table Discussions with Dr. Linkon	[DUC]
3:15-4:30	Invited Panels and Workshops	[WALKER HALL]
4:45-6:00	Reception & Exhibits	[PRESIDENT'S CONFERENCE CENTER/PCC]

### Saturday, October 10

8:00-8:30	Breakfast	[DUC]
8:30-9:30	Panel Discussion among Business Leaders: <i>Preparing Our Students for Workplace Diversity</i>	[DUC]
9:45-10:45	Breakout Sessions I	[WALKER HALL]
11:00-12:00	Breakout Sessions II	[WALKER HALL]
12:15-1:00	Lunch and Closing Round Table Discussions	[DUC]

## FINCH CENTER for **TEACHING** & **LEARNING**



**Special Thanks to:** *Alice Borchardt*, our Administrative Assistant, who enables the rest of us to do our jobs; *Fresh Ideas*, our wonderful catering group; *Tammy Gocial*, Associate Vice President of Academic Affairs, *Karen Fletcher*, Assistant Professor of Information Systems, *Janet Edwards*, Associate Director of Editorial Services, and *Kate Boelhauf*, Multimedia/Interactive Web Manager, for their timely assistance; *Ernie Aveytia*, *Kenny Fulks* and to all facilities and technological staff for their invaluable support.

## KEYNOTE PRESENTATIONS

### 9:15-10:15 **Rev. Dr. Jamie Washington**

*“From Awareness to Action: Building Capacity for More Inclusive Classrooms”*

Rev. Dr. Jamie Washington serves as the President and Founder of the Washington Consulting Group, a Multicultural Organizational Development Firm in Baltimore, MD. Dr. Washington has served as an educator, administrator, and consultant in higher education for over 30 years. Dr. Washington is the President and Co-Founder of the Social Justice Training Institute. He is also Visiting Assistant Professor of Religion and Social Ethics at Winston Salem State University. Dr. Washington serves on the boards of: *Many Voices, A Black Church Movement for Gay & Transgender Justice, Campus Pride, and Beyond Diversity*. He is a trustee for the American College Personnel Association.

Dr. Washington earned his B.S. degree from Slippery Rock State College, and a double Masters' of Science degrees from Indiana University, Bloomington. He holds a Ph.D. in College Student Development, from the University of Maryland College Park. Dr. Washington also holds a Masters of Divinity from Howard University School of Divinity. He has spoken all over the US, as well as in Canada and South Africa. He serves as the Co-Pastor of Unity Fellowship and is the proud grandfather of 5 and great uncle to three. Known as “The Engagement Specialist”, he sees himself as an instrument of change. He works everyday to help people find the best in themselves and others.

### 12:45-1:45 **Dr. Sherry Linkon**

*“Questions Matter: An Inquiry Approach to Inclusion”*

Dr. Sherry Lee Linkon is Professor of English and Faculty Director of Writing Curriculum Initiatives at Georgetown University. Prior to her Georgetown position, she was Professor and Co-Director of the Center for Working Class Studies at Youngstown State University. Sherry earned her MA from University of Denver, in English/Creative Writing and her PhD from the University of Minnesota in American Studies.

Sherry describes her research interests this way: *“I do research in two areas: working-class studies and scholarship of teaching and learning. In working-class studies, much of my work explores the cultural meaning and social costs of deindustrialization. I'm currently working on a study of contemporary American literature that reflects the continuing influence of deindustrialization on working-class people and their communities. I've also done some research and writing on teaching about social class and supporting working-class students in higher education. My work on teaching and learning focuses on students' learning in the humanities. I've written about students' struggles with interdisciplinary analysis, and I published a book about teaching literature in the context of the English major.”*

## 2015 SOTL CONFERENCE PROGRAM AND SCHEDULE



### Friday, October 9

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9:00-9:15	Welcome to Maryville and Introduction to Conference	[AUDITORIUM]
9:15-10:15	KEYNOTE: Rev. Dr. Jamie Washington	[AUDITORIUM]
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12:45-1:45	KEYNOTE: Dr. Sherry Linkon	[AUDITORIUM]
2:00-3:00	Follow-up Round Table Discussions with Dr. Linkon	[DUC]
3:15-4:30	INVITED PANELS AND WORKSHOPS	

### Reducing Stereotype Threat and Fostering a Growth Mindset [WALKER HALL 315]

This workshop will offer an opportunity to learn about research on “stereotype threat,” a phenomenon that can affect student performance in the classroom, as well as to discuss strategies that can reduce the effects of stereotype threat and support learning by all students. We will discuss ideas for applying these strategies in courses across the disciplines.

*Presenter: Beth Fisher, Ph.D., Director of Academic Services, The Teaching Center; Lecturer in Women, Gender, & Sexuality Studies Program, Washington University in St. Louis*

### Understanding and Addressing the Needs of International Students: Perspectives from Teaching, Learning, and Administration [WALKER HALL 150]

International students often face linguistic and cultural challenges which can hinder successful inclusion into society and the classroom. This panel presents perspectives from an instructor, an international student, and an administrator who will offer strategies for successfully incorporating international students into the classroom, for learning and thriving in the U.S. as an international student, and for adjusting programs and services to meet international students' needs.

*Presenters: Cathy Raymond, Assistant Director of English Language Programs, Peter Cramer, Assistant Dean, International and Graduate Programs, Law School, and International Student, Washington University in St. Louis*

### Supporting Students with Disabilities [WALKER HALL 239]

Higher education disability support providers from a variety of institutions will discuss challenges and successes on a host of topics including universal design and strategies for supporting students with disabilities. Questions and issues from the audience will be solicited and discussed from multiple points of view.

*Presenters: Anna Kisting, Director of Disability Support & Success, Maryville University; Kathy Haberer, Director, Student Development and Counseling, Lewis and Clark Community College; Karen Myers, Associate Professor and Director of the Higher Education Administration Graduate program at Saint Louis University and Karen Tompson-Wolfe, Assistant Professor/Director, The Tomnitz Family Learning Opportunity Center, Westminster College*

**Creating Greater Inclusion for LGBT...in the Classroom** [WALKER HALL 105]

How do your students know if it's safe to come out as LGBT persons or allies? Have you ever had a moment of tension because of differing views or LGBT issues in your class? Do you wonder what to do when religion, race and sexuality collides? This session will invite honest conversation about real issues related to creating greater inclusion for LGBT persons and allies.

*Presenter: Rev. Dr. Jamie Washington, President and Founder of the Washington Consulting Group, President and Co-Founder of the Social Justice Training Institute*

**Employing Easy to Use Technological Resources To Aid Students Who Struggle with Basic Academic Tasks** [WALKER HALL 241]

A surprising number of students in higher education classrooms have never mastered basic academic tasks. This session will present and examine multiple ways to use technology to assist students who struggle with reading, writing, and studying.

*Presenter: Robert Cunningham, Director of the Occupational Therapy Program, Associate Professor of Occupational Therapy, Maryville University*

4:45-6:00 Reception & Exhibits [PCC]



**Saturday, October 10**

8:00-8:30 Breakfast [DUC]

8:30-9:30 Panel Discussion among Business Leaders:  
*Preparing Our Students for Workplace Diversity* [DUC]

9:45-10:45 BREAKOUT SESSIONS I

**Universal Design for Learning: Enhancing the Success of Students with Disabilities in Higher Education** [WALKER HALL 251]

Although students with disabilities are enrolling in higher education at comparable rates to their non-disabled peers, there is still a dramatic gap in program completion and graduation rates. While many issues contribute to degree completion and graduation, there is a critical role for educators to play in the learning success of students with disabilities. Universal Design for Learning examples and strategies for educators will be highlighted to demonstrate the possibilities for application in various courses.

*Gina Oswald, Wright State University, Dayton Ohio, Michael Kiener, Maryville University*

**Understanding the Cultural Nuances of the Classroom and Creating SafeSpaces for Students and Colleagues of Color** [WALKER HALL 315]

The power of *hello, Mr. and Ms.*, diversity in the curriculum as a sign of respect or disrespect in schools. Are we talking across cultural and racial lines within the educational system? Learn to see the blind spots, hidden messages and barriers in the classroom. This is an interactive and hands on session.

*Amy Hunter, Director of Racial Justice , YWCA, St. Louis*

## **Creating Opportunities for Collaboration with Students and Faculty: Insights from Studies of Innovations in Teaching and Learning**

[WALKER HALL 325]

This session will describe and analyze four faculty members' research projects, funded through an Innovative Incentive Grants Program at Maryville. Each of these projects is different, but there are key commonalities among them: efforts to enhance learning through the concepts of collaboration and active learning and to study the results, using a SoTL approach. Projects to be described are:

- *Examining the Impact of a Collaborative Student Research Team of Arts and Sciences*
- *Assessing Occupational Therapy Students' Learning Through a Collaboration of Two Graduate Courses*
- *The Impact of Actively Engaging faculty in the Use of IPAD Technology to Enhance Teaching Strategies in the Classroom, Increase Student Engagement, and Deepen Learning*

*Robyn Otty, Touro University Nevada, Henderson Nevada; Lauren Milton, Mascheal Schappe, Kyra Krakos, Maryville University*

## **Building a Community of Inquiry via a Virtual Café for College Students in Transition: A Pilot Study**

[WALKER HALL 348]

Building a Community of Inquiry (COI) in the First Year Experience starts with making intentional connections with students as early as at New Student Orientation. The Triton Virtual Café is a social media platform that was developed and piloted in a nursing school to build community, promote early help-seeking behaviors, and break down potential barriers to success in the transition from high school to college. This model has typically been linked to virtual classrooms, but for this pilot, the model is adapted to focus on promoting early social presence and help seeking behaviors prior to the FYE. In particular, the model aims to promote early help seeking behaviors while addressing students' prior misconceptions about college life and expectations. Since social media is widely used among our student populations and is easily accessible via mobile devices, the virtual café was created using Facebook as the platform.

*Iris Hinderliter, University of Missouri, St. Louis; Kimberly Allen, Maryville University*

## **11:00-12:00 BREAKOUT SESSIONS II**

### **“Draw your own Confusion”: Using Ambient Awareness to Foster Positive Aspects of Ambiguity in the Classroom**

[WALKER HALL 251]

Students like to know the answers. But what happens when we want them to question? What happens when students must find their own answers? As much as students—and sometimes their instructors—sometimes strive to avoid ambiguity, exploring it can lead to understanding challenging texts and ideas. In this presentation, I will describe strategies to help instructors to design and respond to open-ended online questions to enhance the class's face-to-face interaction, and vice versa. Rather than beginning in-class discussions by learning what students think, we can use what social media theorists refer to as “ambient awareness” to start at a more advanced and interesting stage—not to check answers or to alleviate student confusion, but rather to cultivate it for pedagogical purposes.

*Jesse Kavadlo, Maryville University*

## **Grounded Theory: How to Promote a Sociocentric World View in Any Course**

[WALKER HALL 315]

This presentation discusses a common theoretical foundation that we use in three different courses - *Politics of Hate*, *Psychology of Prejudice, Discrimination and Hate & International Psychology*. In these courses, we have discovered that 8 theoretical perspectives (Critical Psychology, Liberation Psychology, Post-Modernism, Social Constructivism, Social Identity Theory, Social Reduction Theory, Symbolic Interactionism, and Vygotsky's Sociocultural Theory) serve as a foundation that assists students in understanding all courses and engaging in the kind of self-reflective (critical) thinking that understanding of others requires. Participants will engage in a dialogue about multiculturalism/diversity/inclusion in the classroom - why to promote, how to promote it and how to measure change.

*Randall Osborne, Texas State University, San Marcos, Texas; Paul Kriese, Indiana University East, Richmond Indiana*

## **Technology-Delivered Content: Accessibility for Students with Disabilities**

[WALKER HALL 325]

With the increasing reliance on technology-delivered course content and online teaching, special attention should be focused on accessibility for students with disabilities. This workshop will allow participants to learn about accessibility while assessing their own course content with the assistance of an accessibility checklist provided by the presenter. Examples, tips and resources for educators will be reviewed to demonstrate the possibilities for various courses. Attendees will be encouraged to share their course content accessibility concerns, current practices, and possible future strategies throughout the workshop, and are encouraged to bring laptops (iPads, etc.) and their course content to facilitate group assessment and assistance.

*Gina Oswald, Wright State University, Dayton Ohio*

## **The "Elephant" in the Room: Psychiatric Disabilities in the Classroom**

[WALKER HALL 348]

Approximately 25% of students in our college classrooms live with a diagnosed mental health issue, and less than half of these students seek professional assistance in managing these concerns. Psychiatric disabilities are often complex, individualized, and difficult to understand, which sometimes makes it tough for educators to know how to appropriately support these students within an academic setting. In addition, students struggle to communicate their often invisible disabilities to professors out of fear of possible discrimination or stigma. How do we, as educators, work with students who live with a disability they themselves might not fully understand or feel comfortable discussing? In this interactive session, we will discuss the characteristics and etiology of multiple mental health disorders, explore how psychiatric disabilities affect learning inside and outside of the classroom, address techniques for managing related academic accommodations, and identify best practices for supporting students with these diagnoses.

*Anna Kisting, Maryville University*

12:15-1:00

Lunch and Closing Round Table Discussions

[DUC]









**WELCOME TO MARYVILLE!**

**1**

**GANDER HALL & PRESIDENT'S CONFERENCE CENTER [PCC]  
Friday Reception**

**2**

**AUDITORIUM & PFAFF LOBBY  
Registration, Keynotes**

**3**

**DONIUS UNIVERSITY CENTER [DUC]**

**19**

**WALKER HALL  
Breakout Sessions**

## MARYVILLE CAMPUS MAP

### GENERAL BUILDINGS

1. Gander Hall
  - Dining Hall
  - President's Conference Center (ground floor)
  - President's Conference Room (second floor)
  - Student Service Center
  - Visitor's Center
2. Auditorium
  - Donius University Center
  - Bookstore
  - Donius University Atrium
  - L.J.'s & Louie's
3. Donius University Chapel
  - Charles M. Hudt Memorial Chapel
  - Butler Family Student Commons
  - Public Safety Office
4. Mackaly House
5. Hilltop Student Apartments (2)
6. Huttig Chapel (4)
7. Kaldi's Coffee (12)
8. Fitness Center
9. Keraghlan Hall (15)
10. Library (12)
11. L.J.'s & Louie's (3)
12. McHally Hall (6)
13. Monsanto Room (12)
14. Morton J. May Art Gallery (12)
15. Mouton Hall (21)
16. New Residence Hall (25)
17. Potter Hall (20)
18. President's Conference Center (1)
19. President's Conference Room (1)
20. Public Safety (5)
21. Ranch House (24)
22. Reid Hall (14)
23. Simon Athletic Center (7)
24. Soccer Field (9)
25. Soccer Practice Field (11)
26. Student Service Center (1)
27. Tennis Courts (10)
28. Walker's Center (1)
29. Walker Hall (19)
30. Weber Field (8)

### ATHLETICS

1. John E. and Adaline Simon Athletic Center
  - Fitness Center
2. Weber Field (Baseball)
3. Soccer Field
4. Tennis Courts
5. Soccer Practice Field

### ACADEMICS

1. Library
  - Kaldi's Office
  - Monsanto Room (Wrestling)
2. Morton J. May Art Gallery
3. Anheuser-Busch Academic Center
4. Reid Hall
5. Keraghlan Hall
6. Art & Design Building
7. Art & Design 3D Studio
8. Annex
  - Myrtle E. and Earl E. Walker Hall
  - Walker Scottish Rite Clinic
9. HOUSING
  - 10. Cooke and TR, Potter Jr. Hall
  - 11. Mouton Residence Hall
  - 12. Hilltop Student Apartments (Cedar, Elm, Maple, Oak and Pine)

