

DEVELOPMENT DAY

"Diversity, Inclusion and Student Success: Expanding Opportunities for Our Students"

Tuesday, September 4, 2018

AGENDA**HAMMOND HALL**
MAIN LOUNGE

8:00 a.m. **Check-In and Continental Breakfast**

8:30 a.m. **Opening Remarks**
Dr. Alberto Cardelle,
Provost and Vice President for Academic Affairs

9:00 a.m. – **Building Our Commonwealth**
9:45 a.m. *Dr. Carlos E. Santiago,*
Commissioner, Massachusetts Department of Higher Education (*Scheduled Speaker*)

10:00 a.m. – **Concurrent Sessions I**
11:00 a.m.

Hammond Hall – Ellis White Lecture Hall**Understanding and Supporting the Social and Academic Needs for First Generation Students**

Presenters: *Dr. Randall Grometstein*, Professor, Behavioral Sciences and *Mr. Jason Smith*, Director of Expanding Horizons

What does it *feel like* to be a first-gen freshman arriving on campus? How are first-gen students different from their peers? In 2005, journalist Alfred Lubrano recounted his own experiences and interviewed many other people about theirs as well, in a book titled *Limbo: Blue-Collar Roots and White-Collar Dreams* (Wiley). We will discuss Lubrano's model for the light it can shed on the experiences of our students – and on our own, as well.

Hammond Hall – G01/G01B**Incorporating Universal Design for Learning in Higher Education Classroom Setting**

Presenters: *Dr. Karen DeAngelis*, Assistant Professor, Education and *Dr. Ruth Joseph*, Assistant Professor, Education

This presentation will provide participants with an overview of Universal Design for Learning (UDL) and detailed information about the three main elements of the UDL framework. Participants will also consider how to incorporate this framework in higher education classroom settings to help support the needs of all learners. Participants will leave this session with knowledge of educational strategies to use when developing and designing course materials and presenting information to students through the lens of the UDL framework.

Hammond Hall – Main Lounge

Microaggressions in the College Classroom

Presenters: *Dr. Lyndsey Benharris*, Assistant Professor, Education and *Dr. Danette Day*, Assistant Professor, Education

In this session, we will examine microaggressions in the classroom and the impact of microaggressions on teaching and learning. We will use the Taxonomy of Microaggressions (Sue, 2010) to define and identify microaggressions within our classrooms. Naming is an essential first step towards understanding personal experiences. Also, participants will briefly examine their cultural identities, privilege, and their “sphere of influence” (Tatum, 2003). Finally, we will offer participants tools that when used to address microaggressions in the classroom will build a climate where students feel safe, valued, and comfortable enough to fully engage in learning.

11:15 a.m. – **Concurrent Sessions II**
12:15 p.m.

Hammond Hall – Ellis White Lecture Hall

Overcoming Conflict in the Classroom

Presenter: *Dr. Mark Williams*, Assistant Professor, Behavioral Sciences

This session will introduce the Critical Conversations Model (Kang & O'Neill 2018) as a theory-based set of strategies for dealing with challenging or difficult conversations in the classroom. The theoretical basis for the model focuses on how structural dynamics of social power and privilege (e.g. as they relate to race, gender, and other structural inequities) often underlie classroom interactions perceived as confrontational or challenging. We will describe and discuss specific tools for facilitating these classroom conversations, including explicit critical reflection as well as other skills informed by scholarship on clinical interviewing and group facilitation that can enable antagonists and the class as a whole to focus on the social context of these often-discomforting interactions. The session will identify realistic and constructive outcomes from this type of critical conversation, including fostering the ability to tolerate ambiguity, understand divergent perspectives, and move onward from emotionally charged interactions to pursue the explicitly shared objectives of a course.

Hammond Hall – Room G01/G01B

Classroom Tools to Defuse Student Resistance

Presenter: *Dr. Janna Heiligenstein*, Assistant Professor, Education

As our student body becomes more diverse, it is up to us to create learning environments that are differentiated and support students regardless of their backgrounds. There are specific strategies we can use to increase student engagement and to promote an environment that encourages student involvement and participation. This session will provide examples of critical and creative thinking strategies and tips on how to modify them to promote academic language acquisition and support for struggling students. You will leave with specific ideas on how to incorporate the strategies into your instruction.

Hammond Hall – Main Lounge

Supporting Students with Invisible Disabilities in the Classroom

Presenters: *Ms. Katrina Durham*, Director of Disability Services, *Dr. Kori Ryan*, Assistant Professor, Behavioral Sciences, and *Dr. Christine Shane*, Department Chair and Associate Professor, Behavioral Sciences

Part 1 with Dr. Kori Ryan and Dr. Christine Shane:

This session will provide an overview of some “invisible disabilities” including learning and processing disorders, mental health, developmental disabilities and Asperger’s. Will also review teaching values, strategies and interventions including psychological support and multimodality learning. Issues of self-disclosure, confidentiality and the role of the ADA will be covered.

Part 2 with Ms. Katrina Durham:

This session will provide information about how FSU accommodates students with invisible disabilities based on the neuro-psychological testing. Topics will include software and technology that students registered with Disability Services use. Available for questions regarding specific accommodations and how to handle them in the classroom. Faculty should be able to recognize signs and symptoms of Autism Spectrum Disorder, especially considering that many students on the spectrum do not register with Disability Services. Students with disabilities are also expected to follow the code of conduct when talking about personal conduct and physical/environmental safety.

Hammond Hall – Room S08

Foreign Languages as a Vehicle of Communication and Cultural Awareness

Presenters: *Dr. Karina Bautista*, Assistant Professor, Humanities and *Dr. Rala Diakite*, Professor, Humanities

In this seminar, we will discuss how Communication abilities and Cultural Awareness are developed within language classes at the university level in the US. After explaining the foundational ACTFL “world-readiness standards for language learning,” we will explore how the foreign language curriculum transforms the student’s socio-cultural perspective. Within this context, we will present the current theory of “Translanguaging,” which describes foreign language learning/teaching as a multi-layered process that broadens the students’ communication skills, and connects these beyond the classroom to other disciplines and professions.

12:15 p.m. **LUNCH – (*Hallway outside of Hammond Hall – Main Lounge*)**

1:15 p.m. – **Concurrent Sessions III**
2:15 p.m.

Hammond Hall – Room G01/G01B

Strategies for Supporting Students on the Autism Spectrum

Presenters: *Dr. Nancy Murray*, Associate Professor, Education and *Dr. Robert Shapiro*, Assistant Professor, Education

While students on the Autism Spectrum have the potential to be successful and valuable additions to the postsecondary classroom environment, some unique characteristics common to these students can require additional support to increase their likelihood of success. This presentation focuses on considerations related to Theory of Mind and Executive Functioning, providing an overview of these areas as well as implications and strategies for teaching.

Hammond Hall – Room S08

Understanding and Supporting the Social and Academic Needs of Male Students of Color

Presenters: *Dr. William Cortezia*, Assistant Professor, Education and *Dr. Diego Ubiera*, Assistant Professor, English Studies

The Plight of the Male Students of Color Research of African American male students in United States universities is generally relegated to the exploration of the quantitative indicators of enrollment and resentment. Little is known about the cultural/qualitative experience of these men of color. Understanding and Supporting the Social and Academic Needs of these men is crucial for the accomplishment of diversity in education, minority leadership, and university retention.

Hammond Hall – Ellis White Lecture Hall

Resistance as a Relational Variable

Presenters: *Dr. John Hancock*, Professor, Behavioral Sciences and *Dr. Lynne Kellner*, Professor, Behavioral Sciences

Resistance is commonly assumed an attribute of the individual; however, there is empirical support to conceptualize it as a relationship variable. In this workshop, we will present on why it is more effective for the instructor to view resistance not only as a relationship variable but within a model of stages change/development. We will draw on concepts of Motivational Interviewing, Solution Focus Interviewing and Positive Psychology. We will provide examples of ways to assess students' hopes & concerns regarding their courses, and ways that instructors can allow students more input/choices regarding their course assignments, and how they will be evaluated/graded.

Hammond Hall – Main Lounge

Aligning Your Syllabus with a Culture of Caring

Presenters: *Dr. DeMisty Bellinger-Delfeld*, Associate Professor, English Studies, *Dr. Katy Covino*, Assistant Professor, English Studies, *Dr. Kisha Tracy*, Associate Professor, English Studies, and *Dr. Heather Urbanski*, Associate Professor, English Studies

Panelists will discuss creating a more inclusive syllabus and an environment of caring. Will offer quick fixes and long-term goals of creating syllabi and, in turn, classrooms that are more diverse, inclusive, and caring. Will present clear practices and takeaways for creating an inclusive syllabus and encourage a caring classroom for our students to learn and grow. Finally, participants will complete a 10-minute activity about syllabus language.