

PRELIMINARY PROGRAM

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*

The following is a preliminary listing of session times, types, titles, and descriptions. Some titles and descriptions may be changed in the Final Program. The Final Program will include additional conference details, hotel information, speaker names, titles, and institutional affiliation, and session location information.

Wednesday, May 24th | Check-in 11:00 AM – 12:50 PM

No programming planned, but materials will be available.

Wednesday, May 24th | Welcome and "KeyDuet" 1:10 – 2:25 PM

Welcoming remarks from conference organizer Jennifer O'Brien (Bringing Theory to Practice Project)

Introduction by Conference Faciliator L. Lee Knepelkamp (Teacher's College, Columbia University)

Key Duet: *Educating for Wholeness in the Intersections: A Conversation*

Leeva Chung, University of San Diego

Laura Rendón, University of Texas-San Antonio

Wednesday, May 24th | Concurrent Sessions 2:35 - 3:50 PM

Single Institution Team Panel

Academic Mechanisms, Social Engagement Opportunities and Anti-Bias Training: Winning Students of Color at a Predominately White Institution

This session will focus on techniques and strategies that help private and predominately white institutions develop positive growth of racial self-awareness and broaden cultural sensitivity on campus, improve student perceptions that may be of institutional concern, and assist students who experience culture shock with acclimation to college life. The session will focus on the social engagement and racial identity development theories that allow all students to remain connected in order to avoid feeling isolated by helping them develop mechanisms leading to their success. This aligns well with the focus of the conference in regard to its emphasis on student identities and experiences. The session will delve into the campus environment at the University of Evansville and the provisions offered for the Fellows Scholars through a direct support program as well as the implementation of anti-bias training and education for students, faculty and staff.

Diverse Institutional Collaboration

Pathways to Flourishing for First-Generation College Students: Lessons from Two Campuses

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, 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.

Workshop

Perspective Taking in the Intersections

Session description forthcoming.

Provocations (each 20 mins, held in one room)

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.

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.

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.

Wednesday, May 24th | Concurrent Sessions 4:00 – 5:15 PM

Single Institution Team Panel

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

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 sociopolitical landscape.

Single Institution Team Panel

Rainbow Journalism: Community-Based, Inclusive, Divergent, Experimental and Activist Journalism as a Healing Process

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, specially 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 a short documentary covering the entire process as a model for its implementation at any institution.

Workshop

Traffic Jams, Speed Limits, Potholes, and Open Roads: The Intersections of Adult Learners

Nontraditional 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 nontraditional majority.

Workshop

Uneasy Homes: Re-Thinking the Diversity Paradigm

This workshop will be a mapping session of the future of "identity-based" work (lgbtq, women, 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 William 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 ourselves 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 keep institutions accountable.

Wednesday, May 24th | Social Hour 5:15 – 6:15 PM

Light appetizers and beverages available.

Thursday, May 25th | Breakfast 8:00 – 8:45 AM

Breakfast provided for conference registrants.

Thursday, May 25th | Concurrent Sessions 9:00AM – 10:15 AM

Single Institution Team Panel

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

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 who is an advocate for the rights of the mentally ill and others who are marginalized. Audience participation will be encouraged and take-aways shared.

Diverse Institutional Collaboration

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

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 "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.

Workshop

Ain't Just Breaking Ice: Community Building as Pedagogical Practice

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!

Workshop

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

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 EdD 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 Houlberg with 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.

Thursday, May 25th | Concurrent Sessions 10:25 – 11:40 AM

Single Institution Team Panel

Reaching Student Success Through Cross-Cultural Mentorship

The NASPA (Student Affairs Administrators in Higher Education) Undergraduate Fellows Program 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 NUFPP 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.

Student-Only Panel

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

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.

Provocations (each 20 mins, held in one room)

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.

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 no clear agreement on a set of terms to frame lived experiences of aromantics yet. 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.

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.

Thursday, May 25th | Lunch 12:00 – 1:00 PM

Lunch provided for conference registrants.

Thursday, May 25th | Concurrent Sessions 1:10 – 2:25 PM

Diverse Institutional Collaboration

Change Your Story, Change Your World

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 consists of one 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.

Diverse Institutional Collaboration

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

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.

Workshop

Entering the Community

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.

Workshop

Trans Students in the Intersections

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.

Thursday, May 25th | Concurrent Sessions 2:35 – 3:50 PM

Single Institution Team Panel

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

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 innovate 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. Using the syllabus as a guide, the presenters will dive into the theory and research that supports the specific practices that were put in place through this curricular innovation.

Single Institution Team Panel

Narrative as a Form of Critical Incident Response

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.

Workshop

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

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.

Workshop

Students with Disabilities in the Intersections

Session description forthcoming.

Thursday, May 25th | Social 'Hour' 4:00 – 4:30 PM

Light appetizers and drinks available.

Thursday, May 25th | Film Screening 4:30 – 6:30 PM

Screening of the film AGENTS OF CHANGE (<http://www.agentsofchangefilm.com/>) and discussion panel.

From the film's website: "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. Through the stories of these young men and women

who were at the forefront of these efforts, Agents of Change examines the untold story of the racial conditions on college campuses and in the country that led to these protests. 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."

Panel discussion with Jacque Jones (former Cornell student in the film), Jasson Perez and Jennifer Ash (both current students at the University of Illinois-Chicago)

Friday, May 26th | Breakfast 8:00 – 8:45 AM

Breakfast provided for conference registrants.

Friday, May 26th | Concurrent Sessions 9:00 – 10:15 AM

Single Institution Team Panel

Navigating the First Year in Community: The GPS Program at the University of Wisconsin-Green Bay

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.

Single Institution Team Panel

Student Development and Social Justice: Critical Learning, Radical Healing and Community Engagement

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 wellbeing.

Single Institution Team Panel

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

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 be address 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.

Diverse Institutional Collaboration

Let's Talk About It: Student Conversation Circles

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.

Friday, May 26th | Concurrent Sessions 10:25 – 11:40 AM

Workshop

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

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. 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.

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/benefits.

Provocations (each 20 mins, held in one room)

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?

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

Ask Big Questions (ABQ) is valuable to campuses and communities striving for authentic understanding and inclusion across a range of experiences. Recent electoral 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 communication modes that help us understand ourselves and others, feel connected to one another and skillfully navigate difference. 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 and engage without conflict. Conference participants will experience these conversations and learn how they can be integrated across campus contexts.

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.

Single Institution Team Panel

The Impact of Collaboration in a Required Wellness Course: 25 years of Wellness and Diversity at SMU

This session will address the model we have used for this highly successful collaboration between Academic Affairs and the Division of Student Affairs over a period of two decades. We hope to share our conceptual framework, operational model, evidence of student learning, as well as the impact of this collaboration on new diversity and inclusion initiatives, course development and future learning. We will demonstrate the ways in which our approach to this unique holistic wellness course creates a welcoming and conducive space for authentic, productive student dialogue and discourse.

Friday, May 26th | Lunch 12:00 – 1:00 PM

Lunch provided for conference registrants.

Friday, May 26th | Concurrent Sessions 1:10 – 2:25 PM

Single Institution Team Panel

Engaging in Strategic Change for Enhanced LGBTQAAI Student Well-Being

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 in 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.

Workshop

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

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?

Workshop

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

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.

Friday, May 26th | Concluding Panel 2:35 – 3:50 PM

Concluding Thoughts

Reflections from the Intersections

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

Panelists:

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

Frank Golom, Assistant Professor of Psychology, Loyola University-Maryland

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

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