



**Teaching All Students Well:
Preparing an Educated Citizenry
for Wise Participation in a Diverse
Democracy Program Agenda**

All programs will take place in Warch Campus Center

Thursday, August 17

All Thursday evening events will be held in the Nathan Marsh Pusey Room (325)

6–7 p.m. Check-in/Registration

7–9 p.m. Networking reception featuring a musical performance by LU student Christina Hanson '18, pianist, followed by the opening plenary.

**Opening Plenary featuring faculty from Lawrence University's
Department of Biology**

Creating Learning Community in the Sciences

Bart De Stasio, Singleton Professor of Biological Sciences

Beth De Stasio, Raymond J. Herzog Professor of Science

Brian Piasecki, Assistant Professor of Biology



Friday, August 18

8:30–9 a.m. Welcome

Mark Burstein, President
Lawrence University • Somerset (324)

9–10:15 a.m. Concurrent Sessions

The Art and Science of Teaching All Students Well

Esch Hurvis Room (225)
David Moscinski, Ed.S, Superintendent Emeritus Stockbridge School District
Educational Consultant

Successful Strategies and Ongoing Challenges:

Recruiting a Diverse Faculty for Inclusive Excellence

Esch Hurvis Studio (224)
Karen A. Hoffmann, Associate Professor of English and
Diversity Enhancement Faculty Director
Lawrence University

Becoming an Undocu-Friendly Institution • Cinema (204)

Jacki Black, Associate Director for Hispanic Initiatives
Marquette University

10:15–11:30 a.m. Concurrent Sessions

Creating a Welcoming Place for All Singers

Esch Hurvis Room (225)
Stephen Sieck, Associate Professor of Music
Lawrence University

Embracing Diversity in Biology Courses

Esch Hurvis Studio (224)
Kimberly Dickson, Associate Professor of Biology and
Alyssa Hakes, Assistant Professor of Biology
Lawrence University

Recruiting All Students Well: Diversity Recruitment Practices in Admissions

Cinema (204)
Mary Beth Petrie, Director of Admissions
Lawrence University

11:30 a.m. Lunch

Noon–1:30 p.m. Keynote address with Q&A

Dr. Derald Wing Sue
Lawrence University • Somerset (324)

1:45–3 p.m. Concurrent Sessions

Creating Supportive Digital Experiences for Diverse Users

Esch Hurvis Room (225)
Jane Berliiss-Vincent '81, AMLS, Assistive Technology Manager
University of Michigan

*The State of Diversity and Inclusion Initiatives in Small
College Libraries*

Esch Hurvis Studio (224)
Peter Gilbert, Director of the Library & Gretchen Revie, Reference Librarian
Lawrence University

*The Power of Peers: An Analysis of International Student Integration in
U.S. Higher Education and the Role of Social Support Relationships*

Cinema (204)
Leah McSorley, Associate Dean of Students for
International Student Services
Lawrence University

3 p.m. Closing Remarks

Kimberly Barrett, Vice President for Diversity & Inclusion and
Associate Dean of the Faculty
Lawrence University • Cinema (204)



**A special thank you to the Associated Colleges of
the Midwest for their sponsorship of this conference.
Their support assisted in making this conference possible.**



Creating Learning Community in the Sciences

Bart De Stasio, Singleton Professor of Biological Sciences

Beth De Stasio, Raymond J. Herzog Professor of Science

Brian Piasecki, Assistant Professor of Biology

Department of Biology, Lawrence University

Thursday, August 17		Warch Campus Center
7:30–9 p.m.	Opening plenary featuring faculty from LU's Department of Biology	Nathan Marsh Pusey Room (325)

Summary: Science is a collaborative discipline that is best learned through discussion, experimentation and group activity. But several groups of students—particularly students of color, first generation college students and some international students—are often marginalized in our classrooms, labs and are left out of study groups. Their voices aren't heard, their points of view and interpretations aren't always appreciated and the learning of these students is thwarted. To address these issues, we have been involved in forming and designing two groups that have been functioning for the past two years: LEDS (Lawrentians Enhancing Diversity in the Sciences) and BioCore, a supplementary weekly curriculum of peer-led active learning for introductory biology. Explicit goals of both groups are: 1. Community building through group work in which everyone is on equal footing; 2. Empowering marginalized students through peer interaction, practice and leadership; and 3. Learning (by the majority community primarily in LEDS and by students who are marginalized in BioCore). We will describe the mission and curriculum of each group, provide data on the impact of each and will facilitate small group discussions of student stories concerning the effect of traditional pedagogy on marginalized students.

The Art & Science of Teaching All Students Well

David Moscinski, Ed.S, Superintendent Emeritus Stockbridge School District

Educational Consultant

Friday, August 18		Warch Campus Center
9–10:15 a.m.	The Art & Science of Teaching All Students Well	Esch Hurvis Room (225)

Summary: *“I should never have known how ladies and gentlemen behave if it hadn't been for Colonel Pickering. He showed me that he felt and thought about me as if I were something better than a common flower girl. You see, Mrs. Higgins, apart from the things one can pick up, the difference between a lady and a flower girl isn't how she behaves but how she is treated.”*

These words, spoken by Eliza Doolittle in Lerner and Loewe's hit musical *My Fair Lady*, state the impact of expectation on outcome. In order to teach all students well, you must first believe all students can learn well and then use this belief to treat them well.

This interactive session will explore in-depth the relationship between expectations and behavior beginning with *Pygmalion* of Cyprus on through George Bernard Shaw's stage play *Pygmalion* and up to Rosenthal and Jacobson's groundbreaking research on the effect of teacher expectation on student learning described in their book *Pygmalion in the Classroom*.

Attendees, through small group interaction, will be asked to consider the question “What if every child in every classroom in every school was a genius?” Come discuss, examine and hopefully confront your expectations.



Successful Strategies & Ongoing Challenges: Recruiting a Diverse Faculty for Inclusive Excellence

Karen A. Hoffmann

Associate Professor of English & Diversity Enhancement Faculty Director
Lawrence University

Friday, August 18		Warch Campus Center
9-10:15 a.m.	Successful Strategies & Ongoing Challenges: Recruiting a Diverse Faculty for Inclusive Excellence	Esch Hurvis Studio (224)

Summary: The opportunity for students to interact with faculty from a variety of identities and backgrounds factors importantly into preparing an educated citizenry for wise participation in a diverse democracy. Moreover, a significant facet of supporting and retaining a diverse student body is the presence of a faculty who are themselves diverse and diversity-minded. We may already recognize the importance of a diverse faculty for creating inclusive excellence on campuses, but the process of successfully recruiting and hiring a diverse faculty may be elusive. Drawing upon research in the field of diversity and hiring, this presentation will share practical strategies and processes that Lawrence University has implemented in recent years to try to recruit a more diverse faculty and a faculty committed to supporting a diverse student body. The presentation will address diversity and faculty hiring in relation to stages of the search process, such as writing the job ad, roles of search committee members, recruiting a diverse applicant pool and determining criteria for evaluation of candidates. In addition to noting potential pitfalls, effective revisions of processes and ongoing challenges, discussion will include the chance for audience members to share strategies for recruiting a diverse faculty.

Becoming an Undocu-Friendly Institution

Jacki Black, Associate Director for Hispanic Initiatives

Marquette University

Friday, August 18		Warch Campus Center
9-10:15 a.m.	Becoming an Undocu-Friendly Institution	Cinema (204)

Summary: From start to finish, college presents unique challenges for undocumented students, and even seemingly uncomplicated situations can present difficulties. But internal practices and support mechanisms can go a long way in helping undocumented students access services and support. This session describes some of the barriers undocumented students face in obtaining a college degree, provides some issues to consider in the post-election climate and offers tips for influencing institutional policies and creating a network of allies for undocumented students throughout the university.



Creating a Welcoming Place for All Singers

Dr. Stephen Sieck
 Associate Professor of Music
 Lawrence University

Friday, August 18		Warch Campus Center
10:15–11:30 a.m.	Creating a Welcoming Place for All Singers	Esch Hurvis Room (225)

Summary: At the center of inclusive pedagogy is our commitment to treat each other the way we would want to be treated if our positions were reversed. First, we must recognize that we come to the choral rehearsal from different positions and that the playing field for each of us has not been equally flat. Acknowledging these biases, we need to wrestle with curriculum. In which ways does our repertoire create an unmarked category of canonical literature and a marked category of ‘other’? When we acknowledge repertoire’s positionality as being an unequal playing field, too, we begin to change the language and choices we make, reducing our tendency to ‘exoticize’ music from cultures outside of the Euro-American, White, Christian, male, heterosexual canon. By investigating each work we teach with a deeper awareness for its cultural origins, removed from its positionality vis-à-vis the ‘canon’, we create an inclusive space that teaches and celebrates singing respectfully.

Embracing Diversity in Biology Courses

Kimberly Dickson, Associate Professor of Biology and
 Alyssa Hakes, Assistant Professor of Biology
 Lawrence University

Friday, August 18		Warch Campus Center
10:15–11:30 a.m.	Embracing Diversity in Biology Classes	Esch Hurvis Studio (224)

Summary: I teach a course at Lawrence for non-majors called Biotechnology and Society. In this course, we examine a variety of biotechnologies—methods for constructing GMOs, genetic research and testing in humans, gene editing, drug development and designer babies. For each topic, I explain the relevant background in biology, and then challenge students to consider the societal impacts of these technologies. Each of the topics above lend themselves to discussion of diversity and social justice. Because this course is for non-majors, students bring a variety of expertise to the class which facilitates rich discussion. In my talk, I will highlight some of the topics covered in class and the unique opportunity this class provides to engage students in scientific concepts that can be highly technical and intimidating.



Recruiting All Students Well: Diversity Recruitment Practices in Admissions

Mary Beth Petrie
Director of Admissions
Lawrence University

Friday, August 18		Warch Campus Center
10:15–11:30 a.m.	Recruiting All Students Well: Diversity Recruitment Practices in Admissions	Cinema (204)

Summary: Recruiting a diverse student body is an essential step in the process of creating an inclusive campus community that prepares students to be educated and engaged citizens. We will explore trends in higher education related to recruiting students from underrepresented groups on college campuses, using Lawrence’s admissions as a case study.

Microaggressions in Everyday Life: Making the “Invisible” Visible and Q&A

Dr. Derald Wing Sue
Teachers College, Columbia University

Friday, August 18		Warch Campus Center
11:30–1:30 p.m.	Lunch, Keynote Address and Q&A	Somerset (324)

Summary: New research on the manifestation, dynamics and harmful impact of microaggressions on socially devalued groups has become of high importance to the field of education and psychology. Microaggressions are the everyday verbal, nonverbal and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership. In many cases these hidden messages may invalidate the group identities or experiential reality of target persons, demean them on a personal or group level, communicate they are lesser human beings, suggest they do not belong with the majority group, or relegate them to inferior status and treatment.

The most detrimental forms of microaggressions are usually delivered by well-intentioned individuals who are unaware that they have engaged in harmful conduct toward a socially devalued group. These everyday occurrences may, on the surface, appear quite harmless, trivial or described as “small slights,” but research indicates they have a powerful impact upon the psychological well-being of marginalized groups, and affect their standard of living by creating inequities in education, employment and health care. This workshop will show how microaggressions are manifested in institutions of higher learning, and how it impacts students, staff, faculty and administrators from socially devalued groups in our society.



Creating Supportive Digital Experiences for Diverse Users

Jane Berliss-Vincent '81, AMLS

Assistive Technology Manager

University of Michigan

Friday, August 18		Warch Campus Center
1:45-3 p.m.	Creating Supportive Digital Experiences for Diverse Users	Esch Hurvis Room (225)

Summary: Over the past 30 years, technology use has become an increasingly ubiquitous part of education. However, it is frequently implemented as one-size-fits-all, which many students may find to be more a barrier than a benefit. This session will use simulations, exercises and discussion to explore some of these barriers and suggest ways to address them in multiple types of school environments.

The State of Diversity and Inclusion Initiatives in Small College Libraries

Peter Gilbert, Director of the Library

Gretchen Revie, Reference Librarian

Lawrence University

Friday, August 18		Warch Campus Center
1:45-3 p.m.	The State of Diversity and Inclusion Initiatives in Small College Libraries	Esch Hurvis Studio (224)

Summary: Libraries have always been about diversity—of thought, expression, content – and inclusion. This up-to-the-minute report will highlight the current state of initiatives at Lawrence and our peer institutions.

