

Diversity Data Deep Dive

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CLASSROOM CLIMATE & MULTICULTURAL STUDENT SUCCESS

Friday, November 8, 2019 | 8 am to 3:30 pm

Mississippi Room, Third Floor, Coffman Memorial Union
University of Minnesota, Twin Cities

To ensure U of M System access, we will live stream and record these sessions. Live stream access information will be shared with registrants prior to the event.



Diversity Community of Practice

a grassroots community of faculty and staff

WELCOME

The **Diversity Data Deep Dive (DDDD)** is a series of one-day conferences organized each semester at the University of Minnesota - Twin Cities Campus with the goal of expanding the conversation about diversity and data created and hosted by the Diversity Community of Practice (DCoP)'s Assessment Committee with other partners. DDDD5 focuses on data and institutional learning around classroom climate and multicultural student success.

With sessions that will be presented on the Twin Cities Campus and live-streamed for system campuses we'll explore data innovation, implementation, as well as its impact in a classroom or student context from staff and faculty. The four main themes covered are: Institutional Insights on Undergraduate Students; Institutional Insights on Graduate Students; Classroom Climate & Mental Health; Innovations and Insights from Student Facing programs. Sessions are interspersed with Proaction Cafes that invite participant input. This input will be used to inform institutional and program work to improve student climate experience.

About the Diversity Community of Practice (DCoP)

The Diversity Community of Practice (DCoP) is a grassroots community of faculty and staff from collegiate and administrative units across the Twin Cities campus that meets monthly. Its purpose is to develop and leverage personal, professional, and technical expertise, effectively creating innovative strategies that ensure successful implementation of equity and diversity goals at the University of Minnesota-Twin Cities. Learn more at dcop.umn.edu.

SCHEDULE

All events will take place in the Mississippi Room and Annex

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| 8 - 8:25 am | Registration and light refreshments |
| 8:25 - 8:35 am | What is the DDDD?
Teddie Potter (School of Nursing), Vic Massaglia (School of Public Health), Virajita Singh (Office for Equity and Diversity) |
| 8:35 - 8:40 am | Welcome Remarks
Rebecca Ropers , Vice Provost for Faculty and Academic Affairs |
| INSTITUTIONAL INSIGHTS ON UNDERGRADUATE STUDENTS | |
| 8:40 - 9:15 am | Session 1a: Multicultural Student Success for Undergraduate Students: Leveraging a Framework and Lessons Learned
Beth Lingren Clark (Office for Undergraduate Education), Steven Hawks (Office for Undergraduate Education), Shelly Wymer (Office of Measurement Services) |
| 9:15 - 9:40 am | Proaction Cafe 1
Refer to page 11 of this program for Proaction Cafe 1 self-reflection exercise |
| 9:40- 10:10 am | Session 1b: Gateway Course Grades and Student Success
Peter Radcliffe (Office of Undergraduate Education) |
| INSTITUTIONAL INSIGHTS ON GRADUATE STUDENTS | |
| 10:10- 10:40 am | Session 1c: Insights on Graduate Student Climate
Mylene Culbreath (Graduate School Diversity Office) |
| 10:40 - 11 am | Proaction Cafe 2
Refer to page 12 of this program for Proaction Cafe 2 self-reflection exercise |

SCHEDULE (CONTINUED)

- 11 am – 12 pm** **CLASSROOM CLIMATE & MENTAL HEALTH**
Session 2: Student Well-Being and Course-Related Stress – Student Perspectives
Deb Wingert (Center for Educational Innovation)
- 12 pm – 12:30 pm** **Lunch & Networking**
- 12:30 – 1:45 pm** **INNOVATIONS AND INSIGHTS FROM STUDENT FACING PROGRAMS**
Session 2: As I See it – First Generation College Students and Photo Voice Data (Highlighting First Gen Day)
Rashne Jehangir (College of Education and Human Development) and Kelly Collins (Department of Leadership, Policy, and Development). Refer to page 13 of this program for opening and closing reflections on the photo voice exhibit.
- 1:45 – 2:30 pm** **Insights from the Multicultural Center for Academic Excellence (MCAE): Highlighting Outreach, Engagement, and Student Success**
Caleb Hicks and Raul Aguilar Jr. (MCAE)
- 2:30 – 3:15 pm** **Asian American Student Experiences and Campus Climate: Insights and Impacts from the Asian Pacific American Resource Center (APARC)**
Peter Limthongviratn, Diana Chandara, Ariana Yang, and Thong Vang (APARC)
- 3:15 – 3:30 pm** **Summary and Wrap-up**

SPEAKER BIOGRAPHIES

Raul Aguilar Jr. (he, him, his) is a Program Coordinator within the Multicultural Center for Academic Excellence (MCAE). Raul is an enrolled member of the Red Lake Nation in Northern Minnesota. He grew up on the Lac Courte Oreilles reservation in Hayward, Wisconsin. He coordinates the American Indian Cultural House Living Learning Community, and the MCAE Kick Off. He also serves as this year's Chair for the Latinx Faculty & Staff Association, an affinity group to support our Latinx identified faculty and staff at the University of Minnesota. He attended and graduated from the University of Minnesota Twin Cities in 2013 with his bachelor's degree in Communication Studies. This past spring, he began his Master's program in the College of Education and Human Development's Education, Policy, and Leadership Program.

Diana Chandara is a third year Ph.D. student in Culture and Teaching at the University of Minnesota, Twin Cities. She explores diasporic Southeast Asian American identity, culturally relevant pedagogy, and social justice in education. She also currently serves as a graduate assistant at the Asian Pacific American Resource Center (APARC). Diana is from Fresno, California. She obtained her B.A. in Anthropology from the University of California, Berkeley. Diana holds an M.A. in Education with a Concentration in Equity and Social Justice from San Francisco State University. Her work examined how

Bay Area Southeast Asian American youth's involvement in cultural organizations helped inform their ethnic, racial, and cultural identities in ways that combated deficit discourses. As a second-generation Lao American reared in the public education system, Diana knows the pain and pleasure of schooling. She is committed to efforts to make the education realm a more inclusive space for students of marginalized identities.

Beth Lingren Clark is the Associate Vice Provost for Strategic Enrollment Initiatives, Beth provides oversight, strategic direction and coordination to the University's enrollment plan and student success goals while working collaboratively across units to ensure effective implementation. This includes chairing the Strategic Enrollment Management Committee, partnering on student degree progress efforts, and providing leadership to first-year retention efforts. She also provides leadership to International Academic Enhancement Fee Committee and to the APLUS governance structure, a tool used to support student success. Along with her continued support for Orientation & Transition Experiences, Beth also works to support the central Transfer Student Experience. Ultimately, she works collaboratively campus-wide to understand the student experience while removing barriers for students and enhancing their success. Beth also serves as the University liaison for NODA – Orientation, Transition and Retention

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SPEAKER BIOGRAPHIES (CONTINUED)

Professionals in Higher Education.

She received her bachelor's degree from South Dakota State University, her master's from Western Illinois University, and her Ph.D. from Southern Illinois University – Carbondale. She is a past Outstanding Research Award winner. She has published material related to the orientation field, and has also served as NODA President from 2013-2016.

Kelly Collins is a doctoral candidate in the University of Minnesota's OLPD Higher Education program. She currently serves as a Research Assistant on the Northstar STEM Alliance project on underrepresented minority students in STEM. Additionally, Kelly is an Academic Skills Coach and course instructor with the U of M Student Counseling Services department and teaches a class for first-year student athletes at the University of Minnesota Lindahl Academic Center. Her dissertation research is focused on public policy and college access for low-income and first-generation students.

Mylene Culbreath (she, her, hers) is the Associate Director of Diversity and Inclusion Consulting in the U of M Graduate School's Diversity Office. She uses institutional data and nationwide best practices to assist faculty and staff in developing sustainable retention efforts for graduate students from underrepresented populations. Mylene has over 10 years of experience supporting underrepresented

student populations through academic and occupational transition. Her work has created and leveraged pipeline programs to increase access for historically marginalized groups. She's also developed a portfolio of experience supporting campus administration and faculty. From enrollment management and academic affairs to student engagement, Mylene has assisted campus presidents, chief academic officers, and student affairs professionals to cultivate more effective practices to move their institutions forward. Her work with faculty critically explores the complexity of diversity, equity, and inclusion within the academy. She emphasizes the significance of mentorship on student success and retention. Mylene subscribes to the belief that true impact requires three things: the cultivation of language to articulate lived experiences, the establishment of trust to facilitate the exploration of implicit bias and prejudice, and the intentional pursuit of helping others realize that leveraging difference for a common cause is far more beneficial than avoiding it out of fear or shame. Mylene holds a Ph.D. in Workforce Development from the University of Georgia, an M.Ed. in Counselor Education from Old Dominion, and a B.A. in Psychology from the University of Virginia.

Steven Hawks, Director of Undergraduate Assessment, serves as a campus-wide resource on undergraduate assessment and works with faculty,

SPEAKER BIOGRAPHIES (CONTINUED)

staff, and administrators to develop, implement, and coordinate assessment efforts of undergraduate student learning outcomes across the undergraduate experience. He also serves as the administrator and research analyst for the undergraduate Student Experience in the Research University (SERU) survey. In addition to his work at the University, Steven serves as a board member for the Association for the Assessment of Learning in Higher Education (AALHE).

Caleb Hicks (he, him, his) is Coordinator of Academic Support in the Multicultural Center for Academic Excellence (MCAE, pronounced EM-kay), part of the Office for Equity & Diversity. To accomplish the centering of indigenous and students of color in MCAE's Academic Support service, Caleb has initiated a framework for "anti-racist tutoring," which aims to identify, remove, and reorient practices in academic support that reinforce the systems of power and privilege that perpetuate obstacles for indigenous and students of color in higher education. In 2015, he received his Ph.D. in linguistics from the University of North Carolina, specializing in grammatical properties of Indigenous North American languages. He remains passionate about the social justice of language and invites conversations about addressing language discrimination, especially in a university context.

Rashné Jehangir is an Associate Professor of Higher Education and a Morse Alumni Distinguished Teaching Professor and Director of Undergraduate Studies in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota. She began her career as an advisor for U of M first-generation and low income college students in the federally funded SSS TRIO program where her students raised questions that have continued to guide her work and passion for equity. She is an alumna of CEHD, earning both her MA in Counseling and Ph.D. in Higher Education in the college. Her research interests focus on experience of low-income, first-generation students, design and structure of Undergraduate Programs, and how curriculum can cultivate identity and agency for all students. Her recent books include: *Higher Education and First-Generation College Students: Cultivating Community, Voice and Place for the New Majority*, and *An Exploration of Intersecting Identities of First-Generation, Low-Income Students*.

Peter Limthongviratn strives to empower marginalized students and help them become transformative leaders. Peter serves as the Program Coordinator for the Asian Pacific American Resource Center at the University of Minnesota Twin Cities, where he oversees the ASPIRE Peer Mentorship Program, speaker events, storytelling projects, and more! He strives to cultivate supportive environments for AAPI

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SPEAKER BIOGRAPHIES (CONTINUED)

students to reflect upon their cultural roots and find their voices. Peter received his undergraduate education at Northwestern University in Biological Sciences and Asian American Studies. He then received his M.Ed. in Higher Education at Loyola University Chicago.

Peter Radcliffe, Director of Undergraduate Analytics at the University of Minnesota, is responsible for gathering, analyzing, and disseminating information to support evidence-based decision-making, strategic enrollment, enrollment management, and student success. Peter serves on the Twin Cities campus Strategic Enrollment Management Committee and holds a joint appointment in the offices of Undergraduate Education and Institutional Analysis.

Rebecca Ropers is Vice Provost for Faculty and Academic Affairs and Professor of Higher Education at the University of Minnesota. As Vice Provost, she has responsibility for promotion and tenure, the Center for Educational Innovation, faculty and academic leadership development, and faculty awards. Additionally, she is collaboratively responsible for promoting an environment in which a diverse faculty are recruited and supported. Ropers' previous leadership roles include Director of the Women's and Gender Studies Program and Women's Center at Louisiana State University and Chair of the Department of Organizational Leadership, Policy, and Development at

the University of Minnesota. Additionally, she served in faculty governance, including as chair of the faculty governance executive body. Ropers' scholarly work focuses on equity and change in higher education. In 2014, she was Fulbright-Klagenfurt Visiting Professor in Higher Education Research in Vienna, studying gender mainstreaming policy in Austrian universities. She has published four books and more than 50 scholarly works related to equity, diversity, and change in higher education and has advised 48 doctoral students to completion. Ropers grounds her scholarship and leadership in an understanding of the social role of higher education in creating inclusive and engaged communities.

Thong Vang is a second-year Ph.D. student in Culture and Teaching Program at the University of Minnesota, Twin Cities. His research interests are in the Southeast Asian diaspora, their identities, and their cultural knowledge and practices. More specifically, he examines how marginalized communities speak back at deficit discourses through cultural teaching and learning. Currently, he serves as a Graduate Assistant at the Asian Pacific American Resource Center (APARC) and a Research Assistant for Dr. Mai Na Lee in the History Department.

SPEAKER BIOGRAPHIES (CONTINUED)

Deb Wingert (she, her, hers) teams with faculty, instructional staff, graduate and postdoc students, and leadership throughout the University on educational programs and initiatives to advance learning and teaching excellence. In addition to teaching in higher education for over 30 years, she develops and facilitates workshops, retreats, presentations, research, curriculum, and courses for departments and educators throughout the University system and higher educational institutions nationwide. Deb has worked extensively with early career faculty in facilitating the Early Career Teaching Program and teaching graduate and postdoctoral students in the Preparing Future Faculty (PFF) Program. She also serves on the Provost's Council on Student Mental Health, where she co-chairs the Faculty and Instructor Committee.

Shelly Wymer, Director of the Office of Measurement Services, provides oversight and strategic direction to the office's testing, student rating of teaching, and survey research programs. Shelly chairs the University Survey Advisory Team and is known for successfully establishing survey governance, which tackles issues related to self-service online survey tools and student survey fatigue in higher education. She also serves as the Business Owner of Qualtrics, the University's online survey tool. On behalf of Institutional Analysis, Shelly participates on several committees and partners

with leaders across the institution to utilize survey data to inform decisions, evaluate programs, and monitor key metrics.

Ariana Yang is the daughter of Hmong refugees who came to the United States in 1976. She obtained her B.A. in Global Studies and a minor in Asian American Studies from the University of Minnesota, Twin Cities. She is a Ph.D. candidate in Culture and Teaching at the University of Minnesota, Twin Cities. Ariana's research examines Hmong and Southeast Asian American subjectivities and experiences in education, social justice and activism in schooling, and anti-oppressive forms of education. She is passionate about uplifting the epistemologies and ontologies of Indigenous communities and communities of color. She serves as a Graduate Assistant at the Asian Pacific American Resource Center (APARC), a Writing Consultant with the Center for Writing, and a graduate instructor in the Department of Curriculum and Instruction. She remains deeply committed to supporting students with marginalized identities through her service, scholarship, and activism.

THANK YOU

To Our Volunteers:

Summer Doeun Kim	Victor Massaglia	Teddie Potter
Jabra Kawas	Bobbie Morelli	Virajita Singh

DCoP Assessment Committee:

Teddie Potter, Chair	Jabra Kawas	Virajita Singh
Alissa Jones	Victor Massaglia	

DCoP Programming Committee:

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U of M Office for Equity and Diversity
U of M Office of Undergraduate Education
U of M School of Nursing

To Our Tech Team:

Steve Barbo	Jake Kramer	David Lindeman
James Foslien		

To Our DDDD5 Staff:

John Williams

PROACTION CAFE: EXERCISE 1

From your sphere of influence and leveraging these frameworks, select an area of interest:

- Institutional Structures and Effectiveness
- Classroom Climate
- Direct support and programs for multicultural and underrepresented students

Exercise:

1. Select an area of focus from the 3 above
2. From your sphere of influence/knowledge, proceed through the framework of your choice
 - What is the priority?
 - What is the charge?
 - Inventory, analyze and synthesize
 - What do you know?
 - What don't you know?
 - What are you currently doing, if anything?
 - Data Dissemination and discovery
 - Recommend and implement action plan
 - Who are the key stakeholders in your action plan?

NOTES

This event was sponsored by:

Office for **Equity and Diversity**

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