First Generation, Next Generation:
Learning Communities for Inclusive Excellence
Atlantic Center for Learning Communities Retreat Agenda

October 28-30, 2015
Holy Family Passionist Retreat Center, West Hartford, CT

Wednesday, October 28

4:00 – 6:00 p.m.  Check-in and poster set-up

6:00 – 7:00 p.m.  Dinner

7:00 p.m.  Keynote Address and Q&A

Main Conference Room, First Floor

The Pivotal Role of Appreciative Inquiry in First Generation Student Success
Joye Hardiman, Ph.D., Evergreen State College and Ancestral Art Works

Reception and poster displays of learning community programs and best practices following keynote presentation.

Featured posters:

❖ The Students Demanded It, So We Built it: What We’ve Learned Building the ODLC Peer Mentoring Program
  ➢ George J. Hill, Kingsborough Community College

❖ Embedding Library Assignments across the Curriculum
  ➢ Robert Hallis, University of Central Missouri

❖ Building Introspection and Change: Student Development as Course Content for Basic Writers
  ➢ Margot DeSalvo and Lindsay Dembner, Kingsborough Community College
Thursday, October 29

8:00 – 8:30 a.m.  Breakfast

8:40 – 10:10 a.m.  Learning Exchanges (*see descriptions starting on page 4)

Monastery Lounge:  Follow-up Discussion with Joye Hardiman

Main Conf. Room:  Using the Growth Mindset Approach to Promote Student Success
Natacha Cesar-Davis and Colleen Poulin, Bunker Hill Community College

2nd Floor Classroom:  Sustaining Learning Communities Fostered in Summer Programs
Amanda Greenwell, Tami Fagan and Jessyka Scopetta, University of St. Joseph; Lee Einhorn, Central Connecticut State University

10:10 – 10:30 a.m.  Break

10:30 – Noon  Learning Exchanges*

Main Conf. Room:  Teaching African American Heritage at an HBCU: Creating and Sustaining a Theme-Driven LCP in the Humanities
Luminita Dragulescu, Virginia Union University

Monastery Lounge:  Exploring the Local: Art, Experience, and Culture in a Freshman Learning Community
Brice Particelli, Pace University

2nd Floor Classroom:  Learning Communities 101: Developing and Implementing Learning Communities
Anne Love, Wagner College; George Hill, Kingsborough Community College; and Terry Novak, Johnson & Wales University

Noon – 1:00 p.m.  Lunch

1:05 – 2:30 p.m.  Special Session

Main Conf. Room:  Creating, Navigating, and Sustaining Learning Communities
John Lutz, Nancy Frye, and Michele Dornisch, Long Island University, Post Campus; Soundarapandian Vijayakumar, SUNY Cobleskill; Peter Witkowsky and Amanda Maynard, Mount Saint Mary College

2:30 – 6:00 p.m.  Team Time; Opportunity for singles from similar schools to connect

6:00 – 7:00 p.m.  Dinner

7:00 – 9:00 p.m.  Talent Show and Reception, Main Conference Room
Friday, October 30

8:00 – 8:30 a.m.  Breakfast and check out of rooms

8:40 – 10:00 a.m.  Learning Exchanges*

Main Conf. Room:  *Learning Communities as HIPs and the 21st Century Liberal Education*
Pat Morelli and Caryn Christensen, University of Hartford

Monastery Lounge:  *Curricular Integration of Community Needs and the Move to Student-led Education*
Laura Gabiger, Elizabeth Carey and Peter Bortolotti, Johnson & Wales University

2nd Floor Classroom:  *Infusing Opportunities for Learning LEAP Essential Learning Outcomes in Learning Communities*
Jeanine Belcastro, Colorado State University

10:00 - 10:10 a.m.  Break

10:10 – 11:30 a.m.  Learning Exchanges*

Main Conf. Room:  *When Students Thrive, the Community Thrives: A Live Case Study of the Partnership Experiences between Bunker Hill Community College and Chelsea Thrives*
Meghan Callaghan, Aurora Bautista, Rebessa Alleyne-Holtzclaw, Bunker Hill Community College; Jose Iraheta and Melissa Walsh, Chelsea Thrives

Monastery Lounge:  *Creating, Assessing and Sustaining Inclusive Learning Communities for the Next Generation*
Kelly Finley and Bridget Newell, Bucknell University

Heather Bryant, Karen Berger, and Noreen McGuire, Pace University

11:30 – 12:30 p.m.  Lunch, followed by departure
*Learning Exchanges: Topics and Facilitators*

Workshops offered through the annual ACLC Retreat provide opportunities for teams and individuals to work together to identify, design, and ultimately implement learning community strategies that can strengthen teaching and learning at their home institutions. Facilitators design workshops that encourage participant interaction and rich conversations about the ways in which effective learning community strategies can be applied in a variety of settings.

**Wednesday, October 28, 2015**

7:00-8:30 p.m. Keynote Address:

Joye Hardiman, Ph.D., Evergreen State College and Ancestral Art Works

“The Pivotal Role of Appreciative Inquiry in First Generation Student Success”

Using the story of the Blinding of Truth by Falsehood as a creative framework, this keynote address will focus on the lessons learned and the wisdom learned from 40+ years in higher education about building and sustaining inclusive, hospitable and affirming learning communities.

**Thursday, October 29, 2015**

8:40-10:10 a.m.

1. Follow-up Discussion with Joye Hardiman: *Strategies for Indigestibility when in the Belly of the Beast*

   Using Joseph Campbell’s *The Hero’s Journey* and the 10 virtues of the Ancient Egyptians as creative frameworks, participants will walk away from this session with practical advice that can be immediately applied to well-being while in the midst of institutional change and program sustainability.

2. *Using the Growth Mindset Approach to Promote Student Success.* Natacha Cesar-Davis and Colleen Poulin, Bunker Hill Community College.

   Fixed and growth mindset are two implicit theories of intelligence developed by world-renowned psychologist, Dr. Carol Dweck, after decades of research on achievement and success at Stanford University. Dr. Dweck states that “students with a growth mindset believe that intelligence is a potential that can be realized through learning. As a result, confronting challenges, profiting from mistakes, and persevering in the face of setbacks become ways of getting smarter.” Join us in this session to learn how we, as a community of learners, can adopt and cultivate a growth mindset approach to help our students understand themselves better as learners and to promote student success. We will also discuss how the concepts of fixed and growth mindsets can be applied to help us understand our own attitudes and preconceived notions about students.


   Though Central Connecticut State University and the University of Saint Joseph both serve populations in central Connecticut, the communities served have disparate demographics, cultural histories, and needs, requiring carefully considered logistical and pedagogical approaches to their
respective Summer Bridge programs. Attending to local needs and concerns of students—especially First Generation students—while empowering staff/faculty with global policies is a significant and persistent challenge to those planning such programs. This interactive workshop, facilitated by Bridges staff and possibly students from both universities, will explore the opportunities and challenges to sustaining learning communities fostered in the summer programs, as well as the challenge of maintaining these communities throughout the students’ first full academic year. We hope to discuss strategies and common approaches that can be tailored to meet the needs of diverse student populations and to engage the community in a hands-on, collaborative discussion that addresses both practical and conceptual concerns.

10:30 a.m. - Noon

1. *Teaching African American Heritage at an HBCU: Creating and Sustaining a Theme-Driven LCP in the Humanities.* Luminita Dragulescu, Virginia Union University.

   This workshop addresses LCPs (learning community programs) that are designed to unpack the notion of the generic, unified, and even student body when designing the Humanities curricula, in order to meet the needs of an HBCU’s diverse, at times disjunctive, and unevenly prepared student body. A theme-driven LCP attends to these diverse needs by targeting honor students, mid-range, and remedial students by building more nuanced approaches to teaching and assessing the same material and skills to heterogeneous student cohorts. It also aligns with a minority-serving institution’s emphasis on that minority’s history, heritage, and cultural awareness, while contextualizing this emphasis within the larger American and world settings. Starting from Virginia Union University’s “Teaching African American Heritage through Learning Communities” burgeoning program, the workshop will focus on the creating, implementing, and maintaining a theme-driven LCP model. We will discuss its relevance and applicability, as well as its potential for expansion and variation.

2. *Exploring the Local: Art, Experience, and Culture in a Freshmen Learning Community.* Brice Particelli, Pace University.

   This session centers on a study of the implementation and outcomes of an experiential learning course taught to college freshmen as a paired Learning Community (pairing "Intro to Gender, Race, and Class" and "Intro to Composition"). The course, titled “Art in the City: Performing NYC” took place at the Manhattan campus of Pace University. We will use this case study, as well as each other’s case studies and a literature review, as a platform to explore ways of incorporating experiential learning and concepts of city as classroom. We will discuss how these pedagogical practices can be used to engage students in writing, thinking, and speaking about culture, art, and power both inside and outside of the university walls. Offering examples that are both specific to major cities, and looking at a review of other experiential-learning-based practices that are adaptable to other campuses, we will discuss opportunities of civic, cultural, and political engagement across fields with the hopes of continuing to explore additional possibilities for interdisciplinarity and experiential learning.

3. *Learning Communities 101: Developing and Implementing Learning Communities.* Anne Love, Wagner College; George Hill, Kingsborough Community College; and Terry Novak, Johnson & Wales University.

   Designed for faculty and administrators new to learning communities, this workshop offers participants an overview of best practices in learning communities including key elements necessary to the success of a learning community. This is an opportunity to begin or continue creating specific learning community ideas for the participant’s home institution. Participants will
come away with goals, objectives, and a timeline for learning community implementation as well as resources to use as they continue their work.

1:05-2:30 p.m.

Special Session: Creating, Navigating, and Sustaining Learning Communities. John Lutz, Nancy Frye, and Michele Dornisch, Long Island University, Post Campus; Soundarapandian Vijayakumar, Suny Cobleskill; Peter Witkowsky and Amand Maynard, Mount St. Mary College.

Join colleagues from three institutions as they share their learning community experiences to guide participants through creating, navigating, and sustaining learning communities. Participants will be guided through steps that can be used to address issues inherent in creating and sustaining learning communities. The process of creating and navigating learning communities will be examined and dissected, and discussion of refining one’s learning community program to fit the ever-changing needs of students and institutions will be addressed.

Friday, October 30

8:40-10:00 a.m.

1. Learning Communities as HIPs and the 21st Century Liberal Education. Pat Morelli and Caryn Christensen, University of Hartford.

The 15th anniversary of ACLC is simultaneous to the 100th anniversary of the inauguration of AACU, the Association of American Colleges and Universities, and 2015 is the 10th anniversary of LEAP (Liberal Education and America’s Promise). LEAP is a national movement and catalyst for scholastic achievement, intellectual and civic engagement, and student responsibility and accountability. LEAP is “centered on essential learning outcomes achieved through HIPs (High Impact Practices), grounded in principles of inclusive excellence, and bolstered by authentic assessment of student learning” [https://www.aacu.org/leap].

Learning Communities are themselves HIPs, “mother HIPs” – hosts to other high impact practices such as collaborative teaching and collaborative learning, writing intensive courses, and research-driven undergraduate studies. Upper-level learning communities are sites where internships, service learning initiatives, and capstone projects originate. Learning communities inspire academic success, cohort identity, campus leadership, community on and off campus, effective integration of cross-disciplinary studies and competencies, workplace preparation, and degree completion. This session will offer presenters and attendees an opportunity to share various classroom activities, assignments and instructional apparatuses that meet the charges of ACLC’s and AACU’s respective missions and goals as well as various examples of HIPs recommended by LEAP. Emphasis will be placed on the essential trio of critical reading, writing, and thinking as well as oral communication and problem solving across the disciplines merged within the learning community.

2. Curricular Integration of Community Needs and the Move to Student-led Education. Laura Gabiger, Elizabeth Carey, and Peter Bertoltti, Johnson & Wales University.

For the past six years, a community non-profit arts education and performance organization in Providence, RI, has served as an interdisciplinary learning laboratory through ad hoc project agreements with student teams and their faculty from multiple departments of the local institutions of higher education. Our work has provided us with much to offer others in strategies for curricular integration of community needs and changing the educational culture from faculty-
led to student-led education. We will exchange bibliography and research ideas as well as practical suggestions and success (and failure) stories.

3. **Infusing Opportunities for Learning LEAP Essential Learning Outcomes in Learning Communities.** Jeanine Belcastro, Colorado State University.

In order to be career-ready, the AAC&U purports college students should achieve the Liberal Education & America’s Promise (LEAP) Essential Learning Outcomes by graduation including: (1) knowledge of human cultures and the physical and natural world, (2) intellectual and practical skills, (3) personal and social responsibility, and (4) integrative and applied learning. How might one shape a syllabus that provides opportunities for learning each of these outcomes in one course? Peer and faculty-led facilitation within a learning community may be an answer. This session will provide an overview of how a sense of community, found in a theatre classroom ethnography, contributed to opportunities for learning the LEAP outcomes. Through hands-on interaction, participants will have an opportunity to review a sample syllabus and work in small groups to intentionally incorporate opportunities for learning LEAP Essential Learning Outcomes. Participants may also explore ways to infuse the LEAP outcomes into their own courses.

10:10-11:30 a.m.

1. **When Students Thrive, the Community Thrives: A Live Case Study of the Partnership Experiences between Bunker Hill Community College and Chelsea Thrives.** Meghan Callaghan, Aurora Bautista, Rebecca Alleyne-Holtzclaw, Bunker Hill Community College, and Jose Iraheta and Melissa Walsh, Chelsea Thrives.

Our presentation seeks to engage participants in exploring the theory and practice of cultivating reciprocal partnerships to design, implement, and evaluate course-based Community Engagement projects that mutually enrich and collectively impact students’ lives and the communities they serve. The presentation will discuss the partnership experience between Bunker Hill Community College (BHCC) and Chelsea Thrives to design a community asset-mapping project that actively engaged students in collecting data from stakeholders in the Chelsea community around the theme, “What does it mean to belong to a community?” The outcomes of this pilot project and the multiple goals met for both BHCC students and the Chelsea Thrives organization will be discussed. Sample student work will be showcased through posters and e-Portfolios that document student learning and reflection. We will also highlight data collected by students on resident’s sense of ownership, identity and belonging. Finally, through an interactive group activity, we will engage participants in discussing the challenges of doing this work in their own communities and eliciting ideas on developing effective strategies for implementing them.

2. **Creating, Assessing, and Sustaining Inclusive Learning Communities for the Next Generation.** Kelly Finley and Bridget Newell, Bucknell University.

What strategies can you use to create and sustain inclusive learning communities? What are options for assessing the effectiveness of your learning communities? And, what do you do with the assessment data once you collect it? Facilitators share a range of examples to prompt participant thinking on these issues with a focus on the experiences of next generation students. Together, participants engage in activities that result in the creation of class content and activities and/or program-level goals to enhance inclusiveness of their learning communities. They also collaborate to identify effective assessment strategies that can lead to sustaining and growing learning community programs or courses over time. This workshop is ideal for those interested in (1) integrating a focus on diversity and inclusion in existing or new learning communities, (2)
measuring effectiveness, and/or (3) identifying areas for growth to best serve the next generation of students.


As we prepare our students for the skills needed to stand out in today’s job market, we need to think on the pedagogical and digital frontier in our learning communities. How can we prepare students for the next level of innovation in the workplace? In “Building and Sustaining Business Relationships through Communication,” a learning community linking Marketing and English, students create digital stories, communicate on Twitter, synthesize research, and give presentations using multimedia tools. A professor of marketing, an English professor, a librarian, and a former student will discuss innovations in technology, pedagogy, and collaboration that impacted the community. Participants will leave with resources to apply to their own courses.