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<th>Wednesday, May 22, 2013</th>
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<th>Facilitators/Presenters</th>
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<tr>
<td>8:30-9:00</td>
<td>Foss Atrium</td>
<td>Continental Breakfast</td>
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<tr>
<td>9:00-9:15</td>
<td>Chapel</td>
<td>Welcome and Introduction</td>
<td>“Engagement, Capacity, and Continuity: A Trilogy of Student Success”</td>
<td>Amy Gort and Ann Garvey, Dr. Eric Jolly</td>
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<tr>
<td>9:15-10:15</td>
<td>Chapel</td>
<td>10:00-10:15</td>
<td>Break</td>
<td>Audrey Lensmire, Sarah Myers, and Christopher Smith</td>
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<tr>
<td>9:15-12:00</td>
<td>Chapel</td>
<td>Reimagining Augsburg: Learning, Retention, and Success</td>
<td>Dr. Eric Jolly</td>
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<td>12:00-1:00</td>
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<td>1:00-2:30</td>
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<td>A Glimpse at Race Relations at Augsburg College's Minneapolis Campus</td>
<td>Dr. Eric Jolly</td>
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<td>2:30-2:45</td>
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<td>Mental Health Challenges: Clearing Academic &amp; Professional Hurdles</td>
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<td>2:45-4:15</td>
<td>OGC 113</td>
<td>Exploring the Impact of Racism on Students’ Academic Careers</td>
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Dr. Eric Jolly, who became the Science Museum of Minnesota's president in 2004, is passionate about science literacy for all people. He has published numerous articles, books, and curricula, and lectured around the world on the importance of science learning in contemporary societies and the importance of participation in STEM (Science-Technology-Engineering-and Math) education.

Dr. Jolly works with a number of groups promoting STEM education, including the American Association for the Advancement of Science, the National Action Council for Minorities in Engineering, the National Council for Teachers of Mathematics, and the National Science Teachers Association. He is also active in many youth, family, and community organizations, including Youth Alive!, The Innovation Center, American Youth Policy Forum, the American Museum of Natural History, the Open Society Institutes' Youth Media Programs, and the AAAS Healthy Families 2010 project.

Before coming to the Science Museum, he served as Senior Scientist and vice president at the Education Development Center in Newton, Massachusetts. Dr. Jolly also serves on numerous national advisory boards, including the Smithsonian National Museum of the American Indian, Committee on Opportunities in Science for the American Association for the Advancement of Science, and the Cornell Laboratory of Ornithology. He has a PhD in psychology from the University of Oklahoma, and studied physics and psychology as an undergraduate. He enjoys weaving baskets in the Cherokee tradition.
Concurrent Sessions
1:00 – 2:30, Oren Gateway 111, 113, and 114

Creating an Accessible Learning Environment
Heather Ek, Sheila Fox Wassink, Ann Garvey, and Erin Voss
OGC 111

Augsburg College is committed to ensuring equal access for students in all aspects of the college experience and has a long history of inclusion of students with disabilities. In a supportive environment, the physical space, technology, and attitudes of others would all welcome students. Since March 2012, the Accessibility Committee has been working to study legal requirements, conduct an accessibility audit, and develop a strategic plan to improve access at Augsburg. The goals of this session are to increase awareness of accessibility issues for students, provide information on resources to ensure curricular content is accessible, and help participants understand both the educational and legal requirements for access. Current students will share experiences that have both assisted and challenged their ability to be successful.

A Glimpse at Race Relations at Augsburg College’s Minneapolis Campus
Eli J. Grobel, alumnus of Augsburg College
OGC 113

Join us for a conversation based on the results of the Race Relations Survey conducted at Augsburg this Spring. The survey was sent to all students, staff, and faculty to get a better understanding of race relations here. After providing a brief history about what led to this work, Eli will share some of the main findings so far. In small groups, you will discuss what these results mean in terms of how well we are fulfilling our mission in terms of diversity and inclusiveness. Together, we will brainstorm both what assets we have right now that are part of living our mission statement and in what concrete ways we can better our institution in terms of its inclusiveness.

Raising Issues of Sexuality in the Classroom: Best Practices
Mary Lowe, Nancy Fischer, and Doug Green
OGC 114

Mary Lowe, Nancy Fischer, and Doug Green have just finished teaching the second iteration of the revamped Introduction to Queer Studies (WST 305) and the Sociology of Sexualities (SOC 266). Based on their experiences teaching about gender and sexual diversity in these and other courses, they will address the following topics in order to help others who want to raise and discuss these issues in their classrooms: (1) Productive Discomfort 1: When we teach issues of gender and sexual diversity, what do we mean by a safe space—and what don't we mean? (2) Productive Discomfort 2: Bi/Trans challenges to essentialist identity categories, (3) Coming/Being Out: Issues for Faculty and Students, (4) Queering History, (5) Helpful Assignments and Exercises (Handouts). The organizers hope that others who have taught related topics and materials will share their own experiences; raise questions about the methods, materials, and concepts offered here; and help expand available alternatives and options for us all.

Concurrent Sessions
2:45 – 4:15, Oren Gateway 111, 113, and 114

Mental Health Challenges: Clearing Academic & Professional Hurdles
Patty Marincic, Beth Alexander, Brenda Talarico, and Ann Garvey
OGC 111

Student mental health issues are increasing in prevalence. This session will highlight common mental health problems encountered in the educational setting through our experiences in both the academic and clinical venues. We will explore disability, specifically in terms of mental health, including the common disorders of ADD, ADHD, depression, SAD, anxiety, bipolar disease, eating disorders, and substance abuse. Through case-study exercises, focused discussion, and exploration of issues and answers the panel will address the challenges of recognition, disclosure, referral, and accommodation. We will discuss what accommodations/interventions are available, factors that facilitate effective
intervention, and means of overcoming common barriers to student success. Practical and legal aspects regarding the approach to a student that has not formally declared a disability, but clearly needs accommodation will be explored. Finally, we will discuss concerns regarding stigma, confidentiality, and communication; and the need for clearly articulated policies regarding the approach to deceleration, withdrawal, and dismissal.

**Exploring the Impact of Racism on Students’ Academic Careers**
Catherine Bishop, Audrey Lensmire, and Christopher Smith
OGC 113

In hopes of extending last year’s conversation, we will revisit the rationale and aims of this study that seeks to understand the experiences of students of color at Augsburg College. We will present the challenges we encountered because of our (perhaps) naïve intentions and tactics to “find” first-years who would want to talk with Augsburg faculty and staff about race. Additionally, we will share results of three in-depth interviews conducted with students this year. We look forward to continuing the conversation with session participants about how to better understand the experiences of students of color on campus in our effort to garner higher retention and graduation rates for this important population. We hope to facilitate a conversation about the next steps for the study by exploring meaningful ways to capture students’ stories and understand the pathways to academic success.

**Latino Political Participation: Local and National**
Maureen Ramirez, Policy and Research Director, Growth and Justice Office
OGC 114

Latinos in the 2010 and 2008 presidential elections voted overwhelmingly for Obama: 67% and 71% respectively. Latinos made up 10% of the national electorate in 2010, and an even higher percentage of the votes in battleground states. At the local level, Latinos are a growing population in Minnesota and a growing share of votes cast in state and local races. The Census and redistricting can have a big impact on elections, and in Minneapolis this is proving to be the case in the city council races in 2013. This presentation will explore the voting patterns and trends of Latinos, and also consider the implications of rising political power in the city of Minneapolis and beyond.

**Thursday, May 23, 2013**
Concurrent Sessions
8:45 – 10:15, Oren Gateway 111, 113, and 114

**Supporting Recovery in College Students with Depression**
Beth Carlson, Sheila Fox Wassink, and Melissa Hensley
OGC 111

Many college students and faculty/staff may regard depression as a temporary case of “the blues,” when, in fact, depression can become an ongoing, even disabling, condition. In this workshop, we will give you an opportunity to hear from students who have faced and overcome depression through a half-hour video entitled “The View From Here: Depression on College Campuses.” Through discussion of this video you will have enhanced understanding of depression and knowledge of some of the cultural factors that may play a role in the way that people interpret and react to depression. We will discuss three on-campus sources of support for students struggling with depression: the counseling center, the disabilities services office, and faculty mentoring.

**How Can Course Evaluations Contribute to Inclusive Learning?**
Presenters: Velma Lashbrook, Kristen Chamberlain, and Joe Erickson
OGC 113

Augsburg’s course evaluation system is the primary method used to obtain student feedback about courses. How does our current course evaluation help us improve student learning? What could make it more effective? How might we measure inclusiveness? What changes are needed due to the move to hybrid learning? The purpose of this session is to
examine 2012 course evaluation results, share perspectives on the current system, and provide input to make it better. Working in groups you will identify current strengths and weaknesses, suggest changes to the instrument, and other ways to improve the system. Your input will be used next year as we begin review and revision of the system.

**Intentional Diversity: What’s Faith -- or Non-Faith -- Got to do with It?**
Vivian Jenkins-Nelson, Barbara Lehmann, Sonja Hagander, and Marty Stortz
OGC 114

As a college founded in a specific religious tradition (the Lutheran Free Church), Augsburg claims to be intentionally diverse. How does diversity in matters of faith -- or non-faith -- fit into our mission? Our heritage? Our daily life on campus? Our future? Join us for a conversation on a topic that has generated a lot of energy over the past academic year. We'll reference the work of this year's Interfaith Scholars, as well as the Interfaith Youth Core. Let's point ourselves toward honest assessment, critical dialogue, and constructive suggestions.

**Concurrent Sessions**
10:30 – 12:00, Oren Gateway 111, 113, and 114

**Autism Experiences: Faculty and Staff Share Their Stories and Strategies**
Anne Lynch, Rick Gubash, Barbara Harvey, Melody Martagon-Geiger, Sarah Myers, Phil Adamo, and Shana Watters
OGC 111

A recent CDC report found that parents reported that 2% of children age 6-17 had Autism Spectrum Disorders (ASD). Augsburg has for many years seen an increase in the number of students attending who have ASD; currently, about 40 students with that diagnosis have identified themselves to the CLASS Office. This session hopes to provide faculty and staff with some awareness of ways they can work with these students, since these students’ lives are not confined to the disability services office. After a brief explanation of autism spectrum disorders and what people might experience when working with students, a panel of faculty and staff will share their personal experiences and talk more specifically about strategies they’ve used to address the needs of students with ASD.

**Metrics of Inclusiveness: Where are we Now?**
Dionne Doering, Ann Garvey, and One Ummah Consulting
OGC 113

How do we know how well we’re doing in co-creating an inclusive campus? This presentation highlights relevant results from the Chronicle’s *Great Colleges to Work for Survey*, overall *Intercultural Development Inventory* scores, data related to the College's affirmative action plan, and basic metrics from the bias/discrimination reporting system. After examining these measures, please join us in a conversation about what they mean and what actions we can take to improve.

**Location as Vocation: Augsburg College’s Engagement with the Their Somali- American Neighbors**
Matt Maruggi and Annette Gerten with community partners and students
OGC 114

Faculty members will discuss two courses, one in Social Work and one in Religion that involved service learning with the Somali community. They will detail how the community engagement was structured into their courses as a pedagogical tool. The presenters will demonstrate how students developed a sense of social connectedness and had transformational learning experiences that impacted their vocational choices and increased their commitment to being a part of a diverse community. Student voices will also be included as well as representatives from two Cedar-Riverside community organizations, who will discuss the impact student engagement has on the community.
Concurrent Sessions
1:00 – 4:00, OGC 111 and West Bank

Where Multicultural Education and Internationalization Meet
Orv Gingerich and Nancy Rodenberg
1:00-2:30, OGC 111

This session is designed to initiate an exploration and campus conversation regarding the intersection of diversity and global learning in the curriculum. The focus will be on finding a useful framework for curriculum/course development and assessment that addresses intercultural learning that connects US diversity and international perspectives. The session will be organized to include a significant opportunity for interaction and discussion.

Voices and Visions of the West Bank
Mary Laurel True
1:00 – 4:00 Meet in the OGC Atrium for a Walking Tour

Come on a tour of the Cedar Riverside Neighborhood and experience it like you never have before. Visit organizations and talk with community leaders in this 3-hour session which will explore West Bank history, culture, religion, community organizations, immigrant businesses, and more. Stops along the way will include: the Somali Mall, the Cedar Riverside Community School, the Brian Coyle Community Center, the Riverside Plaza Tenant's Association, and a Somali coffee shop.