Institute Schedule

7:30 – 8:00 a.m.  Check-in & Continental Breakfast
2nd Floor Lobby

8:00 – 8:15 a.m.  Welcome Address
Rooms 220/230/240
Doug Gruenewald,
Director of Learning Communities

8:15 – 11:00 a.m.  Plenary Address: Engaging the Whole Student
Rooms 220/230/240
with Heart, Mind, and Spirit
Dr. David Schoem,
Director of the Michigan Community Scholars, University of Michigan

How can we model within our learning communities the values of social justice, diversity, and respect for one another in ways that recognize and support the humanity of each individual student and enhance student learning and success? This interactive plenary will celebrate the 20th anniversary of Learning Communities at Iowa State University with discussion of the unique opportunities that LCs offer to students, staff, faculty and higher education. Attendees will participate in a number of small group community building exercises to help elicit best LC practices and provide ideas to bring back to our LCs in the coming year.

Engaging the Whole Student with Heart, Mind, and Spirit

Dr. David Schoem has served as the Director of the Michigan Community Scholars Program since 1999 and also teaches in the Sociology Department. David teaches the MCSP-linked First-Year Seminar, “Identity and Diversity: Community, Commitment, and Justice in a Democratic Society,” and upper level sociology courses on intergroup relations, education, and the American Jewish Community. He has served in the past as LSA Assistant Dean for Undergraduate Education and U-M Assistant Vice President for Academic and Student Affairs. His most recent book is College Knowledge for the Jewish Student: 101 Tips. He is also co-editor with Joe Galura, Penny Pasque and Jeff Howard of Engaging the Whole of Service-Learning, Diversity and Learning Communities, a book co-authored in large part by MCSP’s faculty, students, staff and community partners. He also edited with Sylvia Hurtado, Intergroup Dialogue: Deliberative Democracy in School, College, Community and Workplace.

11:00 – 11:15 a.m.  Break
2nd Floor Lobby
11:15 a.m. – 12:15 p.m. Concurrent Sessions A
Session A1—Room 250
Best Practices among Learning Communities
Join us as various learning communities and affiliated programs share best practices and practical tips for enhancing the learning community experience. Topics and presenters include: Community-building with Kathy Weaver, Industrial Engineers are Leaders First-Year; Service-learning with Emily Wilcox, University Freshmen Honors; Managing Large Learning Communities with Heather Jennings, Amanda Robinson and Howard Tyler, Animal Science/Dairy Science/Pre-Veterinary; Mentor Training and Strengths with Dave Flory, Earth, Wind & Fire; and Faculty Involvement with Beth Hartmann, Construction Engineering Cornerstone.

Session A2—252
Finding the Right Equation: LC + MSA = Successful students of color
Kenyatta Shamburger, Assistant Dean of Students and Director, and Denise Williams, Assistant Director of Multicultural Student Affairs
Join us for a discussion about how you can partner with Multicultural Student Affairs to serve students of color in your learning community. Learn about available resources for students and discuss strategies for promoting engagement for students of color.

Session A3—Room 260
Lora Leigh Chrystal, Director, Program for Women in Science & Engineering; and Kevin Merrill, Program Coordinator, Leadership & Service
This presentation will detail how Leadership ISU and the Women in Science and Engineering learning communities partnered with the Leadership Certificate Program to create a mutually beneficial LC comprised of a mixture of students majors, colleges, and campus involvement aspirations. Presenters will show the course structure, peer mentor involvement, and other logistics. Preliminary data will also be shared detailing positive leadership outcomes for both students and peer mentors.

Session A4—Room 262
Plenary Question and Answer Session with David Schoem
David Schoem, Director of the Michigan Community Scholars Program, University of Michigan
This session will give you an opportunity to follow-up with our guest speaker, David Schoem, about the content covered during the plenary address.

Session A5—Room 204-208
Understanding FERPA In Your Work with Students and Parents
Kara Berg, Communications Specialist and Char Hulsebus, Program Coordinator, Office of the Registrar; and Jill Kramer, Program Coordinator, Center for Excellence in Learning & Teaching
The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children’s education records until a student turns 18 years old or enters a postsecondary institution at any age at which time the FERPA rights transfer from the parent to the student. How would you rate yourself on your understanding of and experience with FERPA? Please join us for a scenario-based look into how a better understanding of FERPA can help when working with students, peer mentors and parents. This session will also review confidentiality with peer mentors and student interactions.

12:15 – 1:00 p.m. Lunch
Rooms 220/230/240
1:10 – 2:10 p.m. Concurrent Sessions B

Session B1—Room 252
Beyond the Classroom: Maximizing the residential learning community experience
Kurt Earnest, Academic Coordinator, Residence Life
This session provides residential learning community coordinators with an opportunity to discuss strategies, exchange ideas and dialogue about effective ways to compliment the residential learning community experience. (Discussion format).

Session B2—Room 260
Enhancing Learning Community Responsiveness to Student Issues
Howard Tyler, Professor, and Amanda Robinson, Graduate Student, Animal Science
This session will focus on how student issues affect performance and quality of life. We will discuss methods to enhance communication between Learning Community coordinators, peer mentors and the students we serve. Additionally, we will briefly cover how we assign our “red flag” students to specific advisers that have undergone specialized training.

Session B3—Room 262
Learning Communities and Diversity
David Schoem, Director of the Michigan Community Scholars Program, University of Michigan
In this hands-on workshop, David Schoem will present different models for faculty and staff to engage students in dialogue about diversity. Participants will learn about different safe, trusting, open, honest, and engaging models they can use, and they also will practice using some of these models during the workshop.

Session B4—Room 204-208
The Power of Habit: Transform your life
Amber Kargol, Academic Adviser, Food Science & Human Nutrition; and Jill Kramer, Program Coordinator, Center for Excellence in Learning & Teaching
Did you know that over 40% of our actions every day are not actual decisions, but habits that we have subconsciously formed and reinforced over time? The simple technique outlined in ‘The Power of Habit’ will empower you to change or build a habit that can lead to lasting results impacting you both personally and professionally. Additionally, the application of this material can allow you to lead students in their development and help them to harness “the power of habit”.

Session B5—Room 250
Your Ideas Needed for New Graduate Student Learning Communities
Holly Bender, Associate Director, Karen Bovenmyer, Program Coordinator, and Sara Marcketti, Associate Director, Center for Excellence in Learning & Teaching; Emily Yu-Hui Kao, Graduate Student, Sociology; and Craig Ogilvie, Assistant Dean of the Graduate College
Research is showing that transitioning to graduate school is a challenge. Students begin to socialize into a profession, the rigor of coursework increases, and there is potential for cultural dislocation. We think that Graduate Learning Communities can help incoming students transition by building community and providing time to discuss how to thrive as a graduate student, just as they do for undergraduates. ISU now has ten graduate student learning communities and we need your advice! Undergraduate LCs are so very successful—what ideas can you share with us to improve our GLC initiative? Presenters will describe what these communities currently do and what our preliminary research is showing on how this impacts graduate student participants.
2:20 – 3:20 p.m.  Concurrent Sessions C

Session C1—Room 252
Beyond Our Screens: Race and social media
Tenzin Kunor and Ashley Maitland, Graduate Students, School of Education
45% of [students admit] that they spend 6-8 hours per day checking social media sites (Wang, Chen & Lianq, 2011). Among the list of continuously growing social media outlets, Snapchat and Yik Yak have been added to that list. Iowa State University students send approximately four yaks (or posts) per minute (Iowa State Daily). But, what's race got to do with all this? For starters, these social media outlets provide anonymity. Anonymity allows social media users to hide who they are while allowing them to say exactly how they feel. Unfortunately, this is allowing the expression of unpacked racial biases. Some Iowa State students may not be attending campus-sponsored diversity events or discussing race when prompted in class, however they are proving that they are not silent on these topics (Mundell, 2011). Do these platforms allow for civil discourse or are they simply harming our campus climate? Join us as we explore the impact of racially charged Yaks and Snaps.

Session C2—Room 262
Learning Communities and Community-Based Learning
David Schoem, Director of the Michigan Community Scholars Program, University of Michigan
This workshop will present various strategies for integrating community-based and service learning into various LC structures. This session will explore why it’s worth pursuing the integration, structures that support it, and challenges that faculty and programs may encounter as they bring these interventions together.

Session C3—Room 250
Learning Communities Scholarship: Getting started
Kerry Agnitsch, IRB Co-chair, Office for Responsible Research; and Sara Marcketti, Associate Director, Center for Excellence in Learning & Teaching
This session will introduce the concepts and procedures of incorporating the scholarship of teaching and learning into learning community assessment and continuous improvement processes. Scholarship of teaching and learning as it relates to learning communities will be explored and university processes for conducting scholarship related to student learning outcomes (including ISU IRB approval) will be discussed and explained.

Session C4—Room 260
1:1 Peer Mentoring: Accountability, autonomy, and identity
Der Vang, Multicultural Liaison Officer, College of Liberal Arts & Sciences
In its pilot year, the BOLD Program served 80 multicultural students in the College of Liberal Arts and Sciences—40 first-year/transfer students and 40 peer mentors. This session will offer strategies on how to successfully engage LC students and peer mentors through a 1:1 peer mentoring model to encourage accountability and autonomy. *Peer mentors were unpaid, and served in a voluntary leadership role*

Session C5—Room 204-208
Transfer Student Learning Community Programming
Amber Kargol, Academic Adviser, Food Science & Human Nutrition
This session will discuss the research-based needs of transfer students, their barriers, and how to enhance their post-transfer experience through learning community programming.

3:30 – 4:00 p.m.  Awards and Dessert
Rooms 220/230/240
Schedule at a Glance

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                   Session C3  Learning Communities Scholarship: Getting started  Room 250
                   Session C4  1:1 Peer Mentoring: Accountability, autonomy and identity  Room 260
                   Session C5  Transfer Learning Community Programming  Room 204-208

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