Institute Schedule

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

8:30 – 8:45 a.m.  
Welcome Address  
Rooms 220/230/240  
Doug Gruenewald and Steve Mickelson,  
Co-Directors of Learning Communities

8:45 – 9:00 a.m.  
Keynote Address  
Rooms 220/230/240  
Dr. Susan Carlson,  
Associate Provost for Faculty Advancement and Diversity

Please note: All concurrent sessions A (9:10—10:00 a.m.) will be offered again (10:10—11:00 a.m.) so that you may attend different sessions and still enjoy everything the institute has to offer.

All five case studies presented in session C (11:10 a.m.—12:00 p.m.) are addressing the same problem, but will do so from each presentation team’s unique topic: Discussion, Conflict, Teachable Moments, etc. You are invited to attend whichever session is most interesting to you; it is not necessary to have also attended the corresponding A or B session.

9:10 – 10:00 a.m.  
Difficult Dialogues Concurrent Sessions A

Session A1—Room 204-208  
The Co-Curricular Side: What we can learn from the student perspective.  
*Santos Núñez Galicia, Director, Multicultural Student Affairs*  
Faculty often have a difficult time getting students to talk in class. Engaging students in constructive dialogue about hot topics is a process that does not come easy. This session will discuss student perspectives in the classroom; participants will gain an awareness of some of the attributes and identities that accompany students to campus as well as discuss some of the perceptions students may have of faculty, academia and the campus environment.

Session A2—Room 250  
Conflict Management  
*Elaine Newell, Ombuds Officer, Ombuds Office*  
The topic of conflict management can be far ranging, covering a wide variety of both theoretical and practical perspectives. It has been the subject of many academic textbooks (and many “Dilbert” comic strips). The goal of this session is to teach you enough conflict management theory to help you understand *why* conflict happens, and provide you with some practical skills to help you manage conflict *when* it happens.
Session A3—Room 252
Difficult Dialogues about Sensitive Issues—Creating Teachable Moments

Corly Brooke, Associate Dean, College of Human Sciences

Many difficult and sensitive issues may arise during a student’s transition to college life. It is important that learning communities provide a safe environment for students to discuss these difficult, sensitive issues and to learn about available resources and strategies for support. This session will focus upon strategic ways to promote discussions about difficult issues within the context of a learning community.

Session A4—Room 260
Debate vs. Dialogue

Katy Jaekel, Graduate Assistant, Curriculum & Instruction; Tyanez Jones, Program Assistant, Executive Vice President & Provost Office; Adin Mann, Assistant Dean, College of Engineering; and Kevin Saunders, Program Coordinator, Executive Vice President & Provost Office

Debate and Dialogue are age old formats of communicating opposing and sometimes agreeable points of view. Debate has dominated the way in which we communicate with each other in higher education, leaving little to no room for dialogue. In this session we will explore the difference between debate and dialogue as forms of public discourse, strategies for helping students, peer mentors, and LC coordinators recognize how they communicate with each other, and steps for fostering positive dialogue in learning communities.

Session A5—Room 262
The Influence of Attitudes, Feelings and Behavior of Dialogue on Teaching and Learning.

Lisa Larson, Professor, Psychology and Megan Murphy, Associate Professor, Human Development & Family Studies

Research shows that our attitudes and biases affect how we teach and learn. In this session, we will briefly summarize research on race/gender as it relates to teaching and learning. Next, you will explore your identity along gender and racial dimensions, with the goal of linking your self-identity with the biases you bring with you to the learning environment. Finally, you will apply what you’ve learned to a classroom vignette.

10:00 – 10:10 a.m. Break
2nd Floor Lobby

10:10 – 11:00 a.m. Difficult Dialogues Concurrent Sessions B

Session B1—Room 204-208
The Co-Curricular Side: What we can learn from the student perspective.

Santos Núñez Galicia

Session B2—Room 250
Conflict Management

Elaine Newell

Session B3—Room 252
Difficult Dialogues about Sensitive Issues—Creating Teachable Moments

Corly Brooke
Session B4—Room 260
Debate vs. Dialogue
*Katy Jaekel, Tyanez Jones, Adin Mann, and Kevin Saunders*

Session B5—Room 262
The Influence of Attitudes, Feelings and Behavior of Dialogue on Teaching and Learning.
*Lisa Larson and Megan Murphy*

11:00 – 11:10 a.m.  Break
2nd Floor Lobby

11:10 a.m. – 12:00 p.m.  Difficult Dialogues Concurrent Sessions C
Session C1 – Room 204-208
Case Study: Focus on Co-Curricular Connection for Students
*Santos Núñez Galicia*

Session C2 – Room 250
Case Study: Focus on Conflict Management
*Elaine Newell*

Session C3—Room 252
Case Study: Focus on Creating Teachable Moments
*Corly Brooke*

Session C4—Room 260
Case Study: Focus on Debate vs. Dialogue
*Katy Jaekel, Tyanez Jones, Adin Mann, and Kevin Saunders*

Session C5—Room 262
Case Study: Focus on The Influence of Attitudes, Feelings and Behavior of Dialogue on Teaching and Learning.
*Lisa Larson and Megan Murphy*

12:00 – 12:45 p.m.  Lunch with Difficult Dialogues Processing
Rooms 220/230/240

12:45 – 12:55 p.m.  Break
2nd Floor Lobby

12:55 – 1:55 p.m.  Concurrent Sessions D
Session D1—Room 204-208
Freshmen 101: What to expect and what you may not expect
*Kipp Van Dyke, Program Coordinator, Dean of Students Office*
How prepared are the freshmen coming into Iowa State? What “extra baggage” may they be bringing
with them when they move in? Come find out more about the freshmen class as well as how to best help them find success when “life” happens to them.

Session D2—Room 250
Essential Questions: Keys to Facilitating Learning in Learning Communities
Barb Licklider, University Professor, Educational Leadership & Policy Studies; Suzanne Hendrich, University Professor, Food Science & Human Nutrition; Jan Thompson, Associate Professor, Natural Resource Ecology & Management; Cindy Haynes, Associate Professor, Horticulture; and Jan Wiersema, Senior Lecturer, Natural Resource Ecology & Management
The best way to stimulate students to learn is to ask more than you tell. This session will focus on questions to consistently ask students as they learn the key habit of asking questions. Participants will experience typical questions asked of students, and consider purposes for interactions with students and questions that will help meet the desired purpose. Participants will leave with a strategy for essential questions that facilitate learning.

Session D3—Room 252
Using Learning Styles for Group Development
Craig Zywicki, Program Coordinator, Dean of Students Office
Kolb’s “Cycle of Learning,” will be presented as a useful approach for exploring personal contributions to group work, and understanding others’ contributions. This session will demonstrate how understanding learning styles and preferences can be very useful to understand how human differences influence group success and challenges. *(This session is a duplicate of a presentation provided at the Mini-Institute in January)*

Session D4—Room 260
Show Us the Data
Kevin Saunders
This session highlights results from several recent university-wide assessment activities (e.g., Peer Mentor survey, Peer Mentor experience survey, 2009 survey to all LC students, retention results). After reviewing the data, the discussion will focus on best practices demonstrated by the results including areas of peer mentor effectiveness, ideas for enhancing the peer mentor experience, and experiences that support overall learning community satisfaction.

Session D5—Room 262
From Awareness to Acceptance to Adaptation: Approaching and Sustaining Diversity through Learning Communities
Lynn Lundy Evans, Program Assistant, Mary Darrow, Program Coordinator, and Kim Glenn, Program Assistant, Engineering Academic and Student Affairs Office
Certain behaviors and attitudes we might have about diversity may hinder our students’ engagement and success. Once we acknowledge the need to change our approaches to diversity, we can engage students and help them recognize the need to experience others’ perspectives. In this workshop, we will discuss ideas on sustaining diversity in the classroom and beyond. We will engage in activities that take us through 3 stages of diversity consciousness: awareness, acceptance, and adaptation.

2:00 – 3:00 p.m.

Concurrent Sessions E

Session E1—Room 204-208
Recognizing (and Referring) Students in Distress
Jeff Ellens, Staff Psychologist, Student Counseling Services
This presentation will provide you with an overview of recent trends in college mental health and, in particular, a description of the mental health problems with which Iowa State students commonly
struggle. Emphasis will also be placed on recognizing common symptoms exhibited by students in distress and learning how to make effective referrals to the Student Counseling Service. Time will also be set aside for discussion, questions, and personal reflections from your own work with students throughout the years.

Session E2—Room 250
English Link Success Stories
Jenny Aune, Senior Lecturer, Allison Greenwald, Lecturer, Jeni DiSalvo, Lecturer, and Rebecca Miller, Lecturer, English
Instructors from three successful linked English courses will discuss and explain their collaboration with discipline faculty on developing and refining coursework and assignments.

Session E3—Room 252
Transforming Peer Mentors into Peer Educators for Academic Success
Craig Zywicki
Learning Community Peer Mentors fulfill a variety of roles, but how comfortable are they in their role as facilitators of learning and academic skill development? Based on an initiative from the Academic Success Center, and our experiences working with student leaders, this presentation will provide a new perspective on developing the academic responsibilities of Peer Mentors. (This session is a duplicate of a presentation provided at the 2009 Institute)

Session E4—Room 260
I’m Interested, but Can I Get a Job?
Autumn Cartagena, Academic Advisor, and Taylor Shire, Graduate Assistant, Anthropology
Many students are academically interested in fields within the humanities and social sciences, yet there are often lingering doubts about whether or not they will be professionally successful earning their degree. We invite you to participate in a discussion about the professional preparation challenges your students face and will offer some tips and suggestions that we have found helpful with upper-division anthropology students.

Session E5—Room 262
Building Effective Service Learning Programming in Learning Communities
Jennifer Garrett, Program Coordinator, Student Activities Center and Greg Welk, Associate Professor, Kinesiology
Service-learning is a teaching and learning method that enhances student learning and academic rigor through the practice of intentional reflective thinking and responsible community-based service. To enhance the effectiveness of service learning programming it is important to prepare students to learn “how to learn” through service learning activities. This session will provide guidelines for how to build sustainable service learning programming within existing departmental learning communities. (This session is a duplicate of a presentation provided at the Mini-Institute in January)

3:05 – 3:45 p.m.   Awards and Dessert
Rooms 220/230/240
## Schedule at a Glance

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

### 8:30 – 8:45 a.m.
**Welcome Address**  
Rooms 220/230/240  
*Doug Gruenewald and Steve Mickelson*

### 8:45 – 9:00 a.m.
**Keynote Address**  
Rooms 220/230/240  
*Dr. Susan Carlson, Associate Provost for Faculty Advancement and Diversity*

### 9:10 – 10:00 a.m.
**Difficult Dialogues Concurrent Sessions A**

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### 10:00 – 10:10 a.m.
**Break**  
2nd Floor Lobby

### 10:10 – 11:00 a.m.
**Difficult Dialogues Concurrent Sessions B**

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### 11:00 – 11:10 a.m.
**Break**  
2nd Floor Lobby

### 11:10 a.m. – 12:00 p.m.
**Difficult Dialogues Concurrent Sessions C**

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Schedule at a Glance (cont.)

12:00 – 12:45 p.m.  Lunch with Difficult Dialogues Processing
Rooms 220/230/240

12:45 – 12:55 p.m.  Break
2nd Floor Lobby

12:55 – 1:55 p.m.  Concurrent Sessions D
Session D1  Freshmen 101: What to Expect and What You May Not Expect  Room 204-208
Session D2  Essential Questions: Keys to Facilitating Learning In LCs  Room 250
Session D3  Using Learning Styles for Group Development  Room 252
Session D4  Show Us the Data  Room 260
Session D5  From Awareness to Acceptance to Adaptation: Approaching and Sustaining Diversity through Learning Communities  Room 262

2:00 – 3:00 p.m.  Concurrent Sessions E
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3:05 – 3:45 p.m.  Awards and Dessert
Rooms 220/230/240

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