

# INCLUSIVE EXCELLENCE

## *Making Connections: Inclusive Excellence in Higher Education*

**Conference Schedule**  
**Friday, March 31, 2023**

### **9:30-10:30 a.m. Welcome & Keynote**

Presenter: Cia Verschelden

*Bandwidth Tax of Uncertainty: Helping Students Reclaim Cognitive Capacity Post-COVID and Beyond*



Cia Verschelden has just finished a two-year appointment as a Special Projects Advisor for the Integration of Academic and Student Affairs at the American Association of Colleges and Universities. Before that, she was the Vice President of Academic and Student Affairs at Malcolm X College - City Colleges of Chicago. She has taught for over 25 years at two- and four-year institutions in social work, sociology, women's studies, nonviolence studies, and first-year seminar. Her administrative posts have included department chair, institutional assessment lead, and vice president of academic and student affairs. Cia has a B.S. in psychology from Kansas State University, an M.S.W. from the University of Connecticut, and an Ed.D. from Harvard University.

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Keynote Topic: Bandwidth concept – scarcity steals mental bandwidth

The cognitive resources for learning of many of our students have been and are being diminished by the negative effects of persistent economic insecurity and discrimination and hostility against non-majority groups based on race, ethnicity, national origin, sexual orientation or gender identity, and other aspects of difference – and, over the past two years, by the levels of uncertainty related to the pandemic and social unrest. Recognizing that these students are no different than their peers in terms of cognitive capacity, we can implement strategies and interventions – in and outside the classroom - that show promise in helping students regain the cognitive resources they need to learn and thrive in school.

Recording Link: [https://mc3-edu.zoom.us/rec/share/HUOdqHwgHcJ-kbMF4IUX4MJMRwUpS7Sdc0WyD6y3FDH7jbw3xwu\\_LjFqPm1lh7s.KD6r-p8AmsCibUK6](https://mc3-edu.zoom.us/rec/share/HUOdqHwgHcJ-kbMF4IUX4MJMRwUpS7Sdc0WyD6y3FDH7jbw3xwu_LjFqPm1lh7s.KD6r-p8AmsCibUK6)

### **Concurrent Sessions A: 10:45-11:30 a.m.**

*Understanding the Use of the Social Model of Disability to Dismantle Barriers to Success*  
Dee Singley, Ursinus College



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Passcode: n0N#Ub.S

*Inclusive Learning Gatherings: Reflecting on Our Own Journeys*  
Melissa Rauscher, Neuman University

This session will showcase one facilitator's journey with embracing simple and functional strategies for promoting student expression, engagement, and inclusivity in both virtual and face to face environments. 21st Century learning spaces require instructors to embrace new modalities, varied information sources, and different timeframes. Participants will be asked to share their own innovative approaches to addressing classroom presence and connection in a post-Covid teaching era.

Recording Link: [https://mc3-edu.zoom.us/rec/share/hOWlKirnU6cN6Q62739\\_CMIJ699UBrzN8d238rIRc-8YSDeTdNaHHKx9RrxEwE.6I-2WUWiHho0Wp5z](https://mc3-edu.zoom.us/rec/share/hOWlKirnU6cN6Q62739_CMIJ699UBrzN8d238rIRc-8YSDeTdNaHHKx9RrxEwE.6I-2WUWiHho0Wp5z)

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### **Concurrent Sessions B: 11:45-12:30 p.m.**

*Transferring Credits and Accommodations*  
Debora Bergen, Bucks County Community College

As more and more students with accessibility needs are on college campuses, there is a need to include information on how to transfer accommodations in the transfer process. The session would include discussion of the general transfer process, how to transfer accommodations, and how the Advising and Transfer Center and The Office of Accessibility (TOA) are collaborating to disseminate this information in the transfer process.

Recording Link:

[https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fus06web.zoom.us%2Frec%2Fshare%2F4SIkrG\\_9PbbdCX0hRx0uCKboqHj\\_Y92-ryvQsmsHokWiQWNe1HAKnKvKo-WK4HY.W9DoO7GEDR9gtYzJ&data=05%7C01%7Csmascian%40mc3.edu%7Cce002e1f089c42eb4a2308db32111fa0%7Cd0e0ddc1de6b4a9391ad2892410d195d%7C0%7C0%7C638158821368472767%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6IklhaWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=BEMlMS1QtvM%2FyaYFrBeXCGIGD%2Bsnok23TVdsn85Kmh8%3D&reserved=0](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fus06web.zoom.us%2Frec%2Fshare%2F4SIkrG_9PbbdCX0hRx0uCKboqHj_Y92-ryvQsmsHokWiQWNe1HAKnKvKo-WK4HY.W9DoO7GEDR9gtYzJ&data=05%7C01%7Csmascian%40mc3.edu%7Cce002e1f089c42eb4a2308db32111fa0%7Cd0e0ddc1de6b4a9391ad2892410d195d%7C0%7C0%7C638158821368472767%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6IklhaWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=BEMlMS1QtvM%2FyaYFrBeXCGIGD%2Bsnok23TVdsn85Kmh8%3D&reserved=0)

*Redefine and Re-energize the conversation about Inclusion with a Faculty Book Group*  
Kate D'Auria, Bucks County Community College

Faculty have heard enough about inclusion to have some misconceptions; this makes it hard to continue the conversation. We offered a book group on the fantastic *Inclusive Teaching* by Kelly Hogan and Viji Sathy (2022) and it has created a lively conversation! This book expands on inclusion beyond pronouns and social science classes and asks us to consider adding structure to our courses to build the essential skills our students need. The authors challenge us to examine each pedagogical decision through their broad lens of inclusion. They challenge us to ask, who might be left behind as a result of my practice? How can I invite those students in? (Hogan and Sathy p. 11). Their answer is structure; they define this as providing lots of required practice each week in the form of small, required assignments that provide students with lots of practice in the skills we want them to have at the end of the course. Our current book group is part of our Faculty Learning Communities; they are faculty-led, voluntary, and run over 4-6 weeks each semester. Participants receive a small stipend and are required to implement some changes in their teaching and share their learning with colleagues.

*Inclusive Design: Liquid Syllabi and Inclusive Reading, Audio, and Images*

Kathleen Murphey, Community College of Philadelphia

To be inclusive at community colleges, faculty members need to be mindful of access to educational technology that too many of our students face. Because many students are accessing Learning Management Systems through their phones or devices, faculty can create Liquid Syllabi so that this foundational course document is readable on any device. Further, faculty members can be inclusive by consciously incorporating readings from diverse voices that include LGBTQ+ and disabled voices in addition to the voices of People of Color, people across classes, and women. They can try to make sure that audio files of texts (when available) are made accessible to students to accommodate those who are visually impaired and who have learning styles that may benefit from hearing as well as reading texts. Lastly, they can make sure that the images they post of students who a diverse range of people in terms of race, religion, gender, and ability.

*Interprofessional Education: Health Science Students Learning About, From and With*  
Robert Serianni, Salus University

Driven by trends in higher education and updated accreditation standards, health science programs are increasingly developing and implementing interprofessional education experiences for their students. The World Health Organization (WHO, 2010) defines interprofessional education as students from two or more professions learn about, from and with each other to enable effective collaboration and improve health outcomes in patient-centered care. The Interprofessional Education Collective (IPEC) operationalized the definition by developing four core competencies to enhance medical and health science education. Taking IPEC goals into consideration, two local institutions of higher education were encouraged by their respective administration to collaborate to enhance students attaining professional knowledge and skills. The Dental Hygiene program at Community College of Philadelphia joined forces with Salus University's Department of Speech-Language Pathology to brainstorm ways to combine its cohorts. Professors identified commonalities between the practices and devised authentic experiences through didactic learning, clinical observation and reflection activities. Feedback demonstrated students gaining a stronger sense of their own professional scope of practice as well as obtaining a broader appreciation of the roles and responsibilities of other practitioners. Professors will share planning, implementation, limitations, and future plans on how to advance this curriculum to incorporate IPEC's goals for interprofessional education.

Recording: [https://mc3-edu.zoom.us/rec/share/GUOSm-WCQvksxOI\\_KRzV2JDoFwGytA\\_PuAb04r4fIUJzF0J4IOYRhOgNUymOXgw.uylb9PIO32WD5cpi](https://mc3-edu.zoom.us/rec/share/GUOSm-WCQvksxOI_KRzV2JDoFwGytA_PuAb04r4fIUJzF0J4IOYRhOgNUymOXgw.uylb9PIO32WD5cpi)

### **12:30 p.m. Closing Remarks & Raffle**

(Participants must be present to win.)

Join Zoom Meeting

<https://mc3-edu.zoom.us/j/95135771288?pwd=RUJzWTZiVTVNQWF4NjVmRlFGMFBnUT09>

