# **Improving Equity, Diversity, and Inclusion**

***Improve Metacognitive Equity: Teach Students How to Learn***
Many students of color and first-generation students come to college lacking the thinking skills and strategies required to be academically successful. This presentation addresses how to close the achievement gap plaguing many institutions by teaching students metacognitive learning strategies that enable them to move from memorization and regurgitation to analysis, evaluation, and creation. Participants develop a greater appreciation for the importance of metacognition in enhancing student learning and the significant role that teaching students about metacognition plays in making the learning environment equitable for all students.
*Saundra McGuire, Director Emerita, Center for Academic Success and Professor Emerita, Chemistry, Louisiana State University*

***Improve Equity, Inclusion, and Diversity by Creating a Leadership Development Academy***
The Leadership Development Academy (LDA) is a program designed to educate, engage, empower, encourage, and create networking opportunities for students. Students are nominated by faculty and staff based on their propensity for leadership. The LDA focuses on leadership skills, personal development, teambuilding skills, city and state government, local social concerns, education, and the criminal justice system. Learning these new skills, coupled with first-hand exposure to major tenants of society, provides students with a new outlook on the role they play in their community.
*Tammy Brown, Campus Administrator, Baton Rouge Community College; Gerri Hobdy, Director, Community Relations, Baton Rouge Community College*

***Proven Strategies for Closing Equity Gaps***
With approximately 61 percent of students identifying as students of color, the Community College of Aurora (CCA) partnered with the Association of College and University Educators (ACUE) to promote inclusive pedagogy across the institution. During this session, leaders from CCA and ACUE share results from a two-year collaboration to support faculty in learning and implementing evidence-based instructional approaches shown to improve student engagement, persistence, and learning.
*Charity Peak, Academic Director, Association of College and University Educators (ACUE); Tricia Johnson, Vice President, Academic Affairs, Community College of Aurora*

**Session 4: 1:10-2:00 p.m.**
***The Use of Symbiotic Intelligence (SYM-Q) to Create Intercultural Effectiveness***
Working across intercultural lines requires reciprocal actions, which is the basis of SYM-Q (Symbiotic Intelligence). This session makes a connection between SYM-Q and other forms of intelligence (IQ – EQ, and CQ). Each of these cultural intelligences (CQ) is measured by Metacognitive CQ, Adjustment and Motivational CQ, and Behavioral CQ. Learn how to develop more of each by becoming more self-aware and aware of others, being mindful of the need for reciprocal actions, and acting more purposefully in intercultural settings.
*Constance Ridley-Smith, Coordinator, Training, Professional Development, and External Programmes, Bermuda College*

***Making Waves: Supporting Faculty to Create Equitable Classrooms***
This session shares how a collaboration involving faculty, staff, and administrators created a lasting movement towards culturally responsive teaching, as well as how the move to online learning became an opportunity to build faculty community. Participants learn about approaches to faculty development programming dedicated to fostering equity, diversity, and inclusion in teaching; explore questions that need to be addressed when creating faculty development designed to foster equity, diversity, and inclusion in the classroom; and discuss roadblocks that arise when creating programs and resources dedicated to advancing culturally responsive teaching, as well as possible responses.
*Tyler Roeger, Director, Center for Teaching and Learning, Elgin Community College; Susan Timm, Professor, Office Administration Technology, Elgin Community College*

***Making Haves Out of Have-Nots: Digital Inclusivity to Dissipate a Divide***
Rather than vanishing as more technological tools become available to more people, the digital divide is increasingly separating the haves from the have-nots when it comes to the competencies necessary for digital environment interactions. Research suggests that employers and employees, the young and old, women and men, and the rich and poor are all affected. This presentation defines the digital divide and its vastness, specifies who faces it and where, why it is worsening, and how to solve it.
*Katherine Watson, Professor, Languages, Coastline College*