OUT OF THE BOX

Workshop on Teaching and Learning

8-9 May 2024 • Goodwyn Hall

AUM | AUBURN UNIVERSITY AT MONTGOMERY

GUEST SPEAKERS COMMITTEE
FACULTY DEVELOPMENT INSTITUTE
EEEC
STAFF COUNCIL
COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES

hhmi

May 8

10:00   **Refreshments and Welcome**

10:30   **Keynote Session (Staff):** Peter Felten, Elon University
Strengthening Relationships to Support Student Success

12:00   **Lunch**

1:30   **Keynote Session (Faculty):** Peter Felten, Elon University
Learning and Relationships In and Out of our Courses

2:45   **Break**

3:00   **Poster Session**

4:15   **Break**

4:30   **Living Exemplar Presentation:** Ashley Jones, UAB, Poet
Laureate of Alabama
Imagine Us In Love With The World:
How Poetry and Empathy Can Save Us All

6:00   **Dinner**

May 9

8:00   **Refreshments and Welcome**

8:30   **Keynote Speaker:** Paige McGinley,
Washington University, St. Louis
*Practicing Virtue: Role Playing and Habit Formation in the Long
Civil Rights Movement*

9:15 Break

9:30 Concurrent Session 1

115 Goodwyn	Goodwyn 109
9:30 Choudhury	Cuba

Goodwyn Lobby	Goodwyn 109
9:55 Locklear & Burrows	Krawczynski
10:20 Grilliot & Breitman	McKell

10:45 Break

Goodwyn 112	Goodwyn 109
11:00 Witcher	Chavez et. al
11:25 Bray	Gamble

11:50 Lunch

1:00 Keynote Speaker: Lindsay Diamond,
 University of Nevada, Reno
Fostering Student Engagement: Practical Strategies for Higher Education Classrooms

2:00 Concurrent Session 2

Goodwyn 112	Goodwyn 109
2:00 Duncombe-Paden	Kell
2:25 Aga et. al	Aitken

2:50   Break

Goodwyn 112	Goodwyn 109
3:05 Howard	Bullock
3:30 Robins	

4:00   Closing Remarks

Guest Speaker

Peter Felten (Elon University)

Peter Felten is professor of history, executive director of the Center for Engaged Learning, and assistant provost for teaching and learning at Elon University. He has published seven books about undergraduate education, including Connections are Everything: A College Student's Guide to Relationship-Rich Education (Johns Hopkins University Press, 2023) co-authored by Isis Artze-Vega, Leo Lambert, and Oscar Miranda Tapia — with an open access online version free to all readers. His next book, The SoTL Guide, co-authored by Katarina Mårtensson and Nancy Chick, will be published in late 2024. He is on the advisory board of the National Survey of Student Engagement (NSSE) and is a fellow of the Gardner Institute.

Strengthening Relationships to Support Student Success
Research shows that the relationships students develop with university staff are crucial for their academic success and their personal well-being. This interactive session will focus on practical, research-informed approaches to building relationships with students — and helping students build the connections with other staff, students, and faculty — that will help them thrive.

Learning and Relationships In and Beyond our Courses
Our courses — whether face-to-face, online, or something in between — can and should be relationship-rich environments that enhance learning, motivation, and belonging for all students. This workshop will focus on practical, research-informed approaches to cultivate educationally powerful student-student and student-faculty relationships in (and beyond) our courses - without requiring you to devote even more of your time and energy to your students.

Peter Felten's workshops are generously sponsored by HHMI, the Faculty Development Institute, Staff Council, and the Experiential Education and Engagement Center

Guest Speaker

Ashley Jones (UAB)

Ashley M. Jones is Poet Laureate of the state of Alabama (2022-2026). She earned an MFA in Poetry from Florida International University (FIU). Her work has been featured on various news outlets and her poems and essays appear or are forthcoming in many journals and anthologies. Her debut poetry collection, Magic City Gospel, was published by Hub City Press in January 2017, winning the silver medal in poetry in the 2017 Independent Publishers Book Awards. Her second book, dark // thing, won the 2018 Lena-Miles Wever Todd Prize for Poetry from Pleiades Press. Her third collection, REPARATIONS NOW! was published by Hub City Press in 2021. This work was on the longlist for the 2022 PEN/Voelcker Award for Poetry. She currently lives in Birmingham, Alabama, where she is Associate Director of the University Honors Program at UAB, founding director of the Magic City Poetry Festival, board member of the Alabama Writers Cooperative and the Alabama Writers Forum. In 2022, she received a Poet Laureate Fellowship from the Academy of American Poets.

Imagine Us In Love With The World: How Poetry and Empathy Can Save Us All

A talk on how creativity has created room for my own voice in my life, and it has made room for empathy and a true desire to make space for others. This has manifested in my work as an educator, nonprofit director, poet, and now poet laureate.

Ashley Jones's presentation is generously sponsored by AUM's Civil Rights & Civic Virtue Society.

Guest Speaker

Paige McGinley (Washington University, St. Louis)

Paige McGinley is associate professor of Performing Arts and Director of the Program in American Culture Studies at Washington University in St. Louis. Her research and teaching interests include theater and performance history and historiography; popular entertainment and performance; African American theater and performance; and contemporary theater. Her scholarship has been published in venues including *Theatre Journal, American Quarterly, American Literature,* and *TDR*. She is a recipient of numerous grants and fellowships, including a National Endowment for the Humanities Fellowship. She is the author of the award-winning *Staging the Blues: From Tent Shows to Tourism* (Duke University Press), an interdisciplinary account of blues' oots in theatrical performance and popular entertainment. Her current book-in-progress, *People Get Ready: Practice and Performance in the Long Civil Rights Movement* is an in-depth look at a culture and ethos of embodied practice that permeated the mid-century Black freedom struggle.

Practicing Virtue: Role Playing and Habit Formation in the Long Civil Rights Movement

Many of us can easily call to mind iconic images of the civil rights movement: students sitting in at lunch counters, marchers crossing the Pettus Bridge, Black children walking to school under armed guard. But we are often less familiar with how ordinary people got ready to do extraordinary things. This talk explores how embodied practice was widely used by Movement organizers to prepare volunteers in mind, body, and spirit for nonviolent direct action. Finally, we will ask: in an age of digital organizing, what is the role of embodied preparation today?

Paige McGinley's presentation is generously sponsored by HHMI and AUM's Civil Rights and Civic Virtue Society.

Guest Speaker

Lindsay Diamond (University of Nevada, Reno)

Diamond serves as Chair of Educator Preparation and Associate Professor of Special Education in the College of Education and Human Development at the University of Nevada, Reno. In her role, she teaches graduate-level courses, mentors graduate students in special education, and guides undergraduate students in the Developmental Disabilities Minor. Actively engaged in various grants, she leads as the Project Director for The Nevada Collaborative (NVC), an interdisciplinary training initiative aimed at enhancing educational opportunities for young children with autism spectrum disorder (ASD) across Nevada. She also serves as Co-Principal Investigator (Co-PI) of Project SELF: Special Education Leaders of the Future, a doctoral preparation grant, and contributes as a faculty member to NvLEND: Nevada Leadership Education Neurodevelopmental and Related Disabilities. Her research focuses on several key areas, including the accessibility of quality early childhood and special education services, interdisciplinary training programs, creating effective and engaging instruction, support for families and children both within and beyond school settings, and raising disability awareness among first responders and medical providers.

Fostering Student Engagement: Practical Strategies for Higher Education Classrooms

As the landscape of higher education continually evolves, educators must adapt to meet the changing demands of student learning and engagement. This session aims to equip instructors with practical strategies for fostering student engagement in both online and traditional classroom settings. By exploring effective techniques and approaches, participants will gain valuable insights into promoting active participation and enhancing the overall learning experience for students

Lindsay Diamond's presentation is generously sponsored by the Guest Speakers Committee.

Workshop Abstracts

Elevating Applied Algebra (Math 1050): Purposeful Objective-Driven Learning
Mosisa Aga, Yue Chen, Lili Moore

In order to enhance the college algebra learning experience, we will craft a workshop centered around the concept of purposeful objectives. Our approach is rooted in the belief that clear, well-defined objectives not only guide instructors in structuring their courses but also empower students to take charge of their learning journey. In the presentation, we will delve into the practice problems aligned with the identified objectives. Attendees will experience the transformative impact of aligning coursework with specific learning goals.

Low-Stakes Argumentation: Building Bridges to Better Academic Arguments
Michelle Aitken

This session focuses on addressing student misconceptions of argumentation and how we can bridge the gap to academic argumentation. Students often enter the classroom with misguided ideas about arguments including angry yelling matches, fallacious reasoning, and character assassinations. To address these issues, students in my first year composition courses practice argument in a less formal way through low-stakes group arguments. This grants them space to be creative and take risks with their peers in defending a stance, while also allowing room for error. These low-stakes activities remove them from the "all-or-nothing" impassioned mindset that often accompanies their misconceptions of argument, thereby allowing space for thorough follow-up conversations about building effective academic arguments. For this session, participants will engage in a low-stakes argumentation activity that students in my first year composition courses complete. Through this, participants will better understand how to help students distinguish false ideas of argumentation from academic argumentation and, therefore, how to help students work toward building more effective academic arguments.

Leveling Up PSYC 1000: Implementing the General Introduction to Psychology Experience
Clarissa Arms-Chavez, Jessica Bodily, Rolando Carol, Casey Giordano, & Jennifer Porter

Our HHMI working group was tasked with the redesign of AUM's PSYC 1000 course to enhance student learning and foster better experiences for students and instructors alike. With over 470 students enrolled annually—classes are primarily composed of non-psychology majors and taught by adjunct faculty—there was a pressing need for standardizing content and improving efficiency. We addressed these challenges by standardizing the syllabus, semester schedule, and content coverage. Moreover, we embraced Open Educational Resources (OER) and a "flipped" classroom format to augment active learning experiences. To familiarize students with our faculty and to streamline course instruction, our faculty experts recorded brief lectures about their areas of specialization, punctuated with Kaltura quiz questions throughout each video. By flipping the classroom, class time was better leveraged through active learning activities, content and test reviews, and answering student questions. These PSYC 1000 changes were implemented in the Fall 2023 semester. In our workshop, we will demonstrate the processes we used for conceptualizing, developing, and executing our redesign. Analyses of student outcomes from the Fall 2023 semester are discussed as well as our future development plans for PSYC 1000.

Workshop Abstracts

"What do we want our students to know, do, and value?" Creating Student Learning Outcomes for Student Support Service Offices using Backwards Design
Stephen Bray

Student support services offices play a key role in higher education by helping students gain *access* and achieve *success*. One way these offices can make the most of their interactions with students is to intentionally align their service delivery with student learning outcomes, which we have done in Central Advising. Student learning outcomes provide accountability, facilitate quality improvement, align with institutional goals, enhance student success, and enable data-driven decision-making. Designing a curriculum for a student support service office that achieves stated learning outcomes can be accomplished through the implementation of backwards design, which keeps the focus on student learning outcomes. Using this approach, every part of Central Advising's work is designed to meet student learning needs, with regular assessment of our effectiveness. This session will share the process of employing backwards design to create a learning-centered curriculum for Advising or other student support services. Participants will have the opportunity to engage with the ideas presented in this workshop and consider how they might be applied in other areas.

Critical Success!: TTRPG in Learning
Jenn Bullock

Tabletop role-playing games can help students gain skills to break down problems into manageable steps and face adversity with the spirit of resiliency. They include challenges, puzzles, and content that must be discovered which can help them understand very complex ideas in a way that engages everyone accessibly. This encourages neuroplasticity and makes it easier to access the information in multiple ways.

Teaching Economic Principles Through Observed Spatial Endogeneity
Agnitra Roy Choudhury (CRCV Faculty Fellow)

I introduce a novel pedagogy technique to teach principles of microeconomics in my class. I randomly assign students to groups, giving each group a US city. The purpose of this project is to understand how public policies (such as redlining) contribute to the allocation of resources. Students will analyze questions addressing equity and efficiency concerns. Students will look at the spatial distribution of food deserts, crime, and urban development, analyzing potential reasons behind clustering of establishments/households/economic activities. The project will be based on the application of economic reasoning to explain patterns observed within cities regarding the value and distribution of housing, education services, crime, and grocery stores. Students can also evaluate issues that contributed to wealth inequality across generations as a consequence of these policies. Students will also be exposed to several types of datasets that can be used to perform their analysis. Finally, provide some policy solutions that can mitigate these problems.

Workshop Abstracts

Educating Freshman Students on Civil Rights and Civic Virtues
Djuana Duncombe-Paden (CRCV Faculty Fellow)

This workshop will discuss how the first -year experience course (UNIV 1000) incorporated the pivotal role that the citizens of Montgomery, AL played in the Civil Rights movement and the importance of virtues such as justice, courage, hope, perseverance, and solidarity into our study of how to become a successful college student and lifelong learner. While it may seem odd to pair civil rights and civic virtues with a first-year seminar course, we delved into their correlation and how they actually work together perfectly! We learned how these five virtues and civil rights informed and impacted academic, personal, and vocational development.

Montgomery Revisited: Historical GIS and the Challenges of Relating to Past Place
Nicholas Cuba (CRCV Faculty Fellow)

The civil rights legacy of Montgomery remains an important part of the current identity and image of the city. As residents of Montgomery or nearby places, we are close to many physical sites that were of importance to specific actions and campaigns of the civil rights movement in the 1950s and 60s, some of which became historical landmarks. While this proximity may offer us some special insights into past realities of racial injustice that we may meaningfully relate to present conditions in service of seeking solutions, Montgomery itself has changed substantially in the interim and establishing these connections may not be a simple task. Historical GIS, or the visual comparison and analysis of spatially explicit data from the past, is one approach toward a deeper understanding of how landscapes, environments, and human relations once were. In this workshop, participants will learn about some of the technical steps involved in the processing of 20th Century aerial photographs prior to comparison and will try their hand at some of the same tasks assigned to students in the course GIS and Database Design. These activities should give a good idea of what type of information we can and cannot glean from a 20,000 ft view, spark a discussion of how an understanding of space translates to that of place, and finally bear on how we relate to those in the past.

Practicing Civic Solidarity Through Community Informational Interviews
Hilary Gamble (CRCV Faculty Fellow)

In this interactive workshop, participants will explore how incorporating community informational interviews into coursework can nurture important civic virtues in students. We will discuss strategies for facilitating informational interviews that build solidarity, cultivate courage, and advance justice through journalism. Informational interviews provide a powerful way for students to practice listening deeply, asking insightful questions, and amplifying community voices and perspectives. When conducted thoughtfully and ethically, these interviews can foster hope by unearthing underreported stories of perseverance and positive change efforts. They challenge students to move beyond compartmentalized thinking and develop a nuanced understanding of complex civic issues. Participants will learn how to structure informational interview assignments that prompt students to: 1) Identify and collaborate with community partners working for positive change; 2) Conduct background research to contextualize the interview within a broader movement; 3) Approach the interview with humility, respect for the narrator's lived experiences, and courage to ask probing follow-up questions. The workshop will include a mock informational interview activity to demonstrate how to build rapport, ask insightful follow-up questions, actively listen without assumptions, and show appreciation for the narrator's perspectives and experiences. Participants will leave with concrete strategies for using informational interviews to cultivate civic virtues in their classrooms.

Workshop Abstracts

Is Your Classroom Like Alcatraz?
Matthew Grilliot & Maria Florencia Breitman

Of course, we all know how to teach! We have been through college and we have seen first-hand what college teaching looks like: We served our time! Most of us have followed the guidance provided in the course catalog description and lectured. We lectured for as many minutes as we were allotted. Some of us might have been lucky to have students liking—and wanting—this unidirectional warden model and, might—ironically—even had pretty good course reviews! However, collegial colleagues shared their knowledge about pedagogical research and helped us realize that our class was like a prison, like Alcatraz! The instructor serves as warden, and students as the inmates (yes! students were guilty of not engaging in the class, not studying, cutting corners and more!). During their stay at Alcatraz (i.e., class) students followed the rules the instructor set for learning and success as explicitly stated in the syllabus. The students were rehabilitated (i.e., learned something) and released (i.e., passed) when they served their time and earned their passing grade. Or, they had to repeat the class (i.e., stay in prison). Needless-to-say, these gateway classes consistently have high DFW rates, and are often considered barrier courses. With guidance from knowledgeable (at least in education research) people, we were able to transform the traditional classroom experience for ourselves and our students. Per the data, the results are significant (reduced DFW rates, higher engagement and satisfaction). Curious? Please come to our workshop, where we will try to guide you towards your personal classroom objectives so you can have a more meaningful teaching experience for you and your students.

Lights, Camera, Action, and Reflection: Creating Video that Helps Rather than Hurts Student Writers in a Culture Originally Shaped by Minstrelsy
Shannon Howard (CRCV Faculty Fellow)

In my research-based composition course, which required a speech as a culminating activity, students created a video in which they conversed and reacted to music in the style of *Twinsthenewtrend*, two famous Black brothers who have become famous for their enthusiastic responses to music. This video project had three aims: to help students identify gaps in research projects, to develop the "research conversation" by talking to a peer on camera, and to practice public speaking. What concerned me last year was the work of two Black students, whose videos mimicked the Twins' gestures and expressions. These students used hand gestures and spoke in ways that contrasted with their usual way of communicating. Although this performance may have been sincere, I immediately recognized the problem of encouraging video compositions that bear a resemblance to minstrelsy, and I have acknowledged my own role in creating assignments that emphasize such performances. This experience made me realize that more work is needed to educate white teachers about the contested nature of performances onscreen and to shape assignments accordingly. This workshop reviews video work as part of the writing process that, despite our best efforts, might reinforce racist paradigms of pop culture entertainment. I review key characteristics of minstrelsy that will help instructors decenter the white gaze. Then I suggest new ways to assign video texts that act as prewriting activities rather than culminating ones. I conclude by asking participants to brainstorm multiple ways of engaging in multimodality that work to revise rather than reinforce white privilege.

Workshop Abstracts

Using Collaborative Online Spaces for Students
Traci Kell

Student collaboration is a staple in my classroom as a teaching strategy. I use collaboration groups on day one of a semester to start building relationships between students that focus on the content, rather than awkward icebreakers. Students are grouped the rest of the semester with different students to continue to form this classroom of relationships. Taking teaching at the undergraduate level from the traditional teacher-directed model of just reading over sections 1-4 in your textbook and regurgitating the information back on a Powerpoint or essay. I try to create a student-centered classroom. A strategy in my classroom I use often is jigsawing with technology. Jigsawing is dividing up any content whether it be a chapter from a textbook, a chart or graph, or a video. Students then are either assigned in pairs or groups to become experts on their portion of the content. Students summarize the content, give facts and information, use graphics or short videos to illustrate their concepts, and make the connection to another text or their background knowledge. They then share their section with the rest of the class. I often have a handout of a graphic organizer to take notes as other students share their information. Since the slides are also shared as a website, students can revisit the information for assignments and/or tests. Student collaboration is attainable using shared websites such as Google Slides, Jamboard, and Padlet, just to name a few.

Selma to Montgomery March and Civic Virtues Oral History Project
Keith Krawczynski (CRCV Faculty Fellow)

The "Selma to Montgomery March and Civic Virtues Oral History Project" will provide participants with hands-on instruction on how to incorporate oral history into the classroom—from selecting a research topic and conducting an effective interview to transcribing interviews and archiving them. Beyond the nuts and bolts of conducting oral history, the workshop will also provide ideas on how to incorporate oral histories into the curriculum of various disciplines with the intent of making the educational experience more engaging and relevant to students. A prominent theme throughout the workshop are the five civic virtues of the Civil Rights Civic Virtue Project: justice, courage, hope, perseverance, and solidarity.

Acting Out Rhetorically: Using the Burkean Parlor Metaphor to Advance Student Writing
Amy Locklear and Liz Burrows

In this activity, team leaders will guide participants through an interactive and collaborative writing task. Based on the linked article above, the activity is designed to demonstrate rhetorical processes that draw upon pre-existing knowledge — in this case, familiar fictional detective scenarios — to collaboratively write a paragraph that synthesizes a shared set of facts created as a large group. Using that information, groups create a cohesive paragraph which is then submitted to a premade Google Doc linked to a QR code. After all submissions have been made, team leaders will share the results on the screen, then lead a discussion that explores synthesis choices as dictated by genre, rhetorical situation (audience, purpose, message), and voice/vocabulary.

Workshop Abstracts

All-Inclusive Access
Dawn McKell

Educators are interested in how to help students with resources that will improve their ability to succeed in their coursework. What if they could positively impact over 50 percent of their student body without changing a thing or using additional resources? Given the current trend of moving to 8-week courses, it is imperative that students stay on track with their coursework. Falling behind has many factors that affect a student's capability to get off to a good start. One that is glaringly evident is access to instructional material from the first day of class or even a few days before. The rising cost of textbooks resulted in a large number of students who did not purchase a hard copy textbook (65%) in 2018 (Spica, 2023). An all-inclusive program implemented at Ocean County College saved its students 50% on course material (Leonard, 2022). All-inclusive Access (AI) has been shown to benefit students in terms of student success, i.e., an increase in the number of students who achieve a C or better and an increase in the mean average grade (Moore & Piazza, 2023). Additionally, there was a modest decrease in withdrawals (2.05%). When Somerset Community College implemented AI, it saw a 20% increase in retention and a 24% rise in the number of with high grades in a biology course (Leonard, 2022). From my experience, All-Inclusive Access has been problematic. The issue has come from how the process works from both sides, the student and the instructor. The students do not understand how it works, and we do not fully understand how to help them understand.
The topic in this forum is focused on All-Inclusive Access and how it can benefit you, as an instructor, and your students who may be financially challenged. It is a functional look at how the experience looks practically from your student's perspective and your perspective as a mentor to guide your students through the process. It will facilitate a smooth transition into your course for you as the instructor and your students as participants.

Integrating Career Readiness Competencies in the Classroom
Brad Robbins

The National Association of Colleges and Employers (NACE) developed a Career Readiness Integration Task Force in 2020 to help institutions prepare students to successfully transition from college to the world of work. The NACE Career Readiness Integration Task Force defines career readiness as, "a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management." The session will discuss the key findings from the task force, including: the definition of career readiness, and eight (8) universal competencies that prepare students for career success; ten key findings from task force participating institutions regarding their experiences integrating career readiness into the curriculum; and the four pillars of competency development, as defined by NACE. The session will then provide examples of career readiness integration at other universities, including the University of Washington, the University of Tennessee-Knoxville, and the University of Northern Colorado. Some strategies for career readiness integration discussed will include: course material development with career readiness information; adapting assignments to promote career readiness; promoting career development resources; and connecting students to the employer community.

Workshop Abstracts

Place-Based Learning, or Being a Tourist in Your Own City
Heather Witcher (CRCV Faculty Fellow)

This workshop will look at the immersive experience of place-based learning to help students build a sense of community within the classroom and build greater ties to their local community as citizens of Montgomery. Together, we'll recreate a downtown tour, closely looking and analyzing existing monuments/memorials dedicated to the Civil Rights Movement and identify gaps in the narrative that compel us to think critically about the narratives our city shares with its public.

Poster Session Abstracts

The Implementation and Experiential Value of a Field Trip Final
Kimberly Brackett and Pia Knigge (2023 CRCV Summer Seminar Faculty Fellows)

Recognizing that experiences leave lasting impressions on students, we set out to create a signature final for our course, a field trip final to the Legacy Museum. Introduction to Diversity and Inclusion is a co-taught course in which the professors use ideas from the disciplines of political science and of sociology to provide students a broad exposure to the concepts of social justice, privilege, inequality, and inclusion as they relate to multiple categories of diversity. Despite the fact that many AUM students are from the geographic area, they often have had limited opportunities to visit historically significant spaces and museums in the Montgomery community. Understanding the value of experiential learning, we wanted to provide this opportunity for them and to use this field trip as a vehicle to reflect on the themes and concepts of the course. Our poster will describe our process, note our hurdles, and share our course materials. We include a guide for students visiting the museum and the reflection prompts. One set of prompts was for debriefing at the conclusion of the visit and the other for the final reflection on the field trip for the course. A goal of the guide and prompts was to make the knowledge gleaned from The Legacy Museum available to online learners as well. Finally, we will note students' responses to the field trip as final exam.

Utilizing Student Reflections of Oppression and Inequality on Campus to Build Better Classrooms and Campuses
Kimberly Brackett, Pia Knigge, and Brett Lehman (2023 CRCV Summer Seminar Faculty Fellows)

The authors of this poster presentation recognize the classroom is not in a vacuum. We view it as being embedded in the larger campus environment. Therefore, instructors from sociology and political science who attended the CRCV summer institute and taught courses revolving around the topic of social justice assessed students' beliefs about the state of diversity, inclusion, and equity on AUM campus employing various written reflection assignments. After collecting, organizing, and comparing students' responses we will present results on students' observations and experiences as a member of the AUM campus. We expect these findings can be applied towards the improvement of classroom and campus climates both at AUM and other institutions of higher education in our region. Given that AUM is the most diverse campus in Alabama, we can be a leader in this area, with the overarching goal of improving students' ability to focus and succeed in their courses.

Poster Session Abstracts

Hero Highlight: Protests, Riots, and Panic
Jacqueline McNett (2023 CRCV Summer Seminar Faculty Fellow)

The course Protests, Riots, and Panic explored group behavior in times of crises with special attention given to motivations, social and legal consequences, and the use of social media in disseminating important information. Students were able to visit a local historic site and/or important museum of their choosing that related to civil rights history. Students then reflected on how these visits supplemented their knowledge from the class materials and readings. As part of their final assignment, students developed a "Hero Highlight" which highlighted a hero that emerged during a time of crisis.

Unveiling History: The Mothers of Gynecology and The Father of Gynecology
Quintavius Rover (2023 CRCV Summer Seminar Faculty Fellow)

This poster presentation delves into the historical narratives of Dr. J. Marion Sims who was once revered as the "Father of Gynecology," and Anarcha, Lucy, and Betsey who are gaining recognition as the "Mothers of Gynecology" due to their equally significant contributions to the fields of medicine, biomedical science, and medical ethics. Through a critical examination of their legacies, this presentation aims to foster discussions on civil rights, human rights, and medical ethics, the lasting impact of medical experimentation on enslaved women, and the importance of acknowledging the contributions of Black Americans to society. This presentation begins by highlighting the disparities that exist between the legacy of Dr. Sim and the legacy of the "Mothers of Gynecology" by focusing on the experiences of Black Americans within the healthcare system and biomedical research. Then, the focus shifts to analyzing sources and engaging in discussions regarding the overlooked contributions of Black Americans, particularly Black women, to medicine and biomedical science. Through a comparative analysis of Dr. Sims and the "Mothers of Gynecology," participants reflect on the ethical implications of medical experimentation and consider the significance of recognizing the role marginalized populations played in advancing the fields of medicine, biomedical science, and medical ethics. By centering on the history of the "Mothers of Gynecology," this presentation aims to provoke critical thinking and promote a deeper understanding of the complexities surrounding race, gender, and medicine in American history.

Effects of Ethnic Identity and Collective Self-Esteem on Academic Engagement in Black College Students
Eryn Smith and Clarissa J. Arms-Chavez

Students with exposure to Black educators may be more likely to succeed given the increased sense of belonging and representation. Research has found that perceptions of a more positive racial climate, increased support from educators, increased interracial interactions, and a stronger sense of school belonging resulted in increased levels of academic curiosity and academic persistence for young Black girls (Butler-Barnes et al., 2018). While it is difficult to be noted as a high-achieving Black student, research has found that it is achievable if they receive support and positivity from their school and administration (Butler-Barnes, et al., 2018). As research examining the effects of ERI and resilience on academic engagement has mainly focused on Black children within the K-12 system, the current study extends the findings to the higher education setting by examining the effects on college students. College educators are often not required to learn multiculturalism or diversity to teach in higher education despite it being important to understand the backgrounds of students to help better further the learning process. The current study's goal is to further the educational perspective of representation, academic belonging, resiliency, ethnic racial identity, collective self-esteem, and academic engagement among black college students. Results will be reported and discussed.

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