NEW ORLEANS ⚜ MAY 30 - JUNE 3

NATIONAL CONFERENCE ON RACE & ETHNICITY IN HIGHER EDUCATION

PROGRAM AND RESOURCE GUIDE

< THE PEOPLE

BMIKE

NCORE 2023

Southwest Center for Human Relations Studies ⚜ College of Continuing Education OUTREACH

The University *of* Oklahoma

Schedule Overview

Monday

1:00 PM–7:00 PM	Onsite Registration & Check-In Open

Tuesday

7:30 AM–6:00 PM	Onsite Registration & Check-in Open
8:00 AM–5:00 PM	Exhibits Open
9:00 AM–5:30 PM	Pre-Conference Institutes
11:45 AM–1:30 PM	Lunch On-Your-Own
6:30 PM–8:00 PM	Student Reception at Tulane University (buses depart Hilton @ 6:00 PM)
7:00 PM–9:00 PM	Film Screening

Wednesday

7:30 AM–6:30 PM	Onsite Registration & Check-In Open
7:45 AM–6:00 PM	Exhibits Open
8:30 AM–11:45 AM	Conference Sessions
11:45 AM–1:30 PM	Lunch On-Your-Own
1:30 PM–2:45 PM	Opening Session & Keynote Address
2:45 PM–3:30 PM	Networking in Exhibit Hall
3:30 PM–5:30 PM	Conference Sessions
6:00 PM–7:15 PM	NCORE Welcoming Reception
7:15 PM–8:45 PM	Celebrating 50 Years of Hip Hop!

Thursday

7:45 AM–8:30 AM	Continental Breakfast
7:45 AM–5:00 PM	Onsite Registration & Check-In Open
7:45 AM–7:00 PM	Exhibits Open
8:30 AM–11:45 AM	Conference Sessions
11:45 AM–1:30 PM	Lunch On-Your-Own
1:30 PM–2:45 PM	General Session & Keynote Address
2:45 PM–3:30 PM	Networking in Exhibit Hall
3:45 PM–5:30 PM	Conference Sessions
6:00 PM–7:00 PM	Books & Beignets in Exhibit Hall
7:00 PM–8:30 PM	All My Relations Podcast - Live
7:00 PM–9:00 PM	Film Screening

Friday

7:45 AM–8:30 AM	Continental Breakfast
7:45 AM–6:00 PM	Exhibits Open
8:00 AM–4:00 PM	Onsite Registration & Check-In Open
8:30 AM–11:45 AM	Conference Sessions
11:45 AM–1:30 PM	Lunch On-Your-Own
1:30 PM–2:45 PM	General Session & Keynote Address
3:00 PM–4:30 PM	Conference Sessions

Saturday

8:00 AM–12:00 PM	Onsite Registration & Check-In Open
8:30 AM–11:45 AM	Conference Sessions
11:45 AM–1:30 PM	Lunch On-Your-Own
1:30 PM– 2:45 PM	Closing Session & Keynote Address

Safety, Security, Fire, or Health Emergencies: Call **911** from a cell phone. Indicate your location as the **Hilton New Orleans Riverside Hotel** at **Two Poydras Street**. Follow up by dialing **55** on a Hilton house phone or **(504) 584-3824** from a cellular phone to reach an operator for supplemental help. They will communicate with first responders and NCORE staff as appropriate.

NCORE Staff can be found in the Parish Room on the third level of the Hilton Riverside.

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Check-In / Onsite Registration: Jefferson Ballroom on the third level of the Hilton Riverside.

Hours of Operation:

Monday, May 29...........1:00 p.m. to 7:00 p.m.
Tuesday, May 30...........7:30 a.m. to 6:00 p.m.
Wednesday, May 31.....7:30 a.m. to 6:30 p.m.
Thursday, June 1...........7:45 a.m. to 5:00 p.m.
Friday, June 2...............8:00 a.m. to 4:00 p.m.
Saturday, June 3...........8:00 a.m. to 12:00 p.m.

Name Badges: Your NCORE name badge must be worn at all times. A lost badge can be replaced by visiting the NCORE Registration Help Desk in the Jefferson Ballroom during registration hours.

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Food and Beverage Functions

Serving locations: Chemin Royale (first level between Grand Ballroom and Grand Salon), **Churchill Foyer** (second level), **The District** (third level), and **Riverside Complex**--unless specified otherwise in the grid below.

Gluten free and vegan items will be labeled and placed on separate tables designated with white/charcoal striped table covers.

	May 30 Tuesday	May 31 Wednesday	June 1 Thursday	June 2 Friday	June 3 Saturday
Morning	Beverages	Beverages	Grab-And-Go Breakfast Items	Grab-And-Go Breakfast Items	Beverages
Lunch	On your own	On your own	On your own	On your own	On your own
Afternoon		Snack Break Exhibit Hall (3rd level)	Snack Break Exhibit Hall (3rd level)	Snack Break Exhibit Hall (3rd level)	
Evening	**Student Scholar Reception held at Tulane University** Open to all students **Buses depart Hilton at 6:00 PM**	**Welcoming Reception** Open to all registered attendees 6:00-7:15 PM Grand Ballroom (1st Level)	**Books and Beignets** Open to all NCORE attendees. 6:00-7:00 PM The District (3rd Level)		

NCORE 2023 FAQs

Accessibility

NCORE supports participants with visible and invisible disabilities, mental and physical health concerns, and marginalized communities and cultures that require specific accommodations to feel safe and included. If you have accessibility or accommodation needs that fall under the regulations of the Americans with Disabilities Act or may affect your attendance and enjoyment at NCORE, please visit NCORE Registration in the Jefferson Ballroom on the third level of the Hilton Riverside for assistance. Some providers need time (up to six weeks) to schedule service, but every effort will be made by NCORE to accommodate more limited time frames. Below is a guide to some common categories of accommodations:

All-Gender Restrooms

All-gender restrooms will be distributed throughout the conference space as follows:

Second level: Near Eglinton/Winton meeting room

Third level: Near Newberry meeting room

Riverside Complex: Near Kabakoff meeting room

Fragrance-Free

Personal fragrances quickly become a concentrated hazard for participants with asthma, allergies, migraines, chronic lung disease, and other health issues. We ask that NCORE participants limit or refrain from using fragrances while attending the conference.

Deaf and Hard of Hearing

All general sessions will have sign language interpreters and live captions.

Infant Care

The **Trafalgar Room** on the third level of the Hilton Riverside will be a resource room available to lactating/chestfeeding participants. NCORE provides no other infant/child care services.

Mobility

If you need to rent mobility devices to make your visit more accessible or comfortable, contact Mobility City of Greater New Orleans Phone: (504) 420-6685

Prayer, Spirituality, and Meditation

The **Steering Room** in the Riverside Complex area of the Hilton Riverside will be available for use by participants who require privacy and space for religious and spiritual practices.

Presentation Accessibility

Key in-person presentation requirements include:

Microphones

Must be used for ALL presentations, panels, and Q&As. NO EXCEPTIONS. Projecting your voice is not enough, and not all participants are comfortable self-identifying or self-advocating.

Session Materials

Provide digital handouts and large print versions of physical handouts. Accessibility Scans should be performed on all digital handouts until all errors are corrected so participants can access content with their preferred device or screen reader software.

Seating

Front and back rows of session rooms must remain open until sessions begin to reserve priority seating for participants with accessibility needs.

Service Animals

ADA-certified service animals are welcome at NCORE meeting venues.

Continuing Education Units (CEUs)

- You will earn 3 CEUs for attending NCORE 2023 from the University of Oklahoma Outreach.

    o If you attend a Pre-Conference Institute, you will earn one additional CEU.

- Your CEU certificate(s) will be emailed to you after NCORE. It will be the discretion of your professional organization(s) whether they accept them for credit.

NCORE 2023 Exhibition and Resource Hall
Hours of Operation

- **Tuesday, May 30**   8:00 a.m. to 5:00 p.m.
- **Wednesday, May 31**   7:45 a.m. to 6:00 p.m.
- **Thursday, June 1**   7:45 a.m. to 7:00 p.m.
- **Friday, June 2**   7:45 a.m. to 6:00 p.m.

WiFi

- Network: **Hilton Meetings**
- When the access code box comes up, type in password: **NCORE2023**

MOBILE APP

1. Download the app. On the device you're bringing to the event, access the App Store or Google Play Store and search for the "**Cvent Events**" app. Once you've found the app, download it.

2. Search for the event. Return to your device's home screen and open the app. Enter the event ID in the search bar:

nDWWN NOLA23

3. Download the event. Tap the icon to download the event. If prompted, enter the event ID and tap Download event.

4. Enter your info. If you aren't automatically prompted to log in, tap the Profile tab at the bottom of the screen, then Log in. Enter your first name, last name, and email. Then tap the arrow.

5. Verify your account. You'll either receive an email *and* text message containing a verification code or just an email. Read it, then return to the app, enter the code, and tap the arrow. After entering the verification code, you'll be logged in and taken to the event's home page, or back to the Profile tab.

NOTE: Verification codes can only be used once and expire after 24 hours. If you're logging in on multiple devices, you'll receive a new verification code for each.

NCORE POSTER SESSION—PART 1

Please join us in St. Charles (Third Floor) for the 2023 NCORE Poster Sessions.

Poster Sessions scheduled Wednesday, May 31 from 8:45-10:00 am are as follows:

TITLE	PRESENTERS
Teacher Educator's Meta Self Study on a Pedagogy of Belonging	**E.J. Bahng,** PhD, Associate Professor, School of Education, Iowa State University, Ames, IA
The White Gates of Environmental Justice: the role of racism in Latinx environmental engagement	**Molly Novelli,** MEd, Doctoral Student, STEM Education, University of Texas at Austin, Cedar Park, TX
Learning and unlearning: Exploring pre-service teachers understanding of implicit bias in STEMed	**Uchenna Emenaha,** Ph.D., Assistant Professor, Department of Interdisciplinary Learning & Teaching, The University of Texas at San Antonio, San Antonio, TX **Tiana Brown,** Undergrad Student, Department of Interdisciplinary Learning & Teaching, The University of Texas at San Antonio, San Antonio, TX
Collaborative Multimodal Projects as Healing Pedagogy: Resisting White Supremacy through Racially Ju	**Katie Harlan Eller,** BSEd, MA, PhD in Progress (anticipated graduation 2024), Professor, Teaching and Learning; English Education; Curriculum and Instruction, Teachers College, Columbia University; New York University; Bank Street College of Education, New York, NY
"We All Matter": Race and Gender Influence in STEM Program Mentorship	**Jennifer Ackerman,** MS, Research Assistant, Education and Human Resource Development, Texas A&M University, College Station, TX **AméricaSoto-Arzat,** BA, Research Assistant, Sociology, Texas A&M University, College Station, TX
Banning Books in Academic Libraries: Fear of Critical Race Theory and LGBTQIA+ Literature	**Reina Williams,** MLIS, AHIP, Executive Director, Library, Library, Collin College, Plano, TX
Developing an Open Educational Resources in Social Justice and Advocacy	**Bernadet DeJonge,** CRC, MA, PhD, Assistant Professor, School of Human Services, State University of New York, Empire State, Syracuse, NY **CailynGreen,** MS, CASAC, PhD, Assisant Professor, School of Human Services, State University of New York, Empire State College, Saratoga, NY
Employee Resource Groups as Spaces for Care, Community, and Advocacy	**Marcell Crawford Jr,** MA, MBA, Assistant Director- Advising Equity, Inclusion and Advancement, Advising & Academic Services (Enrollment Management), University of Cincinnati, Cincinnati, OH
Crossing Bridges: A Case Study of First-generation Native American Student Success	**Les RidingIn,** PhD, Assistant Dean, College of Liberal Arts, University of Texas Arlington, Arlington, TX **ScottAmundsen,** PhD, Associate Professor, College of Arts & Sciences, Winthrop University, Rock Hill, SC
Closing the Fellowship Diversity Gap	**Melanie Meinzer,** Ph.D., Founder, Fellowship Trek, Corvallis, OR
Jesus Takes the Wheel: The Role of Christianity & Black Children of Immigrant College Students	**Patricia Feraud-King,** M.S.Ed, PhD Candidate, Higher Education, University of Massachusetts, Amherst, MA
D'Arte - Art Translating Data	**Isadora Cardoso,** M.A., Senior Research Associate , Columbia University, New York, NY
Combating Disparities in Medical Education: A Virtual Medical Pathway Program for Pre-Med Students	**Michael Baham,** B.S. Kinesiology, Medical Student, UC Irvine School of Medicine, UC Irvine School of Medicine, Irvine, CA **CassandraSmith,** Medical Student, UC Irvine School of Medicine, UC Irvine School of Medicine, Irvine, CA **Jonathan Picos,** Medical Student, UC Irvine School of Medicine, UC Irvine School of Medicine, Irvine, CA
Using Flexible Work Arrangements to Support Higher Education Administration Professionals	**Rosie Jones,** MPPA, Sr. Project Manager of Strategic Initiatives and University Collaboration, Roy and Diana Vagelos Division of Biology and Biomedical Sciences, Washington University in St. Louis, St. Louis, MO
Being the First and Fifteen: Supporting Younger First Gen College Students	**Kayesee Schermerhorn,** B.A., Early Entrance Coordinator, Robinson Center for Young Scholars, University of Washington, Seattle, WA

NCORE POSTER SESSION—PART 2

Please join us in St. Charles (Third Floor) for the 2023 NCORE Poster Sessions.

Poster Sessions scheduled Wednesday, May 31 from 10:15-11:45 am are as follows:

Focusing on Mentoring and Community to Support Postdocs from Historically Underrepresented Groups	**Jennifer Ross,** PhD, Associate Professor, Department of Psychology and Sociology, Tuskegee University, Tuskegee, AL **PamelaHarris,** PhD, Associate Professor, Department of Mathematical Sciences, University of Wisconsin Milwaukee, Milwaukee, WI **Anne Marie Marshall,** PhD, Associate Professor, Early Childhood and Childhood Education, Lehman College, Bronx, NY
How Siloed Are We?: Network mapping for improved integration of STEM equity efforts	**Pauline Dott,** MEd, PhD student, University of Washington, Seattle, WA **Emily Knaphus-Soran,** PhD, Senior Research Scientist , University of Washington, Seattle, WA
Navigationalist Live: Providing Navigational Strategies for Underrepresented Faculty and Staff	**Jimmy Cheffen,** EdD, Climate and Culture Coordinator, Office of Equity, Inclusion, and Community Engagement, Madison College, Madison, WI **KevaEstrada,** Host of the Navigationalist Live, Madison College, Madison, WI
Fighting Against Colonial Systems: Solidarity through Self-care & Cross Community Healing	**Modele Kuforiji,** Masters of Science, Student Engagement Coordinator, Black Student Engagement, Student Life, University of Toronto, Toronto, AL **HaneenAzzam,** Masters of Arts, Student Life Coordinator, Leadership & Equity Training, Student Life, University of Toronto, Toronto, AL
Infusing Diversity Equity and Inclusion into Higher Education Curriculum	**Gloria Campbell-Whatley,** Ed.D, Doctor of Education, Department of Special Education and Child Development, University of North Carolina at Charlotte, Charlotte, NC
IRB as Equity: Addressing Systemic and Structural Inequities in the Academy	**Carla Melaco,** Research Coordinator, Research, Beloved Community, New Orleans, LA **NnennaOdim,** PhD, Associate Director, Participatory Action Research, Research, Beloved Community, New Orleans, LA **ALLISYN SWIFT,** PhD, Project Director, NOLA C.A.R.E.S., Research, Beloved Community, New Orleans, LA
The Misappropriation of #BlackLivesMatter: A Data Analysis of Performative Activism	**Kaycee Stiemke,** Undergraduate Student Researcher, Psychology, University of California, Los Angeles, Los Angeles, CA
Community Building through Creativity and Care	**Madison Tardif,** MA, Equity Strategist, Equity & Inclusion Office, University of British Columbia, Vancouver, WA **JenicaFrisque,** MA, MSc, Equity Education Strategist, Equity & Inclusion Office, University of British Columbia, Okanagan Campus, Kelowna, WA
A model for a student led/college sponsored club advancing underrepresented students in STEM	**Aura Fajardo Grandidge,** M.S., Interim Assistant Dean for Diversity & Student Success Initiatives, College of the Environment & Life Sciences, University of Rhode Island, Kingston, RI **ZariaGriffith,** Student, Natural Resource Science, University of Rhode Island, Kingston, RI **Oluwakemi Odunaike,** Student, Biological Sciences, University of Rhode Island, Kingston, RI
Diversity Censored: Faculty Perceptions of Ohio "Divisive Topics" Legislation and Impact on Students	**Delaney Brander,** Ohio University Honors Student, 7-12 Social Studies Teacher Education Major, Spanish Minor, Diversity Certificate, Sigma Delta Pi Spanish Honors, Margaret Boyd Scholar, Honors Student, Ohio University, Patton College of Education, Department of Teacher Education, Ohio University, Athens, OH **MichaelHess,** PhD, Associate Professor, Patton College of Education, Department of Educational Studies, Ohio University, Athens, OH
First-Generation College Students: An Oppression-Based Framework of Affirmative Action Policy in US	**Fednold Thelisdort,** PhD, Adjunct Professor, School of Social Work, University of South Florida, Tampa, FL
Intercultural Competence and Anti-Racism among College Students	**Jacquelyn Wiersma-Mosley,** PhD, Professor of Human Development and Family Sciences, School of Human Environmental Sciences, University of Arkansas, Fayetteville, AR **ShannonHart,** BS, Graduate Student, School of Human Environmental Sciences, University of Arkansas, Fayetteville, AR
Health is Freedom: A Black Feminist Interpretation of the Liberation Health Model	**Alex Frazier,** Program Manager of Retention and Belonging, The Office of Diversity, Equity, and Inclusion, Equitas Health, Cleveland, OH

Disrupting ableism: Creating a culture of accessibility and disability justice at a Health Science C	**Brandie Wiley,** MS, Director, Office of Disability Access, University of North Texas Health Science Center, Fort Worth, TX **DamianTorres,** MEd, Executive Director, Student engagement & diversity, University of North Texas Health Science Center, Fort Worth, TX
Developing Inclusive Leaders in an Athletics Department	**Rebekah Parkhill,** Associate Athletics Director for Engagement, Athletics, Texas A&M University, College Station, TX **Kristi Mejias ,** Assistant Athletics Director for Academic Services, Athletics, Texas A&M University, College Station, TX **Ryan Pittsinger,** PhD, Assistant Athletics Director for Director of Counseling and Sport Psychology, Athletics, Texas A&M University, College Station, TX **Joe Fields,** Deputy Athletics Director for Administration and Student-Athlete Experience, Athletics, Texas A&M University, College Station, TX

Please join us in St. Charles (Third Floor) for the 2023 NCORE Poster Sessions.

Poster Sessions scheduled Thursday, June 1 from 8:45-10:00 am are as follows:

"Responsiveness via Inclusion of Cultures and Ethnicities Systemically - From 'Just Us' to Divers	**Matthew Mock,** PhD, Professor of Psychology, Psychology (PsyD), JFK School of Psychology of National University, Pleasant Hill, CA
MEGA Launch: A strategy to improve outcomes for Black and LatinX Male Scholars	**Daniel Jean,** EdD, Assistant Provost, Academic Affairs, Montclair State University, Montclair, NJ **Carolina Gonzalez,** PhD, Assistant Dean of College of Education and Human Services, College of Education and Human Services, Montclair State University, Montclair, NJ
Advancing Equity Through Leadership Purpose	**Robin Owens,** PhD, Associate Professor and Director of the Center for Advancement of Women, Director for the Advancement of Women, Mount Saint Mary's University, Los Angeles, CA
Small Curriculum Changes = Big Student Impact: Combining TILT, UDL and Accessibility at an HSI	**Julie Swedin,** EdD, UDEAL Grant Director and English Faculty, English Department, Yakima Valley College, Yakima, WA **EmekaUdenze,** MSc, Chemistry Instructor, MESA Faculty Sponsor and TILT/UDL Facilitator, Physical Sciences, Yakima Valley College, Yakima, WA **Vicente Lopez,** MEd, Faculty Counselor, Counseling Department, Yakima Valley College, Yakima, WA **Elizabeth DeVilleneuve,** MSW, Faculty Counselor, Counseling Department, Yakima Valley College, Yakima, WA
Racial Blind-Spots in College Access Reporting: Antiracist Approaches to Counter Normative Narrativ	**Rayven Smart,** Graduate Research Assistant, Achievement & Assessment Institute(Antiracism in Data Management), University of Kansas, Lawrence, KS **Lauren Coleman-Temple,** PhD, Director of KU TRIO Training (KU-TTP2), Achievement & Assessment Institute (Antiracism in Data Management), University of Kansas, Lawrence, KS
Persona Mapping 101: Equity as the Journey & Destination	**Kam Moi Lee,** EdD, Assistant Director for Online Program Management, Portland State University, Portland, OR **MeganMcFarland,** MEd, Digital Inclusion & Universal Design Coordinator, Portland State University, Portland, OR
Surviving vs. Thriving: A qualitative examination of Early Career Faculty of Color in STEM	**Sonia Ramrakhiani,** PhD, Associate Professor, School Of Education, California Polytechnic State University, San Luis Obispo, CA **Daniel Almeida,** PhD, Associate Professor, School of Education, California Polytechnic State University, San Luis Obispo, CA **Philip Vieira,** PhD, Chair and Associate Professor, Psychology, California State University, Dominguez Hills, Carson, CA **Jacob Campbell,** Retention Analyst, California Polytechnic State University, San Luis Obispo, CA
Creating Connections Across Institutions: An Innovative Model for STEM Faculty of Color Networking	**Sarah Macdonald,** PhD, Assistant Director, Center for Teaching, Learning, and Technology, California Polytechnic State University, San Luis Obispo, CA **Sonia Ramrakhiani,** PhD, Associate Professor, School of Education, California Polytechnic State University, San Luis Obispo, CA **Daniel Almeida,** PhD, Associate Professor, School of Education, California Polytechnic State University, San Luis Obispo, CA **Philip Vieira,** PhD, Chair and Associate Professor, Psychology, California State University, Dominguez Hills, Carson, CA
Culturally-Informed Strengths-based Coaching for Early Career Faculty of Color Development	**Philip Vieira,** PhD, Associate Professor and Chair, Psychology, California State University, Dominguez Hills, Carson, CA **DanielAlmeida,** PhD, Associate Professor, School of Education, California Polytechnic State University, San Luis Obispo, CA **Sonia Ramrakhiani,** PhD, Associate Professor, School of Education, California Polytechnic State University, San Luis Obispo, CA **Sarah Macdonald,** PhD, Assistant Director, Center for Teaching, Learning, and Technology, California Polytechnic State University, San Luis Obispo, CA
Redefining Professionalism	**Julia Ismael,** BA, Founder, Head Architect of Aspirations, The Equity Consortium, Seattle, WA

Staff Community of Practice: Mentoring and Progressing Scholarship (SEHD Staff CoP MAPS)	**Rhonda Fowler,** PhD, Clinical Associate Professor and Undergraduate Program Leader, Educational Administration and Human Resource Development, Texas A&M University, College Station, TX **GisleneFerreira dos Reis,** PhD, Graduate Assistant at Texas A&M University , Educational Administration Human Resource Development, Texas A&M University, College Station, TX **Sharon Gardiner-Taylor,** MSc., Educational Administration and Human Resource Development, Texas A&M University, College Station, TX
Dealing with difficult leadership	**Laura Trujillo-Jenks,** PhD, FHEA, Professor, Teacher Education, Texas Woman's University, Denton, TX **ClaudiaSanchez,** PhD, Professor, Teacher Education, Texas Woman's University, Denton, TX
Organizational Climate for Inclusion Among Nurses: A Mixed Methods Analysis	**Cecily Arenas,** MSN, RN, FNP-BC, Family Nurse Practitioner, Student Health and Wellness, University of California San Diego Health, La Jolla, CA **JodiTraver,** RN, NE-BC, PhD, Nurse Innovator, Nursing Education, Development and Research, Nursing Education, University of California San Diego Health, La Jolla, CA
Tokens in Tolkien: Discussing medievalism and representation in high fantasy television	**Eric Jurgens,** MA, Instructor, Liberal Studies, College of Menominee Nation, Keshena, WI
Fostering an Equity-Minded Student Success Culture in STEM Through Faculty Development	**Silvana Carrion-Palomares,** MA, NSF Project Manager, Equity, Pathways and Inclusion, Santa Monica College, Santa Monica, CA

Please join us in St. Charles (Third Floor) for the 2023 NCORE Poster Sessions.

Poster Sessions scheduled Thursday, June 1 from 10:15-11:45 am are as follows:

Taking Temperatures: Creating and Leveraging Culture Surveys for the Greater Good	**Shanda Gore,** EdD, President & Chief Executive Officer, Administration, Mays & Associates, Ltd., Toledo, OH **MichelleWebb,** EdD, OTD, OTR/L, CAPS, Senior Director of Program Assessment, Administration, Rocky Mountain University of Health Professions, Provo, UT **Courtney Moore,** ClinScD, CCC-SLP, Assistant Program Director, Doctor of Speech- Language Pathology program, Rocky Mountain University of Health Professions, 22 East 1700 South, Building 3, Provo, Utah 84606, UT **Ray Rodriguez,** MPH, MCHES, NBC-HWC, Director, Office of Institutional Equity, Rocky Mountain University of Health Professions, Provo, UT
A Multi-Tier Mentorship Models for Diverse Faculty, Graduate/Professional, and Undergraduate Student	**David Robinson,** MSEd, Assistant Director, Center for Graduate and Professional Diversity Initatives, University of Kentucky, Lexington, KY
Art Used to Cope with Intersectional LGBTQIA+ Challenges Presented/ Performed in Artistic Perspective	**Ernesto Nery,** Senior Associate Director, Financial Aid, University of Southern California, Los Angeles, CA
DIY Autoethnography: Delve into diverse, personal, & cultural experiences for the novice researcher!	**Gabor Smith,** PhD, Retention Coordinator, Office of Academic & Retention Support, The University of Akron, Akron, OH
Striking a Chord: A Resonance Training	**Alex Frazier,** Program Manager of Retention and Belonging, The Office of Diversity, Equity, and Inclusion, Equitas Health, Cleveland, OH
What's the big fat deal? The Experience of Fat Students in College	**Andrea Guimaraes,** MS, EdD (ABD), Associate Director, Student Conduct & Academic Integrity, Student Affairs, University of Missouri, St. Louis, St. Louis, MO
Finding an Ablution Solution: but Whose Problem is It?	**Anita Hopson Malone,** PhD, Educator, Student Engagement Coordinator , The University of Oklahoma, Norman, OK **AndrewElwood Madden,** PhD, Professor of Geosciences, Mewbourne College of Earth and Energy, The University of Oklahoma, Norman, OK **Adisha Waghmarae,** MHR, Director of Outreach and Engagement for the Division of Diversity, Equity, and Inclusion., DEI, The University of Oklahoma, Norman, OK
Transnational Blackness: Contemporary Black Culture, Liberatory Pedagogy, and Belonging	**Carmen Denison,** MA, Executive Director and Adjunct Faculty at Portland State University, Liberal Studies/University Studies, Campus Compact of Oregon/Portland State University, Portland, OR
Holding Up the Mirror: Exploring the Power of a Reframe through CCW	**Sabrina Magliulo,** EdS, LMFT, Director, Opportunity Scholarship Program/ Educational Opportunity Fund, New Jersey City University, Jersey City, NJ **TiekaHarris,** EdD, Director, Educational Opportunity Fund, The College of New Jersey, Ewing, NJ
Moving from Headspace to Heartspace: Inclusion through Contemplative and Anti-Racist Practices	**Anna D'Souza,** PhD, Associate Professor, Marxe School of Public and International Affairs, Baruch College, City University of New York (CUNY), New York, NY
Civil Rights Trips: College Students Experiential Learnings Help Combat Social Justice Issues	**LaVelle Hendricks,** Professor OF Counseling and Department Head, Department of Counseling, Texas A&M University at Commerce, Commerce, TX **ZaidyMohdzain,** Professor of Counseling, Counseling, Texas A&M University-Commerce, Commerce, TX **Dimitra Smith,** PhD, Professor and Department Head, Department of Higher Education and Learning Technologies, Texas A&M University at Commerce, Commerce, TX
The whetening of the DEI work on a PWI	**Yukari Amos,** PhD, Professor, Department of Education, Development, Teaching, and Learning, Central Washington University, Ellensburg, WA

Yale Psychiatry Anti-Racism Task Force: Promoting Racial Equity in Academic Medicine	**Cindy Crusto,** PhD, Deputy Chair for Diversity Equity and Inclusion; Associate Dean for Gender Equity; Director of the Office for Women in Medicine and Science, Psychiatry, Yale University School of Medicine, New Haven, CT **Ishita Arora,** PhD, Postdoctoral associate, Psychiatry; Office for Women in Medicine and Science, Yale School of Medicine, New Haven, CT **Anti-Racism Steerin Committee,** NA, Steering Committee, Psychiatry, Yale School of Medicine, New Haven, CT **John Krystal,** MD, Chair, Department of Psychiatry, Psychiatry, Yale School of Medicine, New Haven, CT
Power in Positive Polarization: The politics of picking a side	**Alex Frazier,** Program Manager of Retention and Belonging, The Office of Diversity, Equity, and Inclusion, Equitas Health, Cleveland, OH
Social Justice in the Crisis Moment: Reflections on Challenges and Changes in Culture Shifting	**Sam Mejias,** PhD, Associate Professor of Social Justice and Community Engagement, School of Design Strategies, Parsons School of Design at The New School, New York, NY

Please join us in Exhibit Hall B for the 2023 NCORE Poster Sessions.

Poster Sessions scheduled Wednesday, May 31 from 3:45-5:00 p.m. are as follows:

Deadly Science: Occupational Hazards from Being the Only One	**Orlando-Marquez Kittrell,** PsyD, Executive Director, Pennsylvania Act 101/ EOP Programs, Student Success and Campus Life: Office of Access and Success, Commonwealth University of Pennsylvania, Lock Haven, PA
WA State College Strategies for Expanding American Indian Studies to Foster Meaningful Equity Goals	**Lynn Palmanteer-Holder,** PhC, MEd, Director of Tribal Government Affairs, Office of the Executive Director, Washington State Board of Community and Technical Colleges, Olympia, WI
Improving URM STEM Students' Retention: The Influence of LS-NSSA's Research Mentorship Programs	**Yue Zhang,** PhD, Internal Evaluator, The Louis Stokes North Star STEM Alliance, University of Minnesota, Minneapolis, MN
Welcoming the Dear Neighbor?: Engaging anti-racist campuses through community-based learning	**Anchee Nitschke Durben,** Student, Public Health, St. Catherine University, St. Paul, MN
Decolonizing Disciplinary Stewardship	**Adriane Stoner,** PhD, Instructor, College of Communication (Communication Studies Program), DePaul University, Chicago, IL
PWI Commuter Campus: First Immersive Experience: what we learned & Lessons for campuses like us	**Shelley Arroyo,** MSEd, Assistant Director of Student Affairs, Student Affairs, IUPUC, Columbus, IN
Who Reassures the Reassurer?	**Tatia Haywood,** EOF Counselor/Academic Advisor, Educational Opportunity Fund, Montclair State University, Montclair, NJ
Studying while International: Programing to Equip International Students and Scholars	**Rebecca Shaffer,** MA, Immigration Program Manager, International Student and Scholar Services, Texas A&M University, College Station, TX
Envisioning Possible Futures and Responsive Strategies within Student Affairs	**Fraylanie Aglipay,** Dean of Students, Student Affairs, California Institute of Integral Studies, San Francisco, CA
MOC Academy: One PWIs effort to impact the enrollment, retention, and experience of men of color	**Jason Harville,** MEd, Assistant Director, Student Success Programs, University of Tennessee at Chattanooga, Chattanooga, TN
More than a Promise: Support Student Program Practice versus Support Student Program Aspirations	**Albin Lee,** MS, Retention Specialist, Promise Scholars Program, Counseling, Skyline College, San Mateo County Community College District, San Bruno, CA
Building Success: Navigating the Complexity of Student Leadership in Uncertainty	**Stacy Hopwood,** MPS, MPA, Doctoral Student, School of Business and Leadership, University of Charleston, Charleston, WV
You Know We Got Yo Back Like Chiroprac: Reevaluating Support for BIPOC Students at HWIs	**Alexandra Smith,** EdD, Director, Programming & Learning, PX Project, Inc., Houston, TX

CAUCUS SCHEDULE

All NCORE Attendees are welcome and encouraged to attend caucus functions that align with their identities and aspirations. The informal caucuses of NCORE provide important leadership and advisement to the conference organizers through participation in key conference planning processes; critical technical assistance; and the development of community relationships to set the context of the work, making NCORE possible.

Asian Pacific Islander NCORE (APINCORE) Caucus

The Asian American Pacific Islander Caucus at NCORE (APINCORE) meets during the annual conference to connect AAPI higher education professionals and allies; discuss issues pertinent to AAPI communities; and represent AAPI perspectives within NCORE through workshops, speakers, and programs.

Contacts:
Eva Long - elong1@luc.edu
Dear Aunaetitrakul - vaunaetitrakul@oakton.edu

Schedule:
Wednesday, May 31 | 3:00 pm – 4:00 pm | Room: Steering (Riverside Complex)

Latinx Caucus

Description: The Latinx Caucus at NCORE, while open to all conference attendees, is designed to provide a format to voice and address the interests and current issues of Latinx students, faculty, staff and community. The Caucus meets regularly throughout the annual conference for both business and social purposes. Visit our NCORE Latinx Caucus Facebook page or send an e-mail to Raul Hinojosa Jr. (raul.hinojosa@utdallas.edu) to be added to our Slack channel. We use these communication channels to stay in contact during and after the conferences.

Contact:
Raul Hinojosa Jr., raul.hinojosa@utdallas.edu

Schedule:
Please see the conference app for details.

MENA/SWANA Caucus (Middle East North Africa/Southwest Asia and North Africa Caucus)

This Caucus strives to create a space to make connections and build community as NCORE participants of MENA/SWANA background. The Middle East and North Africa or Southwest Asia and North Africa is defined broadly and inclusively to bring communities who feel a sense of connection to this broad cultural heritage and a commitment to decolonial, anti-colonial, anti-war, anti-racist, and anti-abelist values and practices and feminist, indigenous, and LGBTQI+ affirming. It will be a space to strategize and support one another as we bring to light issues impacting us and our communities.

Contacts:
Nina Shoman-Dajani, shoman-dajanim@morainevalley.edu

Schedule:
Thursday, June 1 | 5:45 pm -7:00 pm | Room: Churchill A1 (Second Floor)

POC Adoptee Caucus

Description: lease join us for an informal affinity gathering space to connect with other POC adoptees attending NCORE. This is an opportunity to network, build community, share conference feedback, and provide a space for processing the POC adoptee experience at NCORE and beyond (i.e. intersectionality, multiracial/multicultural family, unseen identity, proximity to whiteness, adoptee moments, reclaiming racial/cultural identity, etc.).

Contacts:
Michelle Bagshaw, mbagshaw@uw.edu
Beth Yu Simpson, bethfv@uw.edu
Saul Tran Cornwall, saultran@uw.edu

Schedule:
Wednesday, May 31 | 12:30 pm – 1:30 pm (bring your lunch) | Room: Winsor (Third Floor)

The Native Delegation

Description: The Native Delegation serves as a networking alliance within the National Conference on Race & Ethnicity in American Higher Education to enable its members to support one another in sharing vital information and resources which impact our ability to serve our communities in our respective fields of higher education. The role of NDNCORE is to provide a conduit for Native American participants of the conference to share workshop ideas, keynote recommendations and form a national collective agenda to address the needs of Native Americans in higher education throughout the country.

Contacts:
Ricardo Torres, torresr@csus.edu

Schedule:
Tuesday, May 30 | 5:30 pm – 6:30 pm | Room: Grand Salon 21 (First Floor)
Thursday, June 1 | 5:30 pm – 6:45 pm | Room: Camp (Third Floor)

White Accountability Caucus

Description: The White Accountability Caucus at NCORE is for people who identify as white and/or have white skin privilege to build community and do our own work: to authentically and critically engage in whiteness, white privilege, and hold each other accountable for change. We explore how to recognize whiteness and white privilege, identify and interrupt our internalized dominance, and collectively develop strategies for liberation and change. Join our Facebook community at https://www.facebook.com/groups/NCOREWhiteCaucus/ to get updated information on our meet ups, and to sustain dialogue, reflection, and action between the conferences.

Contacts:
Craig Elliott, cmedos@gmail.com
Craig Alimo, craig.alimo@sjsu.edu

Schedule:
Please see the conference app for details.

Queer Trans People of Color Caucus

Description: We are interested in the intersections and interplay between race and sexuality in our lives, communities, and in the campus environments in which we work. Through this caucus, we aim to provide opportunities to build community among queer people of color participants at NCORE while also discussing how issues related to race can often act as barriers to community cohesion within the LGBTQIA+ communities.

Contacts:
Mycall Riley, riley785@umn.edu
Vanessa Gonzales-Seigel, vag2135@columbia.edu

Schedule:
Wednesday, May 30 | 5:00 pm – 6:30 pm | Burgundy (First Floor)
Friday, June 2 | 6:00 pm – 7:30 pm | Marlborough B (Second Floor)

Wellness Space

NCORE presents The Wellness Space! Available for all conference participants to honor the incredible work they are doing at home, please join us for yoga, sound baths, creative art space, quiet hours and recovery support meetings.

Yoga | Wednesday, Thursday, and Friday at 6:30 am and 7:15am

We've partnered with Magnolia Yoga Studio, the first Black owned yoga studio in Louisiana to offer participants Roots 2 Rise. A beginner friendly Yoga session-- with the goal of rooting into our essence for the day to rise to our highest potential. Step by step the class will move together to achieve union. We start with intention setting, an energizing hand exercise & deep breathing, followed by a therapeutic beginners Yoga series that is comprehensive & holistic -- meaning all major areas of the body receive attention. The series will alleviate back, neck, feet & shoulder tension. The session concludes with a guided meditation focused on developing your inner light.

This Wellness Space is located in Chequers Room on the Second Level.

Sound Bath | Thursday at 12:00 PM and 12:45 PM.

Nova, from Magnolia Yoga, will host Sound Healing with Nova. "Sound is creation in its most basic form before light there is the manifestation of sound. Furthermore, everything we think, feel, and see is sound. When we use sound for the cultivation of ourselves, we collaborate with the very brink of our existence. I invite all who are curious into an energetic conversation with yourself. In our session we will experience an interpersonal journey guided by raw frequencies using a variation of different healing instruments.

This Wellness Space is located in Chequers Room on the Second Level.

Creative Art Space | Wednesday, Thursday, and Friday from 10:00am-6:00pm
Join us for coloring, painting and to contribute to a NCORE mural as a way to decompress and engage with your creative mind. The Art Room will be open to all conference participants. Art supplies provided.

This Wellness Space is located in Eglinton-Winton Room on the Second Level.

Quite Hours | Wednesday, Thursday, and Friday from 10:00am-6:00pm
Take some time to turn off your electronics, stretch, meditate, or engage in some deep breathing in the Quiet Room. Outside of scheduled activities in the Quiet Room, the space will be open for use for conference participants. Yoga mats and pillows provided.

The Wellness Space is located in Chequers Room on the Second Level.

Recovery Support Meetings

All are welcome to participate in two recovery support meetings held in the Quiet Room specifically for conference participants. Alcoholics Anonymous (AA) Thursday at 7:30pm and Recovery Dharma Friday at 7:30pm. For further info on Recovery Dharma please visit https://recoverydharma.org/about/.

The Wellness Space is located in Chequers Room on the Second Level.

Multisensory Room

NCORE offers a Multisensory Room on-site dedicated to sensory accessibility. This space will provide a safe and enriching environment where users of all ages are empowered to enjoy a variety of activities that fully engage their senses, either passively or actively. This space can be used to calm and relax learning development, to help individuals with sensory processing challenges or cognitive and learning challenges process the world around them, and to assist with individuals' overall mental health and well-being.

During the conference dates, presentations scheduled to be held in the St. James Ballroom will be close circuit live broadcast to this room, as follows:

Wednesday | 8:30–9:45 a.m.
2001 | **Beyond DEI: Addressing Anti-Blackness in Higher Education**

Wednesday | 10:15–11:45 a.m.
2201 | **SpeakOut Panel: What to Say YES To: What's Working for Racial Equity in Higher Education and Beyond**

Wednesday | 3:45–5:00 p.m.
2500 | **Can't Stop Our Blackness: Black Latinx Narratives And Resisting Erasure**

Thursday | 8:30–9:45 a.m.
3001 | **Assessing the Impact of Campus Climate Tools, Methods & Resources**

Thursday | 10:15–11:45 a.m.
3201 | **Racial Justice on Campus in a Post-Affirmative Action World: What Colleges Can (and Must) Do Now**

Thursday | 3:30–5:30 p.m.
3400 | **Calling In, Not Calling Out**

Thursday | 7:00–8:30 p.m.
3801 | **All My Relations Podcast: "More Than Land Acknowledgements: Indigenize the Institution"**

Friday | 8:30–9:45 a.m.
4001 | **"It Takes an Entire University": The Impact of Student-Centered STEM Program**

Friday | 10:15–11:45 a.m.
4201 | **Reproductive Justice is Racial Justice and Human Rights**

Friday | 3:00–4:30 p.m.
4401 | **Structural Competency Approaches to American Gun Violence: An Agenda for Keeping College Campuses Safe**

Saturday | 10:15–11:45 a.m.
5100 | **A Cross-Culinary Voyage**

Time	Session #	Title	Room
Tuesday – 9:00am-5:30 pm and continuing Wednesday - 8:45-11:45 am	1000	Aspire Women of Color Administrative Leadership Institute	Fulton
	1001	The [R]Evolution of Hip Hop: Celebrating and Critiquing the first 50 years of Hip-Hop Education	Kabacoff
	1002	Designing and Assessing Social Justice Education Workshops	Magazine
	1003	Dismantling Racism and White Supremacy: Tools & Strategies to Lead White Accountability Groups	Commerce
	1004	Unbound: Freeing the Self from the Conditioning of Racism A workshop for People of Color	Chart C
	1005	Undoing Racism/Community Organizing Workshop Appetizer	Marlborough A
	1006	Avoid Being Gone in a Hot Minute: The Making of Centriarchical Decolonized WoC/Women Stealth Leaders	Camp

Time	Session #	Title	Room
Tuesday -- 9:00am-5:30 pm	1007	A Whole New World...Teaching Tools and Strategies for International Students	Marlborough B
	1008	Advancing Anti-Racism Strategies on Campus: A Framework for Strategic Change	Canal
	1009	After Five: The University of Michigan's Stratgetic Plan for Diversity	Churchill A2
	1010	Becoming Hispanic-Serving Institutions (HSIs): From Latinx-Enrolling to Latinx-Serving	Royal
	1011	Beginning Your Native American Student Affairs Professionals Career	Ascot-Newberry
	1012	Coming Undone: Addressing and Transforming Embodied Whiteness in the Service of Racial Justice Work	Grand Salon 21
	1013	Confronting White Supremacist Culture in the Workplace for Asian Americans	Compass
	1014	Creating Ocean: Navigational Resources for The Journey of Pacific Islander Communities in Higher Ed	Port
	1015	Developing an Engaged Pedagogy using the Social Justice Syllabus Design Tool	Churchill C1
	1016	Amplifying the Effectiveness of Diversity and Social Justice Training and Development Efforts	Grand Salon 19
	1017	Dismantling the 'U.S. versus International' Dichotomy	Churchill B1
	1018	Empowerment through Art & Story: A Multiracial, Mixed-Race, and Transracial Adoptee Community Space	Winward-Leeward
	1019	Engaging Institutional Resistance	Churchill A1
	1020	How Black Leaders Can Reconsider Their Loyalties to the Plantation of Higher Education	Prince Of Wales
	1021	Identity-Conscious Supervision: A Model for Equity	Grand Salon 15&18
	1022	Interrogating Racial/Ethnic Demographic Data Collection and Representation Practices	Grand Salon 24
	1023	Intersectional Interventions: Supporting Queer and Trans Students of Color	Grand Salon 22
	1024	Intersectionality Theory and Practice: Tenets, Tensions, and Take Away Strategies	Chart B
	1025	NCORE: Mid-Level Manager Institute: Preparing for Personal and Professional Development	Grand Salon 9&12
	1026	Redefining the Role of the Strong Black Woman: Balancing Healing, Rest and Resistance	Quarterdeck C
	1027	Strategies to Support Students Targeted by White Supremacist Networks and Structures	Grand Salon 13
	1028	Supporting Asian American Students: Crafting the Narrative	Starboard
	1029	The Fundamentals of Social Justice Education	Quarterdeck A
	1030	Using a Theory of Change Methodology to Develop a, Transformational, Campus-wide Diversity Plan	Quarterdeck B
	1031	White Supremacy as a Hyperobject: Identifying How to Actually Disrupt it in Higher Ed	Windsor
	1032	Unequivocally Pro-Black:The Remix-Black identity & Cultural Aesthetics as Navigational Tools at PWIs	Churchill B2
	1033	The Complexity of Student-Centered Work, Race & Inclusion in the American Academy	Churchill C2
	1034	A Pathway to Empowerment and Racial Freedom	Jackson
	1035	Make Art for Social Justice: Transforming, Indigenizing & Decolonizing	Studio BE
	1036	Designing a Social Justice Peer Facilitation Program	Tulane University

PRE-CONFERENCE INSTITUTES

1000   Room: Fulton (3rd Floor)

Tuesday -- 9:00am-5:30 pm and continuing
Wednesday - 8:45-11:45 am

Session Track: Race and Social Justice in Higher Education

Session Complexity: Beginner

Aspire Women of Color Administrative Leadership Institute

This session should particularly benefit graduate students, entry-level professionals, and mid-level professionals interested in pursuing advanced leadership roles in student affairs. The Women of Color Administrative Leadership Institute is designed to provide entry-level and mid-level professionals with essential skills, strategies, and practices that will help them advance in their careers in leadership.

Institute participants will have an opportunity to meet and interact with other women of color who possess a similar interest in administration, as well as women of color who already have administrative experience. The aim of the institute is to increase the number of women of color in senior-level administrative positions within higher education. In this way, we hope to have an impact on the levels of participation and power by women of color in the field of higher education.

Toby S. Jenkins, PhD, Associate Dean of Diversity, Equity & Inclusion & Professor, The Graduate School, University of South Carolina, Columbia, SC; **Edwanna Andrews**, PhD, Assistant Vice President Community Support, Student Success and Well-Being, University of Central Florida, Orlando, FL; **Michelle Bryan**, PhD, Assistant Vice President of Diversity, Equity, & Inclusion, University of South Carolina, Columbia, SC; **Stephanie Troutman Robbins**, Associate Professor & Department Chair, Gender & Women's Studies, University of Arizona, Tucson, AZ

1001   Room: Kabacoff (Riverside)

Tuesday -- 9:00am-5:30 pm and continuing
Wednesday - 8:45-11:45 am

Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

The [R]Evolution of Hip Hop: Celebrating and Critiquing the first 50 years of Hip-Hop Education

Rooted in the late '70s and early '80s as a form of resistance to oppressive conditions, Hip Hop has shaped and informed the values and ideas of many educators. In many ways, Hip Hop culture has recently, more than ever, managed to permeate and exert its way into the soul of education and helped cultivate a collective of students and educators alike to conceptualize Hip Hop as a tool for teaching, learning, engagement, and action. Given that Hip-Hop is celebrating its 50th birthday, and the global rise in interest and use of Hip Hop in education, this session will provide diverse perspectives on the intersections of Hip Hop culture, the academy, and activism and how it can be effectively utilized as an educational pedagogy both in form and content.

In this session, participants will be engaged in critical dialogue through different Hip Hop related interactive and heuristic activities, including spoken word and poetry, music, photography, art, dance, and multimedia analysis to explore issues of oppression, privilege, equity, and knowledge representation in education. Join Hip Hop artists and scholars alike who will discuss and reflect on Hip Hop music and culture over the last 50 years. Together, they will highlight the ways in which Hip Hop has been both a cultural expression as well as a tool to disrupt oppression. Collectively, we will explore the evolution of Hip Hop through an interactive dialogue with a social justice lens.

Jasiri X, MC/Activist, Co-Founder and CEO of 1Hood Media, 1Hood Media, Nathan Cummings Foundation Fellow, Robert Rauschenberg Artist as Activist Fellow, USA Cummings Fellow, Pittsburgh, PA; **DJ Kuttin Kandi Tan**, DJ/Organizer, Author/Editor, Co-Founder and Executive Director of Asian Solidarity Collective and The Asian Advocacy, Community, & Action Center, aNoMoLies, Next Level, MidWest Academy Alumni, Rockwood Fellow, Asian Solidarity Collective, The Asian Advocacy, Community & Action Center, San Diego, CA; **Professor Davey D Cook**, Professor, Journalist, DJ, Hip Hop Historian, Africana Studies, San Francisco State University, Oakland, CA; **Dawn Elissa Fisher**, Associate Professor of Anthropology, Affiliate Faculty, Educational Leadership Doctoral Program, Former Chair Africana Studies, San Francisco State University, San Francisco, CA; **Michael Benitez**, Activist-scholar, Vice President for Diversity and Inclusion, Associate Professor of Multicultural Education, School of Education, Metropolitan State University of Denver, Denver, CO

PRE-CONFERENCE INSTITUTES

Tuesday -- 9:00am-5:30 pm and continuing Wednesday - 8:45-11:45 am

| 1002 | Room: Magazine (3rd Floor) | Tuesday -- 9:00am-5:30 pm and continuing Wednesday - 8:45-11:45 am |

Session Track: Student Affairs and Affiliated Professionals | Session Complexity: Beginner

Designing and Assessing Social Justice Education Workshops

Designing social justice education experiences should be an intentional process grounded in scholarship that uses theory to inform practice; however, relatively little literature is available on how to intentionally design co-curricular educational experiences to cultivate cultural competence. This workshop synthesizes the existing literature and research on social justice education curricula design and learning assessment (Tharp & Moreano, 2020). The first day of the institute will focus primarily on Tharp's (2015) four-part framework to systematically design social justice education workshops based on contextual influences, theories and frameworks, learning outcomes that facilitate cultural competence, and pedagogical considerations that align with social justice education principles. The second day will focus on assessing these learning experiences.

This pre-conference institute will prepare attendees to understand best practices for designing educational experiences while simultaneously applying their knowledge and skills to create or revise a workshop or structured conversation on their campus. Specifically, attendees will learn a) factors that influence the design of an experience, b) relevant theories and frameworks useful to guide student development towards cultural consciousness, c) best practices for narrowing learning goals and writing student learning outcomes, d) principles of social justice education design, categories of activities types of educational activities, and skills to their activities to their intended learning outcomes, and e)strategies to assess co curricular student learning.

This institute is very hands-on and will utilize mini-lecture, small group activities, and large group "show-and-tell" as we practice designing educational curricula that you can use when you return to campus. Attendees are encouraged to bring a laptop and / or educational materials that they wish to work on during the institute. This institute should particularly benefit staff or faculty who develop social justice education workshops, as well as those who want to learn an intentional process to design and assess curriculum for social justice education outcomes.

D. Scott Scott Tharp, PhD, MSW, Associate Director, Academic Program Review and Assessment, University of Illinois at Chicago, Chicago, IL

Tuesday -- 9:00am-5:30 pm and continuing Wednesday - 8:45-11:45 am

| 1003 | Room: Commerce (3rd Floor) | Tuesday -- 9:00am-5:30 pm and continuing Wednesday - 8:45-11:45 am |

Session Track: Race and Social Justice in Higher Education | Session Complexity: Intermediate

Dismantling Racism and White Supremacy: Tools & Strategies to Lead White Accountability Groups

In these times of racial reckoning and renewed demands for true racial justice and the dismantling of both systemic racism and the legacy of white supremacy throughout every aspect of all colleges or universities, it is critical that we increase the internal capacity of white leaders and change agents to effectively partner with their BIPOC colleagues to manifest real, sustainable change. It is no longer acceptable to collude with systemic racism by off-loading anti-racism work onto only Senior Diversity Officers and Directors of Multicultural Centers as well as every other BIPOC colleague, regardless of their other assigned roles and responsibilities.

As leaders react to the inevitable future racist incidents on campus and around the country, they must move beyond posting another statement about the need for respect, belonging, healing and unity. They must move beyond holding yet another town hall or forming one more exploratory task force. It is critical that white leaders and managers work with their Colleagues of Color to mobilize everyone in the organization to create structural change that accelerates meaningful, sustainable transformation and racial justice.

Unfortunately, most white leaders and managers, in my experience, do not have the necessary level of commitment, competence, and courage to step-up to these challenges. All too often, we react out of white privilege, whiteness, and internalized dominance and create more harm in the process. How can we motivate and skill-up white leaders and potential change agents to move out of complicity, fear, and inaction to develop and demonstrate the core capacities to lead organizational change efforts to dismantle racism in all its forms and co-create true racial justice and anti-racism throughout the college or university?

In this engaging, practical session, participants will explore and practice proven strategies and approaches to design and lead White Accountability Groups for leaders and managers as well as open access sessions for members of the campus community. This session should particularly benefit leaders and change agents throughout the organization who are deeply committed to dismantling racism, demonstrate at least a moderate capacity to create racial equity and inclusion on campus, and who are ready to level-up to lead White Accountability Groups on campus.

Kathy Obear, EdD, President, Center for Transformation and Change, Denver, CO

PRE-CONFERENCE INSTITUTES

1004   Room: Chart C (Riverside)   Tuesday -- 9:00am-5:30 pm and continuing Wednesday - 8:45-11:45 am

Session Track: Race and Social Justice in Higher Education   Session Complexity: Intermediate

Unbound: Freeing the Self from the Conditioning of Racism A workshop for People of Color

This workshop is designed and will be facilitated for people who identify as People of Color/BIPOC/Multiracial and Biracial people. Internalized racism is part of the system of chains contributing to the continuation of racism affecting racially oppressed groups and it has encouraged the physical, spiritual, and emotional self- mutilation and self-degradation of a community of people. By influencing the psychological experience of People of Color, it has enticed individuals to contribute to their own demise within systems of white supremacy and oppression.

It is important to study, understand, and seek out ways that groups of Color can gain a liberatory perspective in the midst of a racist society, just as it is important for White people to work to gain a liberatory perspective over internalized dominance. This interactive institute workshop will be a space where People of Color/BIPOC can explore and cultivate in a space that will be held specifically for and by People of Color/BIPOC/Multiracial and Biracial. It is a space for community, connection, reflection, and liberation. We will hold each other in community and in affinity, though it is more than an affinity space.

It is an opportunity to do deep work understanding what internalized racism is, where it lives in you, and what's possible beyond it. It will investigate the complexity of the phenomena of internalized racism and offer participants the opportunity to explore manifestations of internalized racism and consequences of internalized racism in their personal and professional lives. Additionally, participants will explore models and tools of liberation and how and why practicing a liberatory consciousness is a path to confronting internalized racism amid a racially oppressive society. This session should particularly benefit participants who want to explore another way to challenge a system of oppression, want to understand the psychological impacts of oppression and work toward individual and collective healing.

Tanya Ovea Williams, EdD, Founder and Lead Coach/Consultant, Authentic Coaching and Consulting, Brooklyn, NY

1005   Room: Marlborough A (2nd Floor)   Tuesday -- 9:00am-5:30 pm and continuing Wednesday - 8:45-11:45 am

Session Track: Race and Social Justice in Higher Education   Session Complexity: For Everyone

Undoing Racism/Community Organizing Workshop Appetizer

Through dialogue, reflection, role-playing, strategic planning, and presentations, the Undoing Racism Community Organizing workshop challenges participants to analyze the structures of power and privilege that hinder social equity. This will be done by looking at class, power relationships, and our own socialization. It will help participants begin to develop a systemic analysis and its impact on the local and regional communities and who they over-serve and under-serve. The workshop process will provide community leaders, providers, and residents with a shared analysis of power as they develop, implement and participate in initiatives and programs established to help and make a difference. The process also explores how people, programs, and organizations can work together to elevate humanity while developing leadership and accountability to the mission, and values, of racial equity and anti-racist principles in both communities and institutions served. We will also explore the intersectionality of race and gender in social movements and organizing.

Ronald V. Chisom, Co-Founder/Visionary Partner, The People's Institute for Survival and Beyond, New Orleans, LA

PRE-CONFERENCE INSTITUTES

1006	Room: Camp (3rd Floor)	Tuesday -- 9:00am-5:30 pm and continuing Wednesday - 8:45-11:45 am

Session Track: Race and Social Justice in Higher Education   Session Complexity: Intermediate

Avoid Being Gone in a Hot Minute: The Making of Centriarchical Decolonized WoC/Women Stealth Leaders

Women of color (WoC) and women in the Academy experience many unspoken expectations and rules that require them to support hierarchical structures within their campuses. In order to not be "gone in a hot minute" we must continue to decolonize our leadership styles, develop our centriarchal stealth strategies and deepen our collective agency with one another. The existing hierarchies have had us dodging missiles, being racelighted (Davis & Ernst, 2019, Woods & Harris, 2021), and forcing us all the while to pivot within a toxic system. Has the hierarchy become normalized as the air we breathe, the dreams we dream and the repetition of procedures without thought or reflection? We are constantly taught to teach in rows, have students work in silence and to simply replicate the schooling experience aka the "banking system of education" (Friere, 1970). Gladwell, (2002) expanded on Friere's work when he stated that "...every institution is exquisitely designed to replicate itself." This hierarchical replication and maintaining of the status quo is driving more of us to seek out alternative leadership approaches in and out of higher education.

In this day and a half Pre Conference Institute, we will conduct a hybrid paradoxical environmental scan focusing on decolonizing our minds, challenging traditional notions of leadership and honing our skills in order to counter the reality of the glass cliff (Payton, 2022). Our society is based on hierarchical systems which are designed to replicate themselves and to maintain the status quo in the communities where we live and work. In what ways have we been molded and wounded by this hierarchy? We did not design the system to begin with, nor can we cannot control enough of it to change the system writ large. What we have the power to do is develop islands of centriarchy within the larger hierarchical system. It is stealth and collusion - the contradiction and the paradox. This day and a half pre-institute will be of particular benefit to women of color and women faculty, mid to senior level administrators and individuals with administrative supervisory roles who are wanting to 1) lead from an empowering centriarical place 2) filtrate the air we breathe (aka decolonize our dreaming and practices, Laenui, 2000) and 3) be catalysts for change.

Catherine Wong, MEd, Executive Director and Founder, Catherine Wong Consults: Education, Training & Research, Boston, MA; **Patricia Lowrie**, MS, Director Emeritus and Executive Consultant, Michigan State University, Miami, FL; **Jacquelyn Reza**, Ed.D. and MFT, Professor & Director of Professional Development, Emeritus, Department of Professional Development, Department of Women's Studies, Ethnic Studies & Multicultural Education, De Anza College & USF, Newark, CA

1007	Room: Marlborough B (2nd Floor)	Tuesday -- 9:00am-5:30 pm

Session Track: Transnational, International   Session Complexity: For Everyone

A Whole New World...Teaching Tools and Strategies for International Students

Pursuing higher education in a foreign country can be challenging and present a plethora of potential stumbling blocks students have to navigate. Unfamiliarity with American pedagogical practices, such as classroom participation and active and collaborative learning, as well as lack of awareness of American social rules, norms and skills, may further isolate our international students. This Institute will help participants gain a more complex understanding of the needs of international students in their classrooms and how these students' diverse backgrounds and cultures interface with the classroom learning environment. We will provide tools and strategies that can help faculty and those who work with international students provide support to help students adapt, reduce their stress and help them succeed, and in the process, help all students succeed.

Kristina M. Marshall, JD, Director of Diversity, Equity, Inclusion and Justice, Office of DEIJ, Oakland Community College, Auburn Hills, MI; **Li-Chen Chin**, PhD, Dean of Student Life, Student Life, Bennington College, Bennington, VT **W A, A, A**, Ann Arbor, MI

Tuesday -- 9:00am-5:30 pm

1008	Room: Canal (3rd Floor)	Tuesday -- 9:00am-5:30 pm

Session Track: Race and Social Justice in Higher Education   Session Complexity: Intermediate

Advancing Anti-Racism Strategies on Campus: A Framework for Strategic Change

Nearly three years removed from the murders of George Floyd, Ahmaud Arbery, and Brianna Taylor; and in an environment with persistent racial injustice/inequity, rapid demographic shifts, and continued violence against Black, Indigenous, and people of color communities, institutions of higher education across the nation and globe continue to grapple with the challenge of achieving racial equity and making racial justice a reality on their campuses. Diversity practitioners, scholars, students, activities, and community members are confronted with the challenge of mapping out strategies for impact in a hyper-partisan political environment. Now more than ever the attacks on Critical Race Theory, research to support racial equity, and the funding to support diversity, equity, and inclusion programs/initiatives are under vigorous attack. Equity leaders and social justice champions must prioritize systemic and institutional change strategies that are designed for long-term impact and sustainability. Leaders must recognize the need to advance strategy to impact policy and practice that influences accountability, assessment, and outcomes.

This interactive pre-conference session invites participants to explore relevant application of NADOHE's Advancing Anti-Racism on Campus Framework. In this workshop, attendees will review relevant areas of the Framework designed to impact the change agenda. Participants will hear from some of the authors of the Framework including seasoned senior diversity officers and practitioners driving change, on their experiences advancing anti-racism strategy across different institution types. Attendees will explore relevant questions that they should consider as they implement anti-racism strategies across their organizations.

Participants in this session will:

• Gain a deeper understanding of the Advancing Anti-Racism on Campus Framework

• Explore the impact of how the Framework is applied to various institutional contexts

• Consider strategies that address racial inequities and advance racial justice and examine their broader application to other minoritized communities

• Engage in a community of practice where they will learn from others and share their own experiences advancing anti-racism on their campuses

• Develop a plan for their respective institutions focused on the use of the priority areas

Clyde Wilson Pickett, EdD, Vice Chancellor for Equity, Diversity, and Inclusion/Chief Diversity Officer, Office for Equity, Diversity, and Inclusion, University of Pittsburgh, Pittsburgh, PA; **Kimberly Truong**, PhD, Chief Equity Officer, Justice, Equity, Diversity, and Inclusion (JEDI) Office, MGH Institute of Health Professions, Boston, MA; **David Garcia**, MEd, Assistant Dean for Health Equity and Inclusion, Elson S. Floyd College of Medicine, Washington State University, Spokane, WA; **James Felton**, Vice President for Inclusive Excellence, The College of New Jersey, Ewing, NJ

PRE-CONFERENCE INSTITUTES

| 1009 | Room: Churchill A2 (2nd Floor) | Tuesday -- 9:00am-5:30 pm |

Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

After Five: The University of Michigan's Stratgetic Plan for Diversity

This session will benefit any academic institution developing a strategic plan for Diversity. Participants should have a basic knowledge of the strategic planning process, and experience with developing campus-wide programs. This Pre-Conference Institute will provide an overview of the development process used by the University of Michigan's senior leadership to assist the units in developing their plans. These unit plans were incorporated into the institution's 5-year strategic diversity plan.

The attendees to the Institute will also work in groups to develop a template that can be used to start the strategic planning process for their campuses. Attendees will leave the Institute with the framework for a Campus Wide Diversity Plan. This is the fifth year of the plan and this session will include an evaluation of the first five years.

During the panel discussion, presenters representing a variety of units at the University (for example Academic Affairs, a College of the University, a School of the University, U-M Police, Multicultural Center) will discuss the current climate at U-M, and review the development process for unit plans. Included in this group will be a University of Michigan student to give the student view of the plan. In addition, the implementation/rollout of the overall plan will be discussed.

Charles Gregory Ransom, MLS, Multicultural Studies Librarian, University Library, University of Michigan, Ann Arbor, MI; **Deborah Willis**, PhD, Assistant Vice Provost for Equity, Inclusion and Academic Affairs, Office of Diversity, Equity & Inclusion, University of Michigan, Ann Arbor, MI; **Marlanna Landeros**, MSW, Program Manager - Diversity, Equity and Inclusion and Student Programs, and Adjunct Lecturer in Social Work, School of Social Work, Division of Public Safety & Security, University of Michigan, Ann Arbor, MI; **Kellyn Mackerl-Cooper**, Associate Director at the Trotter Multicultural Center, Student Life, University of Michigan, Ann Arbor, MI; **Tabbye Chavous**, PhD, Vice Provost for Equity and Inclusion and Chief Diversity Officer, Professor of Education, Office of Diversity, Equity & Inclusion, University of Michigan, Ann Arbor, MI; **Katrina Wade-Golden**, PhD, Associate Vice Provost for Equity and Inclusion, Deputy Chief Diversity Officer, and Director of Implementation for the Diversity, Equity & Inclusion Strategic Plan, University of Michigan, Ann Arbor, MI

| 1010 | Room: Royal (3rd Floor) | Tuesday -- 9:00am-5:30 pm |

Session Track: Race and Social Justice in Higher Education

Session Complexity: Beginner

Becoming Hispanic-Serving Institutions (HSIs): From Latinx-Enrolling to Latinx-Serving

Hispanic-Serving Institutions (HSIs) are public and private, two-year and four-year colleges and universities that enroll at least 25% Latinx students. There are over 550 HSIs in the U.S., yet they lack a historical mission to serve Latinx students. This has led campus administrators, staff, and faculty wondering how to move from Latinx-enrolling to Latinx-serving. This session will provide participants with the most recent scholarship around servingness and the most comprehensive tools for effectively serving students within HSIs, with the goal of moving from Latinx-enrolling to Latinx-serving.

Guided by the Multidimensional Conceptual Framework for Understanding Servingness in HSIs, facilitators will describe servingness, which is conceptualized as the ability of colleges and universities that are HSI-eligible to enroll and educate Latinx (and other minoritized) students through a culturally enhancing approach that centers Latinx (and other minoritized) ways of knowing and being, with the goal of providing transformative experiences that lead to both academic (e.g., graduation, job placement) and liberatory (e.g., critical consciousness, racial identity development) outcomes. Then they will move into describing what servingness looks like in practice, providing examples.

The program will include guided lectures, panel discussions, and breakout sessions that are intended to increase participants' knowledge and skills for transforming their institutions into spaces of justice and liberation for all minoritized students. Topics include: conceptualizations of servingness, examples of transforming the structures for serving, ways to utilize HSI funds, and examples of how HSIs can respond to and interact with external influences, including the federal government and advocacy organizations.

This session should benefit both novices to HSIs and servingness and those who have already begun thinking about servingness. This includes student support practitioners, advising and counseling professionals, classified staff, faculty, and administrators. The facilitators are leading scholars and practitioners with extensive knowledge around HSIs and servingness who will engage participants in critical conversations and provide tools that can be used in practice upon returning to campus.

Gina Ann Garcia, PhD, Associate Professor, Educational Foundations, Organizations, and Policy, University of Pittsburgh, Pittsburgh, PA; **Ann Endris**, MA, Title V Director, Cabrillo College, Aptos, CA; **Marla A. Franco**, PhD, Assistant Vice Provost, HSI Initiatives, University of Arizona, Tucson, AZ

| 1011 | Room: Ascot-Newberry (3rd Floor) | Tuesday -- 9:00am-5:30 pm |

Session Track: Student Affairs and Affiliated Professionals

Session Complexity: Beginner

Beginning Your Native American Student Affairs Professionals Career

This workshop will provide new Native American Student Affairs professionals with tools, skills development, and networking opportunities to enhance their success in their careers. The workshop will administer the "Strengthfinders" assessment tool, which identifies professional strengths and assets. Participants will be exposed to Native Student Affairs professionals who have successfully implemented programs for their students on major university campuses.

Participants will develop their own professional introductory statements and have an opportunity to practice interacting in various scenarios representative of campus real-life scenarios. These enactments will be directed by nationally-known Native Student Affairs Professionals. Participants will be provided resources to support their work as Student Affairs practitioners.

Michelle Villegas-Frazier, MA, (Pomo Pinoleville Nation), Executive Director, Academic Retention Initiative, University of California, Davis, Davis, CA; **Cori Bazemore-James**, PhD, (Seneca Nation of Indians), Assistant Vice Provost, Graduate School Diversity Office, University of Minnesota-Twin Cities, Minneapolis, MN; **Stephanie Beaver-Guzman**, EdD, (Hupa/Yurok), Counselor & Instructor, Native Studies, EOPS, CalWorks, Foster Youth, Sonora, CA; **Leander Yazzie**, Diné (Navajo Nation), Tribal Relations Manager, ODEI/Indigenous Student Success Center, Green River College, Auburn, WA; **Stephanie D. Oxendine**, PhD, (Cherokee/Choctaw from Tulsa), Oklahoma, Associate Professor, Assistant Department Chair/Doctoral Coordinator, Educational Leadership, University of North Carolina, Wilmington, NC

| 1012 | Room: Grand Salon 21 (1st Floor) | Tuesday -- 9:00am-5:30 pm |

Session Track: Race and Social Justice in Higher Education

Session Complexity: Intermediate

Coming Undone: Addressing and Transforming Embodied Whiteness in the Service of Racial Justice Work

Over three decades of doing racial equity work, I have encountered many white people who have substantial knowledge about racial issues and a long history of racial justice work but still find themselves stuck in ways that are not easily identifiable. This session is designed to help white racial justice advocates get at those stuck places by going beyond conceptual learning and exploring how whiteness sits in their bodies and shapes their reactions in ways that can run counter to their stated commitments to racial justice. The first half of the day begins with some introductory framing, explores what whiteness is and its relationship to the overall system of racial oppression, and then examines what that whiteness looks like in the bodies of white people (somatic manifestations).

The second half of the session investigates how white people can transform that deeply embodied dynamic of whiteness in order to be more present, authentic, reliable and effective co-conspirators for racial justice. The level of participant engagement in this workshop is high and it is best suited for those who already have a solid conceptual foundation in race, racism and whiteness content and who have experience working for racial equity on their campus and in their lives.

Heather W. Hackman, EdD, Founder and CEO, Hackman Consulting Group, Minneapolis, MN

PRE-CONFERENCE INSTITUTES

| 1013 | Room: Compass (Riverside) | Tuesday -- 9:00am-5:30 pm |

Session Track: Intersectionality, Identities and Discussions

Session Complexity: For Everyone

Confronting White Supremacist Culture in the Workplace for Asian Americans

Whether we realize it or not, work experiences of Asian Americans are heavily shaped and mediated by white dominant culture. Understanding how we have been socialized in a white supremacist culture in the U.S., reveals the ways internalized racism manifests, divides Asian Americans, and prevents us from authentically showing up at work. For AAs, what is the cost to ourselves, our humanity, and our communities within these complex power dynamics and racial hierarchies that has resulted in internalized whiteness and symbolic violence? How do we grant ourselves the freedom to shape our identities and experiences as professionals as Asian Americans? How do we reconnect with what white supremacist culture has disconnected from us?

Throughout the session, we will practice co-creating a liberatory space together, as Asian Americans. We will explore the ways in which systems of oppression divide Asian Americans - within ourselves, within our communities, and with other communities of color. In order to do so, we must first understand the diversity of perspectives and experiences, because Asian Americans are a wildly diverse group. We will explore how White Supremacy impacts our relationships to other racial groups. We will then assess the role of white dominant culture in their professional contexts, use embodiment exercises to explore parts of ourselves we have been taught to discard, hide, or ignore, and develop personal strategies to decenter and disrupt internalized racism. Lastly, we will practice co-creating a space that centers a regenerative and liberatory culture.

This session was designed for Asian Americans who are willing to participate in an experiential process towards learning about how white dominant culture has shaped their definition of work and a strong desire to seek liberation and greater freedom to exist as Asian American. The learning objectives are:

See ourselves and affirm our experiences; consciousness building

Build a community of support

Identify possible strategies for action

Note: This session occurs In collaboration with two other AA/PI pre-conference sessions: Oceania and Supporting AAPI Students.

Dawn Lee, PhD, Founder, Consultant, and Coach, Abundant Strategies Collective, South San Francisco, CA; **Emily Roh**, MEd, ACC, Coach, My Invisible Knapsack, LLC, Alhambra, CA; **Pamela Chao**, MA, Professor & Chair, Sociology and Social Justice Studies, American River College, Sacramento, CA

| 1014 | Room: Port (Riverside) | Tuesday -- 9:00am-5:30 pm |

Session Track: Race and Social Justice in Higher Education

Session Complexity: Beginner

Creating Ocean: Navigational Resources for The Journey of Pacific Islander Communities in Higher Ed

"Creating Ocean" will cover an introduction of services, programs, and narratives of our Pacific Islander Community in Higher Education. Oceania is the largest place on earth but is home to one of the least-known communities on college campuses throughout the United States.

This session should particularly benefit those who are seeking to enhance their knowledge of Oceania, the narratives of her people, land, ocean, & best practices that empower Pacific Islander communities to excel in higher education. We will address the specific needs and support (or lack thereof) for Pacific Islanders within ascribed "Asian & Pacific Islander" spaces, and explain the unique trajectory of indigenous Pacific Islander communities. We will also explore the interconnections of Pacific Islander cultural-based organizations and the expansion, well-being and family approaches to Pacific Islander community success. Lastly, we look to invite the shared knowledge of our collective community and support to talanoa (bind stories) to become our own shared resources. We will "Explore, share, learn, and reimagine what you know about the people of the Pacific Ocean."

Haley Okamoto, Graduate Student, Oregon State University, Corvallis, OR; **Faith Kebekol**, MA, Coordinator, Multicultural Services, Portland Community College, Portland, OR; **Brett Kuwada**, PsyD, Professor, Psychology, Everett Community College, Everett, WA; **David Palaita**, PhD, Associate Professor, Interdisciplinary Studies, City College of San Francisco, San Francisco, CA

Tuesday -- 9:00am-5:30 pm

| 1015 | Room: Churchill C1 (2nd Floor) | Tuesday -- 9:00am-5:30 pm |

Session Track: Race and Social Justice in Higher Education | Session Complexity: Beginner

Developing an Engaged Pedagogy using the Social Justice Syllabus Design Tool

The Social Justice Syllabus Design Tool (SJSDT) is JCSCORE's #1 most read article. Much of that is due to the fact that educators are seeking to discover meaningful ways in which love and justice can be centered in the spaces that we co-create with our students... spaces in which we and our students can show up fully and experience the content as relevant to our lives and communities. The SJSDT has been recognized as a leading resource by many higher education institutions in how to do just that and has been used in faculty orientations and faculty development trainings across the country. Training in the SJSDT not only provides educators and staff with an in-depth understanding of what it means to "do" social justice in the classroom, but what it means to "be" social justice in the classroom and through various strategies and activities co-create counterspaces with students where personal and community transformation can occur.

Using critical reflexivity techniques, we will not only explore what social justice educators do in the classroom but also who social justice educators are and can be. We will take a collective deep dive, and engage in strategies that promote the embodiment of 1) relationship, 2) community, 3) a growth mindset process, and 4) radical self-care in the classroom. Educators will leave armed with a transformed syllabus and tools for radical engagement. All educators are welcome and will benefit from this training. Staff who facilitate educational workshops on campus would also benefit from this workshop as well.

Sherria D. Taylor, PhD, Associate Professor & Director of Healing Circles, Child & Adolescent Development, San Francisco State University, San Francisco, CA

Tuesday -- 9:00am-5:30 pm

| 1016 | Room: Grand Salon 19 (1st Floor) | Tuesday -- 9:00am-5:30 pm |

Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: Intermediate

Amplifying the Effectiveness of Diversity and Social Justice Training and Development Efforts

Diversity training can be effective in empowering individuals with the knowledge, skills, and attitudes needed to foster a climate of equity and inclusion. In this interactive session, using an interdisciplinary framework, participants will [1] conceptualize training and development in Organization Development [OD] context, [2] recognize diversity trainings as a separate branch within training and development, [3] identify the goals of diversity trainings, [4] identify three sets of moderators that determine the effectiveness of diversity trainings, [5] identify methods of instruction and engagement, and [6] discuss four levels of assessment to evaluate training and development programs.

Participants will explore the model, tools, and strategies that were utilized for the Leadership for Equity and Inclusive Excellence Institute - an evidence informed, skill building focused, application based, extended diversity education program. This session will benefit administrators who supervise diversity and social justice education training and development efforts. It will particularly benefit practitioners who design and facilitate diversity and social justice education training and development. Participants will receive a workbook for reflective learning and synthesis of information during and a resources packet for continued learning after the session.

Yashwant Prakash Vyas, MPA, Director, Aulbani J. Beauregard Center for Equity, Justice, and Freedom, University of New Hampshire, Durham, NH

PRE-CONFERENCE INSTITUTES

1017 Room: Churchill B1 (2nd Floor)   Tuesday -- 9:00am-5:30 pm

Session Track: Transnational, International   Session Complexity: Intermediate

Dismantling the 'U.S. versus International' Dichotomy

In the wake of a COVID-19 and rising anti-racist consciousness, American Higher Education will confront unprecedented realities that will force institutions to adapt. The pandemic has not only exposed social inequities in the U.S. but also the interdependence of local and global factors that impact existing inequality in our world. In the process, Higher Ed leaders will need to confront an internal infrastructure that bifurcates the work of Diversity, Equity, and Inclusion (DEI) from International/Global Education. This divide has created a disconnect between explicit commitments to addressing inequity in the U.S. and International work that typically lacks such focus.

As the trend of "globalizing" higher education continues, there are many missed opportunities due to the lack of synthesis of these approaches. This dichotomy often prevents us from understanding the relationship between local and global factors that impact our ability to engage constituencies holistically. For example, by engaging issues related to immigration and more specifically undocumented people in only one of these approaches, it prevents us from understanding the relationship between local and global factors impacting diverse contextual realities around the world. In addition, the integration of these approaches better highlights the historical context and inequities created from power dynamics that must be considered in order to effectively navigate intercultural realities in our world today.

This institute offers a critical approach to intercultural communication, education, and development. Participants will explore opportunities to synergize Intercultural and Global Educational in Higher Education with DEI and Social Justice issues in order to help foster ideas that can support the development of diverse, inclusive and globalized campus communities with a commitment to addressing historically-based systemic inequity. This session should particularly benefit administrators who seek conceptual frameworks that synergize U.S. DEI and Global educational efforts in higher education. Through the exploration these concepts, participants will bring theory to practice by applying theory into practical administrative applications within their respective institutions.

Amer F. Ahmed, EdD, Vice Provost for Diversity, Equity, and Inclusion, University of Vermont, Burlington, VT

1018 Room: Winward-Leeward (Riverside)   Tuesday -- 9:00am-5:30 pm

Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Empowerment through Art & Story: A Multiracial, Mixed-Race, and Transracial Adoptee Community Space

With the constant state of change, layered by racial injustice and human dignity issues at every turn, it is essential for Multiracial, Mixed Race, and Transracial Adoptee peoples to center joy as a practice. This interactive pre-conference institute will be a space of restoration, story sharing, and creative reflection. At the core, we will focus on the complexities of multiracialism and mixedness across a wide range of racial, ethnic, transracial adoptee, and intersectional identities through art exploration and embodiment practices. Prospective participants can be of any learning level, though will get the most out of the session if they are aligned with the goals of interactive engagement and identify as multiracial, mixed+ or transracial adoptees.

The first part of the institute will highlight frameworks of our arts praxis and engage participants in reflection and story-sharing about their lived experiences and contexts. Participants will learn about how Story Circles became an essential tool for building connections in remote times and how the process can be used from the kitchen table to cultural organizing. The second segment will feature artists and educators engaged in creative change work. Participants will draw connections between their stories and how multiracial experiences can be amplified through arts-based methods such as theater and film. This section invites participants to deepen their understanding through embodiment exercises and critical reflection. Using interactive arts-based activities to share stories about belonging and not belonging, and by engaging with practicing Multiracial artists we will develop tools and connections to support our efforts on better understanding the contexts shaping and complicating our identities and experiences and how we show up for racial justice work.

Charlene Cecilia Martinez, MEd, Consultant, Corvallis, OR; **Sabrina Kwist**, EdD, Associate Vice Provost, ADEI, Antiracism, Diversity, Equity, and Inclusion, University of San Francisco, San Francisco, CA; **Eli Jacobs-Fantauzzi**, MA, Director and Filmmaker, FistUp, Oakland, CA; **Rebecca S'manga Frank**, Actor and Writer, Independant, New York, NY

PRE-CONFERENCE INSTITUTES

| 1019 | Room: Churchill A1 (2nd Floor) | Tuesday -- 9:00am-5:30 pm |

Session Track: Race and Social Justice in Higher Education

Session Complexity: Intermediate

Engaging Institutional Resistance

This institute is designed for those who understand why we need to talk about race on campus, but often feel unsure of how to respond to community members who are questioning or resisting curriculum and programming designed to address racism. By understanding how change happens, we can be better prepared to anticipate, embrace, and engage in resistance. We will consider many of the systemic issues that become more visible as we hone our own strategies and become clearer about our sphere of influence in advocating for change. Too often the burden of addressing this resistance falls on the shoulders of people of color, and white educators need to refine their skills for disrupting racism and white-dominant culture in colleges and universities. We will provide materials to help diagnose what is actually going on and how we can best address resistance in productive ways that move us toward racial justice. Participants will have the opportunity to apply our shared learning and develop strategies as well as an action plan for their particular institution. While applicable to educators of all racial backgrounds, we will put a particular emphasis on white identity development and the role of white educators in dismantling systems of racial oppression.

Elizabeth Denevi, PhD, Professor, Educational Leadership, Lewis & Clark Graduate School of Education and Counseling, Portland, OR; **Jenna Chandler-Ward**, MEd, Co-Director, Teaching While White, Cambridge, MA

| 1020 | Room: Prince Of Wales (2nd Floor) | Tuesday -- 9:00am-5:30 pm |

Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

How Black Leaders Can Reconsider Their Loyalties to the Plantation of Higher Education

Institutions of higher education were not designed for Black people to thrive. This pre-conference prevents you from burning it all down right now; it is the opportunity for Black leaders to center themselves (in a collective and ancestral sense). The goal of this sacred space is to help Black leaders come to grips with the reality, implications, and cost of navigating the plantation politics of higher education. As the Black student population increases at all institution types -while hate crimes and White Supremacist violence are also on the rise in the same spaces, it is more important than ever that Black leaders reconcile their relationship to institutions that were not designed with them in mind but designed initially to exclude them

By centering a collective healing ethic, this pre-conference will involve three movements: (1) Sankofan disposition: acknowledging and centering the wisdom and witness of Black ancestors, most notably Black foremothers, to inform and reimagine our relationship to the higher education plantation system; (2) Self-assess the cost of staying "in the work" for Black liberation; and (3) Collective strategizing for a liberatory praxis. This session is for Black leaders or those involved in dismantling anti-Black racism at all levels of community organizations or higher education institutions.

Nicole J. Johnson, MA, Dean of Students, Student Affairs, Goucher College, Baltimore, MD; **David L. Humphrey Jr.**, PhD, Assistant Vice Chancellor, Office of the Senior Vice Chancellor for Diversity, Equity, and Inclusion, University of Colorado, Boulder, Boulder, CO; **Monica Johnson**, Ph.D., Assistant Vice President, Diversity Education and Cross-Cultural Engagement, Indiana University, Bloomington, IN

| 1021 | Room: Grand Salon 15&18 (1st Floor) | Tuesday -- 9:00am-5:30 pm |

Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

Identity-Conscious Supervision: A Model for Equity

Higher education professionals often supervise in their career, but rarely receive training around supervision and management. Professional development focuses on skill building in functional areas yet often ignores lived experiences of bias and hostility in the workplace that prevent learning and growth. This session advocates for an original approach by presenting strategies of identity-conscious supervision practice, including both traditional and innovative approaches.

Robert Brown, MA, Director of Diversity, Equity, Inclusion & Outreach, Northwestern University - Medill School, Evanston, IL; **Shruti Desai**, EdD, Associate Vice President of Student Affairs, Campus Life, Duke University, Durham, NC; **Craig Elliott**, PhD, Vice Chancellor for Student Affairs, Montana Tech University, Butte, MT

PRE-CONFERENCE INSTITUTES

1022   Room: Grand Salon 24 (1st Floor)   Tuesday -- 9:00am-5:30 pm

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: Intermediate

Interrogating Racial/Ethnic Demographic Data Collection and Representation Practices

Demographics are collected on college students from admissions to graduation, and everywhere in between. What was a common dilemma around "which box(es) should I check?" for multiracial college students is now being observed in other groups and identity dimensions. And some critics question whether demographic questions should even be asked/answered. It is clear that many issues exist with current demographic data collection processes. From documenting sexual orientation identities to the "ban the box" movement around criminal records, there continue to be debates about the need to identify students while also not wanting to "box" students into categories that do not reflect the complexities of lived experiences. Yet, some categories are necessary for federal designations (like Hispanic-Serving Institutions and Asian American Native American Pacific Islander-Serving Institutions).

While "post-racial" fantasies might envision a time when racial and ethnic data questions would not be necessary, we know their importance for continuing to document and track racialized disparities in access and outcomes. This session interrogates issues surrounding "box-checking" for multiple identities and back-grounds, with a central case being students of "two or more races." Moreover, this session highlights various ways to deal with the representation of those data, including on institutional reports or websites. We examine these issues from multiple institutional and theoretical perspectives while inviting audience members to engage and share their lived experiences. Throughout the session, participants will have the opportunity to engage in critical conversations toward interrogating different racial, ethnic, and other demographic data collection and representation practices. The pre-conference will be most valuable to institutional researchers, faculty, and other scholars who work closely with and make decisions about demographic data.

Marc P. Johnston-Guerrero, PhD, Associate Chair and Associate Professor, Educational Studies, The Ohio State University, Columbus, OH; **Karly Sarita Ford**, PhD, Associate Professor, Education Policy Studies, Pennsylvania State University, State College, PA; **Jacob Campbell**, Retention Specialist, University Advising, California Polytechnic State University, San Luis Obispo, CA

1023   Room: Grand Salon 22 (1st Floor)   Tuesday -- 9:00am-5:30 pm

Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Intersectional Interventions: Supporting Queer and Trans Students of Color

Many higher education institutions and beyond are being met with queer students of color in an ever-changing world. To strive for more celebratory educational spaces, previous frameworks must make room for re-imagined inclusive frameworks to better support these students.

Join four queer higher education practitioners who work in a variety of roles and strive to intervene with an intersectional perspective rooted in liberation.

During this all-day pre-conference participants will walk away with a litany of qualitative and quantitative tools to engage or establish their own frameworks including but not limited to; the over-policing of LGB students in juvenile centers, the foremothers and the future of intersectionality, and thorough examination of themes and frameworks vital for all social justice educators.

This pre-conference workshop will benefit intermediate to advanced higher education practitioners invested in engaging and examining how to take theoretical frameworks of intersectionality to practice and

Nathan Nguyen, MEd, Director, LBGT Student Services, Western Michigan University, Kalamazoo, MI; **Mycall Akeem Riley**, MS, Director, Gender and Sexuality Center for Queer and Trans Life, University of Minnesota Twin Cities, Minneapolis, MN; **Vanessa Gonzalez-Siegel** (she/her/hers), Associate Director, Multicultural Affairs and LGBTQ Outreach, Columbia University, New York City, NY; **Romeo Jackson**, Political Education Coordinator, BYP 100, Chicago, IL

1024   Room: Chart B (Riverside)   Tuesday -- 9:00am-5:30 pm

Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Intersectionality Theory and Practice: Tenets, Tensions, and Take Away Strategies

Intersectionality provides essential guidance for addressing the interconnections between social positions and systems of inequality, and for creating more effective and inclusionary social justice strategies. However, because intersectionality has been described as a theory that "travels" across spaces steeped in power (Cho, Crenshaw, & McCall, 2013; Collins, 2015), scholars and practitioners who wish to employ it are called to regularly reflect on the questions: "What is intersectionality and What does it do?". This highly interactive pre-conference program centers these main questions and invites participants to actively engage with the presenters and each other to explore: 1) foundational and enduring tenets of intersectionality, 2) tension points and questions raised by intersectionality as a theory and a guide for practice, 3) specific strategies for integrating intersectionality into teaching, research, strategic planning, and areas of co-curricular campus life such as student organizations and residential life, 4) ways to address forms of resistance and push back when incorporating intersectionality into campus change efforts, and 5) our personal readiness to engage in intersectional work.

Alternating between presentation, reflection, and small and large group work we will center intersectionality's core tenets to increase our understanding of social identities and locations, power and privilege, and social justice. We will wrestle with the complexities and dilemmas involved when intersectionality moves from theory to revolutionary practice. As a community, we will develop concrete strategies for applying the material and insights gained from the program at our institutions. And as individuals we will assess our comfort, knowledge, and readiness to apply intersectionality in our work. The presenters welcome participants with a range of knowledge and experience with intersectionality who wish to actively explore the promises and challenges of intersectional work on campus. Because the program draws heavily on participation and segments build on each other, the presenters assume that participants have a basic knowledge of intersectionality and that they are committed to attending the entire full day session.

Charmaine L. Wijeyesinghe, EdD, Consultant and Author, Social Identity, Intersectionality, and Social Justice, Delmar, NY; **Nina Tissi-Gassoway**, PhD, Professor of Practice and Program Coordinator of Social Justice Education, Higher Education and Social Justice, College of Education, University of Massachusetts, Amherst, Amherst, MA

1025   Room: Grand Salon 9&12 (1st Floor)   Tuesday -- 9:00am-5:30 pm

Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Intermediate

NCORE: Mid-Level Manager Institute: Preparing for Personal and Professional Development

This session will benefit mid-level professionals who are interested in pursuing advanced leadership roles within institutions of higher education. The pre-conference institute is designed to provide professionals with competencies, skills, and practices to help plan their career trajectories.

This session facilitated by senior administrators and thought leaders from both public and private practice will allow participants to explore topics such as professional development and growth, advancing topics of equity, diversity, inclusion, and social justice through their work, navigating institutional culture and politics, and preparing materials for job searches, interviews, and on-campus presentations.

It is the goal of this institute to be a live workshop in which participants are able to engage in dialogue, review documents, and articulate goals and practices for their next career step.

Quanta Taylor, EdD, Executive Director, Student Involvement, University of Louisville, Louisville, KY; **Jim Norfleet**, EdD, Practice Leader and Senior Consultant, Spelman and Johnson, Philadelphia, PA; **Deidra Dennie**, DPA, Vice President of Diversity, Equity, and Inclusion, Transylvania University, Lexington, KY

PRE-CONFERENCE INSTITUTES

1026   Room: Quarterdeck C (Riverside)   Tuesday -- 9:00am-5:30 pm

Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Redefining the Role of the Strong Black Woman: Balancing Healing, Rest and Resistance

Being a "Strong Black Woman" has received growing attention. Originally used to dehumanize Black women, women have reappropriated the phrase as a source of cultural pride, strength, independence, and resilience. However, internalizing the Strong Black Woman (SBW) schema can also lead to adverse mental and physical outcomes, including depression, anxiety, stress, binge eating, and substance use. With mounting pressures to perform, produce, and compete, it is even more necessary for women of color to be intentional about their personal and professional roles and responsibilities.

The purpose of this session is twofold. First, this session will conceptualize the Strong Black Woman schema, examining its paradoxical nature of having both positive and negative impacts. Concepts related to the Superwoman Ideal, a similar experience but inclusive of all racial categories, will also be explored. Second, the session will suggest potential strategies to aid in realigning the role of the Strong Black Woman schema in participants' lives. The proposed strategies will be rooted in Black Feminist Thought, positive psychology, racial healing, and self-care and will promote community and empowerment. This session should benefit women of color who are passionate about prioritizing themselves over external demands and pressures.

Shayla Walker, LCSW, Assistant Professor of Social Work, Social Work, Longwood University, Farmville, VA

1027   Room: Grand Salon 13 (1st Floor)   Tuesday -- 9:00am-5:30 pm

Session Track: Race and Social Justice in Higher Education   Session Complexity: For Everyone

Strategies to Support Students Targeted by White Supremacist Networks and Structures

Students of Color (including Arab and Southwest Asian and North African (SWANA) students, Asian American, and Latinx), indigenous students, black students, LGBTQIA+ students and those occupying multiply excluded identities face tremendous challenges on a college campus in this current political climate. Those who are active in student organizations, collectives, leadership positions, or other forms of organizing face additional challenges not only from inside campus but also external to it. While their counterparts in decades past also faced challenges as they spoke up about injustices, held sit-ins and hunger strikes, and organized protests and demands, the level, degree, and complexity of targeting of students today has grown over the years. Aided by social media strategies, the intensity of those attacks and their lasting ability to impact students' lives have multiplied. Several studies have indicated an increase in the targeting of students by external entities that either have the capacity to pressure university administration, create digital campaigns and/or threaten students, and mobilize other students within campus to target activists.

This workshop will focus on outlining the different ways heteropatriarchal white supremacist structures and groups impact the experiences of students on campus creating at times a culture of fear and hatred. This will allow participants to examine not only outside groups and entities, but also university policy and structures that contribute to white supremacy. It will also work collectively to identify strategies of support to enable our students to thrive and work towards social change creating more just societies and institutions. Participants in the workshop will explore, role play, and share a number of different strategies. We envision those to include: 1) legal and juridical strategies, 2) storytelling and shifting narrative strategies, 3) advocacy and policy strategies, 4) mobilization/organizing/solidarity strategies, and 5) healing strategies and their intersections. Participants will share their own experiences, hear from various organizations actively working to support students, and assess concrete areas of intervention on their own campuses that they can contribute to shifting.

Zeina Zaatari, PhD, Director, Arab American Cultural Center, University of Illinois at Chicago, Chicago, IL; **Lina Assi**, Advocacy Manager, Palestine Legal, New York, NY

1028   Room: Starboard (Riverside)   Tuesday -- 9:00am-5:30 pm

Session Track: Student Affairs and Affiliated Professionals   Session Complexity: For Everyone

Supporting Asian American Students: Crafting the Narrative

Participants will be introduced to current debates, movements, and issues affecting Asian American students in higher education. This session should particularly benefit those interested in gaining a deeper understanding of the Asian American community. We will address the specific needs of Asian American students in higher education through interactive history timelines and data. Together, the group will create a network of support as they advocate for Asian American students on their respective campuses.

Dear Aunaetitrakul, Senior Program Manager, AANAPISI Programs, Oakton Community College, Des Plaines, IL; **Eva Long**, Assistant Director for Leadership and Advocacy, Student Diversity and Multicultural Affairs, Loyola University Chicago, Chicago, IL; **Janet S Oh**, PhD, Senior Director of Institutional Research, Institutional Research, California State University, Northridge, Northridge, CA

| 1029 | Room: Quarterdeck A (Riverside) | Tuesday -- 9:00am-5:30 pm |

Session Track: Race and Social Justice in Higher Education

Session Complexity: Beginner

The Fundamentals of Social Justice Education

Many people on their campuses and in their community work on issues of diversity, equity, inclusion and belonging. Some even use the language of social justice. However, many people do not have a clear understanding of what social justice means nor ways to clearly communicate the concepts to others. In this institute, I review some of the key concepts and frameworks for using a social justice educational approach and provide opportunities for participants to increase their own awareness and knowledge. This highly interactive workshop will use a mix of presentation, media, individual reflection, pairs, small and large group discussion, and experiential activities.

Going beyond "diversity" and "inclusion", we will explore what it means to educate for social justice. We will consider topics such as social identities, dominant and marginalized groups, commonalities and differences among different forms of oppression, intersectionality, power and privilege, levels of oppression, cumulative advantage and disadvantage, and what it means to be an ally/advocate for social justice. We will consider some pedagogical principles for doing social justice education. Since we will discuss various social identities and forms of oppression and their intersections, this institute is relevant for people who work in range of capacities with different populations. Previous participants have said that although they were familiar with some of the content, this institute put it together in clear, organized, and accessible ways, and provided them with approaches they could use to share this material with others.

This institute will provide a foundation for doing social justice education and attending more advanced training. While the focus of the institute is on concepts, not activities, participants will nonetheless leave with some activities they can do on their own campuses and a bibliography of additional resources. This session should particularly benefit those who are new to doing social justice work, have not had formal training in social justice issues, want to move their diversity work to a new level or incorporate social justice content into their work.

Diane J. Goodman, EdD, Equity and Social Justice Trainer/Consultant, Diane Goodman Consulting, Nyack, NY

| 1030 | Room: Quarterdeck B (Riverside) | Tuesday -- 9:00am-5:30 pm |

Session Track: Chief Diversity Officer and Executive Leadership

Session Complexity: Advanced

Using a Theory of Change Methodology to Develop a, Transformational, Campus-wide Diversity Plan

The purpose of this presentation is to share how a comprehensive public university leveraged a racial incident on its campus in 2015 to address systemic issues focused on diversity and inclusivity by developing robust, transformational, outcomes-based strategic plans using a Theory of Change (TOC) methodology. (This conceptual framework provides a roadmap to help groups logically articulate their long-term goals and then backward map these to desired outcomes, which allows stakeholders to understand necessary actions to effect changes). This approach is outcomes-based and avoids groups falling victim to activity traps.

We know that the work of diversity and inclusivity is complex. However, to achieve the desired outcomes, this work must be systemic, involve a critical mass of stakeholders, and focus on institutional change. Dr. Belinda Biscoe, a council member, proposed undertaking a "TOC Process" to help frame the university's strategic agenda. She led and facilitated this work for two years partnering with faculty, staff, and administrators. This approach allowed the campus to have common goals, outcomes, and metrics but did not preclude units from including different goals and outcomes to meet their objectives.

Four committees were created to develop TOCs and aligned strategic plans focused on 1) undergraduate students, 2) graduate students, 3) faculty, and 4) staff and administrators. Each committee developed a TOC and a strategic action plan addressing the unique needs of historically underrepresented groups and other marginalized groups at the university within these four categories.

Belinda Biscoe, PhD, Senior Associate Vice President, Outreach/College of Continuing Education, The University of Oklahoma, Norman, OK

PRE-CONFERENCE INSTITUTES

| 1031 | Room: Windsor (3rd Floor) | Tuesday -- 9:00am-5:30 pm |

Session Track: Race and Social Justice in Higher Education Session Complexity: Intermediate

White Supremacy as a Hyperobject: Identifying How to Actually Disrupt it in Higher Ed

In David Wallace-Wells book, The Uninhabitable Earth, he speaks of global warming as a "hyperobject," using philosopher Timothy Morton's term for a conceptual fact so large and complex that it can never be fully comprehended... given "its size, scope and, brutality" ... and that "time is perhaps the most mind-bending feature, the worst outcomes arriving so long from now that we reflexively discount their reality" (Wallace-Wells, 2019, p. 13). This dangerous denial leads us to concentrate on feel-good but ineffective responses to global warming while avoiding strategies to stop it.

In this Institute, we will consider white supremacy as a hyper-object and will examine how white supremacy meets the five criteria necessary: 1) Viscosity - stickiness, you can't get away from it; 2) Non-locality - one event in front of you does not contain it; 3) Temporal Undulation - events link both forward and backward in time; 4) Phasing - It can't be seen all at once; and 5) Interobjectivity - because it is interwoven in the culture, it can be tempting to believe it does not exist or that small changes affect it. We will chart timelines for both global warming and white supremacy, and identify a) the forces that strengthen them, b) what is likely to happen if nothing is done to disrupt these forces; and, c) feel-good but ineffective responses to each.

Together, we will look at how the work of colleges and universities could disrupt white supremacy as a toxic force harming all members of the campus community, by discussing work already being done, or that could be done, by presenters and participants. There is a real danger in spending limited resources on ineffective approaches. Together we will discuss how to recognize people doing effective work (often already on your campus, but perhaps unrecognized), as well as strategies, and approaches that can have more comprehensive, long-term effects. We will examine together the questions we should be asking to assess our efforts.

All participants will receive a detailed resource manual that will include some current research in these areas, as well as exercises and case studies that can be adapted and used on their own campuses. This session will be of particular interest to those seeking to understand both how and why unified and comprehensive efforts are created on campus, if they are effective, and if can help build sustainable and continuing work toward educational equity now and into the future.

Cristine Clifford Cullinan, PhD, National Consultant in Anti-Racism and Actual Equity in Higher Education, ALiVE: Actual Leadership in Vital Equity, Wilsonville, OR; **Emma J. Coddington Brown**, PhD, (New Zealand citizen), Independent Scholar, Artist and Equity Consultant, Corvallis, OR; **Carla D. Gary**, JD, Principle Consultant, Consulting by Design, Eugene, OR; **Kalyan ali Balaven**, Head of School, The Dunn School, Los Olivos, CA; **Ruth Jurgensen**, MA, Chief Executive Officer (CEO), Prepforprep, New York City, NY

| 1032 | Room: Churchill B2 (2nd Floor) | Tuesday -- 9:00am-5:30 pm |

Session Track: Race and Social Justice in Higher Education Session Complexity: Intermediate

Unequivocally Pro-Black:The Remix-Black identity & Cultural Aesthetics as Navigational Tools at PWIs

This presentation focuses the experience of Black students, educators, leaders, and administrators, at the center of their experience, analyzing the interrogation of higher education with a lens towards solutions designed and driven by the Black community.

This highly interactive institute first takes participants through a historical examination of the Black identity, cultural aesthetics and the methodology by which Blackness is a sanctuary and navigational strategy inside higher education. Second, the session will dissect how anti-Blackness, and White supremacy culture impact student, staff and faculty engagement, belongingness, academic development, and persistence at PHWIs. Finally, it provides salient long term solutions to transforming campuses for the Black community and allies.

Those who attend and participate in this session will: gain a deep knowledge of the historical phenomenon of Black education and the long journey of Black identity; be able to assist Black students in co-constructing a resilient sense of self and identity particularly in a hostile or seemingly unsupportive place by designing a healthy and sustainable environments; learn how to create an unequivocal pro-Black student campus that supports successful pathways for Black students through intentional dialogue, leadership behaviors, and institutional practices and policies that elevate the environment of support; learn and be able to utilize practical and effective tools that can create transformative experiences for their campus's Black community; and be given examples of how to strategically articulate to their campus influencers and decision-makers strategies that uplift student access, belonging, and achievement.

Nzingha S. Dugas, MA, Doctoral Student, Executive Director/CEO-higher Education Consultant, Adjunct Faculty, Africana/African American Studies, Contra Costa College, San Pablo, CA

PRE-CONFERENCE INSTITUTES

| 1033 | Room: Churchill C2 (2nd Floor) | Tuesday -- 9:00am-5:30 pm |

Session Track: Student Affairs and Affiliated Professionals

Session Complexity: For Everyone

The Complexity of Student-Centered Work, Race & Inclusion in the American Academy

This pre-conference institute will explore how race has shaped the development of Student Affairs as a professional practice. Through a review of Student Affairs history, student activism, changes in public policy, and the development of academic disciplines, we will discuss the dynamic process of student-centered work and the challenges (and opportunities) it presents in today's environment. How can professionals in Residential Life, Fraternity & Sorority Affairs, Student Activities, Student Support Services, Community Services, Student Conduct, Wellness, and other Student Affairs offices engage in anti-racist practices to effect progressive change? How do professionals in Cultural Centers negotiate institutional priorities and tensions with underrepresented student needs and perspectives? At this important time in the United States, what is the role of student development in the American Academy? These are some central questions that will guide the institute. This session should particularly benefit all those who work in Student Affairs and/or engage as scholars or professionals in the area of higher education and student development.

Paul Buckley, PhD, Vice President and Chief Diversity & Inclusion Officer, DEI Core Office, Fred Hutchinson Cancer Center, Seattle, WA; **Christopher Weiss**, MA, MEd, Academic Counselor, Office of Supportive Services, Syracuse University, Syracuse, NY; **Genyne Royal**, PhD, Assistant Vice President of Student Life and Engagement & Assistant Dean, Diversity, Equity, Inclusion, and Belonging & Student Success Initiatives, Michigan State University, East Lansing, MI

| 1034 | Room: Jackson (3rd Floor) | Tuesday -- 9:00am-5:30 pm |

Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

A Pathway to Empowerment and Racial Freedom

Do you ever wonder where the term "white people" even came from? How did this racial category turn into a way to oppress some people and elevate others? If you could use some tools for spotting practices and policies that elevate white people, and even for rejecting and replacing them, this is the institute for you. It is divided into three sections:

From Where We Came: Upon a historical foundation of where, when, how, and why the human category called "white" people was first used in the colonies, the session explores the insistence on "white people" as a matter of foundational U.S. law. Learn to define and recognize whiteness as it shows up throughout American history - the same history that is the footprint of our present moment. Consider how whiteness lives in us, regardless of one's race, and is such different ways depending upon race.

Where We Are: Next, we explore how whiteness manifests today, shaping our subconscious and impacting how we interpret and respond to a variety of people and situations in real-time. We'll use interactive exercises to build our ability to spot those manifestations that may have seemed invisible before.

Where We Can Go: Finally, we build our action plans for change. First, we define Whiteness Competency and its role in interrupting policies and practices that unfairly elevate white people. Then we draw upon proven methods to alter otherwise taken-for-granted assumptions and create intentional practices for transforming ourselves and society from the twisted inhumane distortions of whiteness.

The three main takeaways from this session are a historical narrative of the social construction of race, a 4-tiered concept of whiteness to help identify it and its seamless reproduction, and tools for implementing practices that disentangle us from it.

Jacqueline Battalora, PhD, JD, MTS, Professor of Sociology and Criminal Justice, Department of Sociology and Criminal Justice, Saint Xavier University, Chicago, IL; **Lorreta Ross**, Associate Professor, Womens and Gender Study, Smith College, Northampton, CT

PRE-CONFERENCE INSTITUTES

| 1035 | Room: Studio BE (Off Site) | Tuesday -- 9:00am-5:30 pm |

Session Track: Student Led, Student Leadership and Student Interest

Session Complexity: Beginner

Make Art for Social Justice: Transforming, Indigenizing & Decolonizing

Join Matika Wilbur, Emily Silver and their students from Santa Monica College (SMC) at Brandon "BMIKE" Odums Studio BE (https://www.bmike.co/), a 35,000 sq ft warehouse in the Bywater Neighborhood of New Orleans.

In the Seven hours that we have together for this session, you will be inspired by the incredible artwork of BMIKE, who will kick off the day with a studio tour. Then, participants will join in a series of powerful "mini TED like" presentations and an opportunity to reflect and share with one another to discuss how educators can shift campus wide pedagogy through art.

SMC students have been working alongside Swinomish and Tulalip photographer Matika Wilbur as an artist in residence to curate an exhibition, develop a film festival, host campus wide activations and work in the community to Indigenize. They've learned how to amplify Indigenous voices, shift curriculum through campus wide learning guides, and tour public and civic spaces to critique Indigenous representation. Hear from the students as they discuss how art has been a springboard for change and transformation.

Simultaneously, learn alongside SMC students as they will be in discussion with master artist BMIKE, and his students, who have been doing the work in New Orleans, through exhibitions, public programs, and public art works, "to engage in a transnational dialogue about the intersection of art and resistance". BMIKE's non-profit Eternal Seeds, centers all their work around education, empowerment, and the preservation of New Orleans Black history and culture, with a focus on young and emerging artists: "Harnessing the power of creative expression and community, we provide young and emerging artists with tools they need to become the revolutionary leaders and shapers of a more just, equitable, and artful world."

This session will be intimate, empowering and joyful. It will include discussions about real ways that students have learned how to become change agents through art. Matika Wilbur will also share her journey and will be giving away copies of her newly published book, "Project 562: Changing The Way We See Native America".

Busing is available for pre-registered institute attendees. Buses will depart from the hotel entrance between the elevators and the Ballrooms at 8:15 a.m.

Emily Silver, MFA, Professor Art, Director Barrett Gallery Santa Monica College, Art Department, Santa Monica College, Santa Monica, CA; **Matika Wilbur**, (Tulalip and Swinomish), Social Documentarian and Photographer, Creator of Project 562; and Author of Project 562: Changing the Way We See Native America, Project 562, La Conner, WA

| 1036 | Room: Tulane University (Off Site) | Tuesday -- 9:00am-5:30 pm |

Session Track: Race and Social Justice in Higher Education

Session Complexity: Intermediate

Designing a Social Justice Peer Facilitation Program

Tulane University has spent the last decade training more than 100 students as Community Engagement Advocates (CEAs) to facilitate workshops that empower participants to explore issues of equity, justice, and liberation. Each year CEAs facilitate workshops for more than 4000 students on campus. They are compensated, receive course credit, and develop a deep analysis of systems of oppression. In addition to educating their peers, CEAs go on to become changemakers who hold their institutions accountable for advancing equity on campus and in the local community.

In this session, the leadership of the Tulane Community Engagement Advocates Program will equip participants with the skills and resources to design a dialogue-based social justice program on their campus or in their organization. Using the CEA Program as a model, participants will collaborate to develop their own program unique to their organizational needs. They will engage in an interactive process focused on program management, the training process, curriculum design, and program assessment. By the end of the session, participants will be able to take their plan back to their organization for implementation.

Sienna S. Abdulahad, MAEd, Director, Taylor Center for Design Thinking & Social Innovation & The Office of Multicultural Affairs, Tulane University, New Orleans, LA; **Abi Mbaye**, MA, Senior Program Coordinator, Multicultural affairs, Tulane University, New Orleans, LA

Time	Session #	Title	Room
6:30-8:00 p.m.	1800	NCORE 2023 Students and Student Scholars Reception	Tulane University (Off Site)
7:00–9:00 p.m.	1801	Big Chief Black Hawk: Movie Screening and Discussion	St. James (Third Floor)

TUESDAY, MAY 30

1800 Room: Tulane University (Off Site) 6:30-8:00 p.m.

NCORE 2023 Students and Student Scholars Reception

Student attendees are invited to join each other in celebration of student leadership at NCORE 2023! This is a fantastic opportunity to meet and connect with other students who are coming to NCORE from across the nation. A short program to honor our student scholarship recipients is included along with plenty of food, provided by your generous hosts at the University of Tulane! Buses to this reception will leave the Hilton at 6:00 p.m. following the completion of Tuesday's sessions. Please find the bus meet point on the first floor between the elevators and the entrances to the Grand Ballroom.

1801 Room: St. James (Third Floor) 7:00–9:00 p.m.

Session Track: Session Track: Race and Social Justice in Higher Education Session Complexity: Beginner

Big Chief Black Hawk: Movie Screening and Discussion

Panel Discussion | Rituals of Self Identification: Changing The Cinematic Language of Black and Indigenous Communities

An ongoing conversation about cinema from the perspective of black and Indigenous filmmakers. Filmmakers discuss how they create images of their communities, the importance of choices in relation to cinematic language, and who their intended audiences are. The discussion will be preceded by a 52 minute screening of Jonathan Isaac Jackson and Paul V. Fishback's Big Chief, Black Hawk, which is about the Mardi Gras Indian culture, and was filmed and produced in New Orleans.

Movie Description | A short and intimate look into the life of the youngest Mardi Gras Indian Big Chief and his "tribe" as they navigate the social and environmental issues facing "the culture". Terrance Williams Jr. aka Big Chief Tee is the Big Chief of The Black Hawk Hunters, a Mardi Gras Indian Tribe that carries on the Mardi Gras Masking Indian tradition. Every year, Big Chief Tee and his tribe create elaborate and beautiful suits, preparing to parade every Mardi Gras morning. It's already a daunting task, but Terrance succeeds while also being a 10th grader at Isidore Newman High School, as well as an athlete and a band member. This documentary gives us a peek into Terrance's life, following him as he continues to carry the torch of tradition in the midst of a deadly pandemic and civil unrest due to the killing of black males. In order to explore exactly how Terrance is carrying the torch, Big Chief, Black Hawk also explores some of the history of the Mardi Gras Masking Indian culture, the relationships between Native Americans and African Americans in and around New Orleans, and the changing demographics of New Orleans. Big Chief, Black Hawk provides a cohesive look into why tradition and culture is so important to the African American community in New Orleans today. Through interviews and storytelling, we look into the past to introduce you to the future, displaying how the past has been passed onto the present.

Jonathan Isaac Jackson, Vermont College of Fine Arts, Montpelier, VT; **Paul V. Fishback**, American Film Institute, MFA, Los Angeles, CA; **John Little**, PhD, Director of Recruitment & Alumni Engagement, University of South Dakota, Vermillion, SD; **Gian Smith**, Founder and Festival Director, The Black Film Festival of New Orleans, New Orleans, LA

Time	Session #	Title	Room
8:30 – 9:45 a.m. (continued on next page)	2000	Black Athletes' Academic Freedom: How Anti-Activist Policies Reinforce Antiblackness	Grand Salon A (1st Floor)
	2001	Beyond DEI: Addressing Anti-Blackness in Higher Education	St. James (3rd Floor)
	2002	What Do a Zookeeper, Personal Trainer, & Higher Ed Pro Have in Common? DEI Lessons Learned	Churchill D (2nd Floor)
	2003	Designing, Implementing, and Assessing Student Support Efforts in STEM with a Lens of Equity	Churchill B1 (2nd Floor)
	2004	The Black CEO Experience: The Presidents' Roundtable Analysis	Churchill C1 (2nd Floor)
	2005	DEI Competencies: Supporting An Intentionally Inclusive Culture Through Personal Development	Grand Salon 9&12 (1st Floor)
	2006	"Trauma Doesn't Define You": Testimonios of Five Latina Executive Leaders	Grand Salon 15&18 (1st Floor)
	2007	Digital Equity and Inclusion: Experiences of At-Risk Community College Students during the Pandemic	Canal (3rd Floor)
	2008	Leading with an Anti-Racist Lens	Churchill A2 (2nd Floor)
	2009	Small Budgets, Big Demands: Empowering Student Wisdom to Enhance Equity & Justice	Royal (3rd Floor)
	2010	BIPOC Students' Experiences with Social Justice Content in the Classroom	Compass (Riverside)
	2011	Including Global to Diversity Equity Inclusion Belonging and Justice (DEIBJ)	Marlborough B (2nd Floor)
	2012	"I Just Can't Win: A 'Proactive' Prevention Approach to Racism"	Prince Of Wales (2nd Floor)
	2013	Advancing DEI on College Campuses: The Role of Employee Resource Groups	Quarterdeck B (Riverside)
	2014	Spokes of the identity wheel: Understanding Conglomerative Ethnologies across horizons	Churchill A1 (2nd Floor)
	2015	Iranian Identity, American Experience: Living in-Between Worlds and Hidden (LGBTQIA+) Worlds	Ascot-Newberry (3rd Floor)
	2016	"Thoughts of The Little Brown Girl": Experiences of South Asian Students in Higher Education	Grand Salon 21 (1st Floor)
	2017	How Did African American Doctoral Students Avoid Falling into the 57% Category Who Drop Out?	Grand Salon 24 (1st Floor)
	2018	Anti-Asian Pacific Islander Bias: Microaggressions to Violence	Grand Salon 19 (1st Floor)
	2019	Stanford-HBMC Summer Research Program: A Promise, a Plan, a Program	Grand Salon 22 (1st Floor)
	2020	Black Male Faculty Navigating Higher Ed: Centering Experiences and the RTP Process	Chart B (Riverside)
	2021	Supporting Indigenous First-Year Students in Alaska Through Native Values & Connection	Grand Salon 13 (1st Floor)
	2022	Centering DEI in a large College of Engineering: Shifting Mindsets Creating Inclusion	Quarterdeck C (Riverside)
	2023	From the Ground Up!: A Blueprint for Centering Marginalized Student and Community Needs	Grand Salon 16 (1st Floor)
	2024	Bystander Intervention: Why is This All on Me?!?	Chart A (Riverside)

WEDNESDAY, MAY 31

Time	Session #	Title	Room
8:30 – 9:45 a.m.	2025	The New "Normal": Engaging and Re-Engaging Students During and Post COVID	Grand Salon 10 (1st Floor)
	2026	Bringing Abroad to Campus: Supporting International Student-Athletes	Steering (Riverside)
	2027	The Lost Maria in the Academy: Being a Woman, Latinx, First Gen & "Chingona"	Winward-Leeward (Riverside)
	2028	Developing Your Institution's first DEI Strategic Plan: Lessons from Georgia Tech	River (Riverside)
	2029	Understanding Diverse Undocumented Student Experiences: A Conversation on Theoretical Approach	Port (Riverside)
	2030	Higher Education's Equity Imperative: Activating Equity in Your Institution	Starboard (Riverside)
	2031	(It Takes a Village) "We All We Got"	Bridge (Riverside)
8:45 – 11:45 a.m.	2100	Developing A Critical Theory Of Love: A Framework For Educating for Social Justice	Churchill B2 (2nd Floor)
	2101	Archiving the Values of Graffiti for Revolutionary Pedagogy using Geospatial Technologies	Churchill C2 (2nd Floor)
	2102	Want to Avoid Hiring for an Anti-Racist, Culturally Competent Workforce? Don't Attend This Workshop!	Windsor (3rd Floor)
	2103	Reclaiming our Humanity: Racial Literacy in the College Classroom	Quarterdeck A (Riverside)
10:15 – 11:45 a.m. (continued on next page)	2200	Louisiana Creole Peoplehood: Afro-Indigeneity and Community	Grand Salon A (1st Floor)
	2201	SpeakOut Panel: What to Say YES To: What's Working for Racial Equity in Higher Education and Beyond	St. James (3rd Floor)
	2202	DEI is More Than an Acronym: Navigating the Political Landscape	Churchill D (2nd Floor)
	2203	Who Counts? Contesting Race Policies through Multiracial and Interracial Perspectives	Churchill B1 (2nd Floor)
	2204	Make It Make Cents: Explaining the Business Case for DEI - Non-Higher Ed Structures	Churchill C1 (2nd Floor)
	2205	La Hermanidad - Connecting Mental Health Resources with DEI Work through Storytelling	Grand Salon 9&12 (1st Floor)
	2206	Flying Under the Radar: Anti-Oppressive Education as a Counter to Institutional Conditioning	Grand Salon 15&18 (1st Floor)
	2207	Authenticity at Work for Black Professionals	Canal (3rd Floor)
	2208	NCAA Athletics Diversity and Inclusion Designees: Your DEI Connect for Athletics	Royal (3rd Floor)
	2209	Tarot for Antiracist Reflection, Dialogue, and Community Building	Compass (Riverside)
	2210	Infusing CRT to Make Curricular Change: Wins, Challenges, and Lessons Learned	Marlborough B (2nd Floor)
	2211	Understanding American Indian Health	Prince Of Wales (2nd Floor)
	2212	"Takin Back the Misnomers" about anti-Arab and anti-Muslim Racism: Contextualizing Arab American stu	Quarterdeck B (Riverside)
	2213	Student Centered Spaces: Art + Transformation	Churchill A1 (2nd Floor)
	2214	Fierce Advocates: Identity Discussions of Queer, Latino Men in Higher Education	Ascot-Newberry (3rd Floor)

Time	Session #	Title	Room
10:15 – 11:45 a.m.	2215	Equity in Action: Communicate with Anyone, Anytime, Anywhere	Grand Salon 21 (1st Floor)
	2216	I'M Possible: Tools to Overcome Imposter Syndrome for BIPOC & First Gen Professionals	Grand Salon 24 (1st Floor)
	2217	Asian American Representation in DEI Work	Grand Salon 19 (1st Floor)
	2218	Building UndocuCompetency: Creating an Inclusive Community in Higher Ed - A Framework	Grand Salon 22 (1st Floor)
	2219	Building an Inclusive Syllabus and Aligning Your Pedagogy	Chart B (Riverside)
	2220	Higher Education Narratives from Students and Faculty	Grand Salon 13 (1st Floor)
	2221	The IDI: A Tool, Not THE Tool for Equity. How to Move from Cultural Competency to Equity Impact	Quarterdeck C (Riverside)
	2222	Reimagining HR: Moving from compliance-based to human-centered	Grand Salon 16 (1st Floor)
	2223	Liberation Work! Integrating Social Justice with Theatre of the Oppressed	Winward-Leeward (Riverside)
	2224	Challenging Structural Barriers to Saving Lives: Racial Realities of CDOs in the Health Professions	River (Riverside)
	2225	What's Gender Got To Do With It? Trans 101 & Supporting Trans Students of Color	Port (Riverside)
	2226	Using Counternarratives to Design Pathways to Decent Work for First-Generation Graduates of Color	Starboard (Riverside)
	2227	Designing for Transformation: A Model of Conscientization and Praxis	Bridge (Riverside)
	2228	It Takes A Village: Developing Culturally Informed Community Engagement Program for Latino(x) Communities	Churchill A2 (2nd Floor)
1:30 – 2:45 p.m.	2300	Conference Opening General Session & Keynote Address: David Treuer	Grand Ballroom (1st Floor)
3:30 – 5:30 p.m. (continued on next page)	2400	LGBTQIA+ MENA Students: Three Generations Share Their Narratives And Provide	Fulton (3rd Floor)
	2401	Wakanda Forever? Where are the Black Men in The Village of Higher Education?	Grand Salon A (1st Floor)
	2402	Embrace Pono: Journey Together in Harmony with the Aloha Spirit	Royal (3rd Floor)
	2403	Proactive vs. Reactionary Implementation of IDEA in the Post-Pandemic Community College	Grand Salon 19 (1st Floor)
	2404	Navigating Triggering Events, Part 1: Developing our capacity to respond effectively	Grand Salon 22 (1st Floor)
	2405	My Right or My Liberty?: The Constitutionality of DEI	River (Riverside)
	2406	Decolonizing Asian America	Churchill B2 (2nd Floor)
	2407	Positioning Faculty of Color for Success: A Panel Conversation	Jackson (3rd Floor)

WEDNESDAY, MAY 31

Time	Session #	Title	Room
3:30 – 5:30 p.m.	2408	The Town & Gown Relationship: Leveraging Community Connections for Improved Campus/Community Climate	Churchill C2 (2nd Floor)
	2409	Black Solidarity in Action: A Guided Pathways Journey to Racial Equity and Care	Port (Riverside)
	2410	Anti-Racist Work and Translocality: Re-Membering and Sharpening our Tools for Anti-Oppression	Compass (Riverside)
	2411	Employing Philosophy of Science to Mitigate Implicit Bias	Windsor (3rd Floor)
	2412	What's on the Nametag: A Salon on the Complexities of Identity, Identifying, Power, and Recognition	Chart C (Riverside)
3:45 – 5:00 p.m.	2500	Can't Stop Our Blackness: Black Latinx Narratives And Resisting Erasure	St. James (3rd Floor)
	2501	Navigating Ideological Barriers to Equity: A Discussion on Campus Inclusion and Accessibility	Churchill D (2nd Floor)
	2502	We Throw Parties & We Rage: Designing a New Protest Experience for the 21st Century	Churchill B1 (2nd Floor)
	2503	From Racial Healing to Community Building	Canal (3rd Floor)
4:00 – 5:30 p.m. (continued on next page)	2600	Brown Skin Girls: I Am Because We Are	Churchill C1 (2nd Floor)
	2601	Reflections on Facilitating Social Justice Education in the Current Climate	Grand Salon 9&12 (1st Floor)
	2602	Engaging Whiteness in Mixedness: Making Space for Recognizing Proximity to White Privilege as POC	Grand Salon 15&18 (1st Floor)
	2603	Don't Talk about Implicit Bias Without Talking About Structural Racism	Churchill A2 (2nd Floor)
	2604	Silo Breakers: A Strategic Restructuring of Equity and Global Education	Kabacoff (Riverside)
	2605	Stop, Collaborate and Listen: Best Practices for engaging with community	Camp (3rd Floor)
	2606	Foundations for DEI Work on Race in Higher Ed	Commerce (3rd Floor)
	2607	Centering Healing and Community: Releasing White Supremacy Culture from Learning Environments	Magazine (3rd Floor)
	2608	Centering Belonging, Wellness, Community and Intellectual Curiosity in Men of Color Groups	Marlborough B (2nd Floor)
	2609	Examining Whiteness in Support of Antiracism: Affinity Groups for White and Multiracial Educators	Prince Of Wales (2nd Floor)
	2610	A Meaningful Shift: Exploring Initiatives to Support A Cross-Campus Anti-Racist Agenda	Quarterdeck B (Riverside)
	2611	Disability Justice in DEI Work	Churchill A1 (2nd Floor)
	2612	Self-Reflection: Preparing for Leadership Roles in DEI	Ascot-Newberry (3rd Floor)
	2613	Campus Flashpoint! - How to Prepare and Respond Using a Human-Centered Equity-Lens	Grand Salon 21 (1st Floor)
	2614	THRIVE: Bringing Awareness & Unifying Campus DEI Initiatives & Policies	Grand Salon 24 (1st Floor)
	2615	De-Centering and Disrupting Whiteness Within DEI Work	Chart B (Riverside)

Time	Session #	Title	Room
4:00 – 5:30 p.m.	2616	Creating a JEDI Syllabus: Communicating Course Expectations through Inclusion not Trauma	Marlborough A (2nd Floor)
	2617	Let's Brave The Cycle: Showing Up and Creating Conversations That Matter	Grand Salon 13 (1st Floor)
	2618	"An Injustice Anywhere": Anti-Racism in Higher Education Conduct & Discipline	Quarterdeck C (Riverside)
	2619	Designing Equitable Education: An Anti-Oppressive UDL Framework	Grand Salon 16 (1st Floor)
	2620	WA Colleges American Indian Advisory Board: Government-to-Government Relations for Strategic Equity	Chart A (Riverside)
	2621	Advancing Equity - Providing College Credit Classes for Incarcerated Women in Oregon	Grand Salon 10 (1st Floor)
	2622	Spaces to Heal: Providing the Table and Seats	Bridge (Riverside)
	2623	Leveraging Equity-Centered Research to Support First-Generation Students: A Pathway Towards Progress	Winward-Leeward (Riverside)
	2624	How the Tables (and Chairs) Have Turned: Advice for Minoritized Faculty Leading Academic Departments	Quarterdeck A (Riverside)
	2625	The Building Blocks of Hi-Impact Retention and Success Programs for Diverse Populations	Starboard (Riverside)
6:00 – 7:15 p.m.	2800	NCORE 2023 WELCOMING RECEPTION	Grand Ballroom (1st Floor)
7:15 – 8:45 p.m.	2801	Celebrating 50 Years of Hip-Hop!	Grand Ballroom (1st Floor)
8:30 – 10:00 p.m.	2802	From the Margins to the Center: Diverse Stories of Finding Space in Racial Justice Work	Prince Of Wales (2nd Floor)

WEDNESDAY, MAY 31

2000   Room: Grand Salon A (1st Floor)   8:30–9:45 a.m.

Session Track: Athletics in the Academy   Session Complexity: Beginner

Black Athletes' Academic Freedom: How Anti-Activist Policies Reinforce Antiblackness

Although education is often posited as the quintessential path to Black liberation, many scholars argue that racism still runs rampant in academia, creating a space of deep suffering for Black students and faculty (Du Bois, 1935; Dumas, 2014; Dumas, 2016; Finley, Gray, and Martin, 2018). This is especially true for Black collegiate athletes whose humanity goes unrecognized by universities as they systematically manipulate, suppress, and dispose of young aspirational students who have been brought to the university as athletes. The National Collegiate Athletic Association (NCAA) has gone as far as to enact policy that enables universities to restrict athlete activism, especially Black athlete activism, through threats to the athletes' scholarships. Such policies have gone unchecked by both free speech protections and academic freedom protections.

Participants in this session will learn how Black collegiate athletes' academic freedom is violated in the name of profit. We'll discuss the ways in which social issues relating to race and racism are often contested and labeled as controversial, emboldening universities to disproportionately wield anti-activist policies against Black athlete protests in particular. Black athletes' rights are suppressed in order to control the political messaging of college athletics securing the support of wealthy conservative donors and sports fans. Participants will be asked to consider how NCAA and athletic department policies restricting athletes personal expression may be violations of their academic freedom. We'll discuss academic freedom's complex relationship to speech, the policies tendency to favor white speech over Black and brown speech, and how this uniquely impacts Black college athletes.

Although the university is celebrated as a place of critique and knowledge production, researchers have argued that colleges and universities are structured to protect white students, resulting in a lack of protection for nonwhite students (Brunsma, Brown, and Placier, 2012). This is certainly true for Black athletes, whom universities have powerful discretion over, particularly regarding what behaviors and forms of speech Black athletes are allowed to express. This session will reveal that the failures of academic freedom to protect Black collegiate athletes is ultimately due to the policies' foundations in whiteness and service to the capitalist interests of the institution.

Dresden J. Frazier, MA, Center For Athlete Rights and Equity, School of Education, University of California, Riverside, Riverside, CA

2001   Room: St. James (3rd Floor)   8:30–9:45 a.m.

Session Track: Race and Social Justice in Higher Education   Session Complexity: Intermediate

Beyond DEI: Addressing Anti-Blackness in Higher Education

While campuses may intend to implement the best DEI frameworks in programming and throughout the institution, Black, Indigenous, and other students of color may suffer further marginalization and censorship. Fundamental structural and institutional change in higher education begins with asking the right questions and expanding the conversation throughout college spaces.

In this workshop cultural worker and political educator, Melly, will provide strategies for creating more equitable campus programming that centers on the safety and wellbeing of their Black, Indigenous, and other students of color, and build on the philosophy of Black Feminist Queer Futures. Building on her own campus experience and those of other Black and queer students, she will discuss the ways educators and cultural leaders can intervene by acknowledging structural, interpersonal, and intrapersonal anti-Blackness and begin centering the most marginalized in classroom can campus spaces.

Melissa Denizard, SpeakOut, Houston, TX

8:30–9:45 a.m.

2002	Room: Churchill D (2nd Floor)	8:30–9:45 a.m.

Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

What Do a Zookeeper, Personal Trainer, & Higher Ed Pro Have in Common? DEI Lessons Learned

Higher education has been a frontrunner in the diversity, equity, and inclusion (DEI) field for several decades. Born out of the Civil Rights Era, Black culture centers, multicultural centers, and offices of multicultural affairs have offered spaces for students and faculty of color to gather, learn, socialize, and politically organize (Hord 2005) (Patton 2010). Conversely, many non-profits, Fortune 500 companies, federal and state agencies, and other industries have only recently created DEI offices and roles-or restructured existing organizational structures-to assist their DEI goals. This includes Chief Diversity Officer roles and employee resource groups (ERG) or "affinity groups," which have existed since the 1970s (Lubin 2021).

While the needs of employees and students may differ, the need for safe, accepting, and culturally responsive spaces free of bias remain the same. The goal of our workshop is to share the DEI journey of two very distinct non-profit organizations-the American Council on Exercise (ACE) and the Saint Louis Zoo. Both organizations have created DEI initiatives, committees, and roles within the last decade. Like our higher education peers, ACE and the Saint Louis Zoo are actively addressing the various opportunities and challenges with recruiting and retaining historically minoritized groups (e.g., African Americans, Native Americans, etc.); providing accessible workspaces; funding research on racial equity and community engagement; facilitating cultural competency workshops and staff professional development opportunities; and conducting DEI strategic planning. For example, ACE is positioning itself to be a leader in addressing health inequities and promoting physical activity to diverse communities. Similarly, Saint Louis Zoo is working with colleges and community organizations to boost visitorship from minoritized communities and expose African American and Latinx youth to zoo-related careers.

Attendees to this workshop will engage with presenters who have worked in both academic and non-academic spaces. We will differentiate DEI work in our respective industries and provide attendees a chance to share DEI best practices-regardless of field-during roundtable. Lastly, through session activities, participants will identify opportunities for collaboration between universities and leading non-profit organizations.

Rory G. James, MPH, Internal Relations, Saint Louis Zoo, Saint Louis, MO; Gabrielle Johnston, MPH, Senior Director of Communications and Public Affairs, American Council on Exercise, San Diego, CA

8:30–9:45 a.m.

2003	Room: Churchill B1 (2nd Floor)	8:30–9:45 a.m.

Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: Intermediate

Designing, Implementing, and Assessing Student Support Efforts in STEM with a Lens of Equity

High rates of student attrition in STEM across US higher-education institutions are well documented, with over half of first-year college students who choose a STEM major at the beginning of college leave their STEM programs before their graduation (Cheng 2013). Further, recent research suggested that female and underrepresented minorities including Black, Latinx, and Native American students were disproportionately less likely to persist in STEM fields (Park et al., 2020). At a public, large-size, predominantly White university, in an introductory, mandatory freshmen level mathematics course asynchronously online, the attrition rates in the form of DFW rates (rates of dropping, failure, and withdrawal) were concerning, especially more salient among the students from minoritized populations (including lower socioeconomic status).

We developed and implemented a student support program for mitigating student attrition in the course. The program features: 1) periodically reaching out to each student in this course through the "support team", 2) identifying individual students' needs (oftentimes beyond academic needs) and aligning those needs with guidance and resources, and 3) developing relationships with students such that they could feel comfortable and connected in the learning process. The "support team" consists of two learning assistants, often seen as peers to the students in the course, while serving as both the change agents to cultivate meaningful interactions and relationships in the class and the intermediates to communicate student voices back to the teacher.

The assessment of the program effectiveness focuses on two key questions: 1) Does the teacher support promote better student engagement? 2) If so, are there subsets of the course student population that differentially benefit from the teacher support as evidenced by their engagement? Extant research indicated that effective learning experience in a single introductory STEM course was positively associated with student persistence in STEM majors (Gasiewski et al., 2012). Results from the assessment may contribute to our understanding of how to meaningfully support STEM students' engagement and retention, with a particular focus on supporting the students from minoritized populations. This session was designed to share both practical strategies from this student support program and the analytical assessment approaches related to data disaggregation by ethnic/racial and gender identities.

Jun Fu, PhD, Neighborhood Student Success Collaborative, Michigan State University, East Lansing, MI

WEDNESDAY, MAY 31

2004   Room: Churchill C1 (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: For Everyone

The Black CEO Experience: The Presidents' Roundtable Analysis

In 2022, the Presidents' Roundtable commissioned a questionnaire to check the pulse of its 130 members. Recognizing that these last few years have presented challenges that many of us have not experienced in our professional careers: the questionnaire attempts to capture how our members navigated issues like the pandemic, the Great Resignation, social unrest, and many other issues that are unique to the Black Experience.

Conference attendees will have the opportunity to take a glimpse through the unique lens of Black Community College CEOs as they persevered and led during the most challenging times of most of our lifetimes.

Joe Seabrooks, PhD, President's Office, Dallas College Cedar Valley Campus, Lancaster, TX; **Marshall Washington**, PhD, President, Kalamazoo Valley Community College, Kalamazoo, MI; **Albert Farr**, PhD, Associate Provost, Des Moines Area Community College, Des Moines, IA; **Kimberly Beatty**, PhD, Chancellor Chancellor's Office Metropolitan Community College, Kansas City, MO

2005   Room: Grand Salon 9&12 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

DEI Competencies: Supporting An Intentionally Inclusive Culture Through Personal Development

This interactive session invites participants of all levels to explore the recent journey undertaken at Amherst College to create and implement a DEI competency model to encourage and help direct staff learning and development. Rather than focusing on one-size-fits-all workshops for entire departments, we directed our attention to cultivating a more individualized and customizable approach to DEI growth and development. Our practice helps individuals understand how to evaluate their own growth edges and turn larger equity-focused goals into learning that can impact actionable practices. While this session can benefit any person engaged in DEI work, it will particularly benefit DEI practitioners and leaders who are looking for ways to connect institutional values with DEI learning and development and engage each and every individual in a process that emphasizes their role in contributing to an intentionally inclusive community.

Raquel (Rocky) Wood, MA, Office of Diversity, Equity, and Inclusion, Amherst College, Amherst, MA; **Dina Levi**, MA, Director of Workforce Equity and Inclusive Leadership, Office of Diversity, Equity, and Inclusion, Amherst College, Amherst, MA

8:30–9:45 a.m.

| 2006 | Room: Grand Salon 15&18 (1st Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions

Session Complexity: Beginner

"Trauma Doesn't Define You": Testimonios of Five Latina Executive Leaders

This engaging session is based on dissertation research that explored the professional and leadership experiences of five Latina executive leaders who have a history of trauma. Attendees will be exposed to the profound ways that trauma manifests in the context of educational leadership and will leave with key takeaways from the study's participants. The Latina executive leaders share the strategies they've used to maintain their well-being while being effective leaders.

Traumatic events and experiences can have lasting impacts on one's physical and cognitive well-being However, very few studies have examined how personal trauma informs the leadership identity, development, and professional experiences of Latina executive leaders in higher education.

The studies on trauma and leadership have mainly focused on Black females and have included participants from diverse ethnic and professional backgrounds. Utilizing testimonios as the research design, a tenet of narrative inquiry, this qualitative study explored how trauma has informed the leadership identity, experiences, and overall development of five Latinas (Creswell, 2007; Delgado Bernal et al., 2012). The theoretical framework that guided this study is comprised of four separate components (i.e., attention and self-awareness, self-compassion, self-regulation, and relationship skills) from the Social, Emotional, Ethical (SEE) Learning program developed by the Center for Contemplative Science and Compassion-Based Ethics (CCSCBE, 2019) at Emory University.

Four major themes emerged from the data: (1) Power, Control, and Conflict, (2) Shattering Oppressive Systems and Norms, (3) The Side Effects of Survival Skills, and (4) Words of Wisdom for Future Latina Leaders with Trauma. The presentation concludes with a discussion of the implications for practice and recommendations for future research.

This session should particularly benefit women who aspire to be in a leadership role, and who often wonder how to manage the demands of being a leader with their life experiences. Nevertheless, attendees interested in the professional and leadership development of Latinas, and women in general, are encouraged to join this lively session.

Nancy N. Martinez, EdD, School of Education, University of Redlands, Bremerton, WA

8:30–9:45 a.m.

| 2007 | Room: Canal (3rd Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education

Session Complexity: Beginner

Digital Equity and Inclusion: Experiences of At-Risk Community College Students during the Pandemic

The forced expeditious transition online induced by the COVID-19 pandemic caused a massive disruption to education. COVID-19 exacerbated the inequities that existed in education for years. As technology advances and integrates with education, it can both enhance inclusive instructional practices, as well as exacerbate issues of equity. Achievement gaps will persist unless colleges create equitable educational environments for all students, including "at-risk" populations such as those enrolled in the Extended Opportunity Program and Services (EOPS) program-a state funded equity program. Through the lens of digital equity and inclusion theoretical frameworks, the purpose of this session is to understand the described barriers of EOPS students, as a representation of at-risk student populations, during the ongoing COVID-19 pandemic. A diverse sample of 249 students qualifying as low-income with at least one documented academic barrier from a Southern California community college who received EOPS services any time between the Spring 2020 and Spring 2022 terms participated in a embedded mixed-methods study by completing an electronic survey. Findings indicate that during the COVID-19 pandemic, students faced unprecedented change academically and psychologically. While the responses varied amongst the participants, triangulation of quantitative and qualitative data resulted in four study conclusions. First, campus technological resources and facilities are essential to assuage the impact of the digital divide. Mental health is a critical component for adult student success and holistic, comprehensive student support services solidifies foundational supports necessary for student success. Lastly, online learning will continue to be the preferred choice of adult learners as it provides the autonomy and creates flexibility and options for meeting basic needs. At a minimum, recommendations for practice include an updated student needs assessment, continued mental health services, investment in the EOPS program, and digital skills training.

This session builds upon research regarding the ongoing investigation of the effects of COVID-19 on college students while addressing what remains to be explored regarding at-risk student populations at California community colleges. The findings presented in this session provide insight to what educational institutions do to mitigate or reinforce educational inequities.

Melissa Rosado, EdD, Extended Opportunities Programs and Services, Orange Coast College, Costa Mesa, CA

WEDNESDAY, MAY 31

8:30–9:45 a.m.

2008 Room: Churchill A2 (2nd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education

Session Complexity: Beginner

Leading with an Anti-Racist Lens

The journey to anti-racism begins with understanding what it means to be racist (Kendi, 2019). At Virginia Commonwealth University's (VCU) School of Education, students and K-20 educators have the opportunity to engage in opportunities where they can discuss ideas around what it means to dismantle systems of oppression through education in order to ultimately approach their practice with a cultural responsive lens. The Becoming an Anti-Racist Educators Series (BARES) offered by the Office of Strategic Engagement (OSE) at VCU's School of Education, was launched in 2020 as a professional development opportunity to deepen educators understanding of race, racism, and systemic inequities. I created the descriptions and content for the seven part series that had three levels. The goal was to challenge the underlying structures that uphold racism and develop dispositions to demonstrate anti-racist actions within personal and professional environments. In a feedback survey, an educator who completed the series said "this professional development series pushed me to consider the ways in which my own bias as a white woman may impact my worldview. Through examining the biases I am able to think critically about how this may impact my work."

At The National Conference on Race and Ethnicity in Higher Education the session, Leading with an Anti-Racist Lens, participants will use ideas and concepts from BARES to introduce racism as a societal construct and unpack how prejudice combined with social and institutional power perpetuates inequities (McIntos & Nenonene, 2022). We will examine factors that contribute to racism and how race intersects with gender, language, class, and religion (Crenshaw, 1991). The break out discussion and activity will include collaborating on ideas around personal education experiences, as well as understanding the spectrum from passive to non-racist to anti-racist advocacy, and demonstrating ways to put ideas into practice and pedagogy (Singh, 2019). Additionally, participants will benefit from this session by receiving leadership strategies that support an anti-racist ideology and mindset, as well as tools and resources to use in their organization.

This session is for higher education faculty, directors, K-12 practitioners, and students who are interested in developing an anti-racist lens. Participants will learn to build an inclusive classroom culture and understand how to have racial equity conversations grounded in scholarship.

Kristen Moore Brown, EdD, School of Education, Virginia Commonwealth University, Richmond, VA; **Antwan Perry**, EdD, Policy Manager and Adjunct Professor, School of Education, Virginia Commonwealth University, Richmond, VA

8:30–9:45 a.m.

2009 Room: Royal (3rd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest

Session Complexity: For Everyone

Small Budgets, Big Demands: Empowering Student Wisdom to Enhance Equity & Justice

DEIJ professionals are often faced with the extraordinary task of compensating for years of systemic inequalities at their institutions with inadequate budgets and limited staffing. In this session, panelists will share their experiences in a DEI office at a Predominately White Institution (PWI). Using case study examples from their institution, the panelists will offer ways to creatively utilize budgets to compensate, mentor and empower student workers to advance DEIJ work, despite institutional short-comings. The presenters will include students and staff members, and they will describe their various endeavors to support and organize DEIJ programming, that is mindful of the minoritized identities on campus, and centered on joy rather than trauma.

The session will focus on the work of our institutional unit, Diversity and Inclusion Programs (DIP). The core aspects of DIP are centered on developing, curating, and empowering student-led and community-centered wisdom as the heart that drives the work of the office. This work has resulted in many collaborations with clubs, departments, and community organizations despite the lack of the formal appointment of DIP staff in over a year, such as a pop-up food pantry, events centered on indigenous joy, and engaging social media campaigns. The session will prompt attendees to reflect on what institutions can learn from student workers and staff with "DEI" in their titles, and will encourage administrators to consider the impact of aligning budgets on moral scales, not those solely based on revenue.

Carolina Cortes, BA, Office of International Education, Diversity, and Inclusion, University of Portland, Portland, OR; **Eduardo Contreras**, EdD, Associate Provost, Office of International Education, Diversity, and Inclusion, University of Portland, Portland, OR; **Daniela Gutierrez**, Student, Diversity Collaborator, Diversity and Inclusion Programs, University of Portland, Portland, OR; **Sandra Padilla** Cervantes, Student, Diversity Collaborator, Diversity and Inclusion Programs, University of Portland, Portland, OR; **Sophia VanCamp**, Student, Diversity Collaborator, DIP Social Media Handler, Diversity and Inclusion Programs, University of Portland, Portland, OR

8:30–9:45 a.m.

| 2010 | Room: Compass (Riverside) | 8:30–9:45 a.m. |

Session Track: Session Track: Accessibility in the Academy

Session Complexity: For Everyone

BIPOC Students' Experiences with Social Justice Content in the Classroom

To foster socially conscious and adept citizens, universities nationwide have made concerted efforts to integrate social justice and antiracist content into their curricula. However, little is known about the impact of social justice content within the classroom on Black, Indigenous, People of Color (BIPOC) students whose lived experiences may mirror those topics being taught. To enhance our understanding of these experiences and to inform the development of trauma-informed inclusive teaching practices, we conducted a qualitative research study using focus group interviews with a total of 30 undergraduate nursing research students.

During our presentation, we will share what was learned from the experiences of these BIPOC students and the recommendations for inclusive strategies for delivering antiracist and social justice content in the classroom that was gleaned from centering their voices. While this research took place within a School of Nursing, we believe what was learned is broadly applicable across higher education to include educators, administrators, student services, and anyone else interested in fostering more inclusive learning environments for students of color.

Oluwatoyin Olukotun, PhD, RN, School of Nursing & Health Innovations, University of Portland, Portland, OR; **Erica Bailey**, MS, RN, BC-NC, Senior Instructor, School of Nursing & Health Innovations, University of Portland, Portland, OR; **Adeline Paguirigan**, Senior Student, School of Nursing & Health Innovations, School of Social Work, University of Portland, Portland, OR

8:30–9:45 a.m.

| 2011 | Room: Marlborough B (2nd Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Student Affairs and Affiliated Professionals

Session Complexity: For Everyone

Including Global to Diversity Equity Inclusion Belonging and Justice (DEIBJ)

The interconnectedness of more than 7 billion people in the world, the extensive influence of international issues in our lives, and the growing presence of international students, faculty, and staff on American colleges campuses call for educators to integrate international perspectives into DEIBJ efforts, moving away from viewing international questions as a special or unique case. It is with that concept in mind and the growing importance of the international context that the leadership in Michigan State University's Office of International Studies and Programs created a global diversity and inclusion task force constituted of a coalition of faculty and staff to increase the integration of the global perspective in campus-wide DEIBJ initiatives.

The Taskforce was charged with issues and questions such as: How is the global context included in domestic DEIBJ? Should domestic DEIBJ and global DEIBJ be undertaken distinctly? How will faculty and students acquire the deeper understanding of global DEIBJ required to be effective in international contexts? How can decolonialized and culture-specific perspectives be integrated into global DEIBJ actions? How can access to learning about international contexts be improved across student demographic categories (e.g. socio-economic, cultural)?

This session will discuss the approach established to answer these and many more questions while offering examples of projects led by the task force and initial outcomes.

Anjam Chaudhary, PhD, International Studies and Programs, Michigan State University, East Lansing, MI; **Ashley Green**, PhD, Assistant Dean for Adminstration and Director of DEI, International Studies and Programs, Michigan State University, East Lansing, MI

WEDNESDAY, MAY 31

2012   Room: Prince Of Wales (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

"I Just Can't Win: A 'Proactive' Prevention Approach to Racism"

Racist ideas have defined our society since its beginning and can feel so natural and obvious as to be banal, but antiracist ideas remain difficult to comprehend, in part because they go against the flow of this country's history. Being an antiracist requires persistent self-awareness, constant self-criticism, and regular self-examination (Kendi, 2019).

Although slavery in the U.S. ended 157 years ago, rigid anti-black laws persisted and kept African Americans as second-class citizens for another 102 years. Then with the passage of Civil Rights, White America finally seemed to agree to outlaw the 360 years of theft from Black America. Nothing is given back, just the promise to stop discrimination. We are now in our 55th year as a "free society" but where has time gotten us? Unfortunately, the existence of a level playing field for all Americans is a myth since law and practices still reinforce existing racial inequalities. Black Americans and people of color still face harsh inequities in criminal justice, education, economics, environment, health, and politics to this day.

interACT is an internationally renowned violence prevention troupe based out of California and under the direction of Dr. Marc D. Rich. Since 2000, the troupe has reached hundreds of thousands of audience members using a 'proactive' (highest level of audience involvement) format. Audience members are invited on stage to intervene as effective bystanders, rather than passive observers. The interACT model has been proven effective in multiple quantitative, qualitative, and longitudinal studies. interACT has been invited to present on college campuses and U.S military bases worldwide. Following the tragic murder of George Floyd in 2020, interACT developed its second "proactive" racism prevention program, "I Just Can't Win" that challenges racism, supports Black Lives Matter, and invites white folks to become allies.

Kelly Janke, MA, Communication Studies, California State University, Long Beach, Long Beach, CA; **Marc Rich**, PhD, Full Professor, Communication Studies, California State University, Long Beach, Long Beach, CA

2013   Room: Quarterdeck B (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: Beginner

Advancing DEI on College Campuses: The Role of Employee Resource Groups

Since 2009, Harper College has engaged and supported underrepresented populations via the leadership of our Employee Resource Groups (ERGs). These groups play an essential role in advancing diversity, equity, and inclusion in ways such as sponsoring community-building programs, elevating employee concerns, initiating recruitment and retention efforts, and fostering a more inclusive environment. Harper College currently has three ERGs - Diverse Relationships Engaged in Affirming Multiculturalism (DREAM), Learning about Abilities, not Disabilities (LAND), and Staff, Administrators, and Faculty for Equality (SAFE). Facilitated by Harper's Vice President for Diversity, Equity, and Inclusion, panelists will share their journey of establishing and sustaining their respective ERG, the successes and challenges associated with serving their unique communities, how they work collectively as an ERG leadership team and advice for those interested in developing thriving ERGs at their own institutions.

Tamara A. Johnson, PhD, Diversity, Equity and Inclusion, Harper College, Palatine, IL; **Karega Cooper**, MS, Associate Professor of Mathematics, Mathematics, Harper College, Palatine, IL; **April Maman**, MA, Access Advocate, Access and Disability Services, Harper College, Palatine, IL; **Sean Warren-Crouch**, MLD, Harper Promise Scholarship Manager, Enrollment Services, Harper College, Palatine, IL

8:30–9:45 a.m.

2014   Room: Churchill A1 (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Spokes of the identity wheel: Understanding Conglomerative Ethnologies across horizons

Hispanic Serving Institutions (HSIs), which include public and private, two-year and four-year colleges and universities that enroll at least 25% Latinx students and 50% low-income students (Garcia, 2019), aim to increase educational opportunities and degree attainment of Hispanic and LatinX students by addressing their cultural needs (U.S. Department of Education, n.d.). With 539 HSIs in 27 states, Washington D.C., and Puerto Rico (Excelencia in Education, 2020), the cultural needs of students vary across identities and intersectionalities since these institutions are not a monolith and graduate more than just LatinX students. Thus, this session's purpose is to expand on the ongoing conversation of HSIs and how they support the development of students' identities. The facilitators will share preliminary findings from a national longitudinal study at HSIs. Study findings underscore the experiences of LatinX identifying students from two distinct high enrolling, high graduating HSI's - one in California and the other in Florida. The sharing of findings will serve as a catalyst for a larger conversation related to ethnic/racial identity development of all students at HSIs; and to problematize the notion of serv-ingness at HSI's. The facilitators identify as follows: PI who is a Mexican immigrant, first-in-family and first-generation college graduate, and LatinaMamiScholar, master's student who is a first-generation Latina college student, and a first-generation Indian doctoral student.

Apart from sharing the lived experiences of students on different coasts and HSIs, facilitators will help participants share their testimonios and engage in dialogue around building a critical understanding of how to find love, pride and belonging in their marginalized identities. This session will benefit participants looking to analyze and identify tools to help and optimistically support themselves and their marginalized students.

Overall, the session will focus on the following:

    - The revelation of identity on college campuses. How do students explore their identities at HSIs? And do they feel safe doing so?

    - How all college personnel can use their own testimonios to encourage and support the identities of their marginalized students.

Claudia Garcia-Louis, PhD, College of Education and Human Development, University of Texas at San Antonio, San Antonio, TX; **Monica Hernandez**, MEd, Program Manager, University of Texas at San Antonio, San Antonio, TX; **Sahil Khoja**, MEd, Doctoral Student, University of Texas at San Antonio, San Antonio, TX

8:30–9:45 a.m.

2015   Room: Ascot-Newberry (3rd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Iranian Identity, American Experience: Living in-Between Worlds and Hidden (LGBTQIA+) Worlds

This session explores the experience of living within the boundaries of two (or more) cultures and identities. When you are never Iranian enough for Iranians or American enough for Americans, we feel like the outsiders in our world (United States) but struggle to become an insider. We are the people who bridge two cultures, existing between acceptance and rejection. Our lives are full of contradictions and uncertainties - even in the Iranian American community. This space forces us to create different identities to adapt. This does not mean we have inauthentic identities or are unsure of who we are. Quite the contrary, we know who we are. We are, however, not always sure how that person with all the negative society-wide stereotypes about them can live in this space and maintain emotional wellbeing. Some of our discussion will focus on LGBTQIA+ identity in our community. In a conference on race, the Middle Eastern identity, outside of the Muslim identity, is often not discussed. We aim to fill this gap and start a dialogue with the larger minoritized community and other allies. Additionally, in the LGBTQIA+ community the Iranian sexual minorities are not discussed. It is in a "hidden world" that this community resides. We hope to bring this community to light and create a space of acceptance and comfort.

This session is appropriate for all levels and those who are either interested or living with "hyphenated Identities" (Wilcox-Ghanoonparvar 2007).

Roksana Alavi, PhD, Professional and Continuing Studies, The University of Oklahoma, Norman, OK; **Cassandra Alavi**, Student, Psychology, Iranian Studies, The University of Oklahoma, Norman, OK

WEDNESDAY, MAY 31

2016   Room: Grand Salon 21 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

"Thoughts of The Little Brown Girl": Experiences of South Asian Students in Higher Education

Students representing historically marginalized communities who attend predominantly white institutions continue to face race- and ethnicity-focused challenges in the field of higher education. When examining the experiences of Asian Americans at predominantly white institutions, the monolithic approach tends to overlook South Asian students within the diaspora. As acknowledged in the poem, "Thoughts of the Little Brown Girl" by Durga Sritharan, the author highlights the internal struggles of racial and ethnic discrimination as a Sri Lankan-American student navigating predominantly white spaces. Coupled with the Asian American Identity Development Model, Sritharan's poem illustrates her progression towards a renewed connection with her ethnic identity. However, the Model Minority myth, the art of code-switching, and the lack of representation at predominantly white institutions continue to inhibit the personal identity development of many South Asian students. This presentation session will address the systemic and systematic barriers that negatively impact the experiences of South Asian students, analyze the Asian American Identity Development Model, and highlight the importance of creating inclusive spaces and initiatives in higher education.

Durga V. Sritharan, BS, Iowa State University, Ames, IA; **Jasmine Tappin**, MSEd, Senior Retention Coordinator, George Washington Carver Scholarship Program and Academy, Office of Multicultural Student Affairs, Iowa State University, Ames, IA

2017   Room: Grand Salon 24 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: Beginner

How Did African American Doctoral Students Avoid Falling into the 57% Category Who Drop Out?

This 2022 study sought to explain the phenomenon of African American doctoral students who persevered to finish their degree, in spite of the overwhelming statistical attrition rate before them (57%), and identify the strategies they used to pull them through. The findings suggest African American doctoral students overwhelmingly relied on three strategies to pull them through their doctoral journey successfully.

Current scientific evidence shows continued growth in doctoral education in the United States, however, the evidence also shows attrition from terminal degree programs (PhD) is high (Falconer & Djokic, 2019; Mirick & Wladkowski, 2020). Falconer and Djokic (2019) points out that 50% of doctoral students, regardless of their field of study, do not persist to graduation. Mirick and Wladkowski (2020) found similar evidence that suggest the trend may even be higher, arguing that 40-60% of students who began doctoral programs fail to complete them.

African Americans, while the second largest minority group (United States Census Bureau, 2020) in the United States (12.1%), lead all minority groups with the lowest success rates in doctoral programs (Jordan et al., 2022; Hill, 2018). According to Yared (2016), there is a broken pipeline for African American students to navigate a pathway and obtain their PhD.

This session will share the problems African American doctoral students faced while pursuing their doctoral degrees, and the successful strategies they used to navigate this difficult terrain.

Dudley Davis, PhD, Communication, Liberty University, Lynchburg, VA

2018   Room: Grand Salon 19 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: Beginner

Anti-Asian Pacific Islander Bias: Microaggressions to Violence

Anti-Asian bias is not a new phenomenon. The murder of 8 victims at spas in Georgia with six of the victims being Asian women has caused a new generation to speak up about discrimination directed towards Asian American Pacific Islanders (AAPI). The brief Anti-Asian Pacific Islander Bias Survey (Anti-AAPI-BS) was given to view how discrimination shows up from microaggressions to violence on the spectrum of Anti-Asian bias within a convenience sample of occupational therapy practitioners and Asian American women in academia in the U.S. Pride in cultural strengths is a form of support for AAPI, and AAPI practices need to be acknowledged rather than appropriated. There will be a discussion of the data and applications to resistance to Anti-AAPI Hate.

Elizabeth Ching, OTD, MEd, BSOT, OTR/L, Occupational Therapy, Samuel Merritt University, Oakland, CA

8:30–9:45 a.m.

| 2019 | Room: Grand Salon 22 (1st Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Executive Diversity Officer

Session Complexity: Beginner

Stanford-HBMC Summer Research Program: A Promise, a Plan, a Program

This session shares an overview of the Stanford-HBMC (Historically Black Medical Colleges) Summer Research Program. What began as a promise and commitment to bi-directional mentoring with two colleagues in the 1980s, germinated a pilot in 2017, a program across all of Stanford Medicine and with all four of our nation's HBMCs in 2022.

Building upon Stanford Medicine's strong commitment to JEDI+B (Justice, Equity, Diversity, Inclusion + Belonging) the Stanford-HBMC Research Program was launched in Summer 2022. It builds upon the pilot launched by Presence (a Center at Stanford Medicine) and the Department of Medicine, under the leadership of Dr. Abraham Verghese, Sonoo Thadaney Israni and colleagues. Starting with Meharry Medical College in 2017, it has successfully hosted rising second year Meharry medical students for 8-weeks of research ever since. In the summer of 2021, Presence was joined by the Departments of Radiology and Pathology, and virtually hosted 23 summer trainees in 23 labs. See the 2017, 2018, and 2019 cohorts.

In 2022, we launched Stanford Medicine's Racial Equity to Advance a Community of Health (REACH) Initiative, under the auspices of the Commission on Justice and Equity. A key deliverable is our REACH-HBCU Visiting Student and Faculty Exchange Program with its commitment to deliver bi-directional collaborations with Historically Black Medical Colleges (HBMC). In Summer 2022, we hosted 48 mentees from Meharry Medical College, Morehouse School of Medicine and Howard University. In AY 2022-2023 the program included the fourth HBMC in our nation - Charles R. Drew University of Medicine and Science for a similar program, based on their unique needs for 3rd and 4th year medical students.

The collaboration between various stakeholders within Stanford Medicine and the leadership of all four HBMCs will be outlined and shared by the stakeholders, describing our beginnings, what we learned and what are the critical success factors.

Sonoo Thadaney Israni, MBA, Medicine, Stanford Medicine, Stanford, CA; **Jamaine Davis**, Assistant Professor, Meharry Medical College, Nashville, TN; **Terrance Mayes**, EdD, Associate Dean and Executive Director for Strategy, Equity, and Inclusion; Associate Director for Diversity, Equity, and Inclusion at Stanford Cancer Institute; Executive Director, Stanford Medicine REACH Initiative, Stanford Medicine; **Payam Massaband**, MD, Vice Chair for Clinical Education and Clinical Affairs Stanford Medicine, Stanford, CA; **Judith Ned**, EdD, Director, HBCU Partnership, Engagement and Strategy Department, Office of Equity and Strategic Initiatives, Stanford Medicine, Stanford, CA; **Magali Fassioto**, PhD, Associate Dean for Faculty Development and Diversity Department Office of Faculty Development and Diversity, Stanford Medicine, Stanford, CA

8:30–9:45 a.m.

| 2020 | Room: Chart B (Riverside) | 8:30–9:45 a.m. |

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Black Male Faculty Navigating Higher Ed: Centering Experiences and the RTP Process

This session will help us identify and explore some of the concerns and systemic barriers facing Black male faculty in higher education, particularly those navigating the reappointment, tenure, and promotion process. Thinking about institutional policies, this session will illuminate some of the structures and practices that have excluded Black male faculty, and behaviors that have been discriminatory towards them within academic spheres. Creating roadblocks for many, I ask "Do those who recommend the award of reappointment, tenure, and promotion consider race and gender?" I will consider organizational change and systems thinking, offering recommendations and a call to action for the de-centering of whiteness inside and outside academic institutions. Those who attend will participate in creating a more equitable rubric - one that identifies blackness as capital without charging Black male faculty with the emotionally laborious task of educating their white colleagues on the realities of anti-blackness, racial battle fatigue, and racial violence.

Gregory A. King, Kent State University, Kent, OH

WEDNESDAY, MAY 31

2021 — Room: Grand Salon 13 (1st Floor) — 8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education — Session Complexity: For Everyone

Supporting Indigenous First-Year Students in Alaska Through Native Values & Connection

The first year of college is a critical time for Indigenous students, as it determines their likelihood for persistence and eventual graduation, should that be their path. For Indigenous students, especially students coming from rural communities off the road system in Alaska, who are attempting to attend a predominantly white institution in an urban area, the institutional barriers and challenges they must overcome to get in the door are immense. Once attending a PWI, Indigenous students experience forced assimilation into an educational system that is rooted in white supremacy, colonialism, patriarchy, and capitalism- which is in direct contradiction with Native Ways of Being and Knowing. For first year students especially, culturally responsive support that is guided by Native values is necessary as a buffer at the very least.

At University of Alaska Anchorage (UAA), Native Students Services provides culturally sustaining and revitalizing services for Alaska Native and Native American students. Through student support, advocacy, and a commitment to dismantling the ongoing colonial legacy and systemic racism of higher education, we build community, strengthen student identity, and provide a sense of belonging guided by Indigenous values and traditions. One of our programs that does this while directly addressing the needs of Indigenous first year students is the NET Program. Over the last two years, the NET Program has shifted and expanded beyond the one-week, pre-semester orientation program that it previously was for many years, in response to students' expressed needs. Attendees to this session will learn about the NET program and its various components that support students academically and culturally, hear from students about their experiences within the program, and leave with ideas on how to implement their own first year program for Indigenous students at their institutions, especially urban and predominantly white institutions.

Paula Jones, BHS, (Yup'ik), Native Student Services, University of Alaska Anchorage, Anchorage, AK; **Valerie Svancara**, MEd, Interim Director, Native Student Services, University of Alaska Anchorage, Anchorage, AK

2022 — Room: Quarterdeck C (Riverside) — 8:30–9:45 a.m.

Session Track: Session Track: Executive Diversity Officer — Session Complexity: Advanced

Centering DEI in a large College of Engineering: Shifting Mindsets Creating Inclusion

This presentation reports on a body of work theoretically grounded in inclusive excellence, strategically focused, and data-driven. The work addresses the longstanding lack of inclusivity in Science, Technology, Engineering, and Math. Nationally, STEM professionals constitute only 5% of the workforce, are responsible for more than 50% of sustained economic expansion, have high demand from employers, but have low professional numbers. STEM fields lack workforce diversity, and only 30% of students pursuing a bachelor's degree initially choose a STEM major, particularly among underrepresented groups. Female and minority students entering college are less likely to show interest in STEM careers. Historically, the recruitment and admissions process for engineering schools and the structure of engineering education has actively worked against women, underrepresented minorities, first-generation students, and students from educationally and economically disadvantaged backgrounds. The College of Engineering (CoE) embarked on a process of change designed to grow inclusive infrastructure and diversify the college's population. To initiate the process, we aligned with the recommendation of cultural, social-cognition, and political models for strategic and implementation planning for DEI-based work to foster organizational change. Our analysis and strategy suggested greater engagement in the college to bring about the desired change. The techniques needed to focus on cultural models that deconstruct the embeddedness of COE members who create and reproduce the history and values and the importance of image and identification in fostering and sustaining change. This theory of change supported our efforts in influencing decision making, setting clear goals, making meaning of ambiguous goals, and multilayered interpretations of change.

Corey Clay, MS, MLA, College of Engineering, University of Washington, Seattle, WA; **Cathryne Jordan**, MPA, Assistant Director, Gender Equity and Student Groups, College of Engineering, University of Washington, Seattle, WA; **Robin Clayton**, MEd, Special Assistant to the Dean - Diversity, Equity and Inclusion, College of Engineering, University of Washington, Seattle, WA

8:30–9:45 a.m.

2023   Room: Grand Salon 16 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: For Everyone

From the Ground Up!: A Blueprint for Centering Marginalized Student and Community Needs

The Inclusive Campus Initiative (ICI) at Michigan State University is a radical and transformative ground-up approach that centers student voices, builds partnerships with senior administration, and increases communications and collaborations with campus partners in creating a sustainable inclusive campus ecosystem. Sponsored by MSU's Office of the Senior Vice President for Student Life & Engagement and informed by the work of the Diversity, Equity, and Inclusion (DEI) Steering Committee and Racial Justice Task Force, the ICI was created because of the ongoing student concerns shared over the years at town halls and through multiple lists of student activist demands. Aligning with the University's DEI strategic plan, this initiative was borne out of tremendous concern for student safety as students returned to living and learning on campus during the fall of 2021.

Now in its second year, the Inclusive Campus Initiative has continued to impact change at MSU through its proactive methods for outreach, engagement of campus partners and its advocacy for proactive feedback from marginalized student and staff community members. Our work is grounded in knowing that university policies and procedures will only be effective so long as we are listening to those who these policies and procedures are serving. Additionally, our work centers on the historical significance of activism in shaping today's increasing embrace of inclusive campus environments.

Part I-This session will examine the truly exciting ground-up approach for practicing DEI and belonging through the Inclusive Campus Initiative at MSU while providing a blueprint for your university to implement a similar initiative. This session is intended to serve as part I while part II covers the development, outreach efforts and impact of creating an inclusive campus ecosystem.

Vennie Gore, MSEd, Office of the Senior Vice President for Student Life & Engagement, Michigan State University, East Lansing, MI; **Meaghan Kozar**, PhD, Project Manager, Inclusive Campus Initiative, Michigan State University, East Lansing, MI

8:30–9:45 a.m.

2024   Room: Chart A (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Beginner

Bystander Intervention: Why is This All on Me?!?

Racial Bystander Intervention (training for anyone/everyone)-Have you ever wondered what should you do if you witness public instances of racist, anti-Black, anti-Muslim, anti-Trans, or another form of oppressive interpersonal violence or harassment? As violence is on the rise, it is more important than ever that we know how to keep each other safe. This workshop will cover the 4D's and will give you the training on how to deescalate and dismantle acts of aggression and hate that are racially biased.

Justin LaKyle Brown, MA, Diversity, Equity and Inclusion, Downingtown Area School District, Downingtown, PA

WEDNESDAY, MAY 31

2025   Room: Grand Salon 10 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Accessibility in the Academy   Session Complexity: Beginner

The New "Normal": Engaging and Re-Engaging Students During and Post COVID

The Extended Opportunity Programs and Services (EOPS) is a support program designed for first-generation, low-income, and disproportionately-impacted students. The EOPS Program at Cosumnes River College has continued to serve students pre- and post-pandemic by utilizing inventive methods to engage and re-engage student success toward their academic goals. Some of the direct outreach methods we used during the pandemic that demonstrated success included check-in-based phone calls provided by EOPS counselors and reminder text messages regarding important program and college information. We added all EOPS students to Canvas, a hub that allows students to have a one-stop shop for program updates, information, and reminders. Our dedicated staff mailed out monthly supply cards in order to continue our efforts to support EOPS students. We continued to engage with students by hosting Zoom events during the holidays such as Halloween and winter parties and created an essay contest to give students an opportunity to receive a Thanksgiving meal food basket. At the end of each semester, we held an EOPS Graduation Celebration to recognize our students completing their academic careers and hosted a Zoom ceremony for students receiving a 3.2 and higher. Post-COVID we continue to offer hybrid services to our students that allow them to attend virtual counseling appointments and complete their required contacts online. Our on-campus outreach efforts include weekly tabling, classroom and high school visits, and events.

Tavona Blessing Lindo, Student Support Services, Cosumnes River College, Elk Grove, CA; **Lisa Lor**, MS, EOPS Specialist, EOP&S, Student Support Services, Cosumnes River College, Sacramento, CA; **Aujonique Dismukes**, EOPS, NextUP Student Support Specialist, Student Support Services, Cosumnes River College, Elk Grove, CA

2026   Room: Steering (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Athletics in the Academy   Session Complexity: For Everyone

Bringing Abroad to Campus: Supporting International Student-Athletes

As of 2022, there are over 520,000 student-athletes competing within the National Collegiate Athletic Association (NCAA). Of those, there are more than 22,000 international student-athletes studying within the United States (Durrani, 2021). Although most college students experience routine transition difficulties, international student-athletes are often faced with additional barriers when going through the process of adapting to their new environments. Such factors include, language, food, administrative hurdles, coaching relational concerns, cultural differences, and the mandated early arrival when most college campuses are empty (Rodriguez, 2014). In order to better support international student-athletes within Texas A&M Athletics, we created Aggies From Abroad: International Student-Athlete Support Group. This group is a multi-session support and informational program designed to provide international student-athletes with cultural support, social support, financial policy literacy, an overall sense of community, and additional guidance in navigating administrative procedures. This presentation will review the unique challenges collegiate international student-athletes often experience, provide a thorough review of the Aggies From Abroad: International Student-Athlete Support Group and explore ways the program engages international student-athletes, as well as detail specific strategies attendees can utilize in order to implement a similar program on their respective campus to better meet the needs of international student-athletes.

This presentation will be informative for everyone attending, specifically individuals serving college students and/or collegiate student-athletes, practitioners, and administrators.

Ryan F. Pittsinger, PhD, Athletic Department, Texas A&M University, College Station, TX; **Kristi Mejias**, MA, Assistant Athletics Director, Academic Services, Athletics, Texas A&M University, College Station, TX; **Howard Gray**, Associate Athletics Director, Performance, Athletics, Texas A&M University, College Station, TX

8:30–9:45 a.m.

2027   Room: Winward-Leeward (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

The Lost Maria in the Academy: Being a Woman, Latinx, First Gen & "Chingona"

I came to the academy because I wanted to tell stories; I wanted to tell stories about the experiences of people who are usually not heard from and whose views have been marginalized or completely ignored. I wanted to ask questions that I felt were not being asked, consider variables that appeared unnoticed, and select samples that previously were unspecified. Over the years, during my climb up the academic ladder, I have been shocked by the tokenism, stereotyping, and outright discrimination I have seen displayed toward faculty of color, myself included.

I write these stories in the hope that they will help others and will perhaps make the journey easier for others who choose this path. I also write because my stories help me; they help me better understand and navigate my past and future; they help me rest and give meaning to the present. This presentation hopes to open a discussion about the challenges Latinas and Women of Color face in the academy. In the presentation, I hope to illustrate experiences of (mis)naming that have happened to me that have caused me to feel marginalized, isolated, and unrecognized. They are situations where I have been forgotten, confused for someone else, or made invisible. While these stories are personal, they are emblematic of stories my colleagues of color have shared with me over the years and represent a collective voice of frustration, anger, disappointment, and disillusionment. These moments (and many others) remain confusing, shocking, and painful and leave us uncertain about our place in the academy. They make us feel like we want out. We question ourselves, and our fears of not being "good enough" or "smart enough" resurface.

This session also offers a space to present solutions and strategies to build resilience and community. I hope this presentation allows us to share, dialogue, and understand we are not alone.

Christina Gómez, MBA, PhD, Liberal Arts, School of the Art Insitute of Chicago (SAIC), Chicago, IL

8:30–9:45 a.m.

2028   Room: River (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Intermediate

Developing Your Institution's first DEI Strategic Plan: Lessons from Georgia Tech

Georgia Tech (GT) is a national leader in graduating Women and Black engineers and it is consistently rated among the top universities in the nation for graduation of underrepresented minorities in physical sciences, architecture, and planning. GT's IDEI division includes a comprehensive set of research, training/education, leadership development, student support and diversity, and compliance programs. This combination of different facing offices allows for multiple venues of engagement across the institution, as well as an provides the division with a unique understanding of the different needs and potential resources available to address IDEI challenges.

Led by the division of Institute Diversity, Equity and Inclusion (IDEI), in 2022, Georgia Tech published its first DEI Strategic Plan. Over the past three years, multiple stakeholders across the Institute engaged in a planning process that included the creation of a leadership group (the Georgia Tech Diversity, Equity, and Inclusion Council - GTDEIC) as well as extensive community and grassroot engagement.

In this session, we will share the top strategies we used for developing GT's Diversity Strategic Plan and engaging the Institute community in the process. We will also share how evidence-based practices such as data driven inquiries, campus climate assessments, and educationally - focused interventions, can be integrated into this process and support its implementation. The panel will include executive leaders in charge of the development, ideation, and implementation of the plan.

Archie Ervin, PhD, Institute Diversity, Equity, and Inclusion, Georgia Institute of Technology, Atlanta, GA; **Pearl Alexander**, JD,PCC, ACC, Executive Director of Diversity, Inclusion, and Engagement, Institute Diversity, Equity, and Inclusion, Georgia Institute of Technology, Atlanta, GA; **Diley (Dyla) Hernandez**, PhD, Associate Vice President, Institute Diversity, Equity, and Inclusion, Georgia Institute of Technology, Atlanta, GA; **Kay Martinez**, MA, Director, DEI Education & Training, Institute Diversity, Equity, and Inclusion, Georgia Institute of Technology, Atlanta, GA; **Alexis Martinez**, JD, EDD, Executive Director, Equity & Compliance, Institute Diversity, Equity, and Inclusion, Georgia Institute of Technology, Atlanta, GA

WEDNESDAY, MAY 31

2029   Room: Port (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Accessibility in the Academy   Session Complexity: Beginner

Understanding Diverse Undocumented Student Experiences: A Conversation on Theoretical Approach

This session aims to engage critical conversations on race, illegality, and education inclusivity and transgress in the studies of undocumented students in higher education. This session is guided by the following questions: 1) In which ways race and immigration status intersects to shape undocumented students' experiences in higher education? 2) What are the strengths and limitation of the theoretical and conceptual approaches to study the undocumented students from diverse backgrounds? 3) Particularly, through the examination of undocumented Asian studies, what other considerations need to be taken to account? By evaluating the current frameworks such as Critical Race Theory, Liminal Legality, and Racialized Illegality, I proffer a nuanced, contextualized framework to illuminate the varying and multidimensional experiences of illegality from racially diverse backgrounds.

To achieve that, I will start by introducing the concept of illegality and racialized illegality rooted in sociology and law, foregrounding the studies of undocumented students in higher education. Then I will present literature on undocumented students in the changing landscape of immigration regime, political uncertainty, and higher institutional policies. I will analyze the intersection of race and legal status in shaping diverse undocumented students from multiple racial backgrounds by assessing the strengths and limitations of existing framework. The integration of CRT and relational studies of racialized illegality may enable us to have a nuanced understanding of undocumented students, yet such application should consider: 1. Dual racialization; 2. Invisible illegality; 3. Dual (intersectional) liminality; 4. The migration context; 5. Geopolitical influence; 5. Intragroup differences.

This session welcome scholars, race study and migration studies experts, and higher education specialists/professionals to discuss the complexities of undocumented student experiences impacted by intersectional oppressive systems, and collaborate shifting paradigm, promising practices to increase inclusivity for undocumented students. My goal is to activate audiences' knowledge, expertise, and experiences with racially minoritized or immigrant groups and apply knowledge learned to their research, practice, or advocacy. We will strategize collectively: How could researchers, advocate, and educators dismantle white-supremacy and racist nativism through intentionality in research, practices, and policy?

Siyue Lena Wang, MA, Education, University of California, Los Angeles, Los Angeles, CA

2030   Room: Starboard (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: For Everyone

Higher Education's Equity Imperative: Activating Equity in Your Institution

Higher education institutions are prioritizing equity initiatives on campus for their workforce, students, and the surrounding community. In the last five years, over 30 institutions have created a Chief Diversity Officer position or executive-level equivalent on their campus to bring strategic leadership and organizational change to their institution. However, the average tenure of a Chief Diversity Officer in higher education is less than two years. Institutions must realize that equity work is the responsibility of all stakeholders on campus and should ask what are the major organizational changes that activate equity across the campus so all stakeholders can thrive.

In 2021, Deloitte Consulting released the Equity Imperative and Activation Model for the private and government sectors. As a strong partner to the Higher Education industry, Deloitte leveraged its research to write a distinctive Higher Education Equity Activation Model to consider the unique needs of stakeholders at colleges and universities, noting how they can propel equity efforts on campus.

We posit that higher education institutions can drive equity through three key spheres of influence: their workforce (faculty, staff, administration) through equitable talent acquisition, retention, and advancement strategies and processes; their student population through various equity interventions across the student experience; and their outlying community, including vendors, alumni, and the local community. To support DEI-related efforts for these sets of stakeholders, it requires interlocking, reinforcing actions in support of equity and organizational enablers, such as leadership, governance, data analytics, and technology, among others, to drive accountability. Lastly, we believe that organizational culture underpins the success of DEI efforts as it is the context in which actions are prioritized and enablers are expressed.

This presentation will explore Deloitte's Higher Ed Equity Activation Model; during this interactive session, participants will break into small groups to discuss how the activation model can be applied within their own institution, reflect on their own roles as change agents towards equity, and identify potential strategies for implementation.

Faculty, staff, and university leadership should attend this session to discuss Deloitte's Higher Education Activation Model-a framework professionals can use to affect measurable and sustainable change in their institutions.

Karen K. Yiu, MEd, MBA, Human Capital, Government and Public Services, Deloitte, Atlanta, GA; **Jonathon P. Sorge**, MEd, Human Capital Senior Consultant, Human Capital, Government and Public Services, Deloitte, Washington, DC; **Victoria Iyamba**, EdD, Senior Consultant, Human Capital, Government and Public Services, Deloitte, Phoenix, AZ; **Su McGlone**, MS, Consultant, Human Capital, Workforce Transformation, Deloitte, Boston, MA

8:30–9:45 a.m.

2031 | Room: Bridge (Riverside) | 8:30–9:45 a.m.

Session Track: Session Track: Accessibility in the Academy

Session Complexity: For Everyone

(It Takes a Village) "We All We Got"

Black graduate students make up 7.7% of doctoral programs (Journal of Blacks in Higher Education, 2022). These underrepresented students find themselves navigating the hegemonic whiteness of academia, often with very little formal guidance. Bertrand Jones et al. (2015) found that institutions are often slow to formalize support programs for Black doctoral students, leading to less socialization during their academic experience. In addition to formal support structures, social support networks are also integral to the Black doctoral experience. Mcgaskey (2016) found that while the type of support may come from a diverse audience, it was necessary for the success of Black male students in doctoral programs. While Black students continue to navigate doctoral programs under-supported, Gasman and colleagues (2008) documented the importance of a peer network of support.

In this panel discussion, we will share our experiences with missing support structures and socialization into the academy in addition to creating our own peer mentoring group to build up one another toward the common goal of graduation. We will detail how our community has propelled us forward in our doctoral journeys. We will also highlight avenues for attendees to find or create their own communities of support both in-person and online.

Graduate students will reap the most from this session. This is especially true for those with marginalized identities that are underrepresented in their academic department or university. Graduate coordinators or other managing administrators might also benefit from attendance as they will leave with resources to share and ideas on facilitating peer mentoring networks amongst their students.

Cierra R. Campbell Bridges, MEd, Office of Admissions & Education Leadership & Policy, University of Texas, Austin, Round Rock, TX; **Kamil Q. Brown**, MA, Department of Educational Leadership and Policy, The University of Texas, Austin, Austin, TX; **Tepera R. Holman**, MEd, Assistant Dean, Education Leadership & Policy, The University of Texas, Austin, Austin, TX; **Tiffany Hughes**, MEd, Education Leadership & Policy, University of Texas, Austin Austin, TX

8:45–11:45 a.m.

2100 | Room: Churchill B2 (2nd Floor) | 8:45–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions

Session Complexity: For Everyone

Developing A Critical Theory Of Love: A Framework For Educating for Social Justice

Love within the US context is often defined in overly individualistic, anemic, and depoliticized ways. It is discussed almost exclusively in the context of romance and its familial dimensions. Why? What of love and its role in social transformation? Grounded in Black liberation theology and Black feminist thought, this session will interrogate the Westernized construction of love. It will analyze the ways in which the everyday notion of love operates as a tool of oppression and perpetuates white supremacist ideology to shape our social realities and desirability and diminishes our possibilities for social transformation. Instead, this session will offer us all an opportunity to interrogate what love is, how we have been socialized by it, and how it shapes our capacity to lead change and hold each other with loving accountability within the moment. Ultimately, this session is about reconceptualizing love in ways that help us resist erasure and dehumanization, and defining it in ways that help us heal. We will explore a Critical Theory of Love framework to interrogate our own social justice practices to ensure that we are not perpetuating oppression, but instead helping ourselves and others discover their power and heal.

Durryle Brooks, PhD, Love and Justice Consulting, LLC, Baltimore, MD

WEDNESDAY, MAY 31

2101   Room: Churchill C2 (2nd Floor)   8:45–11:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: For Everyone

Archiving the Values of Graffiti for Revolutionary Pedagogy using Geospatial Technologies

Graffiti is a communication tool for marginalized voices. As a component of hip-hop culture, graffiti navigates through a thin line of vandalism, street art, and alternative communication. Graffiti messages can cover awareness of social justice, racism, crime, and economic inequality. There are also examples of graffiti and murals to promote education, abstract art, and a sense of place. With simpler language and complex visual connection, graffiti messages can reach diverse audiences of various ages, classes, literacy, and education attainment.

In this case study, we used the geospatial technology Survey123®, which uses GPS and cameras from mobile devices, to collect data about graffiti messages in Rio de Janeiro, Brazil. As graffiti can be vulnerable to erasure through public policies, capturing graffiti values with geospatial technologies becomes an archival process. We interviewed artists, Black studies advocates, and community leaders who shared their perspectives on educational, inspiring, and revolutionary graffiti messages.

The data collected from the Geographic Information Systems survey application includes photos, location (latitude and longitude), values, and feelings triggered by a graffiti message. The final product includes a map in a storytelling platform ArcGIS Storymap®. The final product and the raw data can be used in classroom environments to explore antiracist and anti-colonialism education techniques, where the source of knowledge has a bottom-up participatory approach and includes multiple language formats to promote equity.

Participants in the session will learn how to design and collect graffiti data using Survey123 in New Orleans. In a brainstorming session, we will discuss other fields where combining geospatial technology, archiving, and pedagogy can promote accessibility in the classroom. The target audience is educators, students, and curriculum developers.

Lorena Alves Carvalho Nascimento, PhD, Geography, Portland Community College, Portland, OR; **Cherise Frehner**, MA, Academic Advisor and Faculty, Academic Advising, English as a Non-Native Language, Portland Community College, Portland, OR

2102   Room: Windsor (3rd Floor)   8:45–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: For Everyone

Want to Avoid Hiring for an Anti-Racist, Culturally Competent Workforce? Don't Attend This Workshop!

We as educators have learned, often through trial and error, to recognize the institutional patterns that lead a college or university to abandon effective DEIJ practices, often in favor of superficial changes that reify the status quo. Being "frozen in place" when effective education for 21st century students requires a commitment to and practice of lifelong learning both for the institution and its members damages all members of the campus community.

If you wish to continue policies, practices, curricula and pedagogy shaped by outmoded stereotypes, do not attend this workshop! In this workshop, we will describe and demonstrate effective strategies for hiring anti-racist, culturally competent faculty, staff and administrators. We will provide examples of effective practices in describing the work/position, outreach for recruitment, application rubrics and interview processes and questions that provide comparable data on knowledge and skills for all applicants. The focus is to insure that the skills and knowledge of anti-racism and cultural competence, while different for each type of position, are identified and treated as requirements for the successful candidate. We will also explore how transformational institutional changes in meaningful equity are driven by building an anti-racist, culturally competent workforce; how attempts to stop these changes result in practices that perpetuate white supremacy; and, the collective honesty and courage needed face these facts and build leadership for change at all levels of the institution.

We will emphasize that burdening already overworked minoritized and racialized members with all the leadership in this area is a sadistic practice designed to allow others to stay comfortably out of the arena of change. We will use research based on 20+ years of experience to examine the most frequent ways that educational institutions attempt to block or water down institutional changes, and how to recognize some of these efforts early in the process, before the obstruction "solidifies." All participants will receive a detailed resource manual and other materials they can adapt for use on their own campuses. This workshop will be of interest to those who want to and/or are attempting to change hiring practices so that they result in hiring the best candidates for all positions.

Cristine Clifford Cullinan, PhD, ALiVE: Actual Leadership in Vital Equity, Wilsonville, OR; **Emma J. Coddington-Brown**, PhD, (New Zealand citizen), Independent Scholar, Artist, Researcher and National Consultant in Science, Anti-Racism and Albleism, Corvallis, OR; **Kalyan ali Balaven**, JD, Head of School, The Dunn School, Los Olivos, CA; **Amani Reed**, MS, Head of School, University School of Nashville, Nashville, TN; **Ruth Jurgensen**, MA, Chief Executive Officer (CEO), Prepforprep, New York City, NY

8:45–11:45 a.m.

2103 Room: Quarterdeck A (Riverside)   8:45–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Beginner

Reclaiming our Humanity: Racial Literacy in the College Classroom

RaceTalk workshops are an innovative way to integrate race-based dialogue in academic environments that are committed to cultural inclusivity and meeting the needs of an ever-growing culture that is diverse.

The RaceTalk workshops are designed to give attendees a unique experience of hearing narratives that are informed by scholarship and expertise in the fields of psychology, sociology, and education. Attendees begin their anti-racist journey by understanding concepts such as white supremacy, white racial frames, racial socialization, color-blind racism, racial literacy, and so much more. Attendees will learn about these concepts through video, experiential learning, training, and narrative-based sharing in the form of a panel and Q/A at the end.

Ultimately, the workshops initiate and help facilitate dialogue regarding race, racism, white supremacy, racial identity development, racial socialization, campus climate, and many other issues while addressing the unique needs of students and faculty of color in predominantly white institutions.

Within the workshop, a panel of trained RaceTalk panelists, provide 8-10-minute narratives articulating their racialized experiences across the lifes-pan. This chronological recount includes experiences, incidents, and familial influences that shaped how panelists perceived their racial identity. Their narrative also reflects a critical analysis of their racial identity development and what it means to them now as intentional anti-racist advocates. The narratives give students an opportunity to hear from trained RaceTalk panelists that have learned and continue to learn how to interrogate systems of power and privilege as they embark on an anti-racist journey. Attendees will be provided with index cards to ask questions anonymously during the question-and-answer session to get a better understanding of concepts articulated in the workshop.

This workshop is meant to provide foundational critical race content that gives attendees an understanding of systemic oppression and how that inter-sects with the panelists' experiences. The workshop will underscore how we are all socialized from a White racial frame and when uninterrupted, reifies our complicity in White supremacy. Students will learn that whiteness is an institution, not an identity. Understanding this point is key to beginning an antiracist journey that humanizes our existence.

Dawnielle D. Simmons, PhD, LPC, Racial Literacy Advocates LLC, Lancaster, PA

10:15–11:45 a.m.

2200 Room: Grand Salon A (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Louisiana Creole Peoplehood: Afro-Indigeneity and Community

Join Dr. Jolivétte as he shares about his latest co-edited book, Louisiana Creole Peoplehood: Afro-Indigeneity and Community. This presentation may act as a springboard for higher education institutional discussions on better understanding intersectionality and sovereignty.

Andrew Jolivétte, PhD, (Atakapa-Ishak Nation of Louisiana [Tsikip/Opelousa/Heron Clan]), Ethnic Studies Department, University of California, San Diego, San Diego, CA; **Tracey Colson Antee**, Founder & CEO, The Maven Consultant, Opelousas, LA; **Rain Prud'homme-Cranford**, PhD, Associate Professor, English and International Indigenous Studies, University of Calgary, Calgary, Canada; **Jefferey U. Darensbourg**, PhD, (Atakapa-Ishak Nation), Writer and Consultant, New Orleans, LA; **John Depriest**, PhD, Staff Instructor, Tulane University, New Orleans, LA; **Carolyn M. Dunn**, PhD, (Mvskoke Creek, Cherokee, Tunica/Choctaw-Biloxi), Director of Playwriting and Dramaturgy, Cal State LA, Los Angeles, CA; **David Gerard Barthe**, PhD, (New Orleans Creaole), Lecturer of History, Dartmouth College, NH

WEDNESDAY, MAY 31

10:15–11:45 a.m.

2201 — Room: St. James (3rd Floor) — 10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

SpeakOut Panel: What to Say YES To: What's Working for Racial Equity in Higher Education and Beyond

Join Amer F. Ahmed, Jacqueline Battalora, Nolan Cabrera, Loretta Ross, and Tim Wise for a dynamic panel discussion on successful strategies to advance racial equity and dismantle structures of racial superiority in higher education. Drawing on their collective experience as thought leaders in the field, the panelists will share specific examples of what is working on campuses divesting from white supremacy and advancing anti-racist practices in higher education and beyond.

In this session, attendees will learn about key questions to ask about curriculum, policies, and practices that help illuminate whiteness and ensure diverse perspectives are given weight, the curriculum that has success challenging whiteness, structural changes that are producing more equitable results, student efforts that are having an impact beyond campus, effective processes for inclusive decision making, and platforms that unify groups with concern overlap (environmentalists, anti-racists, feminists, LGBTQI, among others).

This session is designed for DEI administrators in higher education, student activists, faculty, and staff seeking ways to make their campus anti-racist. Attendees will leave with policies, practices, and a platform to which they can say, 'YES!' to.

Amer F. Ahmed, EdD, University of Vermont, Springfield, MA; **Jacqueline Battalora**, PhD, Professor, Sociology, Saint Xavier University, Chicago, IL; **Nolan Cabrera**, PhD, University of Arizona, Tucson, AZ; **Loretta Ross**, Associate Professor, Smith College, Northampton, MA; **Tim Wise**, B.A., Anti-Racism Educator and Author, SpeakOut, Nashville, TN

10:15–11:45 a.m.

2202 — Room: Churchill D (2nd Floor) — 10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

DEI is More Than an Acronym: Navigating the Political Landscape

DEI has joined CRT as an acronym that has been weaponized by a movement and legislation creating a serious threat to the higher education landscape. How we've gotten to where we are today and the current framing of diversity, equity, and inclusion and attempts to dismantle generations of efforts will be discussed by a panel of senior diversity officers and members of the National Association of Diversity Officers in Higher Education. NADOHE has been vocal in its opposition to the efforts and will share what NADOHE and others can do to better inform this country's understanding of diversity, equity and inclusion beyond university diversity offices.

Paulette Granberry Russell, J.D., National Association of Diversity Officers in Higher Education, Lansing, MI; **Christopher M. Whitt**, Ph.D., Vice Chancellor Diversity, Equity and Inclusion, University of Denver, Denver, CO; **Elizabeth F. Ortiz**, EdD, Vice President Institutional Diversity and Equity, DePaul University, Chicago, IL; **Rickey Hall**, MA, Vice President for Minority Affairs & Diversity, University of Washington, Seattle, WA

10:15–11:45 a.m.

2203 Room: Churchill B1 (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Intermediate

Who Counts? Contesting Race Policies through Multiracial and Interracial Perspectives

Scholars and institutional researchers continue to highlight the interplay of race and a number of educational outcomes, which are often connected to policies related to racial disparities. The identifying and tracking of such relationships largely depend on the racial and ethnic demographics of students, faculty, and staff. These data are generally collected on standardized tests (e.g., SAT, ACT), college admissions applications, pre- and post-surveys of engagement and involvement, job applications, or other research instruments. Thus, we are routinely asked to "check boxes" to racially identify ourselves at various points in higher education. But what happens for those who don't fit the boxes? How might our race policies be unsettled by fluidity of racial and ethnic identification? This session seeks to provide some answers to these questions from panelists with expertise on racial and ethnic identity, terminology, organizational identity, and data (dis)aggregation. We offer opportunities to engage in dilemmas around race and policy from interracial and multiracial perspectives anchored in the idea of contestation - the destabilizing of boundaries and borders towards disrupting racial hierarchies and white supremacy.

Jacob Campbell, BA, California Polytechnic State University, San Luis Obispo, CA; **Karly Sarita Ford**, PhD, Associate Professor, Education Policy Studies, Pennsylvania State University, State College, PA; **Gina A. Garcia**, PhD, Associate Professor, Educational Foundations, Organizations, and Policy, University of Pittsburgh, Pittsburgh, PA; **Cristobal Salinas**, PhD, Associate Professor, Educational Leadership and Research Methodology, Florida Atlantic University, Boca Raton, FL

10:15–11:45 a.m.

2204 Room: Churchill C1 (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: Beginner

Make It Make Cents: Explaining the Business Case for DEI - Non-Higher Ed Structures

In organizations, the call to action in response to social justice movements has been met with great hesitance. Who do we need to reach? How does this issue impact us? What is it going to cost? And ultimately, what do we gain by engaging or responding? The need to clarify the benefit of supporting diverse employees and communities is higher than ever as employees are looking for organizations that align with their values. For the companies, driving support for these efforts may start with helping leadership understand the benefit to the bottom line. In 2022, Global Industry Analytics, Inc determined that diverse companies have 2.5 times higher cash flow per employee. Companies with diverse leadership teams traditionally outperform their peers in multiple markets. The benefit to both the team member experience as well as business innovation are innumerable but are better received when quantified.

This session will explore how DEI initiatives can positively impact the goals of any business. Participants will learn DEI best practices across industries that have set businesses up for success and driven impact in community sustainability. The discussion will primarily benefit those seeking to implement or transform their organization's DEI efforts as a primary business strategy.

Sabrina Griffith Jackson, SHRM-SCP, CDP, UMA Education, Inc., Ultimate Medical Academy, Tampa, FL

WEDNESDAY, MAY 31

10:15–11:45 a.m.

2205 Room: Grand Salon 9&12 (1st Floor) 10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: Beginner

La Hermanidad - Connecting Mental Health Resources with DEI Work through Storytelling

"There is no greater agony than bearing an untold story inside you." - Dr. Maya Angelou

Birthed out of a need for a safe space for students to share their untold stories, The Sisterhood/ La Hermanidad is where women, and women aligned, are encouraged to share, reflect, educate, and start to heal through their experiences by telling and/or listening to each other's stories. Research shows that storytelling is part of the human interaction creating a present space and connection. Deborah Potts shares that storytelling ""provides context and detail, told in respondents' own words with their own language, thus revealing their own unique perspectives on meaning and understanding"" (Potts, p.20).

In this session, attendees will learn how a discussion series has transformed the relationship between students, faculty, and staff within a college community. Housed under the Mental Health Counseling and Wellness department, the Sisterhood/ La Hermanidad has allowed the destigmatization of mental health services and encouraged students - with a 60% increase - in seeking services and resources at the Mental Health Counseling and Wellness Center.

The presentation will cover the group's origins, mission, structure, collaborations, outcomes, and benefits. Presenters will share their experiences with attendees on how to best implement the group within their institution - emphasizing the importance of creating a safe space for women, and women aligned, to express themselves, creating an inclusive environment, working with a diverse group of women - in age, ethnicity, race, religion, occupations, etc. - and how the institution can create a connection between DEI, mental health and women in leadership roles within higher education. Presenters will engage attendees in role play to showcase how a discussion is held and allocate time for attendees to ask questions.

For everyone; staff/faculty/students

Diana F. Galvez, Academic Affairs, Hudson County Community College, North Hudson Campus, Jersey City, NJ; **Deliana E Acosta**, MSW, Licensed Social Worker, Mental Health Counseling and Wellness, Hudson County Community College, North Hudson Campus, Jersey City, NJ

10:15–11:45 a.m.

2206 Room: Grand Salon 15&18 (1st Floor) 10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education Session Complexity: Intermediate

Flying Under the Radar: Anti-Oppressive Education as a Counter to Institutional Conditioning

In this session we will explore how to conceptualize and co-create anti-oppressive practices and pedagogy as a way to disrupt institutional conditioning and imagine new ways of being, teaching, and learning within a higher education setting. We will utilize storytelling as a mechanism to share our experiences of working with a neoliberal institution that over-values competition, hierarchy, and individualism to shift towards a practice of honoring care, humanity, and community.

Guided by the works of radical educators such as bell hooks and Paulo Friere, we will offer participants critiques of how DEI and multicultural policies put forth by academic institutions often fail to affect lasting, systemic change for marginalized people. Participants will work together to identify and define "meaningful change." To do so, we will guide participants in restoring the "human" and deconstructing the "title" in Academia. By beginning to engage with vital identity work and self-actualization, participants will start to conceptualize how to build and support anti-oppressive worldviews within their institutions for students, staff, and faculty.

Khadijah Seay, MEd, Civic House, University of Pennsylvania, Philadelphia, PA; **LaDonna Marrero**, Associate Director, Civic House, University of Pennsylvania, Philadelphia, PA; **Dacia Carter**, MA, Associate Director, Civic House, University of Pennsylvania, Philadelphia, PA; **Elizabeth Cannon**, EdD, Director of Community-Engaged Learning, Office of Community Engaged Learning, Vassar College, Poughkeepsie, NY

10:15–11:45 a.m.

2207   Room: Canal (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Authenticity at Work for Black Professionals

This session will focus on how we, as Black professionals, manage our own image with the desire to show up authentically in the workplace. What does it mean to bring your whole self to work when there are also dominant narratives around professionalism? How do we make space for folks who historically have not been considered in the general office culture and practices? In this session, we will discuss the realities of the workplace culture and highlight what we can leverage and offer in authenticity, recognizing that the image we portray will come with expectations and assumptions. This discussion will dive into how we make space and negotiate it all.

Alyscia Raines, MEd, ADR Consulting Group LLC, Katy, TX; Omari Keeles, PhD, Associate Consultant, ADR Consulting Group LLC, Brooklyn, NY

10:15–11:45 a.m.

2208   Room: Royal (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Athletics in the Academy   Session Complexity: Beginner

NCAA Athletics Diversity and Inclusion Designees: Your DEI Connect for Athletics

Diversity, equity, and inclusion are a shared responsibility, and working with others to advance DEI efforts can expand the reach and impact of the work. This panel discussion will include information about the NCAA's newest designees, ADIDS, and highlight the value of partnering with your athletic department's athletic diversity and inclusion designee (ADID) to support diversity, equity, and inclusion initiatives and programs for the athletic community.

Niya Blair Hackworth, EdD, Inclusion, NCAA, Indianapolis, IN; Felicia Martin, Senior Vice President, Inclusion, Education and Community Engagment, NCAA, Indianapolis, IN

10:15–11:45 a.m.

2209   Room: Compass (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Tarot for Antiracist Reflection, Dialogue, and Community Building

Tarot has the potential to provide individuals with an opportunity to ground in the present, engage in mindfulness, and work through difficult situations and conversation. It does this by aiding practitioners in constructing narratives that name and describe current situations and explore potential pathways forward. Thus, tarot is an excellent tool (which many of our students are familiar with) to explore difficult topics such as race, racism, and anti-racist activism for ourselves and with the students we work with.

This interactive workshop explores how tarot can be used as a narrative tool to engage in self-reflection that supports anti-racist understandings of the world, identities, and practices. We will provide a general overview of the tarot and explore how we can link this metaphysical practice to identity development, the construction of counternarratives, and an ongoing commitment to antiracism. To deepen participants' understanding of these links, we guide participants through a self-reflective journey using the wisdom and imagery from several tarot cards. For this workshop, we will explore cards that (a) encourage us to nurture our inner child in order to explore vulnerability, criticism, and liberation, (b) link to somatic healing work and invite us to let go and release in order to draw boundaries and nourish the selves that oppression has taught us to devalue and (c) encourage us to dream beyond systems of oppression in order to demand and co-create a more equitable world

Throughout the session, participants will develop an understanding of the tarot as a metaphysical and antiracist practice, see how tarot can provide opportunities for antiracist self-reflection and create opportunities for antiracist conversations to begin, and understand how tarot can help us develop an embodied understanding of important antiracist lessons from scholarly and activist writings. Finally, participants will be provided with tips and resources on how to incorporate tarot into daily practices and student activities to cultivate antiracist commitments and practices.

Daniel Eisen, PhD, Sociology, Pacific University, Forest Grove, OR

WEDNESDAY, MAY 31

10:15–11:45 a.m.

2210 Room: Marlborough B (2nd Floor) 10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Beginner

Infusing CRT to Make Curricular Change: Wins, Challenges, and Lessons Learned

Since the racial reckoning movement of 2020, the racist legacy of academia has become increasingly apparent within institutions of higher education. The accompanying call to dismantle systemic racism has funneled to the department level and is especially true in the discipline of Social Work, where the explicit and implicit curriculum of anti-racism, equity, inclusion, and accessibility are held up as social justice principles. At the University of Texas at Austin's Steve Hicks School of Social Work (SHS), like elsewhere, students are calling for a change in their educational experiences and faculty are seeking deeper knowledge and skills to prepare students to address racial justice in their professional careers. Moreover, national accrediting organizations are introducing anti-racist goals and criteria to which educators are now beholden.

In response, administrators at SHS have turned to Critical Race Theory (CRT) in recognition that racism is endemic within the school and to analyze the role of race and racism in perpetuating social disparities between dominant and marginalized racial groups (DeCuir & Dixson, 2004; Ladson-Billings, 1998; Ladson-Billings & Tate, 1995). CRT has the potential to challenge dominant ideologies of neoliberalism and colorblindness in education, and several scholars have written about the use and applicability of CRT in the classroom (Ledesma & Calderon, 2015). However, little is known about how to bring the theory formally into curricula (Einbinder, 2019).

This workshop is designed to provide practical guidance on how to meaningfully adopt CRT in higher education. It is intended for educators and administrators who are interested in co-creating dialogue and strategies about the application of CRT in higher education. We will discuss why we chose CRT as a foundational theory, introduce a roadmap for the infusion of CRT in our school, and describe the roadblocks encountered in a state that is hostile to CRT. We will share the process of changing curriculum, considering student involvement, faculty governance, and issues related to academic freedom. We will provide examples of implicit and explicit curriculum successes and share the struggles within the process, both internally and externally. The session will include experiential components, open discussion, and encouragement for participants to evaluate the need for curricular changes within their own educational institutions.

Cossy Hough, LMSW, The Steve Hicks School of Social Work, The University of Texas, Austin, Austin, TX; Esther Calzada, PhD, Professor and The Associate dean for Diversity and Inclusion, The Steve Hicks School of Social Work, The University of Texas, Austin, Austin, TX; **Sarah K. Sloan**, LCSW-S, Assistant Dean for Health Affairs, Clinical Assistant Professor, Steve Hicks School of Social Work, The University of Texas, Austin, Austin, TX; **Sarah Swords**, LCSW-S, The Assistant Dean for Master's Programs The Steve Hicks School of Social Work, The University of Austin, Austin, Austin, TX; **Lainey Sevillano**, MSW, PhD, Assistant Professor, School of Social Work, Portland State University, Portland, OR

10:15–11:45 a.m.

2211 Room: Prince Of Wales (2nd Floor) 10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Beginner

Understanding American Indian Health

In the United States race is a determinant of health. In California, 40%-70% of AIAN deaths are racially misclassified as a race other than AIAN. This margin of error is unacceptable and deeply rooted in anti-Indian policies. The first step in understanding these disparities is identifying accurate data. The second step in addressing health inequities is working directly with the community. AIAN people have to know the solutions and we know how to heal our communities. The session will highlight deep disparities and explore community-based solutions that are working. Examples provided include substance use disorder, COVID-19, and maternal-child health.

The session will highlight how institutions, universities, governments, communities, and organizations address health disparities, advance health equity, and improve AIAN health by using community-based interventions and strategies, evaluating interventions, and forming multi-disciplinary collaborations

Virginia Hedrick, MPH, (Yurok Tribe), California Consortium for Urban Indian H, Sacramento, CA

10:15–11:45 a.m.

2212   Room: Quarterdeck B (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Beginner

"Takin Back the Misnomers" about anti-Arab and anti-Muslim Racism: Contextualizing Arab American stu

Thanks to decades of organizing efforts the White House Office of Management and Budget (OMB) appears poised to create a category for SWANA (Southwest Asia and North Africa) people to be counted on the census. But what is the context behind these efforts? This session aims to historicize and contextualize the racialization of SWANA American communities, including overlaps between anti-Arab and anti-Muslim racism in the US. In 2018, Syrian American feminist rapper Mona Haydar burst onto the scene with her debut single "Hijabi (Wrap my Hijab)," in which she vows to "take back the misnomers" about her community. Foregrounding multimedia, this session will explain the impacts of US militarism and the War on Terror on SWANA communities, especially focusing on how orientalism has contributed to racialization processes and outlining orientalist practices of representing SWANA regions, including the conflation of these regions with Islam. Following the impetus for the #IslamophobiaIsRacism syllabus, which built on the models of the #FergusonSyllabus and #StandingRockSyllabus, the session will also explain: 1) how critical SWANA studies fits into Ethnic Studies and the overlap with other social justice movements, 2) why anti-Muslim racism is a more appropriate term than Islamophobia and 3) the problems with the conflations of anti-SWANA racism with anti-Muslim racism and the complexities of such conflations for university campuses.

Participants will leave with a better understanding of how SWANA communities have been racialized within the US landscape, particularly in relation to orientalist representation practices historically, and orientalism in the War on Terror. Additionally, participants will leave with the following concrete tools and handouts: a list of pedagogical resources; multimedia resources, including a playlist, useful for generating discussions on campus; and a list of collectively generated suggestions to bring back to participants' own campuses about how to best support SWANA and Muslim students who face anti-SWANA and anti-Muslim racism.

This session will particularly benefit higher education practitioners and educators who are interested in understanding the racialization of groups who are not captured through existing demographic measures and troubleshooting ways of reaching and responding to students who are impacted by the xenophobia and racism connected to the Global War on Terror.

Amira Jarmakani, PhD, Women's, Gender, and Sexuality Studies, San Diego State University, Santa Monica, CA

10:15–11:45 a.m.

2213   Room: Churchill A1 (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: For Everyone

Student Centered Spaces: Art + Transformation

Join the students, The Director of the Barrett Gallery and the Art Department Chair from Santa Monica College in discussion around how to shift campus wide pedagogy through gallery walls. Over the past 2 years students have been curating exhibitions, learning the ins and outs of running an exhibition space, hosting campus wide activations and working in the community/city to make an impact and change on a global level.

Students have worked with organizations and artists like Prison Art Collective, Self Help Graphics, Matika Wilbur, Black Lunch Table (forthcoming 2023). The past year students have been working side by side photographer Matika Wilbur, amplifying Indigenous voices, shifting curriculum through learning guides, touring public and civic spaces to critique Indigenous representation and much more. Hear from the students as they discuss how to use art as a springboard for change and transformation.

The Pete and Susan Barrett Gallery is a student centered contemporary art gallery located in the heart of Santa Monica, CA. Our mission is to create a dynamic gallery experience engaging the community and student body at large. This space is a hub for experiential learning through art, workshops, and campus/citywide activations. We are committed to closing equity gaps in higher education and in gallery/museum settings.

Emily Silver, MFA, Art, Santa Monica College, Santa Monica, CA; **Walter Meyer**, Chair Art Department, Professor Art History, Art, Santa Monica College, Santa Monica, CA

WEDNESDAY, MAY 31

| 2214 | Room: Ascot-Newberry (3rd Floor) | 10:15–11:45 a.m. |

Session Track: Session Track: Student Led, Student Leadership and Student Interest
Session Complexity: Beginner

Fierce Advocates: Identity Discussions of Queer, Latino Men in Higher Education

The purpose of this session is to radically explore what being a queer, Latino man means and how to critically connect these identities with being a fierce advocate for oneself; the exploration of fierce self-advocacy. We will explore how our upbringing has shaped who we are today and how we are able to redefine ourselves into fierce, queer, Latino men. It is the intention to have students learn how to dismantle negative ideologies regarding these identities, how take ownership of oneself, and authentically take up the spaces that we have historically been excluded from: both in higher education and beyond.

This session is only intended for those who are currently undergraduate students or will enter undergraduate education only. The impact that spaces have on the development of students is crucial which is why we ask only these two population of students to attend, please.

Efren Herrera Hurtado (el/he/him), MA, Title V Grant, Division of Diversity, Equity, & Inclusion, The Community College of Aurora, Aurora, CO

| 2215 | Room: Grand Salon 21 (1st Floor) | 10:15–11:45 a.m. |

Session Track: Session Track: Race and Social Justice in Higher Education
Session Complexity: For Everyone

Equity in Action: Communicate with Anyone, Anytime, Anywhere

As institutions of higher education (IHE) and other organizations continue to face the obstacles of equitable access for their students, faculty, and staff who speak other languages, Worldwide Tech Connections has created a real-time solution. Combining the world's finest speech technologies, translation software, and artificial intelligence, Worldwide Tech Connections offers a language platform supporting interpretation and translation to organizations in 90+ languages and complete with multiple dialects. The software platform is fully containerized, scalable, and browser-based, so there is nothing to download. Users can access the platform from any device connected to the internet (i.e., phone, tablet, laptop) in any location.

Attendees in this session will gain knowledge and information on a Language-as-a-Service solution that eliminates the language and dialect barriers that IHEs and other organizations face both domestically and globally. This hands-on session will afford participants the ability to experience Text-to-Text, Text-to-Speech, Speech-to-Speech, and Speech-to-Text communication solutions in a real-time class. You must attend this session to witness what these technologies can do to support students from diverse language backgrounds in either online instruction or in a face-to-face class. The various platforms also provide translation and interpretation for audio and video resources used in the classroom in real-time. Meet your Title VI Department of Justice requirements. Learn how to take your institution or organization to the next level. See Equity in Action!

Jeffry Williams, Worldwide Tech Connections, Tulsa, OK; **Colleen Parrott**, Director of Education, Worldwide Tech Connections, Wisconsin Rapids, WI

| 2216 | Room: Grand Salon 24 (1st Floor) | 10:15–11:45 a.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions
Session Complexity: Intermediate

I'M Possible: Tools to Overcome Imposter Syndrome for BIPOC & First Gen Professionals

Impostor Syndrome is often experienced by high-achieving and successful people who cannot acknowledge their own greatness. Imposter Syndrome can prevent highly qualified individuals from reaching deserved levels of success and can negatively impact self-efficacy and overall mental health. While many experience Imposter Syndrome, it's not talked about, and BIPOC-identified individuals have a higher rate of being susceptible to experiencing Imposter Syndrome. Unaddressed, Imposter Syndrome can prevent BIPOC individuals from achieving milestones and goals in their academic and professional careers. With a focus on how various aspects of identities can be empowering or oppressing, this workshop will help participants embrace their stories and narratives while looking at how they affect all of us as professionals. Participants will begin to understand personal and unique experiences through the lens of intersectionality, hopes, fears, and identity awareness. This workshop will work to disrupt the idea of perfectionism, comparison, and not being good enough-often referred to as impostor syndrome or impostor phenomenon.

Monica Hanna, MEd, Residential Life, University of California, Los Angeles, Los Angles, CA; **Markeith Royster**, EdD, Community Director, Residential Life, University of California, Los Angeles, Los Angeles, CA

Wednesday, May 31

10:15–11:45 a.m.

2217 Room: Grand Salon 19 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Asian American Representation in DEI Work

According to NBC News, anti-Asian hate crimes increased 333% in the past year. A longitudinal study published this year by a Yale doctoral candidate proves that teacher bias contributes to higher expectations for AA students in terms of academic achievement. I will share how my intersectional experience as an AA woman and United States veteran lent a unique cultural lens to my education and my professional career in America. Along with sharing my personal experiences, I will inform audiences of existing biases and stereotypes that work against AA students and professionals. The focus of my presentation will be acknowledging that AAs have a unique and inequitable position in a country where they are perceived as high performing due to the Model Minority Myth, but are denied the acknowledgment of racism and discrimination due to the weaponization of the MMM. We will discuss the conflicting stereotypes that exist around AA identities while unpacking colorism (something that is commonly perceived as only something Blacks experience). We will also explore the polarization of discussions around race in education, where only Black or white experiences are focused on. I will teach the audience what to consider when working with AA students and colleagues, the cultural lens in which East Asians specifically come from (because this is my lens) and how that shapes engagement at work, and what to consider to provide a more racially equitable environment for AA students and colleagues.

Joan King, EdD, Green River College, Covington, WA

10:15–11:45 a.m.

2218 Room: Grand Salon 22 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Building UndocuCompetency: Creating an Inclusive Community in Higher Ed - A Framework

Drawing from the lived experiences of a DACAProfessional and expertise of two practitioners, we will provide attendees with a framework for building undocuCompetency that influences equity and inclusion. Attendees will learn how their roles can influence the inclusivity of undocuCommunities in higher education.

Through a comprehensive presentation and interactive activities, you will learn how a small group of passionate individuals, at a Predominately White Institution, grew into a thriving Dreamers Working Group that garnered institutional support and trained over 500 staff and faculty in a Dreamer/UndocuAlly Training, building capacity and undocuCompetency across campus. Our programs have grown to include an endowed student scholarship, a student advisory board, and more.

This presentation will be delivered as a PowerPoint presentation. Participants will have the opportunity to work in small groups, share ideas, and develop an action plan. This session is suited for intermediate level. Attendees must have a basic understanding of undocuPopulations.

Briselda Molina, EdM, School of Journalism and Communication, University of Oregon, Eugene, OR; **Dulce Castro**, MS, Second-Year Advisor , Clark Honors College , University of Oregon , Eugene, OR; **Justine Carpenter**, EdM, Assistant Dean of Students, Director of Multicultural & Identity-Based Support Services , Office of the Dean of Students , University of Oregon , Eugene, OR

WEDNESDAY, MAY 31

10:15–11:45 a.m.

2219 Room: Chart B (Riverside) 10:15–11:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Building an Inclusive Syllabus and Aligning Your Pedagogy

Does your syllabus align with your philosophical commitments and aspirational pedagogies?

A course syllabus does more than communicate the goals, assignments, and schedule of a class. Even when not explicitly stated, a syllabus signals the climate of a course, what the instructor values, how the instructor regards students and learning processes, and how students are expected to engage with each other. Unfortunately, the messages students receive often don't match what the instructor intends.

This session focuses on syllabus features and pedagogical practices that can support or hinder efforts toward development of class climates of inclusion and belonging. Following a brief overview of general goals of syllabus design, we explore how specific elements and features of a syllabus can promote inclusion and belonging. In the process, we will connect syllabus elements with (a) instructor goals and priorities, (b) underlying philosophical stances, and (c) instructional strategies and approaches.

Participants will have opportunity for small-group discussion and problem solving regarding challenges in their own courses and contexts. Participants will leave the session with resources and tools to assist them in creating more inclusive syllabi and courses.

Amy C. Bradshaw, Ph.D., Educational Psychology, University of Oklahoma, Norman, OK

10:15–11:45 a.m.

2220 Room: Grand Salon 13 (1st Floor) 10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: For Everyone

Higher Education Narratives from Students and Faculty

This panel highlights the diverse experiences of Asian American and Pacific Islander students and faculty as they traverse home, social, and academic support systems. Using social and cultural capital models, student and career development theories, and critical race theory, the presenters will discuss the historical and social contexts of individual, institutional, and psychological supports and their impact on educational and professional outcomes. Presenters and participants will also be invited to share their own educational and professional narratives as a way of giving voice to marginalized experiences and validating knowledge production about educational processes for AAPI students. The panel challenges the idea that the AAPI experience is homogenous and highlights the importance of understanding diverse lived experiences in educational and professional contexts. All are welcome to attend, especially to those who are involved or interested in learning about Asian/Pacific Islander studies as it is important to understand how educators, helping professionals, and other stakeholders can better support the AAPI education and professional pipeline from an interdisciplinary perspective.

Shine Kim, School of Educational Studies, Claremont Graduate University, Claremont, CA; **Shirlie Mae Peralta**, PhD, Assistant Professor, Psychology, Mount Saint Mary's University, Los Angeles, CA; **Christine Kang**, PhD, Educational Researcher, Student Affairs Professional and Social Justice Advocate, Los Angeles, CA; **Joanne Rondilla**, PhD, Assistant Professor, Sociology; Interdisciplinary Studies; Asian American Studies, San Jose State University, San Jose, CA; **Malkie Hematillake**, PsyD Candidate, Psychology, Mount Saint Mary's University, Los Angeles, CA

2221   Room: Quarterdeck C (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Intermediate

The IDI: A Tool, Not THE Tool for Equity. How to Move from Cultural Competency to Equity Impact

The Intercultural Development Inventory (the IDI) is being widely used by universities and nonprofits to assess and develop the Intercultural Competencies of staff, faculty, and students, in hopes of it leading them towards more equity and belonging within the organization. The IDI is well researched, provides actionable reports, and can be used to deepen the cultural awareness of individuals and teams. While the IDI is A tool to work towards Equity and Inclusion, it is not THE ONLY tool that is needed to move organizations towards systemic change (i.e. addressing systemic racism and other systems of oppression). But many organizations are not able to connect the IDI to deeper systemic EDI work.

This session is for participants whose campus or organization is thinking about using the IDI as part of their EDI strategic plan, or is already using the IDI as part of their EDI work. And who want to learn how to use the IDI as one tool among many in their tool box to create a more equitable and racially just organization. We will explore the strengths of the IDI; and also discuss the gaps between the Intercultural Competency framework and Equity frameworks. The participants will learn critical Social Justice skills and concepts to integrate with the IDI to make it a more effective and transformative tool. Specifically, the participants will deepen their understanding of how to connect concepts of identity, power, privilege, and oppression to the concepts of intercultural competency, cultural awareness and "dominant culture/majority culture." Participants will leave the session with questions to ask as their organization implements the IDI and with practical strategies to add to the IDI work already being done.

Becky Martinez, EdD, Infinity Martinez Consulting, Hemet, CA; Alejandro Covarrubias, EdD, Consultant, Foundations for Hope & Justice Consulting, Rancho Cucamonga, CA

10:15–11:45 a.m.

2222   Room: Grand Salon 16 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

Reimagining HR: Moving from compliance-based to human-centered

Human resources (HR) and justice, equity, diversity, and inclusion (JEDI) teams hold unique positions within organizations, and may oftentimes have priorities that are in tension with one another. HR holds a reputation for establishing and upholding compliance-based policies and legalities and mitigating risk in the workplace. This in turn can become a barrier to creating inclusive and equitable policies and practices. Though different in their charge, HR and JEDI teams can become united in their shared vision to build trust and create spaces where employees can thrive in the workplace, especially when centering the needs and experiences of minoritized employees. As more organizations work toward embedding JEDI and belonging into staff initiatives and efforts, there is a strong need to redefine the work of HR through a JEDI lens.

As defined by Alex Khasnabish & Max Haiven, radical reimagination is the "practice of creating purposeful and positive spaces and times for imagining together, and for debating and refining shared visions of the past, present and future" (1,2). Using the framework of radical reimagination, we will collectively reimagine HR from a compliance-based to a human-centered approach. We will share how we as JEDI practitioners work with HR professionals to offer professional development specifically for HR staff and include HR staff in JEDI initiatives. We will also address barriers and challenges to promoting JEDI within a compliance-based space. Finally, we will offer opportunities through collaborative strategic action planning for JEDI and HR professionals to ideate on how to partner together toward creating cultural transformation and sustaining JEDI within the organization.

Miranda Stratton, PhD, Human Resources Group, Stanford University, School of Medicine, Coram, NY; **Shaila Kotadia**, PhD, Director of Justice, Equity, Diversity, and Inclusion, Human Resources Group, Stanford University, School of Medicine, Tigard, OR; **Matthew Griffith**, PhD, Assistant Director of Justice, Equity, Diversity, and Inclusion, Human Resources Group, Stanford University, School of Medicine, Los Angeles, CA

WEDNESDAY, MAY 31

2223 Room: Winward-Leeward (Riverside) — 10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education

Session Complexity: For Everyone

Liberation Work! Integrating Social Justice with Theatre of the Oppressed

The session will examine overlaps between ecologies of movement and language to consider alternative perspectives to social issues and enact the critical pedagogies of Paulo Freire and Theatre of the Oppressed to upset hegemonic dynamics and create space for diverse ways of making meaning to take root. Theatre of the Oppressed integrates embodiment practices as a tool for de-mechanizing bodily conditioning rooted in structures of power. Storycircles, which are part of this framework, contextualize lived experience as a means for cultivating mutual understanding, enriching group dynamics through empathy and coalition amongst difference. These practices weave together a strengths-based framework for working with individuals from systemically non-dominant groups, introducing cultural wealth as capital, empowering demonstrations of talents, strengths, and experiences that people of systemically non-dominant groups can bring into their larger communities (Yosso, 2005).

For the artist-activist, how can cultivated artistic knowledge influence collective social or political action? This workshop is for the Theatre of the Oppressed (TO) practitioner, artist-activist, or academic interested in arts-based organizing as a challenge of the status quo for the express purposes of community-centered social change. Expanding upon the techniques of Theatre of the Oppressed, we plan to reflect upon the connection of Theatre of the Oppressed and grassroots organizing through a prior project entitled Liberation City, which merged a theatricalized performance coexistent with a social action campaign. Liberation City was built upon an alliance between the Department of Theatre students at Coastal Carolina University, the Eastern Carolina Homelessness Organization (ECHO), and youth participants at Project Lighthouse, a local drop-in center for youth experiencing homelessness.

Our workshop will provide an interactive overview of pedagogical and organizing methodologies used during the Liberation City process. Our intent is to reflect upon the Liberation City model, interrogate its practice, offer resources for furthering efforts, and invite critique specific to arts-based organizing campaigns.

Amanda Masterpaul, MA, Women's & Gender Studies, Coastal Carolina University, Myrtle Beach, SC

2224 Room: River (Riverside) — 10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: Intermediate

Challenging Structural Barriers to Saving Lives: Racial Realities of CDOs in the Health Professions

Ten percent of Hispanics reported having fair or poor health compared with 8.3 percent of non-Hispanic whites (CDC). Asian Americans are 40 percent more likely to be diagnosed with diabetes than non-Hispanic white Americans. They are also 80 percent more likely to be diagnosed with end-stage renal disease (HHS). Black and Native people are 2-3x more likely to die during childbirth than their White counterparts (CDC). These are some of the statistics that show racial health disparities. The Centers for Disease Control has a website devoted to the role of racism in contributing to racial health disparities and outcomes. These disparities exist based on interpersonal and structural racism in the healthcare system.

Medical and health professions education has not kept up with the racial reckoning of 2020 as institutions continue to teach using outdated curricula that does not account for the social determinants of health or racism in the lives of patients. Many medical schools and health professions programs have had to play catch-up to the educational needs of their students who seek to learn how they can better serve all patient populations. In July 2022, the Association of American Medical Colleges published Diversity, Equity, and Inclusion Competencies Across the Learning Continuum to guide medical schools to develop skills and knowledge about understanding racism and supporting racially diverse patient populations.

Chief Diversity Officers (CDOs) in the medical and health professions are uniquely positioned in roles that allow them to effect change in how healthcare providers are trained to work with and support racially diverse patient populations. These CDOs have sophisticated understandings of how racism has been institutionalized in medical and health professions education and how to challenge and disrupt these systems. These CDOs also experience racism within their roles as some offices are poorly resourced and set them up to fail.

In this invited session, we will discuss racial health disparities, institutional mission and values in medical and health professions, the role of the CDO, and the racial realities of CDOs in the medical and health professions. This interactive session will be a space for us to respond to case studies as well as develop a working group to address and challenge systemic barriers to saving lives.

Kimberly A. Truong, PhD, MGH Institute of Health Professions, Mass General Brigham, Boston, MA; **David Garcia**, MEd, Assistant Dean, Health Equity and Inclusion, Washington State University, Elson S. Floyd College of Medicine, Spokane, WA

10:15–11:45 a.m.

2225 Room: Port (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

What's Gender Got To Do With It? Trans 101 & Supporting Trans Students of Color

What is the difference and relationship between race, sex, gender, and sexuality? How does genderism intersect with racism? These are a few of the questions to be explored in this dynamic and participant driven workshop. Designed to be an introduction on trans oppression, this workshop: demonstrates the importance of understanding genderism in relationship to racism, offers a range of emerging practices, and claims that trans justice is key to racial justice in higher education. This workshop will benefit anyone interested in supporting trans students of color in higher education through an intersectional framework.

Romeo Jackson, Romeo Jackson & Colorado State University, Chicago, IL

10:15–11:45 a.m.

2226 Room: Starboard (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Accessibility in the Academy   Session Complexity: Intermediate

Using Counternarratives to Design Pathways to Decent Work for First-Generation Graduates of Color

Are your first-generation college graduates of color successful because of your university, or in spite of it? Most institutions promote post-graduate outcomes that erase the common barriers and inequities faced by first-generation college graduates of color. In this session, we will explore data from a critical narrative study amplifying the college-to-career transitions of first-generation college graduates of color. Although structural barriers were present at each educational and professional milestone, participants used community cultural wealth to persist toward decent work. Some were still in pursuit of decent work a decade after graduation. After a brief presentation, attendees will work in small groups to examine participant testimonials and discuss how community cultural wealth may be leveraged to re-design barriers into pathways to decent work. We will discuss key themes and potential implications for supporting equitable career development of first-generation professionals of color though identity-conscious, holistic approaches. Anyone who serves in an advising, career development, access or instructional role may benefit from the collective learning in this session.

Hayley A. Haywood, EdD, Office of the Dean of the Faculty, Clark University, Worcester, MA

10:15–11:45 a.m.

2227 Room: Bridge (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: Intermediate

Designing for Transformation: A Model of Conscientization and Praxis

In this session, we will present our model of conscientization and praxis as a tool to support justice-oriented program and curriculum design. This model can be applied across many functions within higher education. We focus our attention in this presentation on how this model can inform research, pedagogy, and community-based learning.

Our model emerged from a constellation of theoretical and conceptual frameworks, including intercultural praxis (Sorrells, 2022), culturally relevant leadership learning (Bertrand Jones et al., 2016), conscientization and critical pedagogy (Freire, 1970), spiral dynamics (Dávila Urrutia, 2019), and complexity theory (Lythberg et al., 2021). Important to note is that this model is not a content-based teaching and learning model. Rather, it draws attention to the process of building awareness and acting upon it.

This session is geared towards instructional and research faculty, and it is particularly beneficial to educators involved in engaged research, pedagogy, and practice. However, the content of this session will also have applicable implications for co-curricular programs. Session participants will leave with a deeper understanding of our model of conscientization and praxis and insights around how to apply the model to inform justice-oriented approaches to research, pedagogy, and community-based learning.

Mac T. Benavides, PhD, Staley School of Leadership, Kansas State University, Manhattan, KS; **Tess Hobson**, PhD, Teaching Specialist & LEAD 1961W Online Coordinator, Leadership Education and Development, University of Minnesota, Minneapolis, MN; **Emmanuel Jeje**, MS, Graduate Research Assistant, Office of Engagement, Kansas State University, Manhattan, KS

Wednesday, May 31

WEDNESDAY, MAY 31

10:15–11:45 a.m.

2228 Room: Churchill A2 (2nd Floor) 10:15–11:45 a.m.

Session Track: Session Complexity: For Everyone

It Takes A Village: Developing Culturally Informed Community Engagement Program for Latino(x) Communities

Institutions of higher education continue to expand community engaged scholarship in increasingly diverse communities around the country. Community engaged faculty and staff are challenged to do this work using a culturally sensitive approach that respects communities. Session participants will learn more about effective approaches to conducting community engagement programs in Latino(x) communities.

Christian Corrales, PhD, The University of Texas Rio Grande Valley, Edinburg, TX; **Raul Hinojosa, Jr.**, Assistant Vice President for Equity Policy, Education and Administration, The University of Texas at Dallas, Dallas, TX

1:30–2:45 p.m.

2300 Room: Grand Ballroom (1st Floor) 1:30–2:45 p.m.

Session Track: Session Complexity:

Conference Opening General Session & Keynote Address: David Treuer

Conference Land Acknowledgement

The general session will begin with an opening provided by a citizen of the Houma Nation, giving us context to the land upon which the conference is held.

Conference Welcoming Remarks Belinda P. Biscoe, PhD, Senior Associate Vice President for University Outreach, The University of Oklahoma

Keynote Address – "Imagining Native Futures: Native America in the 21st Century"

In this talk, bestselling author David Treuer (Leech Lake Ojibwe) will talk about the ways in which native nations and peoples have been imagined into our graves and suggest a way out of our collective imaginative traps.

David Treuer, University of Southern California, Los Angeles, CA

3:30–5:30 p.m.

2400 Room: Fulton (3rd Floor) 3:30–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: For Everyone

LGBTQIA+ MENA Students: Three Generations Share Their Narratives And Provide

MENA/SWANA LGBTQIA+ experiences are varied and diverse. Students grappling with their sexual and gender identity often have to contend with tremendous other systems of oppression that impact their lives in the US and globally. These include anti-muslim racism, xenophobia, sexism, imperialism, class-based oppression, and more. While homophobia and transphobia are common in the MENA region and within diasporic communities, there is also a rich tradition of gender and sexual diversity that many people draw on for inspiration and legitimacy. Researchers underscore this historic diversity and its decline in large part due to colonization and processes of nation-state building. In the US, our experiences are diverse and embedded in the communities we live in and the ways we embody our identities. A strong history of organizing for queer rights in the region has also been reflected and supported by community building and organizing in the US. This visibility has at times generated backlash within close communities and a sense of urgency to support LGBTQIA+ youth in particular. In this workshop, speakers from three different generations share what it's like to live as a MENA LGBTQIA+ individual, organize inclusive programming, and interactively discuss with the audience strategies for support.

Zeina Zaatari, PhD, Arab American Cultural Center, University of Illinois at Chicago, Chicago, IL; **Chris M. Taylor**, MEd, Associate Director, Multicultural Organizations and Programming, Division of Equity, Diversity, and Inclusion, Creighton University, Omaha, NE; **Roksana Alavi**, PhD, Associate Professor of Integrative Studies, Women and Gender Studies Department, Oklahoma University, Okalhoma, OK; **Cassandra Alavi**, BA, Undergraduate Student in Psychology, Pscyhology, University of Oklahoma, Oklahoma, OK

3:30–5:30 p.m.

| 2401 | Room: Grand Salon A (1st Floor) | 3:30–5:30 p.m. |

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

Wakanda Forever? Where are the Black Men in The Village of Higher Education?

There were many vocal reactions to the hit movie Wakanda Forever that centered around what some felt were an absence of "strong" Black men in Wakanda after the death of King T'-Challa, The Black Panther. As we contrast a movie dominated by amazing Black women with our nation's higher education institutions, many are struck at how difficult it is to find Black men on campus, especially at primarily white institutions (PWIs). There often feels like a limit on the number of Black men who can gather or be employed in one place. This fact is more challenging as the college-going population continues to group in students of color and campuses battle with issues of student recruitment retention and persistence.

This session will be a panel discussion and question & answer session with Black men from campuses throughout the nation. The conversation will center on: the benefits to The Village and the institution of increasing the presence of Black men in higher education, going beyond "right faces in right places" and looking for Black men to serve in roles that do not center on their Blackness or maleness, campus cultural shifts to ensure Black men thrive on campus and can be 100% Black and 100% men, and recruitment strategies that break the mold and signal to Black men that they will have both a fair shot and be treated fairly one hired.

Adam A.Smith, MEd, University of Kentucky and SpeakOut, Lexington, KY

3:30–5:30 p.m.

| 2402 | Room: Royal (3rd Floor) | 3:30–5:30 p.m. |

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

Embrace Pono: Journey Together in Harmony with the Aloha Spirit

The Aloha spirit embraces balance and righteousness and is key to preserving Hawaii's natural marvels and breathtaking allure. The colonization of Hawai'i has leant it to be an exotic vacation destination without regard for the rich history of its people. It's more than beach parties, surfing and snorkeling lessons, luaus, hula dancers, and late-night clubbing. It's important to acknowledge and understand that we are visiting a place where indigeneity is still embedded in the people. By learning to be a responsible and ethical educator and visitor, you can help ensure that future generations continue to experience the magic of this island chain. What does it really mean to protect and foster the aina (land), mauka (mountain), and makai (sea)? Both presenters were raised in Hawai'i and have learned about their family lineage and legacy on the islands. Join us for this interactive workshop where we will embrace the spirit of Pono (doing right) and preserve this paradise for future generations.

Catherine Wong, MEd, Catherine Wong Consults; Education, Training and Research & Institute for Recruitment of Teachers, Boston, MA; **Gerry Ebalaroza-Tunnell**, PhD, Principal Consultant and Founder, Co3 Consulting, LLC, Bothell, WA

WEDNESDAY, MAY 31

3:30–5:30 p.m.

| 2403 | Room: Grand Salon 19 (1st Floor) | 3:30–5:30 p.m. |

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Proactive vs. Reactionary Implementation of IDEA in the Post-Pandemic Community College

During the 2020-2021 academic year, 33% of undergraduate students were enrolled in a community college. Columbus State Community College (CSCC) is the largest community college in Ohio and among the largest community colleges in the nation. Each year, Columbus State faculty, administrators and staff serve more than 30,000 students.

In terms of diversity, CSCC's student population is 55% female and 39% of the students are 25 or older. Approximately, 53% of the student body is White, 21% are Black or African American, 6% are Hispanic or Latino, 5% are Asian, and 15% are another race or ethnicity.

In the wake of the George Floyd protests and the COVID-19 Pandemic, CSCC faculty, administrators, and senior leadership were forced to acknowledge the psychological and mental impacts of systemic and structural racism on its campuses. At the time, the college had no Diversity, Equity, and Inclusion (DEI) Office or Chief Diversity Officer. There was also no public-facing diversity statement on behalf of the community college.

CSCC BIPOC faculty immediately stepped into action, leading new course development, committees, employee resource groups, and campus-wide forums and discussion groups. We sought to learn, understand, and practice DEI terminology and concepts. Anti-racism pedagogy, Implicit-bias, Equity vs. Equality, and Classroom Decolonization were key concepts we applied to course development and revision, clinical training, faculty hiring, and teaching practices. Despite their disproportionate representation at the community college, overwhelmingly, Black, Indigenous, People of Color (BIPOC) faculty continue to initiate and lead inclusion, diversity, equity, and anti-Racism (IDEA) efforts at Columbus State.

Attendees of this panel will learn how a BIPOC group collaborated to share their research and applications of IDEA principles in the two-year college setting. This panel will help attendees learn a broad range of IDEA approaches and coping strategies practiced by BIPOC community college faculty across disciplines. The approaches reflect community college experiences but can be applied to any higher education setting. As such, the session will benefit faculty, staff and administrators.

Robyn Lyons-Robinson, MA, English, Columbus State Community, Columbus, OH; **Crystal D. Danley**, MA, Instructor, English, Columbus State Community College, Columbus, OH; **G. Raquel Pina**, PhD, Assistant Professor, Languages and Communication, Columbus State Community College, Columbus, OH; **Royce M. Carpenter**, EdD, Associate Professor, Human Services, Columbus State Community College, Columbus, OH; **Dylan Canter**, MA, Associate Professor, English, Columbus State Community College, Columbus, OH; **Marja Davis**, MS, Instructor, Human Services, Columbus State Community College, Columbus, OH

3:30–5:30 p.m.

| 2404 | Room: Grand Salon 22 (1st Floor) | 3:30–5:30 p.m. |

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: Intermediate

Navigating Triggering Events, Part 1: Developing our capacity to respond effectively

Facilitating authentic, constructive dialogue is a critical core competency for creating inclusive, socially just campus communities. Meetings, workshops, and conversations about how to achieve inclusive excellence and student success can become "difficult" when participants feel "triggered" and experience intense, unexpected emotional reactions to the comments and actions of others.

If well-managed, difficult triggering situations can result in greater understanding, communication, and teamwork. If mismanaged, however, our reactions may shut down the conversation and result in significant misunderstanding, damaged relationships, and long lasting, unresolved conflict.

Effectively navigating difficult situations and triggering moments is a critical EDIB competency for creating sustainable campus change. In this 2-part series, participants will practice advanced self-management skills to navigate their own triggered reactions and explore strategies to effectively respond during difficult dialogues in order to productively leverage differing perspectives and create greater understanding and creative problem solving.

In Part 1, Deepening our internal capacity to respond effectively in difficult situations, participants will explore tools to shift unproductive, often knee-jerk, reactions when triggered to increase the possibility of choosing intentional responses.

This session should particularly benefit participants who are interested in strategies to facilitate meaningful dialogue among campus constituencies as well as increasing their capacity to respond effectively when they feel triggered, including: Senior Diversity Officers, members of Diversity Councils, Multicultural Affairs and student affairs staff, faculty, HR professionals, and other types of administrators. Participants will receive a comprehensive packet of worksheets and tools as well as access to a free copy of Dr. Obear's book, Turn the Tide: Rise above toxic, difficult situations in the workplace and the link to her open access 6-hour virtual course.

Kathy Obear, EdD, Center for Transformation and Change, Denver, CO

3:30–5:30 p.m.

2405   Room: River (Riverside)   3:30–5:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

My Right or My Liberty?: The Constitutionality of DEI

"We, the people, in order to form a more perfect Union... do ordain and establish this Constitution for the United States of America" (US, 1787). These words, written in 1787, were intended to frame a country that supported the life, liberty, and pursuit of happiness (US, 1776) of all of its people. However, one unresolved question has, for centuries, haunted the framing of this nation as a whole - which people?

Not long after the Dobbs (2022) decision overturned Roe v. Wade (1973), many rejoicing Americans began teasing the idea of overturning other landmark Supreme Court decisions that were ruled to have conferred onto the rights of Americans protections through the United States Constitution. Most famously were the words of U.S. Senator from Texas, John Cornyn, who said, "Now do Plessy vs Ferguson/Brown vs Board of Education." Given the power and influence of most Conservative politics, it came as little surprise when the Supreme Court decided to hear the case of whether institutions of higher education can use race as a factor in their admissions practices (Students for Fair Admissions Inc. v. President & Fellows at Harvard College (2022).

Using landmark Supreme Court precedents and the most current legal jurisprudence, this workshop will explore the fundamental question of whether the work of diversity, equity, & inclusion is, in fact, protected by the United States Constitution. This session would most benefit individuals and learners who are Admissions officers, legal scholars, or simply interested in learning how the Constitution impacts the work of higher education. Participants will take with them a new understanding of constitutional law and how its reading informs how we operate today.

Sherard Robbins, PhD, MLS, Organizational Development, Visceral Change, Tucson, AZ

3:30–5:30 p.m.

2406   Room: Churchill B2 (2nd Floor)   3:30–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Decolonizing Asian America

Utilizing coaching methodologies and social justice frameworks, this will be an interactive and embodied session where Asian Americans gather in the community to unfold how colonization shows up for us, both in the US context and in our cultures of origin. Together, we will grapple with: What has colonization stolen from us? How do we reconnect with our ancestral traditions that support our relationship with both nature and land? How do we perpetuate colonization on this land, and what actions can we take to support decolonization? We will also explore how to gain clarity on how to hold the complexity of individual experiences as a community and tools to engage in asking ourselves embodied questions (and listening to our bodies).

This session is specifically created as an affinity space for anyone who identifies as Asian American and who wants to unfold these questions in the community. Please be respectful of this affinity space for Asian Americans.

Emily Roh, MEd, ACC, My Invisible Knapsack, Alhambra, CA

WEDNESDAY, MAY 31

3:30–5:30 p.m.

2407   Room: Jackson (3rd Floor)   3:30–5:30 p.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: Intermediate

Positioning Faculty of Color for Success: A Panel Conversation

This session focuses on how Faculty of Color can confront and navigate the structural inequities inherent in community college and university settings. These hurdles include double standards in academic appointment processes such as promotion and tenure, identity-centered bullying; invisibility; tenuousness surrounding inclusive teaching, instructor identity, and positionality; an expectation of additional labor/ "other duties as assigned;" and more. Members of the NCORE Faculty Interests and Needs (FIN) Committee will address these topics while reflecting on their own personal experiences and encounters. The FIN panel will move to discuss strategies for underrepresented faculty to navigate oppressive higher education systems and politics, and their application to teaching, research, and service practices. Space will be provided to engage in interactive dialogue. This session should particularly benefit both tenure- track and non-tenure-track faculty.

Participants are invited to continue conversations and the application of content at the corresponding FIN network exchange opportunity immediately following the panel.

Beth Durodoye, EdD, NCC, Montana State University-Northern, Havre, MT; **Alisha Davis**, PhD, Assistant Vice President for the Social Justice Centers and Director of the Office of Multicultural Affairs, The Social Justice Centers, Grand Valley State University, Allendale, MI; **Gyasmine George-Williams**, PhD, Assistant Professor of Race, Sports, and Social Justice, Department of Kinesiology and Health Promotion and Ethnic Studies, California State Polytechnic University, Pomona, Pomona, CA; **Jennifer Kelley**, MFA, MLS, Professor and Faculty Chair of Professional Development, Library, College of DuPage, Glen Ellyn, IL; **Browning Michael Neddeau**, MA, EdD, (Citizen Potawatomi Nation), Jointly Appointed Associate Professor of Elementary Teacher Education and American Indian Studies, School of Education and Department of Multicultural & Gender Studies, California State Unive, **Paris Ryan**, EdD, Professor of English and Author, English, San Diego Community College District and Southwestern Community College District, San Diego, CA

3:30–5:30 p.m.

2408   Room: Churchill C2 (2nd Floor)   3:30–5:30 p.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Beginner

The Town & Gown Relationship: Leveraging Community Connections for Improved Campus/Community Climate

This session will particularly benefit those leading diversity, equity, inclusion and belonging efforts within their respective roles and/or those who work in the area of community engagement.

The Town and Gown relationship is at times overlooked as part of an institution's commitment to diversity, equity, inclusion and belonging initiatives and programs. This session will focus on creating and sustaining efforts that leverage community connections for an improved campus/community climate. The presenter will ground the session in literature and relevant frameworks, share personal and institutional examples, and offer strategies for practical application. This session will be interactive; participants will be invited to engage with other participants in pairs, small and large groups, as well as to individually reflect on reimagining the town and gown relationship at their institutions.

Amoaba Gooden, PhD, Division of Diversity, Equity and Inclusion, Kent State, Kent, OH

3:30–5:30 p.m.

| 2409 | Room: Port (Riverside) | 3:30–5:30 p.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Black Solidarity in Action: A Guided Pathways Journey to Racial Equity and Care

Higher education professionals are experts in researching equity theories but struggle to actualize them in policies, practices, and employee roles. How do colleges make the permanent shift from theory to praxis across a college, from front-line service to classroom teaching and administrative planning and decision-making?

Come learn about how Seattle Central College's Black Solidarity Think Tank (BSTT) came together to ground our college's Guided Pathways movement in theories, knowledge, and practices of racial equity and care.

Our research led us to a transformational framework rooted in critical race theory and equity-mindedness that changed how we think, engage, and act within student services, instruction, and institutional operations. The framework includes prompts to guide college employees as they identify issues, interrogate issues, and recommend and/or implement re-designs.

Helena Ribeiro, MPhil, English, Seattle Central College, Seattle, WA; **Desiree Simons**, MS, Tenured Faculty Member, English, Seattle Central College, Seattle, WA; **Kate Kreig**, MA, Executive Director of Guided Pathways, Student Services, Seattle Central College, Seattle, WA; **Kao LeZheo**, MEd, Interim Vice President, Student Services, Seattle Central College, Seattle, WA; **Kimberly McRae**, EdD, Interim Dean, Student Services, Seattle Central College, Seattle, WA

3:30–5:30 p.m.

| 2410 | Room: Compass (Riverside) | 3:30–5:30 p.m. |

Session Track: Session Track: Transnational, International   Session Complexity: For Everyone

Anti-Racist Work and Translocality: Re-Membering and Sharpening our Tools for Anti-Oppression

In the present historical moment, we are living at an inflection point. In the U.S. we can point to the events of January 6th at the nation's capital as well as the deeply divisive nature of politics and social interaction coupled with the evident systematic stripping of major social justice gains of the social movements of the last half-century. Globally, we can point to increased tension between multiple warring factions and the fact that a resolution to major issues such as gender equality, access to quality education, the right to a clean and safe environment, or freedom of expression and from repression (only to name a few) have remained elusive. The argument has been made that these and other major issues have persisted precisely as a result of the globalization of unjust world systems by way of multinational corporations and multilateral agreements, symptoms of multiple intersecting systems of oppression, that have consistently disadvantaged the global south.

In this interactive presentation, attendees will be invited to engage with global feminist thought, world systems analysis, and the works of culturally responsive, antiracist, and anti-oppression educators to re-collect their praxis. The presenter will offer as text his own personal narrative and social location as a temporarily able-bodied Black cisgender Haitian-American man who migrated to the United States with his family as a child and now lives in the United Kingdom. And, with the concepts of nepantla as posited by Gloria Anzaldua, Arjun Appadurai's translocality, the coloniality of power as articulated by Anibal Quijano, and WEB Dubois' double consciousness as theoretical frames, attendees will be invited to re-count their own storied points of entry into the critical work of building and sustaining anti-oppressive educational institutions. During this session, individually and in small groups, participants will engage in story-telling to practice re-membering and using key tools of anti-racist and anti-oppressive education.

Gardy Guiteau, MEd, Master of Science in Diversity, Equity, and Inclusion Leadership, Glasgow Caledonian New York College, New York, NY

WEDNESDAY, MAY 31

3:30–5:30 p.m.

2411   Room: Windsor (3rd Floor)   3:30–5:30 p.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: For Everyone

Employing Philosophy of Science to Mitigate Implicit Bias

Science disciplines often portray themselves as entirely objective, based on the scientific method, and immune from the vagaries of human behavior. Practicing scientists generally know differently, but most undergraduate students, having been exposed to science as a litany of immutable facts to be regurgitated, struggle to accept the subjectivity inherent to these disciplines. Peer educators are not exempt; unpacking and remaking this misunderstanding is required if these students are to create learning spaces that encourage community and belonging. Though all students benefit from a sense of belonging, underrepresented students are especially impacted and encouraged to continue.

Participants will read a one-page summary on the nature of science; form teams to debate the objectivity/subjectivity of science. This discussion will serve as an entry point to reading short sections of the SCOTUS decision on affirmative action (Fischer vs v. University of Texas at Austin; 2015) questioning the value of diversity in a physics classroom. Participants will collaborate to construct their own responses to these questions and compare them to responses from the professional physics community. Participants will draft their own training plans for peer educators based on this model, and time permitting, peer review from other participants.

Minna Mahlab, Science Learning Center, Grinnell College, Grinnell, IA

3:30–5:30 p.m.

2412   Room: Chart C (Riverside)   3:30–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

What's on the Nametag: A Salon on the Complexities of Identity, Identifying, Power, and Recognition

This program delves into the deeply personal experience of claiming identities and space across different social identities, many of which face violence, discrimination, and marginalization in society, our communities, and even in spaces dedicated to social justice and change. Employing a structure that is new to NCORE this year-salon discussion-it uses intimate dialogue and reflection to explore how identity and identifying are influenced by choice, situation, generation, contexts created by normativity and oppression, assessment of safety and risk, and other dynamics.

Salons are rooted in diverse traditions-such as Black women's Sister Circles, Indigenous Talking Circles, and European cultural and political groups. Centering informal and intimate settings, they foster deep dialogue and exchange of ideas to create connection, understanding, and more relevant social change strategies. Using the metaphor of nametags, such as those worn at NCORE, this salon explores individual experiences of navigating complex intersections of power, community, backlash, safety, and institutional forces that both recognize, set aside, or negate fundamental aspects of how each of us identify. It examines the complexities of what we choose and what is allowed and valued in our institutions and communities. In this program, attendees will first witness a salon where diverse "saloners" discuss their experiences of identity and identifying across space and time. They will then engage with the salon through questions and discussion.

This session may counter expectations of what a traditional conference session looks like and achieves. It creates intentional space for investigating identity and social justice, considering intricacies of different social identities, sitting with the discomfort that may arise when different people explore their experiences and understandings of identity and systems that marginalize or support them, and valuing the goal of leaving the session with more questions than answers.

Charmaine L. Wijeyesinghe, EdD, Delmar, NY; **Mycall Akeem Riley**, MS, Director, Gender and Sexuality Center for Queer and Trans Life, University of Minnesota-Twin Cities, Minneapolis, MT; **Cassandra Basham Alavi**, Psychology, University of Oklahoma, Norman, OK; **Alex Locust**, MS, Principal, Glamputee Consulting LLC, self employed, San Francisco, CA; **Nathan Nguyen**, MEd, Director, Office of LBGT Student Services, Western Michigan University, Kalamazoo, MI; **Sedelta Oosahwee Oosahwee**, MEd, (Mandan, Hidatsa, Arikara Nation), Senior Program, Policy Analyst, and Specialist, National Education Association, Washington, DC

3:45–5:00 p.m.

| 2500 | Room: St. James (3rd Floor) | 3:45–5:00 p.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Can't Stop Our Blackness: Black Latinx Narratives And Resisting Erasure

More than 90% of enslaved Africans landed in what is today known as Latin America and the Caribbean via the Trans Atlantic Slave trade. The presence of our ancestors is still felt and maintained throughout these regions, including in the United States. Black Latinx/African descendants and people(s) are part of the broader Black community's cultural and historical landscape in the United States. Contemporary migration patterns of Afro-descended people throughout the Americas have created complex and diverse definitions of Blackness. Through the lens of hip-hop, social justice, and Black and Brown freedom struggles, this session discusses these diverse and complex experiences in an effort to illuminate intersections and findings about the experiences of people throughout the African Diaspora. In this keynote or workshop, Rosa engages with various topics and geographic locations to center Black Latinx and African descendant voices in service of providing historical context and contemporary realities about race, representation, and power within the U.S. Rosa, a voice of the hip-hop generation, draws from 30 years of movement building, third-party electoral politics, and independent journalism, weaving in her personal narrative with the histories and experiences of ancestors, elders, contemporaries, peers, and future generations.

After attending the session, attendees will learn about and better understand: the intersections of Black and Latinx realities, the experiences of people throughout the African Diaspora, the historical context and contemporary realities about race, representation, and power within the U.S.

Rosa Clemente, University of Massachusetts Amherst, Cornell University, SUNY Albany, Albany, NY

3:45–5:00 p.m.

| 2501 | Room: Churchill D (2nd Floor) | 3:45–5:00 p.m. |

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: For Everyone

Navigating Ideological Barriers to Equity: A Discussion on Campus Inclusion and Accessibility

One of the main barriers to equity on college campuses is the gap between ideology and implementation. This often comes up as a battle between "traditional values" or "the way it's always been done" and equity and inclusion practices which seek change, or create discomfort for some.

Those who wish to implement accessibility measures, or hold DEI events, or address violence against women and LGBTQ people on campus may find their work thwarted by long standing ideologies and common everyday practices that hold inequity in place.

During this session, the presenter will discuss how ideologies of inequity can be deeply embedded in both institutions and individual behaviors. It's particularly helpful when people in different roles (i.e. professor, student, administrator, student services professional, etc.) are able to discuss these barriers from their various vantage points.

In small groups, participants will use pre-scripted prompts and scenarios to discuss ideologies as barriers to positive change focused on the following areas. Participants will add to the scenarios provided and discuss specific strategies for handling barriers from their own campuses. Participants will also discuss intersections within and across these categories, and how to bring ideological discussions such as these into planning and program implementation.

Kimberly Dark, MA, California State University, San Marcos, San Diego, CA

WEDNESDAY, MAY 31

3:45–5:00 p.m.

2502   Room: Churchill B1 (2nd Floor)   3:45–5:00 p.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: For Everyone

We Throw Parties & We Rage: Designing a New Protest Experience for the 21st Century

Youth-led political resistance has always been central to our radical movements. In our modern Attention Economy, organizations and educational institutions can find it difficult to engage our new generation of worldbuilders. Cultural worker and political educator Melly presents a new popular education model that bridges pop culture and politics. In this presentation, attendees will learn new strategies they can implement in their programming to capture and sustain the attention of youth audiences.

This session will help attendees: ideate new methods for engaging youth audiences, identify popular education as a viable base-building tool, and define the Attention Economy & its effects on Movement Building.

Melissa Denizard, SpeakOut, Houston, TX

3:45–5:00 p.m.

2503   Room: Canal (3rd Floor)   3:45–5:00 p.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Beginner

From Racial Healing to Community Building

The first half of this training will discuss the issue of racial healing: how it is being defined, what it means to different communities, how it is being implemented in different settings across the United States. We will then turn to a practical application of these terms, exploring through large and small-group discussions what this means in participants' own communities as well as steps we can take to implement change in their daily lives to move from racial healing to community building.

Lora Ann Chaisson, (United Houma Nation), United Houma Nation, Point aux Chene, LA; **Jessica Laughlin Duggan**, Esq., JD, (United Houma Nation), Attorney, specializing in Native American and Environmental Law, United Houma Nation, New Orleans, LA

4:00–5:30 p.m.

2600   Room: Churchill C1 (2nd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Brown Skin Girls: I Am Because We Are

Sexual assault is a widespread problem that disproportionately affects Black women (One in five Black women are survivors of rape, etc.). Yet, despite this reality, on an institutional and societal level, healing after experiencing sexual assault is often an issue of racial equity. In research and practice, our field (violence prevention in higher education) tends to take a race-evasive, individualized, and psychological approach to healing resources that silence and eclipse the needs and intersectional lived experiences of Black women.

In this session, an anti-violence educator will examine healing on college campuses from sexual assault through a critical theoretical lens. The presenter will use counterstories from Black women survivors to disrupt the masternarrative that healing is the same for all women and explore concrete ways to center Black college women in policy and practice.

This session will highlight 4 different ways gendered racism impacts Black women's make meaning of sexual assault; share 3 healing modalities rooted culture and care utilized by Black women after experiencing sexual assault, and provide 3 strategies I have used and that Black women survivors have named, and demonstrate how you can use these strategies at your institution to create a campus environment that value and integrate Black women's experiences into policy and practice (e.g., crisis resources and services) which ultimately impacts retention.

Participants who work within diversity centers or organizations, engage in crisis and violence prevention work, or in student conduct or counseling professions will most benefit from this session.

Tamara Washington, EdD, Center for Culture, Equity, and Empowerment, George Mason University, Fairfax, VA

4:00–5:30 p.m.

2601 Room: Grand Salon 9&12 (1st Floor) 4:00–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: For Everyone

Reflections on Facilitating Social Justice Education in the Current Climate

Authors of the new edition of Teaching for Diversity and Social Justice (2022) will examine some of the challenges of facilitating social justice education in the current climate. These include: Political instability and polarization, the COVID pandemic and associated inequalities and collective grief, attacks on marginalized groups (trans people, immigrants, Asian Americans to name a few), attacks on the very idea of teaching SJE at all (book bans, "Don't say gay," anti-"CRT"), the upsurge in organized right wing extremism (white nationalism, anti-democratic actions, voter suppression), a radical shift in the reproductive justice landscape (Supreme Court overturning Roe) as well as an upsurge in justice organizing within and across groups (Black Lives Matter, Disability Justice, Reproductive Justice to name a few).

For the past 25+ years, TDSJ has been a core resource for educators, facilitators and activists concerned with justice issues. We will discuss significant changes in the field of SJE in the past few years and consequent changes made in the new edition. These include the links between social justice education and multiracial and inclusive democracy, the value of historical grounding for understanding these issues and efforts to address them, the importance of attending to the intersections across issues of injustice with illustrative examples, and the inspiration and lessons from recent contemporary examples of justice movements and the injustice to which they respond.

We will describe key changes in the book through a facilitated discussion among authors, drawing from our diverse experiences and contexts, followed by opportunities for participants to engage in questions, comments, and sharing of their experiences.

We will take up such questions as:

   • What do SJ educators need to pay attention to (pedagogically/practically) that is different than 10 years ago?

   • How has it become easier/more difficult to build inclusive learning communities in the face of polarization, cancel and callout culture within SJ spaces, and generational differences?

   •How can the tools in TDSJ support learning beyond the first "aha" moment to add nuance, historical context, intersectional understanding, and tools for application and action?

What can we learn about intersectionality and effective action through examining the relationship between SJE and SJ movements?

Lee A. Bell, EdD, Education, Barnard College, Columbia University, New York, NY; **Diane Goodman**, EdD, Equity and Social Justice Trainer/Consultant, Diane Goodman Consulting, Nyack, NY; **Davey Shlasko**, MEd, Director (Think Again Training); Adjunct Associate Professor, School for Social Work, Think Again Training; Smith College, Boston, MA; **Rani Varghese**, EdD, MSW Associate Professor, School of Social Work, Adelphi University, New York, NY; **Michael S. Funk**, EdD, Associate Clinical Professor, Steinhardt School of Culture, Education, and Human Development, New York University, New York, NY; **Romina Pacheco**, PhD, Director of Diversity, Equity, Inclusion, and Belonging, The Windward School, White Plains, NY

4:00–5:30 p.m.

2602 Room: Grand Salon 15&18 (1st Floor) 4:00–5:30 p.m.

Session Track: Session Track: Race and Social Justice in Higher Education Session Complexity: Beginner

Engaging Whiteness in Mixedness: Making Space for Recognizing Proximity to White Privilege as POC

From feelings of being a "racial imposture" to others' claims that we are "overcompensating" for being biracial, multiracial, or mixed, the identity dynamics associated with being white and of color are complicated, particularly for those who are first-generation multiracial (having a white parent and a parent of color). Yet, too often, we do not have spaces to fully engage whiteness within our cultural upbringing and/or how others view us. This session builds from a collaborative autoethnographic project that two multiracial Filipina/o American scholars have engaged in over the past few years. We share a model of engaging and unlearning whiteness in our own journeys that includes the saliency of (a) reflecting on whiteness, (b) distancing from whiteness, (c) seeking ethnic belonging, (d) claiming (multi)racialized space, and (e) remembering to resist. We make space for engaging whiteness within mixed race and multiracial identities in order to recognize varied proximities to white privilege as people who also likely identify as people of color, with the goal to critically connect multiraciality to the disruption of white supremacy.

Marc P. Johnston-Guerrero, PhD, Educational Studies, The Ohio State University, Columbus, OH; **Lisa Delacruz Combs**, MS, Higher Education and Student Affairs, The Ohio State University, Columbus, OH

WEDNESDAY, MAY 31

4:00–5:30 p.m.

2603   Room: Churchill A2 (2nd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Intermediate

Don't Talk about Implicit Bias Without Talking About Structural Racism

It is now commonly known that unconscious or implicit bias plays a primary role in the development and perpetuation of racialized beliefs, the treatment of individuals and groups in our nation, and life outcomes in education, health and well-being. However, what is less understood and still highly invisible is how our institutional structures perpetuate unconscious bias. It is critical that any learning about implicit bias includes both clear information about the neuroscience of bias and the context of structural racism that gave rise to and perpetuates inequalities and harmful racial bias. This session will build on an article by the same title written by the co-presenters. In this session, participants will examine and unpack their own implicit biases and explore how they can identify and dismantle policies and structures that hold inequities in place in our societal institutions in general and more specifically, in educational institutions. Presenters will share examples of how structural racism can be addressed and engage participants in imagining how they can address it in their own institutions. This session will benefit those who lead and/or participate in working to disrupt inequitable practices in their institutions and those who wish to design new structures to eliminate bias.

Addressing implicit bias starts with individuals understanding how they have been primed to make unconscious associations and assumptions based on race. Research has shown that implicit bias can be addressed by interrupting individual biases and changing institutional structures. Strategies include interrupting one's own biases and building the capacity to act differently, as well as redesigning systems to promote equity.

Hugh Vasquez, MSW, National Equity Project and SpeakOut, Oakland, CA

4:00–5:30 p.m.

2604   Room: Kabacoff (Riverside)   4:00–5:30 p.m.

Session Track: Session Track: Transnational, International   Session Complexity: Intermediate

Silo Breakers: A Strategic Restructuring of Equity and Global Education

The reverberations of a triple global pandemic, when a world health crisis, a racial reckoning and economic uncertainty forced us to be more mindful of the power of collective responsibility, the fragility of humanity, and the importance of interpersonal relationships. The extended isolation amplified the need for our work to evolve out of the traditional siloed higher education frameworks into one that is built on hope and optimism. In the words of John Lewis, "Never, ever be afraid to make some noise and get in good trouble, necessary trouble."

We can reach across oceans but can we reach across the office or campus to break the siloed structure of our work. The benefit of our work helps the institution normalize that global education should be equity-based and that our base curriculum should be equity-based and also address the needs of the global majority. During this interactive session you will learn about how one institution is attending to the evolving needs of their students, faculty, and staff. Come hear how an office of silo breakers leveraged institutional support from the Board of Trustees, President's Cabinet, and Institutional donors to transform the equity, accessibility, and social justice work of our international partnerships, global pathways, and satellite campuses both domestically and internationally.

Tikesha R.Morgan, MS, Internationalization & Equity, Emerson College, Boston, MA; **Samantha Ivery**, MAEd, Director of Equity Initiatives, Internationalization & Equity, Emerson College, Boston, MA; **Tuesda Roberts**, PhD, Director for Faculty Development and Diversity, Internationalization & Equity, Emerson College, Boston, MA

4:00–5:30 p.m.

2605 Room: Camp (3rd Floor) 4:00–5:30 p.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: Beginner

Stop, Collaborate and Listen: Best Practices for engaging with community

Our community engagement team has developed a way to partner with the community to do public health work and to build support with community organizations during public health crises.

This matters because we desperately need the help of the community to reach those we haven't yet reached, to learn from the community to shape strategies, and to help community members see themselves in public health. This is a critical next step to modernizing the public health system. We cannot do the work alone - we don't have the staff capacity within the state and local public health authorities across the state. In thinking about a modernized health system, our strategy is to include community-based organizations to increase the reach of public health while also increasing community voice, engagement, and power.

In this workshop, we will cover why reaching community members matters and how we are as a state agency thinking about systems of white supremacy that have disproportionally impacted the communities we serve. We are actively working towards shifting power in the form of resources and access to increase engagement and move towards shared leadership.

In this workshop, we focus on community engagement and all the many ways this can look like. Session topics include accessibility and equity best practices; Engagement recommendations and tools for doing the work.

We will share examples from the foundation of our work Equity; as well as work done in the COVID-19 response and MPOX response. We will also talk about centering accessibility and most importantly community. This will include tactics for conducting both in-person and virtual meetings. Recommendations for communication, technical assistance and our strategy for being good partners to the community.

Dolly England, Office of the State Public Health Director, Oregon Health Authority, Portland, OR

4:00–5:30 p.m.

2606 Room: Commerce (3rd Floor) 4:00–5:30 p.m.

Session Track: Session Track: Chief Diversity Officer and Executive Leadership   Session Complexity: For Everyone

Foundations for DEI Work on Race in Higher Ed

DEI success is not achieved by a single eye-popping or heart opening moment. DEI is a long process of nurturing awareness, understanding, and action toward a target of full human belonging. This process especially, concerning race can be paved by a shared body of historical knowledge that functions in 3 ways: (1) helps white people to understand what it means to be white in America; (2) reveals race as a construct; and (3) presents a framework for understanding the workings of race within contemporary society. This session presents a historical narrative for this purpose and engages participants over it.

After planting the Virginia Colony, Europeans were the common settlers. For almost 100 years, none were called "white" people. Do you ever wonder where the term "white people" even came from? How did this racial category turn into a way to oppress some and elevate others? The author of Birth of A White Nation will explore legal history that reveals race as a construct and exposes the roots of a mindset that is foundational to the Unites States shaping every institution, workplace, and community. Class and gender intersect in this origin story that gave rise to "race" in America. Participants will engage in small group sharing and shout outs and a full group Q&A

This session will address the following:

Why were white people invented?

How were white people invented?

What does it mean to be white?

Why does it matter today?

How can this history help ground an institution's ongoing DEI work?

Jacquelne Battalora, Ph.D., J.D., M.T.S., Department of Sociology and Criminal Justice, Saint Xavier University, Chicago, IL

WEDNESDAY, MAY 31

4:00–5:30 p.m.

2607   Room: Magazine (3rd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: Intermediate

Centering Healing and Community: Releasing White Supremacy Culture from Learning Environments

College classes are often framed as intellectual pursuits rather than community building or healing spaces. This leads to learning environments that are structured around aspects of white supremacy culture. This creates unjust learning environments in all classrooms and becomes particularly problematic in classes on race and racism. When learning is seen strictly as an intellectual pursuit, students are treated as outside observers of the world rather than participants who are influenced by and contribute to the creation of the world being studied.

This presentation is designed to stimulate conversations about how we can divest from white supremacy culture in our learning spaces, with specific focuses on course readings, assignments, and grading. We'll explore how reframing our orientation to course readings can encourage students to read with more enthusiasm. How giving learner's more autonomy over assignments can make learning more meaningful and applicable. And how reframing our understanding of grades eases issues of grade anxiety, allowing students to better focus on growth and learning.

Our conversations will be supported by overviews of antiracist, healing justice, and emergent strategy frameworks that help us dream of a pedagogy rooted in community building, racial healing, and social change. Infused into our conversation will also be insights from self-reflection on shifting to healing centric learning spaces as well as examples of student work and reflections from Introduction to Sociology, Critical Race Theory, Senior Seminar, and Tarot at Antiracism course that were taught at a small liberal arts college in the Pacific Northwest.

Through this conversation we explore the possibilities that emerge from creating a healing and community building centric classroom. And in doing so, we highlight how we can let go of white supremacy culture in our learning environments to better support a community of learners. This work also highlights the resistance that arises from internalized dominance, internalized racism, and our existence in institutions rooted in white supremacy culture that keep us from letting go of aspects of white supremacy culture in our learning environments. In short, this session is ideal for those of us who want to dream of a new pedagogy-one rooted in racial healing and community building-and identify ways that we can engage in these change while we exist in university structures rooted in white supremacy culture.

Daniel Eisen, PhD, Department of Sociology, Pacific University, Forest Grove, OR

4:00–5:30 p.m.

2608   Room: Marlborough B (2nd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Centering Belonging, Wellness, Community and Intellectual Curiosity in Men of Color Groups

Over the years, the perspectives of underrepresented men of color at universities has been marred with a deficient approach. Through this presentation we will share best practices to creating Men of Color support and mentoring programs that take a positivist lens to the emerging challenges these communities face at Universities. This session will explore how various institutions, a mix of public and private, four year and community colleges, have fostered the development and creation of programming initiatives that are centered on joy, wellness, community and intellectual curiosity. This presentation will also explore the theoretical frameworks and assessment tools that inform their work.

Richard Brown, MA, Center for Belonging and Inclusion, Denison University, Granville, OH; **Jameco McKenzie**, EdD, Residence Life Coordinator, Black Male Initiative & Ferry Complex, University Housing, North Carolina State University, Raleigh, NC; **Corey Williams**, Associate Provost for Student Affairs and Dean of Students, Academic Affairs, Roosevelt University, Chicago, IL

4:00–5:30 p.m.

2609 Room: Prince Of Wales (2nd Floor) 4:00–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: Intermediate

Examining Whiteness in Support of Antiracism: Affinity Groups for White and Multiracial Educators

In this session, the presenters will share their experiences facilitating 6-week affinity groups for White and multiracial faculty and staff at a predominantly White institution (PWI). This session will be useful to those interested in facilitating conversations around racial identity development in the pursuit of antiracism at PWIs.

In Fall 2020, California Polytechnic State University's (Cal Poly) Office of University Diversity & Inclusion (OUDI) in partnership with the Center for Teaching, Learning, & Technology (CTLT) launched a personal and professional development series titled Examining Whiteness. To date, over 100 faculty and staff have participated in this series. The creation of the Examining Whiteness series was in response to the desire for an affinity space in which White faculty and staff could engage in the identity development work necessary to become race-conscious, antiracist educators. Examining Whiteness is designed to encourage White educators to critically examine their positionality in a PWI and, more broadly, their role in systemic racism, their White racial identity, power, and privilege. The series asks for a commitment to deep personal work and to conversations based on a discussion protocol and curriculum (adapted by the facilitators for higher education) that is inspired by and draws from the nationally recognized Building Anti-Racist White Educators (BARWE).

Additionally, presenters will share the results of an expansion of the Examining Whiteness program that engages mixed-White faculty and staff in discussions about multiracial identity. This new affinity group series, to be launched in January 2023, will critically attend to nuanced issues of power, privilege, and marginalization associated with multiraciality and White identity, especially within the context of PWIs. In addition to attending to the experiences of both racism and monoracism in PWIs, this series will engage participants in skill-building towards anti-monoracist action in their professional roles and in their work with students.

The presenters will share the framework and structure of the affinity groups, selections from the curriculum, and reflections on the challenges and effectiveness of both programs.

Sarah D. Macdonald, PhD, Center for Teaching, Learning, and Technology, California Polytechnic State University, San Luis Obispo, San Luis Obispo, CA; **Jacob Campbell**, Retention Specialist, University Advising, California Polytechnic State University, San Luis Obispo, San Luis Obispo, CA

4:00–5:30 p.m.

2610 Room: Quarterdeck B (Riverside) 4:00–5:30 p.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals Session Complexity: Intermediate

A Meaningful Shift: Exploring Initiatives to Support A Cross-Campus Anti-Racist Agenda

The University of Louisville strives to become a premier anti-racist institution, where a commitment to excellence in diversity, equity, and inclusion permeates the campus community. Creating and defining strategies of true impact require cross-campus collaboration in an effort to shift culture, policies, and practices. This session will focus on efforts in academic affairs, counseling and wellbeing, and student involvement to address the needs and expectations of the campus community when it comes to service provision and opportunities for participation of the student body. It is the intention of the presenters to share practical examples and implications that highlight successes, failures, and opportunities that are on the horizon for the next three-year cycle. The session is appropriate for mid-level professionals/directors and higher.

Quantá Taylor, PhD, Student Affairs (Student Involvement), University of Louisville, Louisville, KY; **Aesha L. Uqdah**, PsyD, HSPP, Assistant Vice President for Student Affairs, Student Wellbeing; Director, Counseling Center, Student Affairs (Counseling), University of Louisville, Louisville, KY; **Douglas Craddock, Jr.**, PhD, Chief of Staff to Executive Vice President and University Provost; Interim Vice President for Community Engagement, Office of the President/Provost, University of Louisville, Louisville, KY

WEDNESDAY, MAY 31

4:00–5:30 p.m.

2611   Room: Churchill A1 (2nd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Accessibility in the Academy   Session Complexity: For Everyone

Disability Justice in DEI Work

In this session, we will explore the intersections of disability, ableism, and other areas of diversity, equity, and inclusion work. We will explore how we as practitioners can employ strategies to create a more accessible campus experience with more emphasis on access and equity. This session will present history, timelines, and how we as contemporary practitioners can better uplift the current needs of our campus populations through disability justice.

Victoria Verlezza, PhD, California State University, Monterey Bay, Seaside, CA

4:00–5:30 p.m.

2612   Room: Ascot-Newberry (3rd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Beginner

Self-Reflection: Preparing for Leadership Roles in DEI

This session is intended for professionals interested in truly self-reflecting on who they are as individuals and how this aligns with the demands, expectations, and realities of diversity leadership positions. Now more than ever perhaps, there are significantly more senior-level diversity roles available within higher education, and definitely, a need to prepare those interested in these positions with the information needed to consider these important roles. Presenters will provide participants with an overview of the growing field; a summary of the skills, education, and experience typically needed to succeed and advance in diversity leadership roles; an opportunity to assess their current skill sets; and the chance to reflect on their own identities and optimal work environments.

Tamara A. Johnson, PhD, Diversity, Equity and Inclusion, Harper College, Palatine, IL; **Celin Chatman-Nelson**, PhD, Associate Dean for Academic Diversity and Inclusion, Graduate School of Arts and Sciences, Columbia University, New York, NY

4:00–5:30 p.m.

2613   Room: Grand Salon 21 (1st Floor)   4:00–5:30 p.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Intermediate

Campus Flashpoint! - How to Prepare and Respond Using a Human-Centered Equity-Lens

Has your institution recently experienced a campus flashpoint? These flashpoints include hate-motivated vandalism, profiling by campus security, a controversial campus speaker, a high-profile case of assault or harassment, or a viral social media post that has led to trauma, heightened levels of activism, media coverage, and public scrutiny. Do you wish that your institution was better prepared for these flashpoints and responded in ways that were more productive and human-centered? Then this session is for you!

Flashpoints, particularly those related to cultural identities such as ethnicity, gender identity and expression, sex, sexual orientation, race, and religion, are currently endemic and can have a variety of negative repercussions for higher education institutions and their community members. Yet, most institutions are not well-prepared for these flashpoints and respond slowly and ineffectively when they do occur.

During this session, you will receive an overview of campus flashpoints and a brief review of recent scholarly work in this area. Based on this work, including a series of interviews from a case study of an institution that recently experienced a flashpoint, this session will help you better understand the systemic context within which these flashpoints occur. You will also receive a set of five concrete recommendations for how your campus can be more proactive and trauma-informed in preparing for and responding to these flashpoints. We will also discuss how these recommendations can be adapted for different types of institutions. You will then be able to bring these recommendations back to your campus to improve your campus climate, particularly for students and members of marginalized and minoritized groups.

The session will help turn theory into praxis by contextualizing recommended actions within relevant scholarly research. This session will also explore tools that any member of a campus community can use to affect positive change within their sphere of influence. It will be particularly useful for those interested in the roles, contexts, and challenges of Chief Diversity Officers and other senior leaders.

David T. Carreon Bradley, PhD, EdD, Justice, Equity, Inclusion, and Diversity, Occidental College, Los Angeles, CA

4:00–5:30 p.m.

2614   Room: Grand Salon 24 (1st Floor)   4:00–5:30 p.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: For Everyone

THRIVE: Bringing Awareness & Unifying Campus DEI Initiatives & Policies

Institutions face the challenge of creating a cultural change to recruit and retain diverse faculty. Model institutions have developed their institutional culture by reflecting upon their strengths and weakness, coordinating campus-wide systems and resources, and partnering with other others to facilitate faculty outreach efforts (Henderson, et al. 2019). Identifying leverage points through an environmental scan is recommended as part of the chief diversity officer's role to cultivate culture change (Williams, 2013). To assist with the environmental scan, Byrd & Mason (2021) developed a strengths-based inventory tool, THRIVE, which allows for a deeper look into campus wide initiatives, procedures, and policies. THRIVE has seven dimensions: T) Type, H) History, R) Research, Roles, Routines, Responsibilities, I) Identity and Inclusion, V) Voice, and E) Expectations. The THRIVE index was innovatively designed to showcase the best practices of 21 hallmark DEI initiatives featured within Academic Pipeline Programs: Diversifying Pathways from the Bachelors to the Professoriate (Byrd & Mason, 2021).

In our session attendees will learn how to coordinate their faculty recruitment and retention efforts, through various institutional and programmatic case studies using the THRIVE index. Further, attendees will see illustrations of best practices national hallmark pipeline programs to support their faculty diversity efforts. Currently, the presenters of this session have worked with their home institution (Georgia State University) and several other Research I institutions to creatively center pipeline efforts from graduate school to the faculty ranks. This session will also provide attendees with means to develop data to support grant proposals, and methods to enhance and/or develop new pipeline programs to support diverse students and faculty. Senior to mid-level DEI specialists would benefit from attending because the audience will learn how to develop, coordinate, and evaluate, to the collaboration of academic pipeline programs.

Curtis D. Byrd, EdD, Academic Pipeline Project, LLC, Atlanta, GA; **Rihana S. Mason**, PhD, Research Scientist, Co-Founder, Urban Child Study Center, Georgia State University, Academic Pipeline Project, LLC., Atlanta, GA; **Regan Byrd**, BA, Anti-Oppression Consultant, Academic Pipeline Project, Atlanta, GA

4:00–5:30 p.m.

2615   Room: Chart B (Riverside)   4:00–5:30 p.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Intermediate

De-Centering and Disrupting Whiteness Within DEI Work

Throughout the 20th century, influential activists, scholars, and civil rights leaders began to rethink race in ways that challenged conventional American (and global) perspectives. One of the more controversial yet understated perspectives was the notion of Whiteness, not as a racial identity, but as a state-of-mind. American thought leaders, such as W.E.B. Dubois, Malcolm X, James Baldwin, and Toni Morrison, all captured this progressive narrative in their anti-racism work as a way to dismantle racist ideologies at their core; by holding a mirror against Eurocentric White racism. Over the years, though, explicit work surrounding White supremacy and Whiteness have become flagged as divisive. As a result, much of the necessary work surrounding DEI has become watered down, performative, and in some cases, perpetuates racism and anti-Black sentiments within Higher Education institutions.

The demand for DEI and anti-racism work exploded in the aftermath of the murder of George Floyd. As Anti-racism education becomes normalized within DEI training and education, DEI practitioners have a responsibility to address racial inequalities and race privilege in a manner that is not white centering or catering to White feelings. Although anti-racism work is being increasingly embraced within Higher Education, it is also being scrutinized and politicized thanks to the media coverage and politicization of Critical Race Theory (CRT).

Participants of this session will: (1) examine key concepts and theories critical to dismantling whiteness, (2) explore the complexities and challenges of disrupting and de-centering whiteness within DEI work, and (3) will learn strategies that work towards unapologetically dismantling the system of White supremacy that is pervasive in most Higher Education institutions. This workshop is ideal for any Higher Education employee working to make their institutions inclusive, equitable, and antiracist, but especially useful for Chief Diversity Officers and those working in DEI offices.

Cindu A. Sherard, MA, Communication Studies, College of Lake County and Shakti Diversity and Equity Training, Chicago, IL; **Sherard Robbins**, PhD, Adjunct Professor and Founder of Visceral Change, Education, Vanderbilt University and Visceral Change, Tuscon, AZ

WEDNESDAY, MAY 31

4:00–5:30 p.m.

2616   Room: Marlborough A (2nd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: Intermediate

Creating a JEDI Syllabus: Communicating Course Expectations through Inclusion not Trauma

A syllabus, and the way it reflects course expectations, is one of the very first interactions that many professors have with their students. The desire to create a clear expectation set can, however, be read very differently by different students. Those interpretations reflect the diversity of perspectives and expectations of the students in the course. Syllabus content might unintentionally be interpreted as conveying combative, confrontational, or unsympathetic tones that create negative initial course interactions that can perpetuate throughout the semester. This can be particularly true for students such as first-generation college or dual-enrollment students, or anyone who has limited knowledge about successfully navigating a higher education landscape. This session is designed to share methods for inclusive practices for syllabus development that create an expectation of mutual respect, as well as methods to truly engage students in the course and to convey the benefits students will get from the class.

Often, a syllabus can be a way to carry forward our worst interactions from previous semesters. Many professors who have had a student who gamed their rules in previous terms, will add a syllabus statement to "close the loophole" without recognizing that it may not be conducive to setting up an environment of a collaborative exploration of a subject. Sometimes a simple rephrasing as a positive can accomplish goals for attendance or discourage unprepared or distracted in-class behaviors. Additional methods for encouraging interest, such as invitation letters, formatting, accessibility, and diversity and inclusion statements will also be discussed.

Joanna Schwartz, PhD, Management, Marketing, and Logistics, Georgia College and State University, Milledgeville, GA; **Stephanie McClure**, PhD, Professor of Sociology, Government and Sociology, Georgia College and State University, Milledgeville, GA; **Kelley Ditzel**, PhD, Assistant Professor of Public Administration, Government and Sociology, Georgia College and State University, Milledgeville, GA

4:00–5:30 p.m.

2617   Room: Grand Salon 13 (1st Floor)   4:00–5:30 p.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Intermediate

Let's Brave The Cycle: Showing Up and Creating Conversations That Matter

This session examines the creation of anti-racism curricula that explore personal and organizational narratives. The presenter will provide information that explains the creation and implementation of a ten-session anti-racism course designed for students, faculty, and staff. The concepts of these sessions have been infused into several residential life programs along with corporate and non-profit organizations. Lesson plans, case studies, activities, and videos will be presented to demonstrate how empathy, courage, and curiosity have been used to have conversations concerning race in the United States. The session will particularly benefit participants who are interested in learning about effective ways to create anti-racism courses.

Brave The Cycle was created by three former residence hall directors who initially had the desire to see students having difficult conversations concerning social justice, equity, and inclusion on college campuses. What began as an avenue to create space for difficult conversations for college students has evolved into international workshops, training, and courses designed to help individuals from all walks of life engage in creating sustainable anti-racism systems.

The Brave The Cycle Team was responsible for creating honors colloquia at Ball State University from 2016 - 2018. There, students explored social justice journeys and narratives in the United States. After leaving Ball State, the three founders built equity and inclusion-focused res life curricula at Kansas State University, the Fashion Institute of Technology, and the University of Indianapolis. In 2020, after the murders of George Floyd and Breonna Taylor, many of their past students and colleagues asked them to create a space for learning and unlearning. The team came together to create two anti-racism classes for more than 25 people across the US. The classes explored social justice issues from the perspective of 4 voices: Voices in Power, Voices in the Media, Voices Unheard, and Voices in Crisis. Over the next two years, the team used this framework in creating learning experiences for over 30 organizations.

This framework gives language to trainers, faculty, staff, and students on how to create spaces to talk about race without shame and guilt. Using concepts from Brene Brown, participants learn how to utilize empathy, courage, and curiosity when attempting to discuss, navigate, and dismantle race and racism in the United States.

Dani Badgett, MS, Brave The Cycle, Nashville, TN

4:00–5:30 p.m.

2618   Room: Quarterdeck C (Riverside)   4:00–5:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

"An Injustice Anywhere": Anti-Racism in Higher Education Conduct & Discipline

Culturally intelligent and anti-racist educators must understand how racism and white supremacy contribute to over-referrals of BIPOC students to the disciplinary system, and how disciplinary action impacts college access and retention. Multiple studies exist showing disparities in discipline in the P-12 system, including Black and Brown students being referred, sanctioned, suspended, and expelled at much higher rates than their white peers. Unfortunately, no mandated reporting requirements exist for demographic data in higher education conduct. We are left to wonder how these disparities (and their impacts) follow our Black and Brown students to higher education campuses, where they are met with judicial systems framed and founded in whiteness and white supremacy.

All educators are involved in the conduct process, whether as referral agents (e.g., "writing a student up"), support persons, or conduct administration staff. Conduct work is a unique area of student affairs in that we wield a great deal of power over a student's status at the institution, but are often an overlooked component or resource when it comes to discussion of student retention, success, and wellbeing.

This session is particularly helpful for conduct administrators, but also valuable for those wishing to support and create change with students of color. We will focus on scholarly research regarding racism in school discipline systems, and how anti-racist behavior intervention, policies and procedures, and tangible action steps regarding a rebuilding of campus conduct systems can improve retention, create safe and supportive campuses, and most importantly, advocate for justice with our at-promise students.

Amanda J. Mesirow, ABD, Association of Student Conduct Administration, Moraine Valley Community College, Oak Lawn, IL

4:00–5:30 p.m.

2619   Room: Grand Salon 16 (1st Floor)   4:00–5:30 p.m.

Session Track: Session Track: Accessibility in the Academy   Session Complexity: For Everyone

Designing Equitable Education: An Anti-Oppressive UDL Framework

This presentation will provide a student-centered, culturally responsive Universal Design Learning (UDL) blueprint for building sustainable and just educational practices in the college classroom. In the presentation, I will demonstrate how educators can use UDL to counter systems of oppression that center on dominant groups, value conformity, and treat differences as deficits. I will discuss UDL as a framework for flexible educational design that makes learning accessible to all students-recognizing that each student is different and that those differences should be acknowledged, valued, and treated as strengths.

As an educator of color with a passion for social justice and 24 years of teaching experience, I understand that marginalized students face complex educational barriers and that undoing educational injustice requires intentional practices designed to be explicitly anti-oppressive and intersectional. And yet, colleges continue to adopt trendy "one-size fits all" prescriptive practices with the same inevitable result. Some students benefit from the new practice-and some don't. Needless to say, this is not equity.

Educational equity requires flexibility and individualized teaching methods, assignments, and assessments-all designed to dismantle specific systemic oppression. In this presentation, I will lay out an anti-oppressive (UDL) framework for educators who want to build practices that work for all students. I will also show educators how to reframe classroom accommodations as equity tools and give concrete examples of flexible policies, assignments, and assessments that make it possible for every student to reach course objectives. I am excited to share my preliminary data, which suggests that implementing UDL practices has increased the rate of students earning a 3.0 or better in my classes from 47% to 80%. I will also share specific classroom strategies and student success stories to show that UDL is a flexible model that benefits students and teachers-debunking the myths of UDL as a fixed set of prescriptive practices that benefit a small population of students and create extra work for teachers.

This presentation is for educators who are interested in learning about UDL and how a paradigm shift to a UDL framework, with its emphasis on accessibility and flexibility-will result in educational equity, greater student success, and more sustainable teaching.

Diana Ma, MA, English and Humanities, North Seattle College, Seattle, WA

WEDNESDAY, MAY 31

2620	Room: Chart A (Riverside)	4:00–5:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

WA Colleges American Indian Advisory Board: Government-to-Government Relations for Strategic Equity

American Indian Indigenous Studies (AIIS) must be grounded in an understanding of Tribal sovereignty, based on federal recognition and constitutional rights. This session describes the unique vision and work of the WA State Community & Technical College AIIS Advisory Board (WCAAB), which mobilizes and advocates to make space for American Indian local knowledge by building meaningful government-to-government (G2G) relations between institutions of higher education and WA's 29 sovereign nations. WCAAB includes 24 board members, half of whom represent the 34 Washington state colleges as administrators, staff, faculty, and system employees and half of whom are Tribal leaders, including members of Indian education organizations. In addition to the ongoing process of advisory board development, attendees will learn strategies related to four key goals of WCAAB:

1. Professional Development - RCW 43.376 G2G relationship building through Tribal consultation across 34 CTCs (regional training for college leadership; G2G roundtables; expand AIIS curriculum development through faculty learning communities for Indigenous knowledge(s) training).

2. Tackle Contemporary Challenges (recruit and hire Tribal relations professionals-- administrators, faculty, staff, student services, students, community scholars).

3. Raise the Awareness of AI/AN Historical Burdens (intergenerational historical trauma i.e., MMIW, boarding schools, relocation and other genocidal policies).

4. Reduce AI/AN Education and Economic Disparities Develop WA Tribal Student Pathways with intentional recruitment, retention, and completion policies and practices; formalize G2G relationships with Tribes to support local workforce training needs.

Lynn Palmanteer-Holder, MEd, (Citizen of the Confederated Tribes of the Colville Reservation), Office of the Executive Director, Washington State Board of Community and Technical Colleges, Olympia, WI; **Leander Yazzie**, EdD, Dine (Navajo Nation), Tribal Relations Manager, Indigenous Student Success, Office of Diversity, Equity, and Inclusion, Green River College, Auburn, WA; **Maya Esquivido**, MSW, (Nor Rel Muk Wintu | Hupa), Faculty, American Ethnic Studies, Seattle Central College, Seattle, WA; **David Ortiz**, MA, Faculty, Humanities, Media, AIIS, and Communication Studies, Cascadia College, Bothell, WA; **Vik Bahl**, PhD, Faculty, English, Green River College, Auburn, WA; **Sophia K.R. Agtarap**, MCDM , Director of Equity, Diversity, and Inclusion, Washington State Board for Community and Technical Colleges, Olympia, WA

2621	Room: Grand Salon 10 (1st Floor)	4:00–5:30 p.m.

Session Track: Session Track: Accessibility in the Academy   Session Complexity: For Everyone

Advancing Equity - Providing College Credit Classes for Incarcerated Women in Oregon

This interactive session will give attendees an opportunity to apply an equity lens to correctional education. A benefit of attending this session is that participants will have a better understanding of some of the opportunities of offering college credit classes in correctional facilities; be able to discuss pedagogical strategies for working with incarcerated individuals; and be able to recognize specific teaching and administrative challenges to navigating the justice system as well as working within a restricted technology environment. The presenter will share the experience of how Portland Community College is providing college credit courses for incarcerated women (adults in custody) at Coffee Creek Correctional Facility. There will be a group activity to engage attendees in understanding and problem-solving around some of the unique challenges in corrections education. This session can be useful for faculty or administrators considering offering higher education classes in corrections facilities, those who currently work in corrections education, or those who are interested in knowing more about how to serve this marginalized group of potential students.

Lisa D. Regan-Vienop, MPH, Pathways to Opportunity and Corrections Education, Portland Community College, Portland, OR

4:00–5:30 p.m.

2622 Room: Bridge (Riverside) 4:00–5:30 p.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: For Everyone

Spaces to Heal: Providing the Table and Seats

Black, Indigenous, and People of Color (BIPOC) women faculty and administrators are breaking barriers, maintaining excellence, being award-winning scholars, and flourishing as experts in their fields. Still, they must survive while they thrive, and grapple with insecurity, writing blocks, and "imposter syndrome". Further examination prompts the realization that 'imposter syndrome' may be a scapegoat for structural racism. Moreover, COVID-19 has created substantial health and financial tolls, fueled mental and emotional fatigue, and disrupted workplace productivity. The authors will share observations from a current book project in which they invited BIPOC women faculty to contribute their voices and perspectives. This presentation will inspire the courage to reassure, uplift, mentor, invite, and make collaborative spaces for BIPOC women to express feelings of vulnerability, unease, and ultimately, hope. When seats are missing at the table, one can bring their own table and seats, and examples are given of how that has been done. In a field of often unforgiving critics, the authors provided underrepresented scholars the opportunity to promote authenticity and illuminate their voices. This presentation will reveal the various reflections on being able to share diverse and resilient perspectives of BIPOC women in academia. This session should particularly benefit faculty, administrators, staff, and students who work or study or aspire to work in higher education.

Marian Evans, MD, MPH, Public Health, Southern Connecticut State University, New Haven, CT; **Anuli Njoku**, DrPH, MPH, Associate Professor, Public Health, Southern Connecticut State University, New Haven, CT

4:00–5:30 p.m.

2623 Room: Winward-Leeward (Riverside) 4:00–5:30 p.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: For Everyone

Leveraging Equity-Centered Research to Support First-Generation Students: A Pathway Towards Progress

Within the last decade, universities and colleges nationally have invested a great number of institutional resources towards supporting the college experience of their first-generation students-and for good reason! The data is clear that our first-generation students are more likely than their non-first-generation counterparts to experience financial hardship throughout college, express higher levels of stress and depression, report lower levels of campus connectedness, and consequently have higher drop-out rates.

Many higher education institutions have responded to these disparities with robust programming focused on improving first-generation student outcomes. These strategies have historically prioritized measures like student engagement, academic performance, retention, and graduation rates. In this session, we offer a unique approach to address these measures and ultimately expand upon them to include an equity-minded focus on professional development for first-generation students.

This workshop highlights how three inspirational first-generation students and their faculty mentor leveraged their institution's undergraduate research program to build social capital and promote greater institutional equity. During our session, we augment student voices to share their respective journeys as first-generation scholars who each received paid research opportunities to conduct equity-centered projects designed to promote social change in their communities. Through this approach, we illustrate the unique value equity-centered research plays in building social capital, strengthening educational outcomes, increasing retention, and cultivating civically-engaged leaders among first-generation students. We will facilitate group discussions about the diverse experiences of first generation students across our respective institutions and explore the various intersections that shape these outcomes. As we all examine our institutional goals for first-generation students together in this session, we will take a proactive approach in creating individualized action plans for you to take home and advocate for increased support for your first-generation students!

Terence D. Gipson, P hD, Sociology, Anthropology, and Public Health, St. John Fisher University, Rochester, NY; **Mia Donahue**, Undergraduate Student, Public Health, St. John Fisher University, Rochester, NY; **Ryleigh Hagberg**, Undergraduate Student, Criminology and Criminal Justice, St. John Fisher University, Rochester, NY; **Mariangelis Gonzalez**, Undergraduate Student, Public Health, St. John Fisher University, Rochester, NY

WEDNESDAY, MAY 31

4:00–5:30 p.m.

| 2624 | Room: Quarterdeck A (Riverside) | 4:00–5:30 p.m. |

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: Beginner

How the Tables (and Chairs) Have Turned: Advice for Minoritized Faculty Leading Academic Departments

We, Dr. Shantal Marshall and Dr. Laura Naumann, have been academic faculty at teaching-focused institutions for ten and fourteen years, respectively, and have both held leadership roles, including Department Chair. Currently, we are both at Nevada State College, a college just twenty years old that serves a majority-minority and first-generation college student population.

We will describe our personal approaches to the position of Department Chair as women of color both with other intersecting marginalized identities. We strive to be the Department Chairs that would have been beneficial to have early in our careers and to create departments in which faculty of varied identities feel supported. As scholars that focus on social inequality, we take this opportunity to put into practice the topics that we study and the values we are committed to. We will provide examples from our experiences and from research on equity-based practices to create a dialogue about the pressures minoritized faculty, specifically, face when serving as Department Chairs.

The workshop will be discussion-based to focus on concerns and specific questions that attendees have. The topics we will introduce for discussion are:

- Day to Day Life of a Department Chair
- Creating Equitable Departmental Norms and Processes
- Working With and Creating Institutional Policies
- Mentoring Faculty for Individual Growth
- Managing Interpersonal Relationships in Leadership Positions

All topics will be introduced with an equity approach. For each topic, Dr. Marshall and Dr. Naumann will provide at least one anecdotal example from their experiences as Chairs and include scholarship where relevant. Attendees will then have a chance to ask questions or discuss situations from their own experiences to create dialogue around the topic. There will also be leadership development resources shared throughout.

Attendees who are tenure-track academic faculty with minoritized identities who are interested in serving as, or are currently in the position of, Department Chair are encouraged to attend. We also welcome non-minoritized attendees who have the goal of creating supportive academic departments for a diverse faculty group.

Shantal R. Marshall, PhD, Psychology & Counseling, Nevada State College, Henderson, NV; **Laura Naumann**, PhD, Associate Professor of Psychology, Psychology & Counseling, Nevada State College, Henderson, NV

4:00–5:30 p.m.

2625   Room: Starboard (Riverside)   4:00–5:30 p.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Intermediate

The Building Blocks of Hi-Impact Retention and Success Programs for Diverse Populations

The Office of Mentoring, Retention and Success Programs and The Office of Co-Curricular Programs and Leadership have successfully developed a unique collaborative approach to engaging and supporting diverse populations of students as they matriculate at The College of New Jersey. Using institutional retention and persistence data and the Multi-Institutional Study of Leadership, our leadership and retention programs implement practices that are data driven and theory based to strengthen a sense of belonging and overall success.

Leadership and the Office of Mentoring, Retention and Success Programs are in different divisions within the college and have found ways to be effective partners. This presentation will focus on how to build strategic and hi-impact programs while developing collaborations across campus. The students who participate in the leadership and targeted retention programs have expanded their engagement and influence throughout the campus community. This has been done through creating a further sense of belonging, leadership, self-efficacy and skills that allow them to be assertive and advocate for themselves and their peers. This has affected campus climate in a positive way. The current students in the program have also shared their experiences with their peers which has encouraged more students to participate in the programs and allowed them to be more confident in their abilities. This has led to student success and persistence by allowing students to connect with different offices and their staff. Attendees will leave with concrete examples of how to develop and/or enhance leadership and retention programs on their campuses.

Romina Generali, MSEd, Mentoring, Retention, and Success Programs, The College of New Jersey, Ewing, NJ; **Avani Rana**, EdD, Director, Co-Curricular and Leadership, The College of New Jersey, Ewing, NJ; **Jamal T. Johnson**, Associate Director, Mentoring, Retention, and Success Programs, The College of New Jersey, Ewing, NJ

6:00–7:15 p.m.

2800   Room: Grand Ballroom (1st Floor)   6:00–7:15 p.m.

Session Track: Session Complexity:

NCORE 2023 WELCOMING RECEPTION

Join friends, colleagues, and the community of NCORE at this wonderful opportunity to share in the amosphere of amazing peoplea and connectivity. Enjoy great food and a uniquely New Orleans vibe.

7:15–8:45 p.m.

2801   Room: Grand Ballroom (1st Floor)   7:15–8:45 p.m.

Session Track: Session Complexity:

Celebrating 50 Years of Hip-Hop!

The good times continue with an incredible celebration of 50 years of Hip-Hop featuring amazing artists of the NCORE and New Orleans Community!

8:30–10:00 p.m.

2802   Room: Prince Of Wales (2nd Floor)   8:30–10:00 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

From the Margins to the Center: Diverse Stories of Finding Space in Racial Justice Work

Please join us in this intimate space to hear stories of resilience, opportunities for connection, and possibilities for more inclusive racial justice communities. Using an intersectional lens, this salon explores individual experiences of navigating complex intersections of power, community, erasure, safety, and belonging in spaces committed to social justice through voices that are not always heard or welcomed in those spaces. It begins with a circle of story tellers drawn from the NCORE community (who vary across age, race, gender, sexual orientation, gender identity, disability, faith, and nationality) whose experiences frame racial justice coalitions as contested spaces. By reflecting on the stories and interacting with the story tellers, the salon community grows beyond the circle as we create a vision for more welcoming and inclusive coalitions in order to dismantle systemic racism and white supremacy.

This session uses a structure that is new at NCORE this year-salon discussions-and is the first late night salon offered in the conference program. Salons

are rooted in diverse traditions such as Black women's Sister Circles, Indigenous Talking Circles, and European cultural and political groups. Centering informal and intimate settings, they foster deep dialogue and exchange of ideas to create connection, understanding, and more relevant social change strategies. This salon encourages us to face the reality that people and groups who do "the good work" of confronting systemic racism and white supremacy are not immune from the dynamics created by centuries of inequality. Colorism, heterosexism, genderism, nationalism, religious normativity, and other by-products of our society are woven into the most justice-seeking of spaces, leaving many of our friends, colleagues, and allies to fight stereotypes, suspicion, distrust, and outright hostility while they fight racism alongside us.

Everyone is welcome to join this salon where we will reflect and wrestle with the "where and how" each of us enters and participates in racial justice coalitions. In this space, we will use stories and the insights they create to better understand ourselves and the communities (including NCORE) where we labor for justice and change.

Charmaine L. Wijeyesinghe, EdD, Delmar, NY; **Amer Ahmed**, EdD, Founder and CEO of AFA Diversity Consulting, LLC, and Vice Provost for Diversity, Equity, and Inclusion, University of Vermont, Burlington, VT; **Jennie Brandis**, MPH, Confidential Survivor Advocate, Center for Advocacy, Prevention, and Education (CAPE), Oregon State University, Corvallis, OR; **Emma J. Coddington Brown**, PhD, Associate Professor and Independent Educator, Change Agent and Scholar, self employed, Corvallis OR; **Marc Johnston-Guerrero**, PhD, Associate Chair and Associate Professor, Department of Educational Studies and Higher Education and Student Affairs, The Ohio State University, Columbus, OH; **Vanessa Gonzalez-Siegel**, MA, Associate Director of Multicultural Affairs and LGBTQ Outreach, Undergraduate Student Life, Columbia University, New York, NY

Time	Session #	Title	Room
8:30 – 9:45 a.m. (continued on next page)	3000	The Assault on Critical Race Theory (CRT) in Higher Education	Grand Salon A (1st Floor)
	3001	Assessing the Impact of Campus Climate Tools, Methods & Resources	St. James (3rd Floor)
	3002	Why do Implicit Bias Training When It Doesn't WORK? Creating A Recipe for Success	Churchill D (2nd Floor)
	3003	Race Conscious College Access Programming: Lessons from University and Community Partnerships	Churchill B1 (2nd Floor)
	3004	Intersectional Leadership: Advancing Careers for Women of Color in Higher Education	Churchill C1 (2nd Floor)
	3005	Community College Approach to Closing Equity Gaps through a Culture of Collaboration and Caring	Grand Salon 9&12 (1st Floor)
	3006	The Status Quo Has to Go	Grand Salon 15&18 (1st Floor)
	3007	Next 10 Exits: Reflections on Race and Resilience in Vallejo, California	Canal (3rd Floor)
	3008	How the Tables (and Chairs) Have Turned: Advice for Minoritized Department Chairs	Churchill A2 (2nd Floor)
	3009	Leadership Crossroads: Unpacking Identity and the Experiences of Young, Queer Directors of Color	Jackson (3rd Floor)
	3010	All I Need Is One Mic: Hip-Hop as a Tool for Social Change	Kabacoff (Riverside)
	3011	"I Belong Here": Examining Black Student Experiences of Belonging and Joy	Fulton (3rd Floor)
	3012	Shifting Narrative: Building Movements Through Documentary Filmmaking	Camp (3rd Floor)
	3013	Supporting Latine and Biracial Cultural Wealth at Community Colleges	Royal (3rd Floor)
	3014	But What About My Growth? Developing a Professional Development Plan for DEIB Practitioners	Commerce (3rd Floor)
	3015	Engaging Students in Research Uncovering Institutional Racial Inequity	Magazine (3rd Floor)
	3016	Utilizing Open Educational Resources to Develop a Social Justice and Diversity Course	Marlborough B (2nd Floor)
	3017	Path to Inclusive Excellence: Shifting from a Compliance Mindset to Change through Commitment	Prince Of Wales (2nd Floor)
	3018	Not Just VP Material: Supporting Women of Color in Student Government	Churchill A1 (2nd Floor)
	3019	Doing and Reclaiming Diversity: International Faculty in US Higher Ed	Ascot-Newberry (3rd Floor)
	3020	A Native American Academic Success Center for PWI's	Grand Salon 21 (1st Floor)
	3021	Celebrating Native American Student Experiences and Research at the University of South Dakota	Grand Salon 24 (1st Floor)
	3022	Empowering Futures Project	Grand Salon 19 (1st Floor)
	3023	Identifying Factors Impacting Transfer Among African American/ Black Community College Students	Grand Salon 22 (1st Floor)
	3024	A Vehicle for Meaningful Inclusion: Designing a Student-Focused Communication Platform	Marlborough A (2nd Floor)

Time	Session #	Title	Room
8:30 – 9:45 a.m.	3025	We Really Do Care!: The Creation of an Inclusive Campus Ecosystem at a PWI	Grand Salon 13 (1st Floor)
	3026	The Debate Remix: Cultivating Powerful Voices and Experiences	Grand Salon 16 (1st Floor)
	3027	Black Kids Can Thrive in STEM: The National Project to Increase Black Student Success in Physics	Chart C (Riverside)
	3028	Moving Business Education from Performative DEI to Genuinely Impactful Social Justice Leadership	Grand Salon 10 (1st Floor)
	3029	The Intersection Between STEM and Disability Support Program & Services	Steering (Riverside)
	3030	Building The Pipeline: Co-Mentorship and Sponsorship of Students of Color at an HSI	Winward-Leeward (Riverside)
	3031	Coaching Belonging	River (Riverside)
	3032	DEI Foundations: Implementing Department Change at a Large, Urban Community College	Port (Riverside)
	3033	Doing DEI Work as a Transracial Adoptee	Starboard (Riverside)
	3034	(Re)imagining Student Life Engagement Amidst a Remote Learning/Living World	Bridge (Riverside)
8:45 – 11:45 a.m.	3100	Becoming Latino/a/x/e and the Invisible Lines that Divide & Unite Us	Compass (Riverside)
	3101	Cross-Racial Supervision Bootcamp: Let's Work Our ABS (Asian and Black Solidarity)!	Quarterdeck B (Riverside)
	3102	Challenging White Fragility with Other White Folx	Chart B (Riverside)
	3103	How Does it Feel to be a Problem	Quarterdeck C (Riverside)
	3104	Love, Healing, & Pleasure for Social Justice Educators	Chart A (Riverside)
	3105	Designing Social Justice Education Workshop Curriculum: A Step-By-Step Process for Practitioners	Churchill B2 (2nd Floor)
	3106	Speaking Truth: The Transformational Power of Interracial Relationships Grounded in Identity	Churchill C2 (2nd Floor)
	3107	White Racial Identity and the Impact on African American and Black Faculty Tenure	Quarterdeck A (Riverside)
	3108	Teaching Reparations without Flipping their Lid: Managing Resistance and Fragility in Classrooms	Windsor (3rd Floor)
10:15 – 11:45 a.m. (continued on next page)	3200	Red, White, Black & Blue: A Cartoonist's Look at America's Racial Illiteracy	Grand Salon A (1st Floor)
	3201	Racial Justice on Campus in a Post-Affirmative Action World: What Colleges Can (and Must) Do Now	St. James (3rd Floor)
	3202	Burning Down Massa's Kitchen: A Freeing Space for Black Women Navigating Higher Education	Churchill D (2nd Floor)
	3203	Campus Palestinian Activism, Racial Justice, Solidarity Movements and Legal Implications	Churchill B1 (2nd Floor)
	3204	Thriving Not Surviving: Strategies for Cultivating Immigrant Entrepreneurship In Higher Education	Churchill C1 (2nd Floor)
	3205	Committed to Change: Re-Engaging and Staying Connected with DEI Work in a Campus Leadership Role	Grand Salon 9&12 (1st Floor)
	3206	Multiraciality Across the Lifespan: Learning About Multiracial Identity and Interracial Relationship	Grand Salon 15&18 (1st Floor)

Time	Session #	Title	Room
10:15 – 11:45 a.m.	3207	Creating Community Values & Agreements that Reduce Conflict & Encourage Authentic Dialogue	Canal (3rd Floor)
	3208	Hope Isn't A Strategy: Intentional, Strategic, and Relevant Principles for Learning Organizations	Churchill A2 (2nd Floor)
	3209	Social Justice Strategies at the Community College	Jackson (3rd Floor)
	3210	From Performative Wokeness to Authentic Organizational Transformation: An Arduous and Joyful Journey	Kabacoff (Riverside)
	3211	I'm A Good Person! Isn't That Enough? The White Racial Identity Challenge	Fulton (3rd Floor)
	3212	Healing from Hate: Battle for the Soul of a Nation	Camp (3rd Floor)
	3214	The Antiracism of Anti-Intimidation: Mathematical Difficulty as a Social Construct	Commerce (3rd Floor)
	3215	Mission Visible in Higher Education: A Pilipino/x/a Case Study	Magazine (3rd Floor)
	3216	Crip/Queer Survival Strategies as Star Maps for Charting a Path to Accessible Cultures in Higher Edu	Marlborough B (2nd Floor)
	3217	Beyond BTS: How KPOP Nourishes Our Seouls and Hearts by Encouraging Us to Emote	Prince Of Wales (2nd Floor)
	3218	Innovative Workforce Interventions: An Exploration of Programs Addressing Structural Inequality in t	Churchill A1 (2nd Floor)
	3219	Code Switching: Understanding and Addressing the "Double Life" in Higher Education	Ascot-Newberry (3rd Floor)
	3220	10 Years of DACA and Now What?	Grand Salon 21 (1st Floor)
	3221	The Lived Experiences of Straddling Class as People of Color	Grand Salon 24 (1st Floor)
	3222	Complicating Muslim Religious and Racial Identity: The Markaz as a Case Study	Grand Salon 19 (1st Floor)
	3223	Empowering ERG Leaders to Lead with Purpose and Impact	Grand Salon 22 (1st Floor)
	3224	Understanding and Using the CAS Standards in Social Justice & DEI Work	Marlborough A (2nd Floor)
	3225	Tribal Sovereignty and Higher Education: A Workshop for Campus Administrators	Grand Salon 13 (1st Floor)
	3226	Leading from the Front: Developing and Working with Employee Resource Groups (ERGs)	Grand Salon 16 (1st Floor)
	3228	Postpartum" doctorate blues: Strategies for womyn of color navigating the 4th trimester	Grand Salon 10 (1st Floor)
	3230	The Heart of Black Leadership	Winward-Leeward (Riverside)
	3231	Cultural Taxation: An Occupational Hazard for Black Womxn	River (Riverside)
	3232	Embedding Restorative Practices into Strategic DEI Efforts in Higher Education	Port (Riverside)
	3233	Research Family: Bridging Pacific Islanders Success through Indigenous Oceanic Paradigms	Starboard (Riverside)
	3234	Culture as Medicine: Equitably Reimagining Health Education and Outcomes with Indigenous Community	Bridge (Riverside)

Time	Session #	Title	Room
1:30 – 2:45 p.m.	3300	General Session Featuring A Moderated Conversation with Michelle Alexander: Mass Incarceration in the Age of Colorblindness	Grand Ballroom (1st Floor)
3:30 – 5:30 p.m.	3213	Trans & Non-Binary Athlete Inclusion in Sport	Royal (3rd Floor)
	3400	Calling In, Not Calling Out	St. James (3rd Floor)
	3401	Multiracial Blackness: A Journey of Identity, Discovery and Trauma	Grand Salon 9&12 (1st Floor)
	3402	Doing the Work: Self Reflection and Exploration for White DEIJ Advocates	Grand Salon 15&18 (1st Floor)
	3403	Film Screening: Bad Axe, with director David Siev Q&A	Canal (3rd Floor)
	3404	Working with Whiteness: Allyship through Anti-Racism Facilitation	Fulton (3rd Floor)
	3405	The Evolution of AloHā: Healing the Colonized Mind	Compass (Riverside)
	3406	Navigating Triggering Events, Part 2: Tools and strategies to navigate difficult situations	Marlborough B (2nd Floor)
	3407	Special Featured Presentation with Community College Presidents	Chart A (Riverside)
	3408	Student Scholar Pecha Kucha Presentations	Chart C (Riverside)
	3409	Transformative Diversity Outcomes, Keeping It Real 2	River (Riverside)
	3410	Developing Social Justice Education Learning Outcomes	Churchill B2 (2nd Floor)
	3411	Stop Using Trauma as a Teaching Tool: Rethinking Diversity, Equity, and Inclusion Trainings With a T	Churchill C2 (2nd Floor)
	3412	Disentangling Far-Right and Antiracist Messaging on Campus Through Positive Racial Identity	Port (Riverside)
	3413	Duality & Overlap: Antisemitism & Racism	Grand Salon 22 (1st Floor)
	3414	You've Acknowledged the Land, Now What?: Creating Credibility and Implementing Post-Land Acknowledge	Marlborough A (2nd Floor)
	3415	Freedom Dreaming: Using Theatre as a Tool to Explore Antiracist Liberation	Quarterdeck A (Riverside)
	3416	Racism Untaught	Starboard (Riverside)
3:45 – 5:00 p.m.	3500	Owning and Honing Your Voice: A Public Writing Workshop for Higher Education Scholars and Leaders	Jackson (3rd Floor)
	3501	Latinx Identity and Power Speaking Performance	Kabacoff (Riverside)
	3502	The Delicate Tightrope: Balancing being an Administrator and a Social Justice Advocate	Camp (3rd Floor)
	3503	Culturally Responsive Pedagogy as a form of (Re)membering para saber, sentir, y vivir	Churchill A1 (2nd Floor)

Time	Session #	Title	Room
4:00 – 5:30 p.m.	3600	Raising Awareness of Our Shared Fate: Our Greatest Hope for Uniting	Grand Salon A (1st Floor)
	3601	Behind the Shield: The Power and Politics of the NFL	Churchill D (2nd Floor)
	3602	Stanford Medicine REACH (Racial Equity to Advance a Community of Health) Presentation	Churchill B1 (2nd Floor)
	3603	The Professionalization of DEI Practice through Academic Programs	Churchill C1 (2nd Floor)
	3604	What Do I Say Now?: Strategies for Addressing Microaggressions	Churchill A2 (2nd Floor)
	3605	Here To Stay: DACA, The Original DREAMers & Institutional Support in Higher Ed	Royal (3rd Floor)
	3606	Practical and Hands-On Ways to Train Faculty and Staff on the Topic of Diversity on Campus	Commerce (3rd Floor)
	3607	A First-Gen BIPoC Female Biographical Approach to Building Cultural Competence in the Academy	Magazine (3rd Floor)
	3608	In the Trenches: White Antiracism and Acquiring the Tools for Racial Equity at a Catholic HSI	Prince Of Wales (2nd Floor)
	3609	Centering Curriculum Consciousness and Culture	Quarterdeck B (Riverside)
	3610	Modeling the way: Creating systemic change at UNC's School of Medicine	Ascot-Newberry (3rd Floor)
	3611	Equitable Strategies for Mental Health Support on Campus	Grand Salon 21 (1st Floor)
	3612	Educate, Activate, Facilitate, LEAD: A Transformational Framework for Student-Led Change	Grand Salon 24 (1st Floor)
	3613	Cultivating Bahay with Kababayan of Care: Creating Home for Filipino/a/x Students	Grand Salon 19 (1st Floor)
	3615	Creating a Transfer Champion Workgroup for Racial Equity	Chart B (Riverside)
	3617	The Minority Religious Experience: A Case Study on Shia Muslims on College Campuses	Grand Salon 13 (1st Floor)
	3618	Anti-CRT Legislation and TribalCrit in Oklahoma	Quarterdeck C (Riverside)
	3619	Challenging Repression in the Form of False Accusations of Antisemitism: Anti-IHRA Campus Organizing	Grand Salon 16 (1st Floor)
	3620	Ready or Not, Here's College: Exploring Race-Based Pre-Orientation Programs at Liberal Arts Colleges	Winward-Leeward (Riverside)
	3622	Confronting the One Drop: Teaching Mixed-Race History at an Historically Black University	Windsor (3rd Floor)
	3624	Developing Cultural Competency Training: Overcoming Obstacles for Meaningful Dialogue	Bridge (Riverside)
	3625	My Brother's Teacher	Grand Salon 10 (1st Floor)
6:00 – 7:00 p.m.	3800	Books & Beignets! Meet the Authors Event	St. Charles (3rd Floor)

Time	Session #	Title	Room
7:00 – 8:30 p.m.	3801	All My Relations Podcast: "More Than Land Acknowledgements: Indigenize the Institution"	St. James (3rd Floor)
7:00 – 9:00 p.m.	3802	Film Screening: Hidden Letters, with Director Violet Du Feng Q&A	Fulton (3rd Floor)

8:30–9:45 a.m.

| 3000 | Room: Grand Salon A (1st Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Beginner

The Assault on Critical Race Theory (CRT) in Higher Education

As of November 2022, at least 548 anti-Critical Race Theory (CRT) measures have been introduced at the local, state, and federal levels following the now-rescinded Executive Order 13950, oftentimes referred to as the Equity Gag Order. These anti-CRT measures have impacted teaching and learning at institutions of higher learning as well as government agencies, private business, and K-12 education. Paused diversity trainings. Canceling of courses in ethnic studies. Reduction in funding. Removal of school officials from their positions. These are just a few examples of the wide-reaching, well-funded attack on access to truthful information about race, racism, and CRT as a tool to dismantle systemic racism.

Up until now, little was known about the patterns, trends, and comprehensive scope of the overwhelming pervasiveness of the assault on CRT. The recently launched CRT Forward Tracking Project, an initiative of UCLA School of Law's Critical Race Studies Program, has demonstrated that the assault on CRT and antiracist teaching, training, and research is significantly impacting higher education. As a result, this session will: (1) define CRT, (2) provide an overview of the CRT Forward Tracking Project, and (3) outline trends and patterns of anti-CRT activity impacting higher education.

Attendees who will get the most out of this presentation are administrators who lead and coordinate diversity, equity, and inclusion programs and policies on their campuses.

Taifha Natalee Alexander, JD, LLM, Critical Race Studies Program, UCLA School of Law, Los Angeles, CA

8:30–9:45 a.m.

| 3001 | Room: St. James (3rd Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

Assessing the Impact of Campus Climate Tools, Methods & Resources

Since the early 1990s, campuses have been using climate assessments to address racial dynamics on campus and understand learning environments as part of diversity, equity, and inclusion initiatives (DE&I). Many public and private institutions now post assessment results on campus websites, as evidence of their efforts, but we do not know how effective these climate assessments have been in fostering a dialogue that results in institutional transformation. Furthermore, it is unclear if and how climate assessments focused on race and/or income are linked to institutional transformation efforts.

The purpose of this session is to demonstrate 1) how campuses assess and use climate data (quantitative and qualitative), 2) how campuses are tracking their progress in terms of change in the climate and educational environment over time, particularly for marginalized racial identity groups, and 3) how climate assessment tools, or organizational processes in incorporating climate data, lead to institutional change or transformation.

Our focus is on Racial/Ethnic and Socioeconomic (CRESC) climate, which we define as the measure of the racialized and classed ways various racial/ethnic and socioeconomic groups perceive a campus climate. Moreover, we define transformation as the realignment of an institution's structures, culture, and business model to create a student experience that results in dramatic and equitable increases in outcomes and educational value.

This session will expand participants understanding of how campuses leverage campus climate data in their transformation efforts, feature examples of institutional transformation, identify where campus climate activities take place and who leads them, highlight campus climate providers and instruments leveraged and connected to institutional transformation, and identify gaps and potential resources for institutions to leverage campus climate data to use in their transformation efforts.

Sylvia Hurtado, PhD, Education, Higher Education & Organizational Change, University of California, Los Angeles, Los Angeles, CA; **Gabriel Gutierrez Aragon**, MSEd, Graduate Student Researcher, Education, Higher Education & Organizational Change, University of California, Los Angeles, Los Angeles, CA; **David Ulises Vargas Ezquivel**, MA, Graduate Student Researcher, Education, Higher Education & Organizational Change, University of California, Los Angeles, Los Angeles, CA; **Bernard Cosico Reyes**, MA, Graduate Student Researcher, Education, Higher Education & Organizational Change, University of California, Los Angeles, Los Angeles, CA

THURSDAY, JUNE 01

3002 Room: Churchill D (2nd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

Why do Implicit Bias Training When It Doesn't WORK? Creating A Recipe for Success

This presentation will highlight the complexities of implicit bias trainings, the pros and cons, and how to create the right elements for program success. We know that implicit bias and implicit prejudice exist and working to mitigate their societal impacts on oppressive and disparate conduct is important to creating equitable results. The goal of implicit bias trainings is to create sustained and meaningful changes in behavior, but done in the "wrong way" can have the opposite effect. Implicit bias trainings in conjunction with systemic change at the institutional level is a formula for helping to successfully reduce discriminatory behaviors at both the individual and institutional levels. This session was created with everyone in mind and will describe our journey toward including the appropriate components to produce a successful formula.

Alisha Davis, PhD, School of Interdisciplinary Health, Grand Valley State University, Allendale, MI; **Callie Youngman**, MA, Athletics Inclusion Coordinator; Inclusion and Equity Specialist, Division of Inclusion and Equity, Grand Valley State University, Allendale, MI

3003 Room: Churchill B1 (2nd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Race Conscious College Access Programming: Lessons from University and Community Partnerships

Since 2005, the Vice-Provost's Initiative for Pre-College Scholars (VIPS) program at the University of California, Los Angeles (UCLA) has prepared close to 400 high school Students of Color to enroll and succeed in college. Today, 97% of all program participants have been accepted to a four-year college or university (Howard et al, 2016). VIPs is a partnership between UCLA, schools, and community organizations in Los Angeles that prepares Black and Latinx students to become competitively eligible for admission to flagship universities. Using a social justice framework and holistic approach that is guided by Critical Race Theory, VIPS curriculum educates students about the historical context of race, class and gender inequalities in the U.S. education system. Equipped with college access tools and a critical consciousness of injustices within education, VIP students go on to become change agents in high school, college, and beyond.

The goal of this session is to provide practitioners in college outreach and recruitment departments with applicable knowledge and tools that can be used to recruit and retain diverse students on campus. First, we do this by sharing research that examines how participation in our program influences how: 1) Black students respond to experiences of racial discrimination in schools, 2) these experiences operate in the construction of their scholarly identities, and 3) it influences subsequent college-going behaviors. Findings show that VIP scholars who experience racial discrimination develop a "protective," and "proactive" effect that allows Black students to both cope with and resist white, heteronormative norms as they pursue higher education.

Next, we model what a social justice college access approach can look like. Drawing from our own curriculum, we will facilitate three activities with NCORE audiences. Each activity is carefully crafted to initiate meaningful conversations (typically with students and their guardians) about the realities of racial oppression within schools. The purpose of the activities is to both inspire college recruiters and outreach practitioners to include issues of race and racism as pertinent "college knowledge" - especially given the research on hostile campus climates. Most importantly, this session seeks to provide conference goers with the language and tangible practices to help Students of Color address issues of race and racism as they navigate the college going process.

Jonli Tunstall, PhD, Academic Advancement Program, University of California, Los Angeles, Los Angeles, CA; **Ashley V. Williams**, MEd, Assistant Director of VIP Scholars, Academic Advancement Program, University of California, Los Angeles, Los Angeles, CA; **Cynthia Estrada**, MA, Doctoral Student, School of Education and Information Studies, University of California, Los Angeles, Los Angeles, CA; **Jaylen Lowe**, MA, Doctoral Student, School of Education and Information Studies, University of California, Los Angeles, Los Angeles, CA

8:30–9:45 a.m.

3004   Room: Churchill C1 (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Intersectional Leadership: Advancing Careers for Women of Color in Higher Education

Clemson University implemented the Women's Roundtable event in the Fall of 2021. This program serves as a one-day developmental and networking opportunity for participants to acknowledge, explore and invest in the promotion of the experiences of girls and women. As an offspring of this event, two Assistant Vice Presidents representing Student Affairs and Inclusion and Equity highlighted the importance of implementing a program focused on women of color leaders. Particularly since they were situated on a campus where there was no woman of color representation on the senior/executive level.

A 2018 article in the Harvard Business Review by Cindy (Pace 2018), discussed how promoting women of color to high-level roles is good for an organization's bottom line. However, despite this proof, organizations are still slow to advance women of color to executive-level roles. Clemson launched an administrative development series designed for women of color looking to pursue leadership positions at executive levels with an aim to create pathways. The leadership development activities included an initial full-day retreat, 6 Lunch & Learns and/or Community-Building Activities for the duration of the series, executive coaching, and a presentation at the Women's Roundtable in November 2023.

In addition to the intentional leadership development of women of color participants, the series coordinators are utilizing existing data and research plus the shared experiences of the women of color participants to inform the upper administration about existing systemic barriers to advancement.

In this session presentation, the facilitators will overview the development and implementation of this program. This overview will include data on women of color leadership representation, best practices identified, and opportunities for participants to share recommendations and ask questions. The strategies shared can be used at many organizations to better promote women of color leadership advancement. Participants will be able to explore intentional opportunities to promote leadership development from an intersectional lens.

This session is best suited for participants that have an influence on leadership pipelines at their organization, women of color seeking leadership opportunities, and allies that want to support this inclusive approach to advancement.

Kendra Stewart-Tillman, PhD, Division of Inclusion and Equity, Clemson University, Clemson, SC; **Kimberly Poole**, PhD, Assistant Vice President for Student Affairs, Senior Associate Dean of Students, Division of Student Affairs, Clemson University, Clemson, SC

THURSDAY, JUNE 01

3005   Room: Grand Salon 9&12 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Beginner

Community College Approach to Closing Equity Gaps through a Culture of Collaboration and Caring

Students come where they are welcome and stay where they feel cared about. Clark College, a public two-year community college, creates a welcoming college environment and student sense-of-belonging - centering those who have been systemically excluded from higher education in the college's decision-making, policies, and processes.

This presentation will explore two interrelated projects implemented at Clark College, including (1) use of state funding for growing financial aid applications in partnership CBOs; and (2) Clark Cares Initiative. While both projects have a disparate focus on improving the student experience, the collaborative approach centers closing equity gaps and systematic inclusion of equity with the Equity Decision-Making Tool. During this presentation, participants will gain an understanding of benefits and challenges to equity-centered program identification/development, evaluation, and continuous improvement.

Access to Welcoming Environment. In 2022, the Washington State legislature allocated proviso creating partnerships between community colleges across the state with local Community-Based Organizations (CBOs) to increase community completion of financial aid applications. Clark College has built partnerships with six CBOs to authentically engage with underserved populations to promote a welcoming pipeline into higher education.

Student Sense-of-Belonging. Research shows that students who feel connected to their college are more likely to complete and succeed in their courses, persist from term to term, and achieve their educational goals. Caring Campus - a model developed by the Institute for Evidence-Based Change (IEBC) - is a proven method for engaging with professional staff in low-cost behavior modification that ensures their deep involvement in student success and works to close equity gaps.

Each project started with a comprehensive needs assessment, with development of project goals and activities focused on generating benefit for systemically excluded populations. As a tool, the Equity Decision-Making Tool (EDMT) served as a facilitator for centering equity throughout the development, implementation, evaluation, and continuous improvement of the process. The EDMT includes critical questions across seven domains: Purpose, Power and Privilege, Consulted and Informed, impact, Consider Alternatives, Long-Term Effects (7th Generation Mindset), and Continuous Improvement.

Michele Cruse, PhD, Student Affairs, Clark College, Vancouver, WA; **Julie Robertson**, MSW, MPH, Director Grant Development, Planning and Effectiveness, Clark College, Vancouver, WA; **Heather Adams**, MA, Executive Assistant, Student Affairs, Clark College, Vancouver, WA

3006   Room: Grand Salon 15&18 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: For Everyone

The Status Quo Has to Go

Many of us are familiar with historical opportunities and challenges that students experience as they transition into higher education and the world of academia. However, today's students are not the same as previous generations. Today's students have survived a global pandemic and navigated through an ever-changing educational system before they arrived on our campuses. Therefore, understanding who our students are, the challenges they currently face, and becoming "student ready" as an institution of higher education is critical to enhancing their success. In this roundtable discussion, attendees will participate in small and large group discussions in which they will share creative ideas with each other on how to develop, implement, and assess cross-campus collaborations designed to enhance success for all students. This session will benefit others who are interested in being active collaborators on their respective campuses with a focus on equity in student success. We'd like to discuss what's working and not working for us and would love to hear your ideas as well!

Liz Patterson, MS, Student Success, Texas A&M Universit, Texarkana, Texarkana, TX; **Angela Sikorski**, PhD, Professor of Psychology, Psychology, Texas A&M University, Texarkana, Texarkana, TX; **Kim Murray**, PhD, Associate Professor, Sociology, Texas A&M University-Texarkana, Texarkana, TX

8:30–9:45 a.m.

| 3007 | Room: Canal (3rd Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions
Session Complexity: Beginner

Next 10 Exits: Reflections on Race and Resilience in Vallejo, California

Through the author's memory, the ten exits from the I-80 Freeway East, serve as historical markers of growing up in the 1960s to the 1980s in Vallejo, California, which is the most diverse city in the U.S. according to the 2010 Census. As the author identifies as an Asian American who is not on the Black-White Dichotomy of how Race is often discussed in the United State, she offers essays, poems, and art that touch on themes of identity, race, health disparities, and art as a buffer for trauma. Anyone who has tried to heal from trauma would benefit from this book. This short course is part book reading and part discussion of how to incorporate therapeutic arts in a culturally responsive manner.

Elizabeth Ching, OTD, MEd, BSOT, OTR/L, Occupational Therapy, Samuel Merritt University, Oakland, CA

8:30–9:45 a.m.

| 3008 | Room: Churchill A2 (2nd Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions
Session Complexity: Beginner

How the Tables (and Chairs) Have Turned: Advice for Minoritized Department Chairs

Despite advances in prevention, diagnosis, and treatment, HIV continues to pose a significant public health burden in the United States. HIV continues to affect individuals in certain demographic groups disproportionately, in particular, BIPOC (Black, Indigenous and People of Color) LGBTQ+ young adults. One prevention strategy that has demonstrated efficacy in reducing new HIV infections is pre-exposure prophylaxis medication (PrEP). However, PrEP is under-prescribed among young adults, and disparities in PrEP prescription are more pronounced for racial and gender minorities. Blacks and Hispanics account for a majority of people for whom PrEP is recommended but have the lowest PrEP use among all racial and ethnic groups.

Few studies have assessed PrEP awareness and/or knowledge among college students. This knowledge gap is concerning, given high risk sexual behaviors reported among college students. Stigma is cited as a barrier to PrEP uptake and adherence, particularly among young adults who identify as a sexual or gender minority. PrEP users may face stigma being stereotyped as promiscuous and irresponsible. Higher levels of stigma may diminish relationships with LGBTQ communities and reduce resources, access, and willingness to use PrEP. As a result, LGBTQ individuals who anticipate more significant discrimination due to the color of their skin are less likely to access and use PrEP. Further, PrEP may overlap with homophobia causing people to refuse PrEP because they do not want to be associated with a particular sexual orientation. Additionally, there is an assumption that PrEP raises privacy concerns when parents' insurance covers students.

Access to PrEP on college campuses is one way to prevent HIV transmission in young adults. Prevention is a tool that can bolster and maintain overall health and wellness for the college student population. This session will discuss the state of PrEP access on college campuses. This session will cover how PrEP distribution on college campuses can equip BIPOC LGBTQ+ students, as well as those working in higher education, with the necessary tools to take charge of their health and wellness, and reduce HIV. This session will address potential difficulties of PrEP on college campuses, including stigma, privacy and insurance concerns. This session is beneficial for all working in higher education, especially those working in student health and wellness and those working with marginalized student populations.

Brittany Feeling, MPH, Equitas Health Institute, Columbus, OH; **Stella Sheke**, MPH, Research Associate, Equitas Health Institute, Columbus, OH

THURSDAY, JUNE 01

8:30–9:45 a.m.

3009   Room: Jackson (3rd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Leadership Crossroads: Unpacking Identity and the Experiences of Young, Queer Directors of Color

In this session, presenters will model truth telling, identity exploration, and boundary setting as they unpack and examine shared experiences as young, queer Directors of color navigating power dynamics, privilege, and intersectionality at predominantly white institutions. Presenters will share their lived experiences and invite participants to critically reflect on their own as they consider the nuances of existing within the intersection of several marginalized identities and holding or aspiring to hold positions with immense access to power and privilege.

How can a new Director advocate for their needs and grow into leadership roles? How can you call out and challenge bias and stereotypes based on salient marginalized identities you hold? What hidden challenges or barriers exist when holding multiple marginalized identities and aspiring to senior leadership roles? How do you stay true to your values and sense of self while navigating white supremacist notions of professionalism?

Presenters will provide context on how identity and the dynamics of power and privilege impact responsibilities, performance expectations, and the perception of others. Utilizing the power of narrative and knowledge within lived experiences, we will share lessons learned and strategies to navigate difficult situations and relationships while advocating for boundaries, self care, and accountability.

Participants holding marginalized identities will be able to share space with and learn from presenters holding similar identities currently in leadership roles at a predominantly white institution while participants holding privileged identities will be called upon to consider their impact, how they can advocate and create change, and what bias they need to unlearn. This session will challenge all participants to grow their understanding of theories of intersectionality, radical self acceptance, and transformative leadership and consider how their identities have impacted their careers and what leadership means for young, queer people of color.

Caitlyn LoMonte, MA, University of Wisconsin-Madison, Madison, WI; **Arturo Diaz**, MS, Director of the Multicultural Center, School of Business, University of Wisconsin-Madison, Madison, WI

8:30–9:45 a.m.

3010   Room: Kabacoff (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

All I Need Is One Mic: Hip-Hop as a Tool for Social Change

Schools, particularly universities, tend to advance and recreate Eurocentric educational models, which both exclude a large segment of the student population and fail to account for the lives of students outside the classroom. Utilizing principles of both Freire's model of liberatory education and hip-hop-based education, teachers and professors can create inclusive and engaging classrooms that orient students towards social justice, through centering students' lived experiences. Hip-hop culture is explained and situated within its history of resistance and resiliency. Key principles of hip-hop culture are identified, such as knowledge of self/culture/history, recognition of systemic injustice, and desire for social change. Tools to implement these principles in the classroom are provided, including examples of how hip-hop pedagogy can be applied to a broad range of subjects. This session should particularly benefit educators and aspiring educators wishing to create inclusive and dynamic, social justice-oriented classrooms.

Anna R. Lippman, Sociology, York University, Toronto, WA

8:30–9:45 a.m.

3011 Room: Fulton (3rd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest Session Complexity: For Everyone

"I Belong Here": Examining Black Student Experiences of Belonging and Joy

The Community of Diverse Educators (CODE) is a student organization housed at the Predominately White Institution (PWI), Indiana University (IU). This organization contains both undergraduate and graduate students from minoritized populations who are passionate about getting involved in the community and maximizing their college experience. Students in this organization contribute greatly to the local community through partnerships with school districts, community centers, and other on-campus culture organizations. CODE values community-university partnerships due to the benefits that serve both the university students and local community members. Students in CODE have reported that being part of the organization and being involved in the community have greatly enhanced their college experience. Moreover, students have reported that CODE has provided them with a sense of belonging and purpose, and exposed them to safe spaces where they can be their authentic selves and cultivate relationships with other students.

The purpose of this presentation is to explore how culturally-focused, community-based student organizations influence the Black student experience on IU's campus. It is essential that Black voices are heard and acknowledged in higher education to promote culture change on campus and provide students with safe spaces. This scholarship will contribute to the academy by providing counter-deficit models of the Black experience on campus through a Black Joy perspective.

This presentation will provide participants with more detailed information regarding CODE and member involvement while encouraging conservations related to diversity, equity, inclusion, justice, and student sense of belonging. Participants will have the opportunity to further discuss the importance of implementing culturally-relevant, community-based student organizations on PWI campuses and how student involvement in local communities is necessary for student and institutional success.

Da'Ja'Nay Askew, MSEd, Higher Education and Student Affairs, Indiana University, Bloomington, IN

8:30–9:45 a.m.

3012 Room: Camp (3rd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: Beginner

Shifting Narrative: Building Movements Through Documentary Filmmaking

Documentaries have been integral to Asian American Studies since its early years. In its first wave during the 1970s, filmmaking functioned as a cultural organ of the Asian American Movement. Tasked with contributing to the construction of a narrative of political identity, the work resisted racist images while building new forms and representations. Documentary filmmakers worked alongside scholars, students, and activists in the production of individual work and the establishment of institutions throughout the country. Filmmakers situated their work within the larger Asian American Movement, working together to mobilize against U.S. aggression in Asia and for ethnic studies, labor rights, gender rights, equality in health care, housing, and education, and serve the people's programs.

A-Doc, the Asian American Documentary Network, invites you to a panel discussion with documentary professionals who are also activists and educators. The panel will draw from case studies of two award-winning documentary films-Bad Axe and Hidden Letters. Moderated by Academy Award-nominated documentary filmmaker and educator Renee Tajima-Peña (Who Killed Vincent Chin), the audience will hear from the directors of Bad Axe and Hidden Letters, David Siev and Violet Du Feng, about their creative process and how they use storytelling to create social impacts that lead to movements, as well as the importance of building connections of Asian American/Asian stories to reach audiences outside of the Asian American communities. JT Takagi, the Executive Director of Third World Newsreel, also joins the conversation and brings in the perspective on creative ways to engage audiences through the process of educational distribution and how educators and filmmakers can work together to build movement.

The panel will assess the shared legacy of creative and scholarly production, and explore the possibilities of leveraging documentary impact to deepen and expand collaborations between scholars and documentarians in the future. Two special screenings of Bad Axe and Hidden Letters that will precede the panel.

Violet Feng, Hidden Letters Film, New York, NY; **David Siev**, Director, Producer, Bad Axe Film, New York, NY; **Renee Tajima-Peña**, Documentary Filmmaker, Educator, and Media Activist, University of California, Los Angeles | Asian American Documentary Network, Los Angeles, CA; **JT Takagi**, Executive Director, Third World Newsreel, New York, NY

3013   Room: Royal (3rd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Supporting Latine and Biracial Cultural Wealth at Community Colleges

Community colleges tend to have a higher turn around of students versus four-year institutions which results in less time for staff and faculty to work with students on identity development. At both Skagit Valley College and Tacoma Community College, some of our students have very little time to explore their identities and cultural wealth due to many of our students moving on after two years. We will explore the complexities of identity development with Latine and biracial Latine students in predominately white community colleges and how we can support the growth of their cultural wealth. We will provide attendees with tools they can use to support the identity development of Latine and biracial students. This session will be most beneficial to community college professionals and professionals that support students of color.

Rick Flores, MEd, Office of Student Equity & Inclusion, Student Services Division, Skagit Valley College, Mount Vernon, WA; **Jessica Ramirez**, MS, Associate Director of Equity, Diversity, & Inclusion, Office of Equity, Diversity, & Inclusion, Tacoma Community College, Tacoma, WA

8:30–9:45 a.m.

3014   Room: Commerce (3rd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

But What About My Growth? Developing a Professional Development Plan for DEIB Practitioners

In the past 5 years and through the COVID pandemic, we have seen huge growth in diversity, equity, inclusion, and belonging (DEIB) jobs across the U.S. According to LinkedIn, 77% increase in DEI roles across Europe in the Middle East. (1) According to the website Marketplace.com, there is a hiring boom for diversity and inclusion managers in the U.S., making it one of the hottest jobs to land and hardest to fill in 2022. In that same write up, Marketplace also found that one of the reasons why these positions are in such demand is that they have high turnover. (2) This weakened persistence begs the question- what are the needs of diversity and inclusion managers that are not being met?

In higher education and education broadly, some of these positions have been in existence for decades and are also among the most difficult to retain. One of the primary responsibilities of diversity, equity, inclusion, and belonging (DEIB) professionals is to provide training and professional development to organizations to help increase greater equity-minded skills and abilities. However, who is responsible for the professional development of DEIB professionals?

This workshop explores the role of professional development in the retention of DEIB professionals. Participants will learn about the preliminary results of a survey (conducted by the presenter) that focuses on professional development experiences and needs of DEIB professionals and practitioners.

This session should particularly benefit DEIB professionals who are interested in identifying and supporting their professional development needs and creating mutual support opportunities. Based on the survey findings, we will discuss the critical skills and experiences for DEIB professionals (including DEIB knowledge, program planning, facilitation and mediation skills, coaching skills, curriculum development, supervision/collaboration with partners, budgeting/finance) for persistence in their "work," and participants will begin working on a professional development plan that they can complete on their own.

Sources cited:

"The Rise of Diversity and Inclusion Roles Across Europe and the Middle East"

https://business.linkedin.com/talent-solutions/resources/talent-acquisition/the-rise-of-diversity-and-inclusion

"There's a hiring boom for diversity and inclusion managers and the jobs have high turnover."

https://www.marketplace.org/2022/11/16/theres-a-hiring-boom-for-diversity-and-inclusion-managers-and-the

Dawn Lee, PhD, Professional Development, De Anza College, Cupertino, CA

Brian Arao, EdD, President & Co-Founder, Brave Space Leadership LLC, Sacramento, CA

8:30–9:45 a.m.

3015   Room: Magazine (3rd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Engaging Students in Research Uncovering Institutional Racial Inequity

This multi-year collaborative project seeks to explore the resegregation of a public higher education institution in collaboration with graduate and undergraduate students. This institution invests heavily in "diversity initiatives" including the regular re-creation of an admissions recruitment position nominally dedicated to the recruitment and enrollment of "underrepresented minority students," yet the institution's undergraduate enrollment is increasingly white. During this same time, the number of high school graduates of color in the state and region is on the rise.

As professors invested in many of these diversity initiatives, we are interested in exploring the mechanisms by which these simultaneous processes occur and are understood. We intentionally explore these questions in collaboration with our students, whose education is impacted by the campus racial composition they encounter in their classes and non-classroom environments that make up the "college student experience." Initially, graduate students access available data to build a profile of system and institutional racial composition over time. The challenges and barriers to accessing this data, which is nominally public, leads one student to conclude, "...this assignment really showed how critical having raw data is seeing trends in data. The way that the USG currently has its data available is good, but it makes comparing the enrollment rates over a decade very difficult...I say that because it really showed me that having the data made a huge difference in my perspective on this topic. I used to think that for the most part colleges in Georgia were similar in terms of number of each race, but I was very wrong...Unequal racial representation is not really something I had thought was this prevalent in our modern society...I believe that when a decision is being made this data should be present to ensure that people understand the importance of this research."

We also consider the power of empirical data to help people see forms of stratification and inequities that are often invisible. We continue this research with students examining their own educational experiences and beliefs, as well as larger systemic structures and inequities rooted in the creation of public schools. Students will interview Black alumni, examine historical documents in library archives, and draw on existing literature to develop themes and recommendations for improving Black student success at their own institution.

Kelley Ditzel, PhD, Assistant Professor of Public Administration, Georgia College & State University, Milledgeville, GA; **Stephanie McClure**, PhD, Professor of Sociology, Government & Sociology, Georgia College & State University, Milledgeville, GA; **Erin Smith**, Sociology Major, Government & Sociology, Georgia College & State University, Milledgeville, GA; **Moses Malloy**, BA, Academic Advisor, College of Engineering and Computing Advisement, Georgia Southern University, Armstrong Campus, Statesboro, GA

8:30–9:45 a.m.

3016   Room: Marlborough B (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: For Everyone

Utilizing Open Educational Resources to Develop a Social Justice and Diversity Course

Open Educational Resources (OER's) are grounded in the principle of justice through equitable educational access. This presentation will review the process of developing an asynchronous, online social justice and diversity general education course which utilizes OER's as a foundation. The presenters will review the stages of development of the course, including accessing funding for development and working with students from underrepresented populations to distribute power in the curriculum development process. Challenges and barriers to the process will also be discussed. It is expected that attendees leave this session with ideas on how to bring social justice and diversity content into the classroom, ideas around co-constructed learning in social justice and diversity courses, and a potential roadmap to developing both curriculum and materials in social justice and diversity content courses. This presentation is geared towards participants who are teaching in higher education and may have opportunities to develop courses infused with social justice and diversity content as well as participants interested in the process of developing OER materials.

Cailyn Green, PhD, CASAC, School of Human Services, State University of New York, Empire State College, Saratoga, NY; **Bernadet DeJonge**, PhD, CRC, Assistant Professor in Disablity Studies, School of Human Services, State University of New York, Empire State College, Syracuse, NY

THURSDAY, JUNE 01

8:30–9:45 a.m.

| 3017 | Room: Prince Of Wales (2nd Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Path to Inclusive Excellence: Shifting from a Compliance Mindset to Change through Commitment

The Texas A&M University Irma Lerma School of Pharmacy has diligently worked to establish a high quality, lower cost professional pharmacy degree (PharmD) program that is accessible to all students, particularly to those from underserved communities. The School focuses on recruitment and retention of underrepresented minority (URM) students, and its recent efforts have resulted in a remarkable increase in admitting URM and first generation (or first in college) students. The retention rates of these students in the PharmD program have also increased significantly. These outcomes are largely attributed to various initiatives, programs, and actions that were instituted at the School with an overarching shift from merely checking boxes for compliance standpoint to a stronger commitment with unified communications, well-articulated expectations, outcomes, and accountability measures. In the past five years, the incoming enrollment of URM students has increased from 37% to 58%. At the same time, the first-generation incoming enrollment has also witnessed a sharp increase, from 25.5% to 47.1%, all while increasing retention rates from 92% to 96%. The School of Pharmacy has been ranked first in diversity for 2021 among the top 50 pharmacy schools in the nation per the U.S. News and World Report. Further, it has been recognized with the INSIGHT Into Diversity Higher Education Excellence in Diversity (HEED) Award in 2021 & 2022.

Texas A&M University Irma Lerma Rangel School of Pharmacy has a mission to create a diverse, welcoming, and inclusive environment and to afford an equal opportunity for its students. Its commitment includes innovative strategies for recruitment, admissions, employment, financial aid, and educational services. While the School has operated with the same mission from the inception of the program, its comprehensive internal assessments revealed a troubling trend. For example, assessment data on student recruitment and retention revealed the School has a disproportionate number of URM students who are either dismissed or undergo remediation in the program.

After a thorough examination of its policies, practices, and outcomes, it was clear that a major overhaul to the School of Pharmacy's approach and action are both needed and wanted. Organizations can provide directives on diversity, but most do not or cannot mandate inclusion. Therefore, inclusion must be cultivated and nurtured.

Amanda Galindo, EdD, Office of Student Affairs, School of Pharmacy, Texas A&M University, Kingsville, TX; **Indra Reddy**, PhD, Professor and Founding Dean for TAMU School of Pharmacy & Senior Associate Vice President of Academic Affairs for TAMU Health, Office of the Dean, School of Pharmacy, Texas A&M University, Kingsville, TX

8:30–9:45 a.m.

| 3018 | Room: Churchill A1 (2nd Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Not Just VP Material: Supporting Women of Color in Student Government

Time and time again, women of color have shared their experiences pursuing leadership opportunities in student government and other campus organizations and how they have felt invisible, relegated to margins, tokenized, puppeteered, and even stalked as a result. While there are more women and students of color involved in student government in the last decade than in previous decades combined, the leadership culture has changed little to be more inclusive of varying leadership styles and identities leading to a "chilly climate" (Haber-Curran, 2013; Miles & Naumann, 2019; Workman et al., 2020). This session will present the findings of a qualitative action research study examining the experiences of women of color undergraduate and alumnae women who have been involved in student government at Ivy League schools. Grounded in an intersectional, critical race feminist perspective, this study provides context to understand the oppressive nature of women of color's involvement in student government and highlights their encounters with gendered racism within these historically white institutions. Participants' narratives reveal the ways in which women of color are subjected to the "Abuse and Misogynoir Playbook" (Turner et al., 2021) in the inhospitable climate of student government associations at historically white Ivy League institutions. Through this presentation and the discussion that will follow, student affairs practitioners will learn about the specific and systemic barriers women of color face in student government, the implications this has for their future civic engagement, in addition to three recommended strategies to support a more inclusive climate.

Heidi L. Wickersham, MA, Equity, Diversity, and Inclusion, Harvard University, Cambridge, MA; **Alejandra L. Rincon**, MSW, Assistant Director, Harvard College Women's Center, Equity, Diversity, Inclusion Unit, Harvard College, Cambridge, MA

8:30–9:45 a.m.

3019	Room: Ascot-Newberry (3rd Floor)	8:30–9:45 a.m.

Session Track: Session Track: Transnational, International

Session Complexity: Intermediate

Doing and Reclaiming Diversity: International Faculty in US Higher Ed

In this session, we will present new research that will expand the bounded idea of 'diversity' within US institutions of higher education by including the often under- and unreported experiences of international faculty in JEDI work at American university campuses. By working collaboratively across faculty and administrative lenses, and by applying a critical diversity framework to the voices of international faculty taken in structured interviews from across the US, we will analyze the power dynamics and contexts through which diversity is practiced between institutional and individual levels. From grounded theory, we will also introduce a new, four-part model through which we codify and map out the process of doing diversity work between institution (dominant group) and person: 1) enactment, 2) commodification, 3) reclamation, and 4) evaluation. This model will allow us to uncover new patterns in power dynamics, notably through examples of patriarchal structures across disciplines and regions, from which we can paradoxically observe how many institutional approaches to diversity work end up acting against the intentions of diversity initiatives, especially when international faculty members are culturally taxed and tokenized for institutional diversity practices. From our research findings, we aim to use this presentation to go beyond criticism, and instead, offer an opportunity to empower institutions with new knowledge in order to make good on the spirit of diversity work and support a more pluralistic and equitable society.

Andrew Vosko, PhD, Transdisciplinary Studies, Claremont Graduate University, Claremont, CA; **Sunghee Nam**, PhD, Lecturer, Sociology, California State University Channel Islands, Camarillo, CA

8:30–9:45 a.m.

3020	Room: Grand Salon 21 (1st Floor)	8:30–9:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: Beginner

A Native American Academic Success Center for PWI's

The UC Davis's Native American Retention Initiative (NARI) is an academic success model focused on increasing Native American student retention and improving academic outcomes in a PWI. NARI focuses on improving academic outcomes by amplifying and encouraging Native American students through culturally relevant programs and resources. The initiative advocates across campus and regularly collaborates with many departments, colleges, and organizations to bridge activities that facilitate student-centered academic success. In the service of our students, the initiative and affiliated centers provide data and research informed services, spaces, and resources.

Michelle Villegas-Frazier, MA, (Pinoleville Pomo Nation), Native American Retention Initiative and Native American Student Success Center, University of California, Davis, Davis, CA

8:30–9:45 a.m.

3021	Room: Grand Salon 24 (1st Floor)	8:30–9:45 a.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest

Session Complexity: Beginner

Celebrating Native American Student Experiences and Research at the University of South Dakota

The University of South Dakota has more than 300 Native American students representing more than 30 tribal nations. This panel session invites four Native students, graduate and undergraduate, an opportunity to present research and experiences centered on being a Native student in a Higher Education.

Brooke Jackson, University of South Dakota, Vermillion, SD; **John Little**, PhD, Director of Recruitment & Alumni Engagement, University of South Dakota, Vermillion, SD; **Karli Tokala Rouse**, (Ihanktonwan), Student, University of South Dakota, Vermillion, SD; **Collette Bowman**, (Oglala Lakota & Hunkpapa), University of South Dakota, Vermillion, SD; **Trinity Redday**, (Flandreau Santee Sioux), University of South Dakota, Vermillion, SD

THURSDAY, JUNE 01

3022   Room: Grand Salon 19 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Empowering Futures Project

Western Michigan University (WMU) received the largest single donation in US public university history from anonymous donors of $550 million, of which $200 million was earmarked to support our most marginalized students. The Empowering Futures program was immediately created to address retention and graduation disparities while building cross-community collaboration. Participants will learn about systemic obstacles, community building, trainings, and evaluations used to create the Empowering Futures program.

Nathan T. Nguyen, MEd, Office of LBGT Student Services, Western Michigan University, Kalamazoo, MI; **Melissa E. Holman**, MA, Director of Multicultural Affairs for Students, Multicultural Affairs for Students, Western Michigan University, Kalamazoo, MI

8:30–9:45 a.m.

3023   Room: Grand Salon 22 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Identifying Factors Impacting Transfer Among African American/Black Community College Students

Nearly two-thirds of African Americans who attend college in California begin at a community college. Yet, over half wind up leaving without a degree or certificate or without transferring to a university. Only 3% of African American students successfully transfer to a university in two years, and just 35% successfully transfer within six years (Campaign for College Opportunity, 2019). Postsecondary success is critical as not only are lifetime earnings significantly higher for those who attain a bachelor's degree, but the sheer availability of jobs for those with only a high school diploma is declining (Carnevale, Rose, & Cheah, 2013). Decreasing the existing racial inequities in transfer rates is a key strategy for increasing race and income equality as it will increase the diversity of the workforce and provide individuals with historically limited access to high-skill and living-wage careers with an educational bridge to economic mobility.

Research by our group has documented that while African American/Black students are less likely to become "transfer ready" (most transfer requirements completed), among those who do reach this milestone, they are significantly more likely to transfer than their peers (Cooper et al., 2017). These data suggest an alternative narrative to some common perceptions about which racial/ethnic groups are most likely to achieve successful transfer outcomes if they are able to reach certain milestones. The key is that too few African American/Black students are becoming transfer ready in the first place. As such, we sought to answer: What are the factors that contribute to African American/Black students' likelihood of reaching the transfer gate?

Our presentation will share findings from a robust quantitative analysis of nearly 70,000 transfer-oriented African American/Black students to identify key transition points in their transfer journeys; interviews and focus groups with students and practitioners at colleges having disproportionately higher African American/Black student transfer rates; and a statewide survey of African American/Black students to further explore factors impacting their transfer journeys.

We will share concrete recommendations that those serving a wide variety of roles at the college, district, and system levels can implement to support and facilitate transfer among African American/Black students.

Darla M. Cooper, EdD, The Research and Planning Group for California Community Colleges (The RP Group), San Rafael, CA

8:30–9:45 a.m.

| **3024** | Room: Marlborough A (2nd Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Student Led, Student Leadership and Student Interest

Session Complexity: For Everyone

A Vehicle for Meaningful Inclusion: Designing a Student-Focused Communication Platform

The purpose of this presentation is to share with NCORE members the learnings from this pilot program which is aimed at fostering dialogue on Diversity, Equity, and Inclusion (DEI) at American University with our students. This project grew out of an awareness that much of the DEI programming the university was doing remained unknown to the student body. Students rarely engaged directly with university DEI communications and when they did, their responses were largely neutral or negative. We aimed at understanding what our students know about DEI programming, what kind of communication vehicles were likely to reach them, and what kind of topics they wanted to engage on within the DEI space. We wanted to create a platform where students could engage constructively on DEI topics with each other and university leadership to create a greater sense of ownership and involvement. We plan to create a student-led and student-centered social media engagement campaign to create the space for student engagement on DEI and promote those efforts effectively. The long-term goal of such a program is to increase student trust, sense of belonging, and engagement around Inclusive Excellence.

Our presentation will discuss our strategic approach, research, and implementation. This campaign involves the directorship of two faculty DEI leaders on campus, collaboration with two graduate communication research classes to conduct research on DEI communication, involvement of four undergraduate DEI student leaders to help shape the direction of the campaign and assist in its implementation, and the use of university connections to conduct a social media engagement campaign to conduct DEI discussions. We believe other higher education institutions can benefit from our experience in this process. We will share the results of the research we gathered on Gen Z social media engagement on DEI, Twitter analysis of higher education institutions' DEI outreach, personal interviews and closed ended surveys with students on their awareness of DEI programming from AU. We believe this research will be helpful and applicable to other NCORE members as they look for similar ways to involve their students in university DEI programming on a more robust level.

Stacy L. Merida, PhD, MBA, Kogod School of Business, American University, Washington, DC; **Priya L. Doshi**, MA, Senior Professorial Lecturer, President's Council for Diversity and Inclusion, School of Communication, American University, Washington, DC; **Amanda Taylor**, EdD, Assistant Vice President for Diversity, Equity and Inclusion, Campus Life, School of International Service, American University, Washington, DC

8:30–9:45 a.m.

| **3025** | Room: Grand Salon 13 (1st Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Student Affairs and Affiliated Professionals

Session Complexity: For Everyone

We Really Do Care!: The Creation of an Inclusive Campus Ecosystem at a PWI

The Inclusive Campus Initiative (ICI) at Michigan State University is a radical and transformative ground up approach that centers student voices, builds partnerships with senior administration and increases communications and collaborations with campus partners in creating a sustainable inclusive campus ecosystem. Sponsored by MSU's Office of the Senior Vice President for Student Life & Engagement and informed by the work of the Diversity, Equity and Inclusion (DEI) Steering Committee and Racial Justice Task Force, the ICI was created because of the ongoing student concerns shared over the years at town halls and through multiple lists of student activist demands. Aligning with the University's DEI strategic plan, this initiative was born out of a tremendous concern for student safety as students returned to living and learning on campus during the fall of 2021.

Part II of this series focuses on the role, commitment and impact campus partners have within the Inclusive Campus Initiative as we work toward building a sustainable inclusive campus ecosystem. Despite the challenges of navigating the enormous size of MSU's 50K+ institution, the ICI has been able to chip away at our DEI silos by building an initiative that offers a range of opportunities for involvement by campus partners. This session will begin with an overview of the strategies for increasing DEI communications then lead into a panel highlighting the collaborative work of the ICI task force team who are made up of over thirty campus partners. ICI task force panelists will share their unique experiences with the ICI and the proactive ways our task forces have come together to create an inclusive campus within areas of education, training and programming, physical environment, policies and procedures and representation and retention. Panelists will also share the exciting process and development of a campus-wide community trauma response team focused on care for the community.

Meaghan Kozar, PhD, Michigan State University, East Lansing, MI; **Dwayne L. Jones**, MA, Sergeant, Inclusion and Anti-Bias Unit, MSU Police and Public Safety Department, Michigan State University, East Lansing, MI; **Kimberly Steed-Page**, MSW, Director, Student Parent Resource Center, Michigan State University, East Lansing, MI; **Matea Caluk**, MEd, Associate Director Prevention, Outreach & Education Department, Michigan State University, East Lansing, MI; **Swapna Hingwe**, DO, Associate Director, Counseling and Psychiatric Services, Michigan State University, East Lansing, MI; **Jacquez Gray**, MA, Assistant Director, Diversity Equity and Inclusion , Police and Public Safety , Michigan State University , East Lansing , MI

8:30–9:45 a.m.

| 3026 | Room: Grand Salon 16 (1st Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

The Debate Remix: Cultivating Powerful Voices and Experiences

This highly interactive session should particularly benefit educators, administrators as well as undergraduate and graduate students who boldly dream in action by remixing the familiar (e.g., traditional ways of learning) with novel approaches that intertwin #HipHopEd, theater, spoken word poetry, and research to promote liberation pedagogy that challenges traditional educational systems to value the transformative power of privileging the student participants' voice.

Session attendees will learn how to design, run and participate in Parliamentary debate and Public Forum debate through engaging in Theater-based, Spoken Word Poetry, and Art-focused activities. They will also be offered a robust set of tools and technologies with the sole purpose of optimizing the support to reimagine and create educational experiences as attendees are encouraged to reimagine, create and participate in a unique educational space that addresses higher education-related issues impacting global civil society via interconnecting elements of hip-hop, theater, and spoken word poetry informed by the scaffolding of parliamentary debate. Participants will have the opportunity to engage in a unique mock parliamentary debate that emphasizes teamwork, persuasiveness, research, and creativity.

After attending and participating, NCORE session participants may replicate, administer and conduct their own Debate Workshop/Remix at their home academic institutions to implement strategies and skills into their school classroom curricula either or as practical application to inform their praxis. Student participants can utilize their imagination, creativity, knowledge, and skills, forged during The Debate Workshop/Remix, to learn different ways of expression that transcend the traditional classroom norms and expectations; as well as transferable skills from the NCORE session to include in their research and class presentations as a novel approach to create and design creative presentations informed by compelling ways of learning.

Chiara D. Fuller, MA, EdM, English Education, Teachers College, Columbia University, New York City, NY

8:30–9:45 a.m.

| 3027 | Room: Chart C (Riverside) | 8:30–9:45 a.m. |

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Intermediate

Black Kids Can Thrive in STEM: The National Project to Increase Black Student Success in Physics

We describe a nation-wide initiative (TEAM-UP) to address the chronic underrepresentation of African American (AA) students earning bachelor's degrees in Physics and Astronomy. We present the initiative as an example of a driver of systemic transformation involving agents of change at all levels including faculty members, academic departments, schools, universities, research centers, public and private funding agencies, and professional societies.

Commissioned by the American Institute of Physics (AIP) the TEAM-UP task force consisted of scientists and social scientists who spent two years investigating the reasons for the persistent underrepresentation of AA students earning bachelor's degrees in physics and astronomy.

TEAM-UP centered the experiences of current AA physics and astronomy students as the primary data necessary to improve persistence to graduation. The task force used a strengths-based model of student talent and potential and looked for shortcomings in the students' learning environment to explain non-persistence. Findings determined that the principal barriers to degree competition are academic, social/psychological, and financial; exclusionary pedagogy, off-putting department cultures, and heavy financial burdens discourage students from completing the degree. Task force recommendations focused on institutional reforms rather than "fixing" students.

We describe our approach to influencing systemic change in a discipline including:

- The statistical research that demonstrates the lack of AA student persistence in physics while dispelling myths of deficits in the students as the major cause
- The research methods used by the TEAM-UP task force in reaching conclusions and making recommendations
- Recommendations for systemic improvements of pedagogical practice and department climate in physics and astronomy departments
- Dissemination of findings throughout the physics and astronomy communities
- Concrete actions by physics programs to improve pedagogy and climate
- Continuing support of professional societies in supporting departments in systemic change
- Securing professional society and private foundation financial support for AA students and the departments that educate them

The presentation will be followed by a Q&A regarding implementing such initiatives in other academic disciplines.

This session should particularly benefit academic deans, department chairs, and chief diversity officers.

Mary James, PhD, Department of Physics, Reed College, Portland, OR

8:30–9:45 a.m.

| 3028 | Room: Grand Salon 10 (1st Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Intermediate

Moving Business Education from Performative DEI to Genuinely Impactful Social Justice Leadership

While corporate America is racing to add Chief Diversity Offices, Employee Resource Groups, equitable pay practices and racial justice statements, Business Colleges and Schools are too reacting, responding, examining, and adjusting their racial equity stances and evaluating best practices for inclusion and belonging. Business Management schools and colleges are setting strategies that evaluate curriculum, student programs, and internal practices in an effort to ensure that the talent they are preparing for the workforce is fully prepared to effectively engage in the global business environment and can be instrumental in the advancement of inclusion beyond the higher education spheres.

The session will be a panel presentation from three four-year public business programs regionally in the South East. These three programs are utilizing strategies that engage faculty and staff in learning, enhance student learning outcomes and seek to improve equitable experiences of historically underrepresented student groups. The panelists will illuminate the nuances of their initiatives so that participants can take away ideas that could work for their campuses.

Tayah Lin R. Butler, MBA, Poole College of Management, North Carolina State University, Raleigh, NC; **Deborah Hazzard**, PhD, Associate Dean of Diversity and Inclusion, Darla Moore School of Business, University of South Carolina, Columbia, SC; **Joanna Schwartz**, PhD, Professor of Marketing, Co-chair Faculty Diversity Peer Education, Georgia College of Business, Georgia College and State University, Milledgeville, GA

THURSDAY, JUNE 01

3029   Room: Steering (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

The Intersection Between STEM and Disability Support Program & Services

Community colleges have an opportunity to dream and accomplish the achievement of more science, technology, engineering, and mathematics (STEM) students. Understanding community college students' needs and backgrounds is key to increasing students' success in STEM fields. Part of that is recognizing students' backgrounds is realizing the intersectionality between race and disability in the STEM field.

In our presentation, we share practices when MESA/STEM and Disability Support Programs and Services (DSPS) team up to support students of color in the California Community College (CCC) system. We go over topics such as outreach to students, providing accommodations, and centering wellness in such a rigorous field.

Gail Ann Rulloda, MA, Disability Support Programs and Services, Napa Valley College, Napa, CA; **San Lu**, MA, Alternate Media Specialist, Disability Support Programs and Services, Napa Valley College, Napa, CA; **Luis Alcazar**, MS, Associate Dean of MESA and STEM Programs, MESA/STEM, Napa Valley College, Napa, CA

8:30–9:45 a.m.

3030   Room: Winward-Leeward (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Building The Pipeline: Co-Mentorship and Sponsorship of Students of Color at an HSI

Diversifying the pipeline of doctoral students should be a priority for colleges and universities for multiple reasons beyond simply addressing the increase in changing demographics in the U.S. The lack of diversity in doctoral classrooms deepens the trenches between epistemic knowledge, as a largely white professoriate is tasked with supporting students of the global majority (SGM) without knowing how to adequately do so. Graduate SGM frequently express feeling isolated within their programs. Often, these feelings stem from being the only, or one of a few, SGM in their programs. To combat feelings of isolation, mentorship from faculty and peers of the GM has been demonstrated to support graduate students' progression. However, racialized hierarchies across ranks in academia often limit students' access to mentors from similar backgrounds, but such mentorship opportunities can mean the difference between students persisting or departing early. We argue that in order to increase graduate student retention and self-efficacy, faculty should go beyond the role of mentoring to serving as sponsors.

In this panel, we as Black, Latinx, Arab, and Indian doctoral students will reflect on how we experience learning and community at a South Texas HSI. We will specifically address how we have built community through our learning experience as part of a faculty & graduate SGM research team. We model such space through a pluralistic approach across culture, race, and ethnicity extending from mentorship to sponsorship to resist anti-Blackness and xenophobia on campus and society at large as we build a stronger pipeline into the professoriate. This panel will be most beneficial to higher education administrators, faculty who impact graduate SGM's experience, and graduate students who seek to decolonize educational spaces and make room to support people of the GM.

Jasmine Victor, MA, Educational Leadership and Policy Studies, University of Texas, San Antonio, San Antonio, TX; **Javier Mateos-Campos**, MA, Doctoral Student, Educational Leadership and Policy Studies, University of Texas, San Antonio, San Antonio, TX; **Yousef Alotaibi**, MA, Doctoral Student, Educational Leadership and Policy Studies, University of Texas, San Antonio, San Antonio, TX; **Sahil Khoja**, MA, Doctoral Student, Educational Leadership and Policy Studies, University of Texas, San Antonio, San Antonio, TX; **Monica Hernandez**, MA, Research Assistant, Educational Leadership and Policy Studies, University of Texas, San Antonio, San Antonio, TX; **Claudia García-Louis**, PhD, Associate Professor, Educational Leadership and Policy Studies, University of Texas, San Antonio, San Antonio, TX

8:30–9:45 a.m.

3031   Room: River (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Athletics in the Academy   Session Complexity: Beginner

Coaching Belonging

Student-Athletes continue to graduate at a higher rate than their non-athlete counterparts. Most recently, the NCAA reported that Division I student-athletes has a 90% graduation rate, Division II 76%, and Division III 88%. According to the Department of Education, non-athlete students are graduating at a rate of 64%.

Student-Athletes experience higher education quite differently from their non-athlete counterparts. The processes through which they are integrated into campus life and supported can contribute to a higher level of belonging. I will share the steps and processes that have proven successful for student-athletes and how they can create and support a sense of belonging for all underrepresented student populations on campus. As a former coach and athletic administrator, I have implemented these steps with positive results in my work as an athletic administrator, coach, and Diversity, Equity, and Inclusion practitioner.

Student-athletes uniquely experience higher education in a cohort model with mentors (coaches) that provide guidance, support, and a network. Non-student athletes who are not part of a cohort model likely do not receive this same mentorship and guidance, unless they are very active on campus and able to connect with folks who care about them. The following steps will be covered to create a sense of belonging for underrepresented student populations using a coaching model: recruiting, building trust, setting expectations, preparing, checking for understanding, following up, and sending to action.

This session is for anyone who works in higher education and looking for ways to recruit and retain students from underrepresented populations. Folks who work in or with athletic departments will provide valuable insight to participants without athletic administration experience. In addition, folks who work in student affairs, specifically those responsible for the retention, will find this workshop valuable.

Andrew Johnson, EdD, Multicultural Student Affairs, University of North Georgia, Dahlonega, GA

8:30–9:45 a.m.

3032   Room: Port (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: For Everyone

DEI Foundations: Implementing Department Change at a Large, Urban Community College

This presentation will engage participants in a conversation about department-wide commitment to anti-racist and anti-oppression practices. The facilitators of this session are a faculty member and the chairperson of an English department at a large, urban, community college. This institution is unique, in that it serves a particularly diverse student body, including many immigrants, first-generation, nontraditional, and dual-credit students; this large department averages around 200 instructors and 750 sections per term. This session will cover multifaceted approaches to faculty, staff, student, and community engagement, all of which are necessary for centering diversity, equity, and inclusion principles. In a large department, for any real change, it is important for administration and faculty to collaborate so that key values are integrated throughout. The session will provide an overview of specific actions and practices that have improved the department's culture and approach to the classroom. It will also involve interaction and breakout sessions with participants to encourage reflection on each person's institution. This session should be beneficial to all attendees but would be most applicable to those in academic affairs.

Amanda R. Gradisek, PhD, English, Columbus State Community College, Columbus, OH; **Crystal D. Danley**, MA, Instructor, English, Columbus State Community College, Columbus, OH

8:30–9:45 a.m.

3033   Room: Starboard (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Doing DEI Work as a Transracial Adoptee

Being a transracial adoptee in the DEI world can be quite confusing, especially if you were raised in a white house hold. We will talk about the struggles with identity, fitting in to social boxes, and trying to find yourself in this world. This session will include interactive questions, conversations, and a chance to share your own personal stories if you feel comfortable.

Jennie Brandis, MPH, Center for Advocacy, Prevention & Education, Oregon State University, Corvallis, OR

THURSDAY, JUNE 01

8:30–9:45 a.m.

3034   Room: Bridge (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

(Re)imagining Student Life Engagement Amidst a Remote Learning/Living World

The COVID-19 pandemic and shift to remote learning/living have disrupted underrepresented racial/ethnic minority (URM) students' engagement with campus programming and leadership opportunities. This interactive symposium will offer an open dialogue led by Student Affairs professionals and identify key strategies to promote URM students' sense of belonging and retention.

Our symposium is based on the argument that the COVID-19 pandemic and subsequent remote learning/living have influenced URM students' connection to campus opportunities that promote their sense of belonging at a PWI.

This symposium will thus encourage participants to consider creative and innovative tactics to engage students in learning/re-learning how to connect with their campus, student organizations, and leadership opportunities. In addition, the interactive nature of this symposium is designed to encourage student affairs professionals and scholars to begin/continue to think about how the experiences may be similar/different among new, returning, and prospective college students.

Olga Correa, MEd, Student Engagement and Leadership, University of Massachusetts, Amherst, Amherst, MA; **Joshua Dodds**, MEd, Professor, Sociology, University of Massachusetts, Amherst, Amherst, MA; **Miguel Tejada**, MEd, Assistant Director of Student Activites and Ph.D Candidate at UMass Amherst, Student Affairs, Harvard University, Boston, MA; **Lydia Washington**, MEd, Executive Director of Student Centers, Student Affairs, Emory University, Atlanta, GA

8:45–11:45 a.m.

3100   Room: Compass (Riverside)   8:45–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: For Everyone

Becoming Latino/a/x/e and the Invisible Lines that Divide & Unite Us

This workshop is geared for those committed to self-examination and reflexivity in a collective (inclusive) space focused on the effort to understand the complexity of a collective sociocultural and political identity, Latina/o/x/e, that cuts across constructed categories in ways that acknowledge and move beyond the role of historical trauma in shaping the experiences and identities of Latina/o/x/e communities. Identity development within Latinx culture is complicated by the intensifying political climate and intersections of nationality, gender, language, religion, class, ethnicity, race, etc., which significantly impact how students and professionals are viewed in this country, particularly those who are labeled or identify as Latina/o/x/e. Where ever we are across the spectrum of identity? Whatever we may call ourselves and whoever includes themselves in this category, we collectively encounter critical choices and continue engaging in the intra-personal & inter-personal identity tensions or embrace the dominant U.S. narrative in its essentializing stances.

This workshop creates a space for participants to better understand how to identify possibilities to be effective leaders and educators, and should particularly benefit students, practitioners, scholars, cultural community workers whose focus on the identified group Hispanic, Chicano/a/x/e, Afro-Latinx, Latina/o/x/e, etc. We aim to unpack, name and heal, through a process of historicization and reflexivity, including deeper engagement with intersections of whiteness, anti-blackness, religious imperialism, and 'Machismoism' within Pan-Latino/a/x/e cultural spaces and practice. This workshop invites participants into a collective space of decolonization and deep self-inquiry in order to examine our identities, trending issues and professional practices in ways that transform how we lead and take action to decolonize our minds and practices. The intended outcome includes a personal development and leadership transformation that will manifest in a professional network to move forward equity agendas that serve Latina/o/x/e and other minoritized communities.

Michael Benitez, PhD, Diversity and Inclusion, Metropolitan State University of Denver, Denver, CO; **David Barragan a.k.a. Olmeca**, MA, Hip Hop Artist, Producer, Activist, Scholar, Interdisciplinary Gender and Ethnic Studies, University Nevada, Las Vegas, Las Vegas, NV

8:45–11:45 a.m.

3101 Room: Quarterdeck B (Riverside) 8:45–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions | Session Complexity: Intermediate

Cross-Racial Supervision Bootcamp: Let's Work Our ABS (Asian and Black Solidarity)!

Through a case study exemplar, this session will address opportunities and challenges in supervisory relationships that reach across racial difference and foster relationship-building that: encourages self-reflection and accountability; invites authenticity and vulnerability; and leads to collaboration and solidarity. The presenter will share specific, concrete strategies and practices implemented to build capacity within the supervisor/ supervisee relationship to acknowledge the sociopolitical context in which we exist and how it impacts the dynamics of our professional relationships.

Over two years of working together, the presenter cultivated a supervisor/ supervisee relationship of joy, shelter, and solidarity that supported each of us in our respective "Blackness" (supervisor) and "Asian-ness" (supervisee). Increased violence and racism against both Black Americans and Asian Americans led us to a closer examination of the multi-layered history of the relationship between these two communities. Alongside historical and present-day examples of Black-Asian solidarity, there also exists a pervasive tension between the two groups that have felt challenging to navigate at times. Building the capacity for deep collaboration needed to effectively serve students required acknowledgment that we are racialized differently and that these background dynamics will impact the professional relationship.

The presenter will ground participants in Kim's original racial triangulation model (1999), in which the ways that the differential racialization of Asian Americans and Black Americans throughout history undermined, and continues to undermine, Afro-Asian solidarity and allyship. The presenter will also discuss Kim's more recent work updating the racial triangulation model, which reframes Asian American history in the context of structural anti-Blackness. Participants will also be introduced to practices and strategies for supervision grounded in the research and literature on interpersonal neurobiology that demonstrate the importance of relationships to organizational effectiveness (Sanders & Thompson, 2022).

To make it feel real, accessible and applicable to participants, the presenter will share the case study as an illustrated timeline that highlights specific challenges and opportunities in the development of both the supervisory relationship and the cross-racial cooperation and trust-building.

Nikkia Young, PhD, Nikkia Young, PhD Consulting, Oakland, CA

8:45–11:45 a.m.

3102 Room: Chart B (Riverside) 8:45–11:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals | Session Complexity: Beginner

Challenging White Fragility with Other White Folx

As many colleges and universities remain Predominantly White Institutions (PWIs), this creates opportunities and challenges for white professionals to not only challenge themselves but to challenge the systems in which they operate. Cultures that emphasize "niceness," "civility," and "deference" to authority often serve as barriers to progress in equity movements on campus. Layering in that many white humans still function with a skill deficit in naming and addressing how white fragility holds everyone back creates undue emotional labor for Black, Indigenous, People of the Global Majority (BIPGM) students, faculty, and staff. We must do better at addressing the real issues that our students face. As professionals, how do we function within the system without upholding systemic barriers that disproportionately impact marginalized identifying campus and community members, especially BIPGM.

Attendees will feel empowered and equipped with the tools to challenge the status quo, critically evaluate systems, and engage in equitable decision making processes. Critically interrogating oneself on a regular basis fosters a dynamic where we build readiness to challenge fellow staff members and campus systems. Come join us in this interactive, engaging dialogue where we move from process to practice together.

Suzette Walden Cole, PhD, Social Responsibility Speaks, Atlanta, GA; **Christopher DeEulis**, MA, Associate Director of Student Involvement & Leadership, Student Involvement & Leadership, University of Michigan- Flint, Fling, MI

THURSDAY, JUNE 01

8:45–11:45 a.m.

3103   Room: Quarterdeck C (Riverside)   8:45–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

How Does it Feel to be a Problem

This session features a screening of the award-winning (2022 SoHo International Film Festival Best Showcase Documentary) movie, How Does It Feel to be a Problem. This film-about systemic racism, the phenomenon of Othering, and the need for allies/strategic alliances-itself features actor/activist Danny Glover; musician/actor Henry Rollins; educator-attorney Franita Tolson; the late author-educator Dr. James Loewen and the late actor/activist Ed Asner, featuring music by Rock & Roll Hall of Fame artist Jackson Browne.

Directed by award-winning (2022 Queen's World Film Festival - Best Director - Documentary) filmmaker Dr. Thomas Keith, the film takes viewers on a journey that reveals various racially-underrepresented groups grappling with the existential question W.E.B. DuBois asked in his classic, The Souls of Black Folks,' "How does it feel to be a problem?" which also serves as the title of the film.

Attendees of this session will find themselves unrelentingly intellectually provoked-while unavoidably emotionally perturbed-as they consider the similarity of cultural transgressions overtly oppressing differing racialized groups, while nonetheless covertly desensitizing those with privileged perspectives and platforms.

The film screening will be immediately followed by an audience discussion, co-facilitated by both the film's director and its co-writer, wherein such a discussion will benefit the audience by better understanding and collectively unpacking the shared struggle racially 'othered' groups can't avoid. Additionally the film and its conversation afterwards will also benefit attendees who are looking for intellectual armament to sustain them during these times whereby Critical Race Theory is being politically reframed; Black Lives are articulated as mattering less than the implicit bias within Blue Lives; while necessarily emphasizing intersectional alliances as an irrefutable solution.

Thomas Keith, PhD, Philosophy & Gender Studies, Cal Poly Pomona, Pomona, CA; **Joe Wiley**, EdD, Author, Educational Consultant, Philosophy, Xamining Diversity, Peru, NY

8:45–11:45 a.m.

3104   Room: Chart A (Riverside)   8:45–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Love, Healing, & Pleasure for Social Justice Educators

Love, Healing, and Pleasure provide a space to lean into loving yourself first, allowing the overflow to love others. All while healing those past experiences and releasing that which keeps you from experiencing pleasure and enjoying life. This experience creates a moment just to be and live your best life. Join us if your soul is weary, if your body is sick, or if the work you love isn't loving you. We will facilitate activities on self-reflection, boundaries, and movement toward love, healing, and pleasure in education. This interactive experience will be informed by somatic healing, yoga, love languages, and the wisdom of elders and scholars.

Stephanie I. Ojeda Ponce, MA, English, Highline College, Des Moines, WA; **Alycia Anne Terse Williams**, AAS, Program Manager, Women's Programs & WorkFirst Services , Highline College, Des Moines, WA; **Patricia M. McDonald**, MEd, Faculty, Education, Highline College, Seattle, WA

8:45–11:45 a.m.

| **3105** | Room: Churchill B2 (2nd Floor) | 8:45–11:45 a.m. |

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Intermediate

Designing Social Justice Education Workshop Curriculum: A Step-By-Step Process for Practitioners

Designing social justice education experiences should be an intentional process grounded in scholarship that uses theory to inform practice; however, relatively little literature is available on how to intentionally design co-curricular educational experiences to cultivate cultural competence. This workshop synthesizes the existing literature and research on social justice education curricula design (Tharp & Moreano, 2020) and shares Tharp's (2015) four-part framework to systematically design social justice education workshops based on contextual influences, theories and frameworks, cultural competence learning outcomes, and pedagogical considerations. This workshop teaches the four-part model and provides space to apply the process as you design (or revise) a workshop curriculum to take back to campus. This workshop is very hands-on and will utilize mini-lecture, independent work, and small group activities as we practice designing workshop curriculum that you can begin using when you return to campus. This workshop should particularly benefit staff or faculty who develop social justice education workshops, as well as those who want to learn an intentional process to design curriculum for social justice education outcomes.

D. Scott Tharp, PhD, MSW, Academic Program Review and Assessment, University of Illinois at Chicago, Chicago, IL

8:45–11:45 a.m.

| **3106** | Room: Churchill C2 (2nd Floor) | 8:45–11:45 a.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Speaking Truth: The Transformational Power of Interracial Relationships Grounded in Identity

Do you hold truth as a character value? If so, this session will allow you to test the truth you believe about interracial relationships. We are not talking about the surface-type collegial relationships, but those deep and meaningful relationships where you get an invite to the BBQ and perhaps are allowed to bring the potato salad.

Many institutions, organizations, and families struggle to support the interpersonal skills needed to achieve transformational systemic racial work. To develop healthy cross-racial dialogue and action, institutions need a deeper understanding of racial identity development, interracial dialogue, and accountability.

Using multiple frameworks that connect racial identity, Black feminism, and community cultural wealth models, four facilitators who racially identify as Black, Asian (Japanese-American), Black Latina, and White - will model and explicitly name the consciousness work and skill development they practice to engage in healthy multiracial work, individually, together and with clients.

Participants will learn about the strategies and tools used by the facilitators to develop themselves to build their multiracial relationship, which is strengthened by holding each other in "loving accountability." These tools and strategies are for everyone to use in their work toward racial and cultural inclusion and belonging.

Participants will work to recognize the systemic and institutional racism that impacts their interpersonal relationships that prevent sustainable change. They will explore how to create authentic reciprocity to dismantle White Supremacy and Patriarchy in their relationships and institutions.

This session will benefit people of all racial and ethnic identities seeking to understand racial identity development, build racial consciousness, and dialogue skills needed to improve interracial relationships personally and professionally.

Krischanna Roberson, MeD, Collabovate Consulting, Alpharetta, GA; **Christine Saxman**, MS, MA, Racial and Social Justice Facilitator, Trainer, and Coach, Saxman Consulting, Chicago, IL; **Nicole Shimizu**, MIT, Senior Consultant, Education Impact Exchange, Seattle, WA; **Ismalis Nuñez**, MSW, DEI Consultant, Educator Anew Collective Consulting Inc. Grand Rapids MI

3107 Room: Quarterdeck A (Riverside) 8:45–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education Session Complexity: For Everyone

White Racial Identity and the Impact on African American and Black Faculty Tenure

Tenure is a gatekeeping method in higher education. Tenure was established in 1909, and as of 2020, African American faculty make up only seven percent of U.S. college faculty (Grier, 2016; National Center for Education Statistics, n.d.). The seven percent includes faculty from lecturers to full professors. Often higher education institutions boast of their diversity efforts but fail to address the tenure disparity in deep and meaningful ways. We see the impact of this willful ignorance in known situations as the tenure denial of Pulitzer Prize winner Nikole Hannah-Jones by the University of North Carolina (Berghel, 2021). There are countless unseen ways to silence Black voices. The reasons for tenure denial of African American and Black faculty are often obscure, and explanations are fraught with microaggressions, as in the case of Dr. Paul Harris at the University of Virginia. The tenure committee demeaned the African American journals Dr. Paul published as low-quality journals, and his work was labeled self-published (Watson, 2020).

The first goal of this workshop is to help participants understand how the racial identity development of white faculty and administrators impacts the tenure process and the success or lack thereof of African American and Black faculty. The second goal is for participants to have deeper and more meaningful conversations about the inequities in the tenure process and how they relate to White Racial Identity Development while exploring meritocracy, camaraderie, and likability as inequitable aspects of the tenure process. Lastly, participants can reflect on their racial identity development. I will provide participants with information on the six White Racial Identity Development levels divided into two phases. I will describe how each level may show up and impact the tenure process of African American and Black faculty. Higher education organizations do not typically address the need to understand White racial identity, and even saying the words is often taboo. However, recognition is the first step in understanding, so sustainable progress occurs. Faculty, administrators, students, and community members attending the conference will benefit from engaging in the topic of White Racial Identity in the tenure process of African American and Black faculty.

Royce M. Carpenter, EdD, Human Services, Columbus State Community College, Columbus, OH

3108 Room: Windsor (3rd Floor) 8:45–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: For Everyone

Teaching Reparations without Flipping their Lid: Managing Resistance and Fragility in Classrooms

Conversations about reparations, redress, affirmative action, quotas and restitution tend to raise fragility and defensiveness from folks who are new to social justice work. This session explores the strategies utilized to address a highly controversial subject in a classroom setting without raising anxiety and eliciting pushback.

Equity has become an easy buzzword, the fashionable way to talk about social justice, but many people use it without understanding what it means. Equity is the new equality, but we don't often talk about the radical differences between them. We'll work from an intersectional approach, moving back and forth between different oppressed identities to illustrate the shared patterns of structural oppression.

This session provides some tried-and-true techniques from a classroom educator on how to guide newcomers in these conversations. We'll explore concrete examples, reading materials, analogies, comics, case studies and scenarios that facilitators and educators will find useful in their own classrooms. We'll start by normalizing the differentiated treatment that we are already familiar with and recognize as just and move on to more complex and difficult cases.

I focus on helping beginners manage their resistance and fragility, getting people comfortable with analyzing their privilege and redistributing resources. We'll use equity to get folks comfortable with anti-oppressive strategies that are usually met with cries of "reverse oppression." We'll use techniques that help people solidify their thinking and articulate their thoughts, preparing against the inevitable pushback that such a controversial topic usually brings up.

The session should particularly benefit people seeking to explain reparations, affirmative action and equity, or people hoping to gain a better understanding of these concepts. The session will be interactive, allowing participants to experience an approximation of a flipped classroom, letting educators observe the facilitation and pedagogical choices of the lesson.

We'll be exploring materials that were curated as part of an Open Educational Resource curriculum. We will situate the lesson on reparations within the context of the flow of a full term, and give participants the opportunity to dive deeper into the full curriculum that is available for public use and consumption. We will discuss the benefits of OER materials for educators and learners as tools for access and equity in education.

Jimena Alvarado, PhD, Portland Community College, Portland, OR

10:15–11:45 a.m.

| 3200 | Room: Grand Salon A (1st Floor) | 10:15–11:45 a.m. |

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

Red, White, Black & Blue: A Cartoonist's Look at America's Racial Illiteracy

Keith Knight, a renowned cartoonist, delves into the power of comics and humor to break down complex issues and make them understandable to the masses. Through his comic strip slideshow, Red, White, Black & Blue: A Cartoonist's take on America's Racial Illiteracy, Keith takes the audience on a journey of how he went from being a young, Black Bostonian searching for stories that reflected his existence, to creating autobiographical comics that filled that need, and ultimately to creating a television show that reflected that existence on a larger platform. Attendees can expect an enlightening and engaging experience, as Keith's unique approach to tackling important issues through comics and humor has received rave reviews and has earned him repeat invitations to speak at various events.

Keith Knight, SpeakOut, Chapel Hill, NC

10:15–11:45 a.m.

| 3201 | Room: St. James (3rd Floor) | 10:15–11:45 a.m. |

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

Racial Justice on Campus in a Post-Affirmative Action World: What Colleges Can (and Must) Do Now

With the Supreme Court poised to strike down affirmative action in admissions, colleges and universities will be faced with a dilemma: how to maintain and expand racial and ethnic diversity on campus absent the ability to explicitly consider race in the process of selecting students. In this presentation, Tim Wise explores the impact of the likely court ruling (due in June), and how colleges can and should respond. Although maintaining diversity and achieving equity will be more difficult in the absence of affirmative action as we've known it, the current moment also provides an opportunity for campuses to pivot and develop admissions policies that could, in the long run, facilitate eve greater diversity and equity than had been previously achieved with the old policies.

Wise will explore the development of more equitable admissions assessment mechanisms, the value of going test-optional or eliminating standardized tests for admissions, the potential for lottery admissions for some portion of admitted students, the importance of training for admissions officers, and other potential measures for boosting diversity and equity. Also, this presentation will provide participants with the language and concept needed to defend their post-affirmative action efforts, both from legal challenge, and ideology-based attacks.

Tim Wise, BA, SpeakOut, Nashville, TN

10:15–11:45 a.m.

| 3202 | Room: Churchill D (2nd Floor) | 10:15–11:45 a.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions

Session Complexity: For Everyone

Burning Down Massa's Kitchen: A Freeing Space for Black Women Navigating Higher Education

From our documented arrival in the colonial United States, Black women have been systemically forced to exist as mules for a society dependent on their labor and human capital for a developing nation funded by a plantation-centered economy. Likewise, the nation's earliest higher education institutions were founded within the confines of the U.S. plantation system and adapted plantation politics, slave trading, and slaveholding to accommodate their developing needs. Therefore, the first Black women to navigate U.S. higher education systems were chattel slaves, and their bodies bolstered the academy at the expense of their dignity, health, and livelihood. At present, Black women outpace many other minoritized demographic groups in the percentage of college enrollment, degree attainment, achievement of faculty rank, and employment in higher education executive leadership positions. Despite these achievements, Black women have been professionally relegated to assume the role of the Black Mammy, the perpetual burden bearers and mess managers for institutions founded in White supremacy and patriarchy.

In my recently defended dissertation, I explored the lived experiences of Black women higher education professionals with the Black Mammy Archetype. Analysis of the findings produced a 5-phase Cycle of Re-Indenturing that characterizes the pathology behind the perpetual subjugation of Black women throughout systems of power in the United States. Implications for this study provide multiple recommendations for Burning Down Massa's Kitchen or destabilizing the White supremacy and patriarchy that permeates higher education systems and binds Black women to the Black Mammy Archetype.

This session is intended to serve as a sharing, healing, and freeing space for Black women working professionally in higher education.

Monica M. Johnson, PhD, Diversity, Equity, and Inclusion, Indiana University, Bloomington, IN

THURSDAY, JUNE 01

10:15–11:45 a.m.

3203   Room: Churchill B1 (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Campus Palestinian Activism, Racial Justice, Solidarity Movements and Legal Implications

Palestinian activism on college campuses has galvanized the support and solidarity of students and academics across the country-but what happens when student activists and academics are criminalized and targeted for supporting Palestine? This session will explore advocacy for Palestinian rights on college campuses from the perspective of educators, students, solidarity activists, and legal representatives who will break down the battle to protect the right of students to call for Boycott, Divestment, and Sanctions (BDS), hold peaceful protests and challenge U.S. foreign policy towards Palestine and Israel. Exploring how justice in Palestine is a racial justice issue will be at the center of the conversation, while participants will have the opportunity to engage in dialogue about Palestine activism movements on their campuses. The mantra: "From Ferguson to Palestine, end racism now" echoes shared experiences of racial profiling, mass incarceration, and state repression. This session should particularly benefit students, higher education practitioners, and activists who want to learn more about solidarity with Palestine, their rights to organize on campus, and how to protect their freedom of speech. No prior knowledge of the topic is needed to attend this session.

Nina Shoman-Dajani, EdD, Learning Enrichment and College Readiness, Moraine Valley Community College, Palos Hills, IL; **Dan Segal**, PhD, Jean M. Pitzer Professor, Anthropology and History, Pitzer College of the Claremont Colleges, Claremont, CA; **Radhika Sainath**, JD, Senior Staff Attorney, Legal, Palestine Legal, New York, NY; **Nerdeen Kiswani**, JD, Chair and Founder, Within Our Lifetime - United for Palestine, CUNY School of Law, New York NY; **Linda Sarsour**, Author, Activist, Community Organizer, Co-Founder, MPOWER Change, New York , NY

10:15–11:45 a.m.

3204   Room: Churchill C1 (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Intermediate

Thriving Not Surviving: Strategies for Cultivating Immigrant Entrepreneurship In Higher Education

In wake of the fifth circuit court of appeals decision pertaining to Deferred action for childhood arrivals (DACA), the rallying cry, "Sin Papeles, Sin Miedo," is a reminder that Denea and other DACA recipients never needed papers to thrive. During this talk, Denea will center undocumented people and those who are active allies to the community. For her undocumented community, she will share her personal story as an immigrant from Belize, Central America, her experience as a person who navigated higher education in a pre-DACA world, and her entrepreneurial journey to provide strategies to ensure success in a potentially post-DACA world. For allies, she will share an overview of what support to the undocumented community looked like pre-DACA and provide recommendations to fortify support for undocumented students and their families in the event of a negative Supreme Court decision. Here's to thriving, not simply surviving!

Denea Joseph, BA, Black Immigrants Got Talent (BIG Talent) & SpeakOut, Los Angeles, CA

10:15–11:45 a.m.

3205   Room: Grand Salon 9&12 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Chief Diversity Officer and Executive Leadership   Session Complexity: For Everyone

Committed to Change: Re-Engaging and Staying Connected with DEI Work in a Campus Leadership Role

As DEI work becomes ever more at the forefront of the national conversation, faculty, staff, and students are looking to those in administration and campus leadership positions to join in the grassroots, organizing, and tangible hands-on work taking place within the campus community. This session will address the importance of "doing" the work and being visible while engaging in DEI work as campus leadership. Participants will gain insight into how they can be more visible and present in the work, as well as how to build partnerships to enhance opportunities for solidarity and coalition building.

Marcella Runell, EdD, Division of Student Life, Mount Holyoke College, South Hadley, MA; **Kijua Sanders-McMurtry**, PhD, Vice President for Equity and Inclusion, Office of Diversity, Equity and Inclusion, Mount Holyoke College, South Hadley, MA; **Monroe France**, Vice Provost for DEIJ, Tufts University Faculty of Practice, Tisch College of Civic Life, Tufts University, Tufts University, Boston, MA; **Michael Funk**, EdD, Clinical Associate Professor and Director of the Higher Education and Student Affairs Program, New York University, New York, NY; **Amanda Adams**, Undergraduate Student Leader, Mount Holyoke College, South Hadley , MA; **Imani Romney-Rosa Chapman**, PhD, Principal and Founder, imani strategies, llc, Brooklyn, NY

10:15–11:45 a.m.

3206 Room: Grand Salon 15&18 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Beginner

Multiraciality Across the Lifespan: Learning About Multiracial Identity and Interracial Relationship

Changing demographics in the United States show growing numbers and representation of multiracial people (those who identify with two or more racialized groups), who are projected to be the fastest-growing racial or ethnic group in the US (Vespa et al., 2020). Though this growth is apparent in higher education, we know multiracial college students are bringing with them various pre-college experiences. Moreover, adults of various ages are navigating interracial relationships and family dynamics that need further exploration. This session takes a lifespan approach to learning about multiracial identities and interracial relationships and features panelists who either focus on different life stages or who will share their personal stories and lived experiences.

Rebecca Cepeda, PhD, Educational Leadership, Texas A&M University, Corpus Christi, Corpus Christi, TX; **Raven E. Lynch**, PhD, Assistant Professor, School of Social Work, Temple University, Philadelphia, PA; **Charlene Martinez**, MEd, Consultant, Independent, Corvallis, OR; **Charmaine L. Wijeyesinghe**, EdD, Consultant and Author, Intersectionality, Racial Identity, and Social Justice, Delmar, NY

10:15–11:45 a.m.

3207 Room: Canal (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Creating Community Values & Agreements that Reduce Conflict & Encourage Authentic Dialogue

They are called by many names: "group agreements," "community norms," "circle guidelines," etc. Often, we may make them at the beginning of a workshop, training, class or team Project, and then, there they sit on a poster in the room, like a "still-life with fruit," frozen in time, never ripening, maturing, changing or seen growing rotten.

As well, the phrases listed on the group agreements can often seem trite, simplistic, vague, and in the latest concerns, seen as normalizing dominant cultural ways of being while minimizing or ignoring implicit bias.

At their best, however, group agreements are a living document that can serve as grounding pillars for navigating vulnerable conversation topics or difficult situations as a group. They are visited often, they are used during conflict, they are altered as circumstances arise and conditions change. They are also concrete and practical reminders of our better selves and higher ambitions when dialogue gets challenging and quick judgments are taking precedence over curiosity, compassion and willingness to take a few steps back before moving forward.

This interactive presentation will demonstrate our 3-Part Process for developing authentic, practical, cross-cultural and user-friendly group agreements, by using restorative circles for decision-making, for unearthing values and needs, for large and small group sharing and brainstorming, and for revisiting group agreements throughout the life of the group.

Scripts will be shared so that you can use what you've learned in the presentation to lead your own restorative circle process for creating group agreements.

Rita S. Belleci, MA, Office of Diversity, Equity, and Inclusion, Amherst College, Amherst, MA; **Ji W. Chung**, BA, Program Manager Center for Restorative Practices, Office of Diversity, Equity, and Inclusion, Amherst College, Amherst, MA; **Fabio A. Ayala**, MA, Assistant Director, Center for Restorative Practices, Amherst College, Amherst, MA

3208	Room: Churchill A2 (2nd Floor)	10:15–11:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals

Session Complexity: For Everyone

Hope Isn't A Strategy: Intentional, Strategic, and Relevant Principles for Learning Organizations

Hope is having trust and confidence that something can be. Hope without a strategy may yield minimal results. Within historically excluded communities, examples of hope paired with design can be found when community grassroots organizers implement relevant strategies to address topics such as voter suppression, racialized economic and health disparities, police brutality, and other social issues to make meaningful progress toward liberation.

Intentional and strategic design is necessary to disrupt systems and move towards more just and equitable spaces; in particular teaching and learning. This session will explore eight design principles originally curated to offer guidelines for designing more just and inclusive civic engagement processes for our democracy. These design principles have been implemented in the university setting through structured course curricula, divisional units, and departmental programmatic experience.

Student affairs as a profession have long been viewed as a collection of programmers and practitioners. To reach educational liberation a mental shift must occur within the profession. We must accept the role of an Educator and the responsibility to curate learning organizations. Education serves as a tool to foster skills and gain knowledge. Designing for educational liberation necessitates individual commitment, an increased knowledge base, and collective action to enhance educational systems.

Within this interactive workshop, the presenters will offer a design framework that facilitates collective shared learning in a transparent, equitable, and just way. Presenters will blend principles with the curricular approach as learning opportunities within colleges and institutions happen beyond the traditional classroom setting.

Teaching and learning are much of an art as it is a science. This framework is rooted in the principles of design for Equity, Margins, Systemic Change, Collaboration, Multiple Forms of Expression, Analog + Digital, Healing, and Ecological Solutions. Participants will explore a blend of core themes with practical application and critical reflection on shared and unique experiences.

The activities during this session will provide participants with strategies for your institution to integrate community-based student engagement. Through critical reflection, presenters will familiarize participants with important concepts of engagement advancing collaborative planning and problem-solving skills.

Christopher W. Blakely, EdD, Campus Life, Dean of Students Office, Florida Gulf Coast University, Fort Myers, FL; **Aaron J. Nunes-Zaller**, MA, Instructor, Florida Gulf Coast University, Fort Myers, FL; **Travell L. Oakes**, MA, Assistant Director, Multicultural Development Initiatives, Multicultural and Leadership Development Center, Florida Gulf Coast University, Fort Myers, FL

3209   Room: Jackson (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Social Justice Strategies at the Community College

As the community college student population becomes more racially, linguistically, culturally, and socioeconomically diverse, it is critical that we design programs centered on equity-mindedness. This refers to a way of thinking and/or perspective that calls attention to patterns of inequity in student outcomes (Equity Mindedness, n.d.). It is also of utmost importance that existing faculty and staff are trained in equity-minded pedagogy, through ongoing, current equity-minded, and culturally relevant pedagogy.

In California, (at NOCCCD) we developed three programs designed to advance social justice-rooted practices, recognized as Best Practices in the C.C.C. Chancellor's Office Handbook 2022. This includes a recognition of the Diversity and Inclusion Faculty Fellows which help achieve the goal of diversifying faculty and providing professional development in the areas of DEIAA. The Fellows organize the following three programs:

1. The Future Instructor Training Program is designed to increase the pool of diverse candidates for faculty positions while prioritizing social justice teaching practices. To date, five interns who graduated from this program have been hired full time and the majority are teaching part-time at various community colleges in the area. Approximately 89% who are people of color.

2. The Infusing Diversity, Equity & Inclusion In The Curriculum Seminar provides training for faculty in the most up-to-date social justice-oriented teaching practices. Participants learn and apply strategies for analyzing their curriculum and making it culturally responsive and accessible to promote student engagement. By the end of the seminar, faculty participants are required to apply the content learned to their curriculum. Over 120 faculty have participated and have transformed their curriculum.

3. The Pluralism, Inclusion, and Equity Series offers workshops and training designed to increase employee intercultural competence so they may provide effective teaching and support services for our diverse student body. Participants can maintain relevance in the field, with current academic presentations on these topics and unique issues specific to our institution. These events and field trips have proven successful in community-building efforts and group collaboration. Through this session, we hope to share three very successful programs with participants and help inspire other institutions to continue the effort of advancing social justice in education.

Maria Leonor Cadena, PhD, Human Resources, North Orange County Community College District (NOCCCD), Anaheim, CA; **Annette Letcher**, EdD, MA, English Professor, English, Cypress College, Cypress, CA; **Virgil Adams III**, MSF, Professor, Sociology & Human Services, Cypress College, Cypress, CA; **Sergio Banda**, MA, Sociology Professor Sociology Department, Fullerton College & North Orange County Community College District, Fullerton CA

THURSDAY, JUNE 01

10:15–11:45 a.m.

3210   Room: Kabacoff (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

From Performative Wokeness to Authentic Organizational Transformation: An Arduous and Joyful Journey

In characterizing the nature of organizational Diversity, Equity, Inclusion and Belonging (DEIB) work, certified diversity professional, Aiko Bethea states, "Transformational culture work is always relational; it's not transactional. Real diversity, equity, inclusion, and belonging work is not about a checklist. It's about relationships." Bethea's emphasis on the relational work that is required to achieve long-lasting transformation within organizations serves as a guiding light for the work of Cornell Cooperative Extension's (CCE) DEIB Core Leadership Team towards operationalizing CCE's vision of becoming an anti-racist organization.

Members of CCE's DEIB Core Leadership Team will highlight the ways connection, courage, and compassion have been intentionally centered in our on-going antiracist systems change work. Panelists will share examples of key practices that have guided and grounded this work in relationships, trust, and accountability.

We will share:

- The work of this diverse group of 20 self-selected change agents in implementing emergent strategies to set the stage for robust, long-lasting equity-centered change at the individual, interpersonal, and organizational levels.
- How DEIB CLT has centered frameworks aimed at transforming hearts & minds; behaviors, and structures to create an expansive space for deep dialogue on the dynamics of identity, power, and privilege; learning and leading; as well as emergent praxis and action-taking to imagine beyond the status quo and transform existing organizational power structures.

Attendees will:

- Learn about the deep relational work that our DEIB Core Leadership Team has undertaken to promote personal inner and outer change.
- Learn how these emergent and relational approaches have cultivated space for healing, vulnerability, and accountability.
- Be inspired to integrate these approaches in their work to transform power dynamics in support of equity-centered systems change work.

Individuals who will benefit from this workshop include anyone:

- Interested in emergent practices that honor the importance of connection, relationship, and accountability in systems change work
- Committed to engaging mind, body, and spirit in their equity-centered work
- Responsible for designing and implementing workshops, training, or professional developments

Eduardo González, Jr., MPA, CCDP-AP, Cornell Cooperative Extension, Cornell University, Ithaca, NY; **Malinda G. Ware**, MBA, Program Director and Statewide Diversity, Equity, and Inclusion Facilitator, Cornell Cooperative Extension, Sullivan County, Cornell University, Ithaca, NY; **Sara E. Jablonski**, MS, Diversity, Equity, and Inclusion Facilitator, Cornell Cooperative Extension, Cornell University, Buffalo, NY; **Nicole A. Slevin Nikolados**, SHRM-CP, Administrator & Director of Diversity, Equity, Inclusion, Accessibility, Cornell University Cooperative Extension, Sullivan County, Cornell University, Liberty, NY; **Renée Mooneyhan**, BA, State Extension Specialist, Cornell Cooperative Extension, Cornell University , Ithaca, NY; **Arlene Wilson**, MPA, Executive Director, Cornell Cooperative Extension of Yates County, Cornell University, Penn Yan, NY

10:15–11:45 a.m.

3211   Room: Fulton (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

I'm A Good Person! Isn't That Enough? The White Racial Identity Challenge

A 2019 study by Paul Gorski and Noura Erakat titled "How white racial justice activists elevate burnout in racial justice activists of color in the United States," is just one study pointing to the harm white progressives - despite good intentions - can cause in DEIJB spaces. In this presentation, Debby uses historical and media images to tell her own story, sharing how she used her white-skewed belief system to misinterpret the world around her. Socialized on a narrow worldview, Debby explores how she spent decades silently reaffirming harmful, archaic racial patterns instead of questioning the racial disparities and tensions she could see and feel. This presentation is designed to support white people in making the paradigm shift from 'fixing' and 'helping,' to focusing on internalized white superiority and its role in perpetuating racism at the individual, interpersonal, institutional, and cultural levels. This presentation includes pauses for reflection and small group discussion.

Debby Irving, MBA, Deborah Kittredge Irving, LLC, Cambridge, MA

10:15–11:45 a.m.

3212   Room: Camp (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Healing from Hate: Battle for the Soul of a Nation

What are the circumstances behind the ascendancy of the alt-right? What do we make of the alarming spike in hate group activity in the wake of the Trump presidency - as witnessed in the violent tragedies of Charlottesville, Pittsburgh, Portland, and Parkland, FL? And what is needed to return meaning, identity, and tolerance to a generation of disenfranchised white men?

This session will screen the 2020 documentary Healing From Hate, which examines the root causes of hate group activity through the bold work of those battling intolerance on the front lines, including "Life After Hate", an organization founded by former Skinheads and neo-Nazis, now engaged in transforming attitudes of intolerance.

Life After Hate - established by a group of former neo-Nazis and Skinheads - was initially envisioned as a support network for those attempting to transition back into the mainstream. But with hate on the rise, the group began to focus on community engagement and direct interventions as well. These compelling "formers", all with deeply moving stories of their own, carry a uniquely personal understanding of the roots of hate - and an equally unique approach to working with active "haters" that's grounded in empathy and compassion.

Documenting a stunning year of hatred in America, reformers in their work to de-radicalize White Nationalists, and heal communities torn apart by racism - a deep dig into what's needed to return meaning, identity, and tolerance to a generation of disenfranchised white men. The film screening will be followed by a Q&A with filmmaker Peter Hutchison. This session should particularly benefit people working to end racial violence, intolerance, and violent extremism, and those working to combat hate groups on college campuses.

Peter Hutchison, Media Education Foundation, Brooklyn, NY

3:30–5:30 p.m.

3213   Room: Royal (3rd Floor)   3:30–5:30 p.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: Intermediate

Trans & Non-Binary Athlete Inclusion in Sport

Throughout the 20th century, sports were a catalyst for social and racial integration. But that integration was not without blowback - immense, violent, and coordinated. HRC and researchers at the University of Connecticut found that: 41 percent of transgender boys, 34 percent of transgender girls, and 31 percent of non-binary youth never feel safe in the locker room.

The Civil Rights Acts and Title IX changed the landscape for sport in the United States and around the world. In this 21st century, the new frontier - in regard to civil rights, Title IX, and sports - is robust and stabilized integration for transgender and non-binary athletes.

While support for the LGBTQ community broadly has never been higher, we are experiencing immense, violent, coordinated attacks on civil rights, Title IX protections, and access to sports (and other school-sponsored programs) for trans and non-binary communities. Stories from prolific athletes such as Caster Semenya, Lia Thomas, and Layshia Clarendon, who in varied ways have had to prove their worthiness to play a sport that In this interactive workshop, participants will engage with foundational terminology, gain important understandings of the tenuous policy landscape, and leave with concrete action steps/skills for advocacy.

DL McKinney, MPA, Milton E. Ford LGBT Resource Center, Grand Valley State University, Allendale, MI; **Callie Youngman**, MEd, Athletics Inclusion Coordinator (Athletics), Inclusion and Equity Specialist (Division of Inclusion and Equity), Inclusion and Equity, Athletics, Grand Valley State University, Allendale, MI; **Zay Swilley**, Athletics, Grand Valley State University, Allendale, MI

3214 Room: Commerce (3rd Floor) 10:15–11:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

The Antiracism of Anti-Intimidation: Mathematical Difficulty as a Social Construct

Beginning with stories from participants' lived experiences, this session will identify intimidating aspects of math education, then consider the claim that mathematical difficulty is a social construct. Like race and gender, it rests on foundational myths that separate people from their inherent worthiness to establish a hierarchy of dominance and oppression. When math is hard, the people who do it must be really smart. And those same people, with authority over curriculum and anthropology, decide what mathematics is, perpetuating the construct.

We'll explore how mathematical difficulty drives a climate of intimidation, that, enforced through assessment, produces persistent, identifiable race-based achievement differences. We'll then trace the construct to a worldview that considers itself to be objective, the mind to be separate from the body, and the individual to be separate from the community.

Student failure data from Foothill College (California) math classes will illustrate the racial filtering. Participants will then explore dominant norms in math education -- beliefs, policies, and practices we consider perfectly normal -- in a historical context, and see them intimidate students to self-identify as incompetent. Mathematical difficulty as a construct thus reveals its purpose: to separate people from their own mathematical brilliance. As a colleague ruefully put it, "We're the dream crushers."

By exploring quantitative ideas in culturally-relevant and race-conscious contexts, this session invites participants to experience anti-intimidation, an approach to math education grounded in a worldview that embraces subjectivity, reintegrates mind and body, and reintegrates individual into the community. Ultimately, anti-intimidation can form a broad curricular and anthropogenic critique.

Anyone who has ever experienced mathematical intimidation should feel welcome and validated here. Math instructors of color who have ever questioned their own competence should feel especially so. Recognizing mathematical difficulty as a construct with a purpose, and considering the thought "I'm bad at math" to manifest that purpose can lead to the healing that's necessary to open lines of critique. With anti-intimidation as the lens, such a critique can lead to new norms in math education that reintegrate students in mind and body, reintegrate individuals with community, embrace subjectivity, and interrupt racially-predictable achievement patterns in STEM.

Patrick Morriss, MS, Mathematics, Foothill College, Los Altos Hills, CA

10:15–11:45 a.m.

3215   Room: Magazine (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Beginner

Mission Visible in Higher Education: A Pilipino/x/a Case Study

Despite the growing numbers of Black, Indigenous, and People of Color (BIPOC) students entering higher education, experiences of being invisibilized continue to occur. This session will provide resources on how to transform higher education so invisibilized and minoritized communities are no longer working from the margins, but are the focal point inside and outside the classroom.

Using the Asian, Pacific Islander, Desi American (APIDA) community as a case study, this session aims to dismantle the "model minority myth," a construct rooted in white supremacy that functions as a wedge between APIDA communities and other communities of color (Poon et al., 2015). Generally, higher education were constructed as tools of white supremacy, remain Euro-centric, and often disregard the diverse experiences of the APIDA community, specifically Pilipina/o/x Americans (PAs) who are largely omitted altogether. PAs are the third largest APIDA in the U.S., with approximately 4 million individuals in 2019 (Pew Research Center, 2019). Furthermore in the age of the COVID-19 pandemic, there has been a marked increase of Anti-Asian violence (Gover et al., 2020; Le et al., 2020). PAs are also one of the fastest growing immigrant groups with a longstanding and complex history of immigration in the U.S. dating back to the 1700s in Louisiana, yet are persistently invisibilized both in and outside of the classroom.

As we continue to navigate the dual pandemics of COVID-19 and ever increasing racism, it is necessary that higher education increases retention efforts responsive to the needs of marginalized communities to cultivate inclusive learning experiences for BIPOC students. This session will share strategies that create inclusive learning environments for BIPOC students. We will share tools that can be incorporated in the classroom such as ethnic studies pedagogy, which centers diverse epistemologies in coursework (Tintiangco-Cubales et al., 2015). We will also share strategies for outside of the classroom such as increasing effective culturally embedded resources that support the whole identities of BIPOC students via funding, including the federal Asian American Native American Pacific Islander Serving Institution (AANAPISI) designation. Attendees will engage in small group discussions to strategize on how to forge systemic changes to center BIPOC students at their home institutions.

Gabrielle Aquino-Adriatico, MSW, Graduate College of Social Work, University of Houston, Houston, TX; **Joanna La Torre**, MSW, LCSW, Predoctoral Research Assistant, School of Social Work, University of Washington, Seattle, WA; **Kirin Amiling Macapugay**, MSW, Kalinga, Bontoc (Philippines), Associate Professor, Program Director, School of Behavioral Sciences, San Diego City College, San Diego, CA; **Lainey Sevillano**, MSW, PhD, Assistant Professor, School of Social Work, Portland State University, Portland, OR

10:15–11:45 a.m.

3216   Room: Marlborough B (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Crip/Queer Survival Strategies as Star Maps for Charting a Path to Accessible Cultures in Higher Edu

It is an understatement to say that navigating higher education can feel like a convoluted gauntlet, especially for multiple marginalized students. Concepts like barriers to entry, inclusion and belonging, and retention may be framed as keys paramount to students' success for universities, but how do these institutions perpetuate exclusionary practices? Rather than treating these issues as inherent rigors for students to overcome, we could instead turn to frameworks, such as queer and crip survival strategies, to offer models for accessibility in these settings. With QTBIPOC students navigating the impacts of racism compounded by homophobia, transphobia, and/or ableism, the inequities to achieve, thrive, and maintain wellness mount exponentially. In order to upend these dynamics and foster a more fruitful culture for learning, growth, and community building within academia, it is imperative that we turn to the untapped wealth of knowledge within the communities most impacted by the sharp end of injustice.

Queer and crip survival strategies (such as mutual aid efforts, community skill sharing, and collective resourcing) offer a star chart for us to follow as a guide for creating more accessible spaces. In this session we will be naming three sources of inequities that QTBIPOC students are likely to encounter in their academic journeys (food insecurity, public safety issues, and mental health issues) and will then highlight grassroot initiatives and institutions who have adapted these frameworks. For example, given the rise in anti-trans legislation and violence, universities should prioritize resourcing in the safety of their Trans students. A 2018 UCLA study concluded that Trans folks were four times more likely to encounter violent or material victimization than their cisgender counterparts. Higher education has a responsibility to adopt effective models for public safety, such as the work of the Trans Defense Fund LA, which supports local trans-led collectives to lead community self defense and intervention demonstrations. We'll close with group exploration of practical applications of these ideas and offer guidance on activating your respective spaces accordingly.

This session is intended for anyone invested in shaping environments to center the needs of those most marginalized and dreaming up best practices informed by revolutionary, justice-oriented, community models. Knowledge of queer theory and crip politics is beneficial, but not required.

Alex Locust, MS, Glamputee Consulting LLC & SpeakOut, San Francisco, CA; **JP**, Cultural Worker, Organizer and Consultant, San Francisco, CA

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3217 Room: Prince Of Wales (2nd Floor) 10:15–11:45 a.m.

Session Track: Session Track: Transnational, International Session Complexity: Beginner

Beyond BTS: How KPOP Nourishes Our Seouls and Hearts by Encouraging Us to Emote

KPOP and KDRAMA have hit the waves of US shores since the early 2000s, but its global impact has hit an all time high as social media usage and artificial intelligence algorithms hav introduced a myriad of communities to hallyu. The question of how did KPOP get so big and why are so many non Koreans drawn to KPOP exposes the colonial framework of how we see music, movies, and pop culture. BTS exploded largely because social media has made it easier for our global communities to experience pop culture from around the world. Tick Tok, YouTube, Spotify, and Netflix are just a handful of social media outlets that has allowed the global communities to share music and kdramas that resonate for them. The hyper awareness of hallyu also coincided with the lock down of the world as the global pandemic kept folks in place to process the trauma of isolation, deprivation, and fear of then un- known. The panelist will examine KPOP and Kdrama by discussing how we are encouraged to emote while listening and watching Korean contents. The unintended therapeutic outcome of music and drama is evident listeners and viewers are recognizing that hallyu is not just for Koreans, but for anyone who is seeking a place to emote.

Mary Kunmi Yu Danico, PhD, Sociology, Cal Poly Pomona, Pomona, CA; **Rod Labrador**, PhD, Associate Professor, Ethnic Studies, University of Hawaii at Manoa, Honolulu, HI; **Chucky Kim**, Producer and Lecturer, Music, Columbia University and Julliard, New York, NY

3218 Room: Churchill A1 (2nd Floor) 10:15–11:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education   Session Complexity: For Everyone

Innovative Workforce Interventions: An Exploration of Programs Addressing Structural Inequality in t

Efforts to diversify our workforces and create truly inclusive workplaces require that we take a wholistic approach to make institution-level lasting change. We must critically assess the policies, practices, and procedures that serve as barriers and enact meaningful interventions that cut across de- partments and silos. Panelists from the National Institutes of Health and Washington University in St. Louis will take a deep dive into the innovative ways their institutions are re-envisioning workforce development efforts as an opportunity to actualize inclusive excellence. To provide additional context for the dialog, panelists will also explore the results of an extensive job seeker survey to ground this conversation in the needs, perceptions, and experiences of our current and future workforce. The session should particularly benefit higher education leadership, diversity officers, principal investigators, and individuals engaged in workforce diversity efforts.

Shakira Nelson, PhD, MPH, National Institute of General Medical Sciences, National Institutes of Health, Bethesda, MD; **Saint Rice**, EdD, Assistant Dean for Equity, Diversity, and Inclusion & Director of Faculty, Staff, and Community Engagement , Olin School of Business, Washington University in St. Louis, St. Louis, MO; **Jessica Wise**, Co-Executive Director and Director of Programs, Higher Education Recruitment Consortium (HERC), San Diego, CA

10:15–11:45 a.m.

3219   Room: Ascot-Newberry (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Code Switching: Understanding and Addressing the "Double Life" in Higher Education

Black people and other minoritized populations code-switch regularly in higher education settings. Many students, staff, and faculty members experience the feeling of living a "double life"- one life in the school/professional setting and another life in the home/community setting. This highly interactive workshop delves into the causes and consequences of code-switching while providing tools and resources to understand and address code-switching on a deeper level. The presenters address the following questions through dialogue, story-sharing, and research-based inquiry: What is code-switching? Can People of Color show up as their authentic selves in higher education settings when we are accustomed to code-switching for survival? What are the power dynamics associated with code-switching, and how can those dynamics be addressed from an anti-racist framework?

We will cover background and scholarly research on code-switching (including cultural, linguistic, and behavioral), the meaning and historical significance of the "double consciousness," mental health consequences of code-switching, interactive breakout sessions in which participants will be asked to share their experiences, and action steps.

People of color in higher education and their white co-conspirators will benefit the most from attending this training. Please note that this space will primary center the voices and experiences of people of color.

Alice Ragland, PhD, Liberal Arts, Columbus College of Art & Design, Columbus, OH; **Shemariah J. Arki**, PhD, Assistant Professor of Africana Studies and Director of the Center for Pan African Culture, Africana Studies, Kent State University, Kent, OH; **Eddie Moore Jr.**, PhD, Founder, America & MOORE Consulting and The Privilege Institute, Philadelphia, PA

10:15–11:45 a.m.

3220   Room: Grand Salon 21 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Advanced

10 Years of DACA and Now What?

After 10 years of DACA, now what? This interactive workshop explores how our country has failed to represent and support undocumented and immigrant students. We will discuss changes in federal and state laws that may affect DACA students and their families while understanding how these laws apply at your local universities. We will discuss the terms "DACAmented" and "undocumented" students and how this vocabulary is not interchangeable when assisting a student. We will also explore the intersection of privilege and elitism that exist within some undocumented sub-groups.

As we look beyond the 10-year history of DACA in the United States, we are still looking to create spaces for undocumented students and their families. While regarding the intersectionality and the humanity of our communities, how do we ensure undocumented students are able to tell their own stories as a form of advocacy in Higher Education? How can colleges and/or universities move past allyship towards action within their school?

Rosalba Pitkin, Office of Diversity Equity and Inclusion, Clark College, Vancouver, WA; **Katia Quintero**, Student Success Coach, Office of Diversity Equity and Inclusion, Clark College, Vancouver, WA

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3221 Room: Grand Salon 24 (1st Floor) 10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions

Session Complexity: For Everyone

The Lived Experiences of Straddling Class as People of Color

Straddling Class describes the class identity, and accompanying experiences, of those that grew up in a poor or working-class background who now find themselves living and working in a current middle or upper-class context. The experience is often felt as existing in two distinct class-related worlds with different values, norms, language, and expectations. Sometimes there is an ease in navigating between class contexts while other times there is great tension and sense of invisibility. For class straddlers, there is simultaneous comfort and discomfort and yet, because we have been socialized that class is a taboo topic, we are unskilled to discuss how class impacts our everyday lives.

Add the intersection of race for People of Color and engaging our straddling class identity holds a sense of pride and struggle. We are the ones that "made it" and have adapted to navigating spaces of whiteness and middle to upper-class values, perhaps even buying into some, while also feeling like we are wearing an ill-fitting suit. The suit can become too heavy when not given the opportunity, framework, and tools to talk about class in meaningful, healing ways.

This session is for participants who identify as Class Straddlers of Color that want to explore their class story and how the messages learned about class and race impact our professional and personal lives. Shared space will be provided for participants to breathe, be and create community with other Class Straddlers of Color. To discuss the joys and challenges our straddling class holds in relation to those in our lives that do not share the same ease our current class provides us. We will share how straddling class is an opportunity for connection with colleagues and students and the value our class of origin brings to the table. Lastly, participants will leave with strategies to increase class awareness in DEIB efforts in their work.

Becky Martinez, EdD, Infinity Martinez Consulting, Hemet, CA; **Jamie Washington**, PhD, Consultant, Washington Consulting Group, Baltimore, MD; **Tanya Williams**, EdD, Consultant, Authentic Coaching and Consulting, New York, NY

3222 Room: Grand Salon 19 (1st Floor) 10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions

Session Complexity: For Everyone

Complicating Muslim Religious and Racial Identity: The Markaz as a Case Study

In this session, we will present the Markaz Resource Center at Stanford University as a case study for complicating broader questions of intersectionality around religious and racial identities. We will share the history and uniqueness of our center as situated in Student Affairs, the types of communities we serve and the programming we do, and what our work means for Muslim/Muslim-adjacent campus life in general. Attendees will learn the ways in which race and religion intersect for Muslim students or students hailing from Muslim contexts, and how an institution's "secularity" impacts those intersections. We will also discuss how we seek to address these intersections through our programming and mentorship. Professionals and researchers who work with students with multiple identities, particularly those grounded in faith traditions and complex racial/religious histories, will benefit most from this session.

Abiya Ahmed, PhD, The Markaz Resource Center, Stanford University, Stanford, CA; **Cassie Garcia Weisenberger**, MA, Associate Director, The Markaz Resource Center, Stanford University, Stanford, CA

10:15–11:45 a.m.

3223 Room: Grand Salon 22 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Human Resources   Session Complexity: Intermediate

Empowering ERG Leaders to Lead with Purpose and Impact

During this workshop we will explore the critical role Employee Resource Group (ERG) leaders and members play in achieving diversity, equity, and inclusion (DEI) objectives. This session will help participants to understand the opportunities for advancing diversity, equity, and inclusion at both the individual and organizational level. The presenter will provide effective strategies for establishing an ERG from the ground up including how to gain leadership support and backing. Attendees will walk away from this session with a deeper understanding of how to establish a successful ERGs within their organization.

ERGs play a critical role in bringing employees together from across teams and departments based on shared characteristics or life experiences. Amidst shifting business priorities, ERGs ensure that the aspirations and voices of diverse talent are heard. Just like organizations that sail through challenging times often do so because of resilient strategy pursued and promoted by executive leadership teams, the success of ERGs during disruptive times also depends significantly on the intentional pursuit of the ERG leadership team.

Common ERGs could be based on gender, race, sexual orientation, working parents, veterans, and more. ERGs create a sense of belonging and togetherness based on shared social factors that might not be present in work or product focused teams. They also provide support and empathy that may be lacking elsewhere in the organization. They can help employees feel they belong at the company.

Topics Covered:

- Why start an ERG?

- Why is an ERG good for your company?

- The most effective strategies for starting an ERG

- Getting the most out of your ERG

- How to gain leadership and executive support?

Who Should Attend?

- Anyone looking to start an ERG

- ERG and diversity leaders and members

- Other DE&I leadership and experts

Parish Jefferson, MA, MS, Regional Director, University Partnerships / Board Chair & Founder - One Fullstack ERG, Operations, Fullstack Academy, San Diego, CA

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10:15–11:45 a.m.

| 3224 | Room: Marlborough A (2nd Floor) | 10:15–11:45 a.m. |

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

Understanding and Using the CAS Standards in Social Justice & DEI Work

Over 40 years ago, the Council for the Advancement of Standards in Higher Education (CAS) was formed by a consortium of higher ed organizations. Today, CAS is known for its CAS Standards which can be used in a variety of ways from program review to professional development. CAS is not just a tool for graduate students or senior level administrators, it is a tool that can be used throughout an organization.

This session will introduce/re-introduce NCORE attendees to CAS, provide insight into the CAS Standards, what they mean, how it is organized and high-light the 50 functional areas standards. In particular, this session will focus on how the CAS Standards can be used to help advance our social justice work and access, diversity, equity and inclusion work. The CAS Standards provide a framework that can be used within any organization, regardless of type and size.

Presenters will highlight CAS's own organizational commitment to diversity, equity and inclusion, and how that has influenced the latest revisions to the General standards, and the development of new functional area standards. Presenters will highlight CAS's own organizational commitment to diversity, equity and inclusion, and how that has influenced the latest revisions to the General standards, and the development of new functional area standards. The three presenters for this session are all officers within CAS and have been involved with NCORE as well.

Raymond V. Plaza, PhD, Office for Diversity and Inclusion, Santa Clara University, Santa Clara, CA; **Devan Ford-McCartney**, EdD, Program Director, Diversity, Equity & Inclusion, University of Texas M.D. Anderson Cancer Center, Houston, TX; **Ralph Johnson**, PhD, Vice-President, Center for Student Life, Washington Adventist University, Takoma Park, MD

10:15–11:45 a.m.

| 3225 | Room: Grand Salon 13 (1st Floor) | 10:15–11:45 a.m. |

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: Beginner

Tribal Sovereignty and Higher Education: A Workshop for Campus Administrators

What is tribal sovereignty? Is it recognized by American higher education institutions - by student service practitioners, by admissions and recruitment, by development, by diversity and inclusion offices/officers? This session aims to focus on tribal sovereignty and how the recognition of Tribal Nations occurs in higher education, particularly thinking about whether American higher education institutions adequately serve American Indian and Alaska Native students and their political identities. Political identities are different from racial or ethnic identities, a difference that can be difficult to understand, and can sometimes be perceived as divisive in diversity work.

Heather Torres, JD, (San Ildefonso Pueblo), TBD, LA; **Nora Pulskamp**, (Navajo), University of Redlands, Redlands, CA

10:15–11:45 a.m.

3226	Room: Grand Salon 16 (1st Floor)	10:15–11:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: Beginner

Leading from the Front: Developing and Working with Employee Resource Groups (ERGs)

Employee Resource Groups are efforts that encourage belonging and create opportunities for organizations to understand and address the needs of specific identity groups. They can be mutually beneficial, developing junior leaders and impacting the overarching business structure and goals. With nearly 90% of Fortune 500 companies offering ERGs to their team member populations (McKinsey, 2022), the initiative is now seen as one of the most effective retention tools. As organizations explore how to create or further develop these spaces, it is imperative they reflect on the history of the structures and understand how current best practices have improved their effectiveness. This session will provide participants with an understanding of the need for affinity and identity-based groups, how they can positively impact the business and what practices can easily be applied to any organization. A conversation most beneficial to those leading ERGs or interested in creating space for such groups in their organizations, attendees will benefit from learning best practices of organizations that have seen success in identity-based support efforts.

Sabrina Griffith Jackson, SHRM-SCP, CDP, Operational Improvement, UMA Education, Inc. dba Ultimate Medical Academy, Tampa, FL

Charlene Ragland, Assistant Director, Talent Acquisition and Operations, The Office of Equity and Inclusion, The University of Tennessee at Chattanooga, Chattanooga, TN

Sherese L. Williams, Director of Operations and Admissions, The Honors College, University of Tennessee at Chattanooga, Chattanooga, TN

10:15–11:45 a.m.

3228	Room: Grand Salon 10 (1st Floor)	10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: Beginner

Postpartum" doctorate blues: Strategies for womyn of color navigating the 4th trimester

According to the US Census Bureau (2022), only 2% of the U.S. population has a doctoral degree. Of that number, 4.4% of doctoral degrees are earned by Black women and less than 1% are earned by Latinas (Census Microdata, 2017; National Science Foundation's Survey of Earned Doctorates, 2021). Although earning a Ph.D. can provide access to opportunity, respect, and perceived professional advancement, it also comes with many unknowns and uncertainties that are often not discussed. Hence, the period after graduation has been termed the "Postpartum Ph.D." or the "4th trimester" because of the similarities related to the recovery, healing, and transition to a new identity, similar to what one experiences after giving birth. In this session, facilitators will share lessons learned from their personal, professional, and academic relationships related to the unique needs of womyn of color after earning their doctorates. Experiences such as racial battle fatigue (Smith, 2004), onlyness (Harper et al., 2011), and mental olympics (George-Williams, 2022) when bearing the invisible weight of representing intersecting minoritized identities (Crenshaw, 1989; George-Williams, 2019, 2021; Guzman, 2022; Harley, 2022; Johnson, 2022; Norris-Hill, 2020; Webb, 2022), among other topics will be shared in the session. Participants will leave the session with a deep awareness of the diverse and shared experiences of womyn of color in higher education after "birthing" their doctorate degrees. The session will be formatted to allow large and small group discussions of the nuances of the lived experiences of womyn of color post-doctorate and the journey to cultivate new identities, build sisterhood, and an ecosystem of care for the next generation of womyn scholars.

Gyasmine George-Williams, PhD, PPS, Kinesiology and Ethnic Studies, Cal Poly Pomona, Pomona, CA; **Redgina L. Norris-Hill**, PhD, Vice President for Inclusion & Equity, Saint Mary's College, South Bend, IN; **Rhonda Harley**, PhD, Assistant Dean of Student Engagement and Inclusive Excellence, Shiley-Marcos School of Engineering, University of San Diego, San Diego, CA; **Christine R Guzman**, PhD, MSW, LCSW, Senior Director for the Office of Discrimination, Harassment and Sexual Misconduct and Title IX Coordination, Pitzer College, Pomona, CA; **Cibele Webb**, PhD, MSNEd., RN, CNE, Associate Professor of Nursing; Lead Faculty for the Study of U.S. Institutes Program, Saint Marys College, South Bend, IN

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10:15–11:45 a.m.

3230 Room: Winward-Leeward (Riverside) 10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education Session Complexity: For Everyone

The Heart of Black Leadership

The Heart of Black Leadership is a 5-Day virtual retreat held live via Zoom that transforms Rockwood's 6-practices to honor the spirit of Black diasporic expression & experience. It is a space of intimacy, personal vulnerability and authenticity to re-center ourselves in all-Black, challenging, courageous and beloved community. At NCORE, we will be immersed into the Legacies & Lineages of Black Leadership.

This session will touch on the training's lessons of open and engaging with Expansive Black Identities before diving deeper into the Legacies + Lineages in Leadership. Who are your people? Who's at your party celebrating your leadership? What is one thing that y/our ancestors knew that we need to know now?

In honor of the spirit of Black diasporic expression & experience, participants will move through small group exercises, self reflection, and partner reflection, and learn ways to connect to our legacies while building trust and sourcing from Black Joy. Sourcing your power, rooting in lineage and resistance, What would it mean to put JOY into the heart -the beating center -of your Black leadership? What do you want your legacy to be? How do you want to be remembered? Where are you in your story now?

This workshop is for any Black leader at any stage in their career or study. This is a 2 part experience (4 hours total). This is a Black only space.

Romeo Jackson, Rockwood Leadership Institute, CHICAGO, IL

10:15–11:45 a.m.

3231 Room: River (Riverside) 10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education Session Complexity: For Everyone

Cultural Taxation: An Occupational Hazard for Black Womxn

Black faculty and staff are often expected to engage in university service their white peers are not (Reddick et al., 2021). More specifically, Hirschfield and Joseph (2012) found that faculty of color are expected to bear the responsibility of diversity-related work in ways their white counterparts are not. For Black educators, the racial battle fatigue of navigating the academy while supporting, mentoring, and advising Black students, is a unique challenge (Reddick et al., 2020; Okello et al., 2020). The term 'cultural taxation' was introduced by Amado Padilla (1994) to discuss the inequitable workload of non-white faculty. This disparity of workload stems from the additional responsibilities imposed because of their ethnicity and/or racial background.

The session will examine and outline the experiences of professional Black women at predominantly white institutions (PWI) of higher education through the lens of cultural taxation. This examination will guide our conversation about cultural taxation in general and the experiences of other marginalized identities in predominantly white spaces. Decision-makers and colleagues fail to take notice of the impact of cultural taxation on professionals when tasked with diversity, equity, social justice, and/or inclusion labor, especially outside of their job responsibilities. In a study, Okello et al. (2020) found that white supremacy, racism, and misogyny in higher education negatively impact Black educators physically, mentally, and emotionally.

This session will identify and expound on these experiences so that employers, colleagues, and other stakeholders can learn about determination and impacts of cultural taxation. Institution leaders will benefit from hearing the stories and emotions expressed by professional Black women to assist with reframing their consideration beyond diversity, equity, and social justice utility. Institutions can also use this session as an informative imperative to invest in the competency development needed for white and powered employees to engage in diversity, equity, inclusion and belonging labor.

Shedia R. Laguer, EdD, Student Affairs, Stockton University, Galloway, NJ

10:15–11:45 a.m.

3232   Room: Port (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Embedding Restorative Practices into Strategic DEI Efforts in Higher Education

Bellevue College's response to institutional trauma and community harm structurally shifted with its development of a Director of Restorative Practices position within the Office of Diversity, Equity, and Inclusion. In this interactive session, participants will learn how restorative principles foster trust, healing, and accountability, gaining insight into how to strategically embed restorative practices into higher education and DEI initiatives. Participants will examine how restorative practices can benefit their campus, organizations, teams, and classrooms through proactive and responsive measures.

Consuelo Grier, Office of Diversity, Equity, & Inclusion, Bellevue College, Bellevue, WA; **Michelle Strange**, Director of Restorative Practices, Office of Diversity, Equity, & Inclusion, Bellevue College, Bellevue, WA

10:15–11:45 a.m.

3233   Room: Starboard (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Research Family: Bridging Pacific Islanders Success through Indigenous Oceanic Paradigms

Research Family came into being as a way to activate the Pacific Islander (PI) cultural collections at the Burke Museum and to open research opportunities for students underrepresented in research. As its name implies, Research Family brings family-like relationships into an academic context, and centers PI students' families, Indigenous Oceanic knowledge, values, and languages in collections-based research.

Research Family actively involves Pacific Islanders in decolonization efforts at the Burke Museum. Students learn from family and community how to access and interpret the intellectual knowledge in the cultural collections and to represent their communities' knowledge to the broader community in venues such as research symposiums. On a campus where PI students make up 1% out of nearly 50,000 University of Washington (UW) students, Research Family brings visibility to PI intellectual contributions embodied in the cultural collections at the Burke Museum. Where the collections from Oceania once sat in silence before Research Family leadership, students now breathe life into the cultural pieces through storytelling, dialogue, and laughter.

For this session we will highlight the pedagogical frameworks that support undergraduate and graduate students who participate in Research Family. Students come from various fields of study and backgrounds that allow them to approach community concerns with different skill sets and perspectives, emphasizing holistic and collaborative approaches to research. This has led to PI student success at the undergraduate and graduate levels. This year we have seen an increase in PI graduate students who will soon contribute to teaching courses at the university level. These graduate students serve as mentors for undergraduate Research Family students who will share their research that incorporates Indigenous Oceanic research paradigms.

Those interested in incorporating research goals dedicated to retention and success of underrepresented students in research may find that this discussion opens up possibilities for collaboration with museums or research centers at their respective institutions. We are also building cross-disciplinary connections at the Burke and the UW. We acknowledge that these cross-disciplinary collaborations take time and trust to develop, so audience members may find these discussions helpful when supporting their students across various fields of study.

Toelau R. Gasetoto, BA, Sociocultural Anthropology, College of Education, University of Washington, Seattle, WA; **Rachael Tamngin**, Graduate Student, Department of Anthropology, School of Public Health, University of Washington, Seattle, WA; **Aliyah Sivia**, Undergraduate Student, History, Anthropology, Oceania Pacific Islander Studies, University of Washington, Seattle, WA; **Olivia Kaiaua**, Undergraduate Student, Oceanography, Marine Science, Oceania Pacific Islander Studies, University of Washington, Seattle, WA

10:15–11:45 a.m.

3234 | Room: Bridge (Riverside) | 10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Beginner

Culture as Medicine: Equitably Reimagining Health Education and Outcomes with Indigenous Community

Through the oral histories and guiding visions of our people, Indigenous healers, educators, elders, and community members who represent salmon from many waters, have formed an alliance in the tributaries of the Pacific Northwest. We have done so as a response to the inequitable treatment by our nation's healthcare system and the lack of presence and informed Indigenous health response by medical education. Together, we embark upon our challenging 4,000-mile journey, to bridge the long-held cultural divide between Western and Indigenous health perspectives of care and balance them in more equitable ways that honor the healing needs and outcomes of our people for generations to come. With a shared vision through community, we gather to develop and enact informed teachings, knowledge, patient-centered communication, and culturally humble proficiency skills that will impact current and future healthcare learners' and professionals' ability to care for and serve our people. We do so within the Center for Native American Health at Washington State University's Indigenous Health Simulation, the first in the nation, where the Indigenous community develops and designs space and instructs curriculum. To treat our people with equitable healthcare, we must be part of the priorities within framing cultural humility and pro-ficient care response. We must be leading, framing, guiding, developing, and voicing the teachings of our people. We know this is only a few steps upon a much longer journey, but like our ancestors before us, we are walking them together.

By attending this workshop, you will learn about our journey story, how our cohort of Indigenous healers in the community gather and work together and what we accomplish toward our mission and goals, the mission and guiding principles of our work, how we design our space and curriculum, how we develop equitable Indigenous patient-centered stories and debrief, learner impacts, indigenous cohort impacts, local, regional, national impacts, a live Indigenous health simulation through standardized story and debrief, watching a video of the Indigenous healer cohort, review Indigenous patient stories and consider lessons learned about equitable inclusion within education and health systems for change, and next steps. The goal of this workshop is to also encourage other institutions and systems to work with and through Indigenous communities to meet their local unique health needs.

Naomi Marilyn Bender, PhD, (Quechua), Native American Health Sciences, Washington State University, Spokane, WA; **Gary Ferguson II**, PhD, (Unangax̂/Aleut), Research Associate Professor and Director of Outreach & Engagement, Institute for Research and Education to Advance Community Health (IREACH), Washington State University, Spokane, WA

1:30–2:45 p.m.

3300 | Room: Grand Ballroom (1st Floor) | 1:30–2:45 p.m.

Session Track: Session Complexity:

General Session Featuring A Moderated Conversation with Michelle Alexander: Mass Incarceration in the Age of Colorblindness

General Session Agenda:

NCORE 2023 Awards Ceremony

Recipients of NCORE's Equity and Social Justice Awards will be announced followed by a celebration of this year's recipient of the Suzan Shown Harjo Activist for Systemic Social Justice Award. The awards ceremony will be emceed by Belinda P. Biscoe, Senior Associate Vice President for University Outreach, The University of Oklahoma.

A Moderated Conversation: Mass Incarceration in the Age of Colorblindness

Michelle Alexander is breaking the silence about racial injustice in the American legal system. In her book, The New Jim Crow, she explores the cultural biases that still exist and how segregation has been replaced by mass incarceration. Currently, there are more African Americans in prison than were enslaved in 1850. She blames the drug war for many of these, as people are then labeled as felons and stuck in an endless cycle of discrimination. How can they improve their lives when they can't get a job, housing or health benefits?

In this moderated Q&A, the acclaimed civil rights lawyer explores the myths surrounding our criminal justice system from a racial and ethical standpoint, and offers solutions for combating this epidemic.

Moderator is Dr. Kalenda Eaton. Dr. Eaton is an Associate Professor in The Clara Luper Department of African and African American Studies at the University of Oklahoma and Director of Oklahoma Research for the Black Homesteader Project funded by the National Park Service in partnership with the Center for Great Plains Studies. She currently serves on the Executive Committee for the Southwest Center for Human Relations Studies, the home of the NCORE conference.

Michelle Alexander, Union Theological Seminary, New York, NY

3:30–5:30 p.m.

3400 Room: St. James (3rd Floor) 3:30–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: For Everyone

Calling In, Not Calling Out

We are facing a tumultuous future in this country, with the rise of neo-fascism scaffolded by the Republicans in the context of neo-liberalism enabled by the Democrats. Fighting against oppression and injustice are the dues we pay for the privilege of being conscious and we are honored to be able to challenge it with great responsibility. We begin to build a unified and strategic human rights movement that weaves our strengths together, that uses our differences as a platform for modeling a positive future built on justice and the politics of love, rather than a return to the past based on the politics of fear and prejudice. However, to create this movement we need to make a commitment to recognize and support each other - calling people in rather than calling them out, a prerequisite for building a united movement for human rights.

Loretta Ross, Smith College, Northampton, MA

3:30–5:30 p.m.

3401 Room: Grand Salon 9&12 (1st Floor) 3:30–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: For Everyone

Multiracial Blackness: A Journey of Identity, Discovery and Trauma

Racial identity is much more than appearance, biology or DNA. It is established through community, cultural, familial and societal frameworks and experiences that shape one's identity beyond what is reflected in a mirror. For many multi-racial Americans, identity tends to evolve and for many this evolution comes through extensive traumas when one realizes that how society defines us is often more important than our personal definitions. Moreover, for many Black adolescents raised in a predominately white family and community are unprepared for the realities of white supremacy and institutional racism that one faces when they leave the cocoon of their community.

This session will build upon the 2022 NCORE session and provide a more in-depth space to explore the deeply personal topic of racial identity and how that identity evolves and evolves in the lives and experiences of those with multi-racial biology. Through personal reflection, societal realities, community and family pressures, people with multiracial roots often walk a unique individual journey of personal identity that they have not been prepared for throughout childhood. More than anything, this preparation is designed for physical survival, but also helps equip Black folx for the emotional and mental toll of racism in all its' forms.

Adam A. Smith, MEd, University of Kentucky and SpeakOut, Lexington, KY

3:30–5:30 p.m.

3402 Room: Grand Salon 15&18 (1st Floor) 3:30–5:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education Session Complexity: Intermediate

Doing the Work: Self Reflection and Exploration for White DEIJ Advocates

The realities of the past few years have challenged everyone to assess their work to re-evaluate how we create an inclusive culture within classrooms and community spaces with a focus on fostering belonging on campus. By extension, advocates for diversity, equity, inclusion, and justice (DEIJ) have been tasked with evaluating their internal team cultures to ensure staff feels their workplace environments are inclusive and equitable. Our ability to incorporate cultural humility within our practice impacts our recognition of areas for learning and unlearning.

For white DEIJ advocates it is essential to critically examine not just how they show up, but how their actions impact the systems around them. This level of interrogation also means exploring the environmental impact - how you are impacted by those same systems that center dominant identities.

This interactive developmental program is focused on reflection, dialogue, and thought-provoking content that will meet you where you are and leave you ready to engage others in action. Participants will gain valuable insights and practical strategies to enhance their own equity, inclusion and diversity work that has lasting impacts on their departments and the stakeholders they serve. We'll dive deeper into action steps that challenge us to analyze the complexity of the situations we deal with on college campuses. Join us in a collective exploration of the impact of positionality and likability on how we do this work and move to a space of change and growth.

Suzette Walden Cole, PhD, Social Responsibility Speaks, Atlanta, GA; **Christopher DeEulis**, MA, Associate Director of Student Involvement & Leadership, Student Involvement & Leadership, University of Michigan, Flint, Flint, MI

THURSDAY, JUNE 01

3:30–5:30 p.m.

3403   Room: Canal (3rd Floor)   3:30–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Film Screening: Bad Axe, with director David Siev Q&A

Over the years, both fields of Asian American filmmaking and Asian American Studies have grown exponentially, and expanded in the range of topic and approach. Asian American scholars have been indispensable to documentary productions on and off-screen, contributing theoretical framing, analyses, and research. Asian American documentaries, in turn, have become staples on Asian American Studies syllabi as well as an object of study for Asian Americanists in film and cultural disciplines.

Asian American Documentary Network (A-Doc) invites you to the screening of award-winning documentary Bad Axe, with director David Siev present for a conversation. Documentary film Bad Axe captures a closely-knit Asian American family living in rural Michigan during the pandemic as they fight to keep their local restaurant and American dream alive. With rising racial tensions, the family uses their voice and must unite as they reckon with backlash from a divided community, white supremacists, and intergenerational trauma from Cambodia's "killing fields." The screening will be followed by a brief discussion with director David Siev.

David Siev, Bad Axe Film, New York, NY; **Mary Kunmi Yu Danico**, PhD, Professor and Director of Weglyn and AATRI, Cal Poly Pomona, Pomona, CA

3:30–5:30 p.m.

3404   Room: Fulton (3rd Floor)   3:30–5:30 p.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Intermediate

Working with Whiteness: Allyship through Anti-Racism Facilitation

This session should particularly benefit those who; Acknowledge White fragility and privilege and the effects of White supremacy; Desire to be a stronger and more effective White ally; and are ready to more fully understand the role White allies play in diversity work in professional settings.

The session will provide space for discussion and exploration around what White allyship looks like including "dos and don'ts" of a White ally role in anti-racism work. Special attention will be placed on facilitation skills that will prepare participants to strategically move professional groups in their understanding of the impact of Whiteness in their institutions and effect change through anti-racism facilitation. This session will include resources and strategies for antiracism facilitation and dismantling White supremacy culture in the workplace.

Carrie Kondor, EdD, Education, Linfield University, McMinnville, OR; **Annie W. Scott**, MA, Managing Director, UnLearning, LLC, Portland, OR

3:30–5:30 p.m.

3405   Room: Compass (Riverside)   3:30–5:30 p.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: Beginner

The Evolution of AloHā: Healing the Colonized Mind

The current belief is that mandating diversity, equity, inclusion, and antiracism training within our institutions and organizations will eliminate these problems in our country. The reality is we cannot address the issues of diversity, equity, inclusion, and antiracism without addressing the dynamics that got us here: Colonization and its effects on all our lives.

The Evolution of AloHā: Healing the Colonized Mind is an educational and experiential workshop designed to equip participants to take a deep dive into engaging in productive conversations about the impacts of colonization and its effects on society. This session will prepare participants for real change regarding our racial and social dynamics by addressing the root of racial inequities and social injustices and providing a path toward cultural healing.

Gerry Ebalaroza-Tunnell, PhD, Co3 Consulting: Co-Creating Cohesive Communities, Bothell, WA; **Jeremy D. Tunnell**, MA, Lead Facilitator, Co3 Consulting, Bothell, WA

3:30–5:30 p.m.

3406   Room: Marlborough B (2nd Floor)   3:30–5:30 p.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Intermediate

Navigating Triggering Events, Part 2: Tools and strategies to navigate difficult situations

Facilitating authentic, constructive dialogue is a critical core competency for creating inclusive, socially just campus communities. Meetings, workshops, and conversations about how to achieve inclusive excellence and student success can become "difficult" when participants feel "triggered" and experience intense, unexpected emotional reactions to the comments and actions of others.

If well-managed, difficult triggering situations can result in greater understanding, communication, and teamwork. If mismanaged, however, our reactions may shut down the conversation and result in significant misunderstanding, damaged relationships, and long lasting, unresolved conflict.

Effectively navigating difficult situations and triggering moments is a critical EDIB competency for creating sustainable campus change. In this 2-part series, participants will practice advanced self-management skills to navigate their own triggered reactions and explore strategies to effectively respond during difficult dialogues in order to productively leverage differing perspectives and create greater understanding and creative problem solving.

In Part 2, Tools and strategies to navigate difficult situations, participants will review and practices ways to respond during difficult situations that increases the possibility of greater dialogue and understanding towards the goal of increasing racial equity, inclusion, and social justice.

This session should particularly benefit participants who are interested in strategies to facilitate meaningful dialogue among campus constituencies as well as increasing their capacity to respond effectively when they feel triggered, including: Senior Diversity Officers, members of Diversity Councils, Multicultural Affairs and student affairs staff, faculty, HR professionals, and other types of administrators. Participants will receive a comprehensive packet of worksheets and tools as well as access to a free copy of Dr. Obear's book, Turn the Tide: Rise above toxic, difficult situations in the workplace and the link to her open access 6-hour virtual course.

Kathy Obear, EdD, Center for Transformation and Change, Denver, CO

3:30–5:30 p.m.

3407   Room: Chart A (Riverside)   3:30–5:30 p.m.

Session Track: Session Track: Chief Diversity Officer and Executive Leadership   Session Complexity: Advanced

Special Featured Presentation with Community College Presidents

Community colleges are among the most diverse campuses across our nation. Addressing the needs of students, faculty, and staff at these institutions is complex, to say the least. Join the Executive Diversity Officers and Executive Leadership committee in a panel discussion with community college chancellors/presidents on the challenges and opportunities facing diversity, equity, inclusion, and justice efforts on these campuses. The moderated panel session is designed to share the perspectives of these executive leaders and engage in dialogue around their unique solutions.

Moderator:

>   Kristina Marshall, JD

>   Director of Diversity, Equity, Inclusion, and Justice

>   Oakland Community College - District Office

Introductions:

>   Natalie Mason-Kinsey, JD

>   Director Office for Diversity, Equity, Inclusion & Accessibility

>   Los Angeles Community College District

>   Confirmed Presidents/Chancellors:

>   Dr. Wille E. Smith, Sr.

>   Chancellor, Baton Rouge Community College

>   Dr. Beverly Walker-Griffea

>   President, Mott Community College

Willie E. Smith, Sr, Baton Rouge Community College, Baton Rouge, LA; **Beverly Walker-Griffea**, President, Mott Community College, Flint, MI

THURSDAY, JUNE 01

3:30–5:30 p.m.

3408   Room: Chart C (Riverside)   3:30–5:30 p.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: Beginner

Student Scholar Pecha Kucha Presentations

PechaKucha, which means "the sound of conversation" in Japanese, was first conceived by Tokyo architects Astrid Klein and Mark Dytham, who were seeking a way to encourage student presenters to use PowerPoint in a more organized and succinct manner.

Pecha Kucha is a concise presentation style in which the presenter tells a story with 20 slides and allocates 20 seconds per slide. This provides a total presentation time of six (6) minutes and 20 seconds.

The Conversation Starter is a short presentation that allows the presenter the option to utilize various presentations styles. Each presentation will be followed by a brief question and answer segment.

3:30–5:30 p.m.

3409   Room: River (Riverside)   3:30–5:30 p.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: For Everyone

Transformative Diversity Outcomes, Keeping It Real 2

Revolutionizing how Diversity programming is implemented, the Keep It Real-Diverse 2 Workshop is the ultimate high-impact CONNECTION workshop! We go beyond knowing what diversity and inclusion are but get to the core of how intersectionality relates to the human condition. This interactive and experiential training opportunity will provide you with highly effective, field-tested, and proven tools through which to begin to build the foundation of your diversity programming and to bring innovation, open communication, and collaboration into your respective milieu. Consistently proven to immediately break down barriers across racial, gender, sexual orientation, class, religious, ethnic and ALL other divides while building trust and community, the Keep It Real-Diverse 2 board game is truly revolutionary in its impact. Not a talk, playing this game provides participants with a powerful and enjoyable interactive experience of inclusion, bonding, and bridge-building that can help participants combat microaggressions, imposter syndrome, and privilege.

At the conclusion of this workshop, all participants will feel confident to facilitate their own Keep It Real-Diverse 2 game workshops, as well as to facilitate ice-breakers and exercises they can immediately put to use in their various disciplines. This workshop makes interactive programming on diversity and inclusion extraordinarily fun, creative, and effective.

To provide Diversity Officers, Multicultural Faculty, HR Professionals, Student Affairs, Student Leaders, and the general audience with the service of REAL information and tools (The Keep It Real-Diverse 2 game and exercises) to enhance, progress, and accelerate Diversity work, and to enhance their campus milieu. To provide the audience with success strategies to address their needs around climate, culture, and activism. Unlike its predecessor, the new version KIR-Diverse 2 which came out in January 2020 delves deeper into diversity and inclusion-related topics on campus with topics and discussions that are relatable to not only faculty and staff but students as well.

Ralph Newell, Diverse: Issues In Higher Education, Fairfax, VA

3:30–5:30 p.m.

3410   Room: Churchill B2 (2nd Floor)   3:30–5:30 p.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Intermediate

Developing Social Justice Education Learning Outcomes

Faculty and staff who teach social justice education content in curricular or co-curricular settings are often asked to demonstrate their impact on student learning to compete for attention and resources. Not only is there pressure to demonstrate what students are learning, regional accreditation associations are beginning to require universities to annually assess all curricular and co-curricular learning experiences on campus. This session will prepare attendees to create measurable learning outcomes related to your curricular courses or your co-curricular workshops and programs. Specifically, attendees will learn the basics of learning assessment, best practices for writing student learning outcomes, and considerations relevant to social justice education content. This session is very hands-on and will utilize mini-lecture, small group activities, and large group discussion as we practice developing learning outcomes that you can begin using when you return to campus. This session should particularly benefit staff or faculty with little experience with learning assessment who want (or need) to assess student learning within courses, workshops or programs, as well as professionals who want to use learning assessment to inform and improve the design and implementation of your educational experiences.

D. Scott Tharp, PhD, MSW, Academic Program Review and Assessment, University of Illinois at Chicago, Chicago, IL

3:30–5:30 p.m.

3411   Room: Churchill C2 (2nd Floor)   3:30–5:30 p.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Intermediate

Stop Using Trauma as a Teaching Tool: Rethinking Diversity, Equity, and Inclusion Trainings With a T

With increased DEI professionals, workshops, and trainings across campus; it is important to analyze and critically engage with the models being used to build empathy and knowledge. Understanding that many of the identities held in spaces of training are often held by attendees who are regularly at the margins of their workplaces. A trauma-informed lens demands that we acknowledge that these identities repeatedly face a multitude of trauma therefore goals be standardized to not retraumatize. We utilize critical frameworks like Positive Inquiry, Asset-Based Framing, and Cultural Wealth Models and our own lived and professional experiences as tools and lenses for this work. These pedagogues in practice center on the power, perseverance, and joy of marginalized communities and how these aspects are crucial in creating sustainable and healthy training and workshop formats. This session is intended to first analyze current and past DEI trainings and methodologies to help foster the creation of teaching tools that do not rely on the retraumatization of the most marginalized in order to build empathy with those in privilege. This is a session where participation, co-creation, and healing are centered. We hope that our time together will forge new connections, offer useful tools, and invite others to do the work they dream of.

Through our session, participants will be able to define, analyze, and identify the concepts of trauma, retraumatization, and the harmful ways they can show up in diversity, equity, inclusion, and belonging trainings and workshops, to use trauma-informed, asset-based, liberation, and abundance frameworks to mitigate harm, and have pedagogical tools to support them in building trauma-informed sessions that achieve the goals of diversity, equity, inclusion, and belonging goals while building empathy without harming those most marginalized.

Geralyn Williams, MA, Pace Center for Civic Engagement, Princeton University, Princeton, NJ; **Eric Anglero**, MA, Assistant Director, Gender + Sexuality Resource Center, Office of Diversity & Inclusion - Campus Life, Princeton University, Princeton, NJ

3:30–5:30 p.m.

3412   Room: Port (Riverside)   3:30–5:30 p.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: For Everyone

Disentangling Far-Right and Antiracist Messaging on Campus Through Positive Racial Identity

It's a beautiful day on campus. Yet, anxiety levels rise as White far-right groups "fight for free speech" and antiracists organize against them. Tension and conflicts erupt. Amidst the turmoil, some White students are drawn to the far-right messaging while others tune out the antiracist efforts.

Many college and university administrations, faculty, staff and students experience some or all facets of this dynamic on campus. All constituencies need additional strategies and skills to disrupt far-right recruiting and build a larger collective of White antiracists.

This workshop, designed for people who identify as White, uses the White racial identity framework of Dr. Janet Helms and the upcoming book, Being White Today: A Roadmap for a Positive Antiracist Life by Shelly Tochluk and Christine Saxman, to offer a way forward.

Participants will explore scenarios that reveal how far-right recruiting can seduce White people at each position in their racial identity. That seduction can elicit confusion, inertia, and/or anger, among a multitude of responses. The discussion will provide helpful strategies to move people through the emotion and counteract the draw of far-right messaging. Additionally, the scenarios reveal how antiracist messaging can go awry if it doesn't consider the audience's racial identity status. Participants will explore a nuanced approach for delivering antiracist messages at the right time in someone's development.

This session will benefit White people at all levels committed to building deeper relationships with other White people of differing racial consciousness. It is in service of creating a larger, healthy collective of White people working in accountability to and solidarity with People of Color.

Christine Saxman, MA, MS, Saxman Consulting, Chicago, IL

3:30–5:30 p.m.

3413   Room: Grand Salon 22 (1st Floor)   3:30–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Duality & Overlap: Antisemitism & Racism

The session will be of special interest to Jewish and non-Jewish campus leaders, students, and professionals, and anyone who wants to get a more nuanced look at social justice work. This session will NOT address Israel's national politics or its complicated relationship with the Arab world.

The social movements of the last few years have given us deeper insight into the complex nature of the issues that non-dominant cultures have had to deal with since the beginning of the modern civil rights movement: BLM, CRT, etc. Additionally, women's reproductive issues are moving from "pro vs. anti" to a more sophisticated conversation about women's health.

We see much less traction when it comes to Antisemitic challenges. At the same time, this moment of social reckoning has been accompanied by increased levels of violence towards marginalized communities. The FBI reports that the largest spikes are toward people of color and Jews. Arguably, Antisemitism has one of the longest histories. Why has it lingered for so long? What is it going to take to finally break through? A misunderstanding of Jewish identity contributes to the same White supremacist and ultra nationalist beliefs and actions that ultimately undermine the dignity of all marginalized groups.

On college campuses in particular, this can be challenging because, in the minds of some, Jews are often equated with Whiteness, Privilege and Geo-political issues that do not consider the historic or modern-day engines that drive Antisemitism. This session will show the links and difficult truths between the perceptions and realities that sometimes separate systemic bias from Antisemitism.

We often use Whiteness/ White privilege, as a tool for making visible structural racism. This model not only proves to be completely unsuitable for Antisemitism, but also can even confirm it.

Through video, activities and guided Q & A, we offer attendees a historic understanding of the roots of Antisemitism, a view of the complexity of Jewish identity, examples of current iterations of Antisemitism, and its connection to White Nationalism and White Supremacy for the sake of starting the conversation towards more unified and potent social justice advocacy.

Participants are asked to view this 13-minute video from the National Holocaust Museum before this session. We will begin with a talk back about it. https://www.ushmm.org/antisemitism/what-is-antisemitism/why-the-jews-history-of-antisemitism

Bonni Goldberg, MA, Student Affairs, Pathway Advising, Healthcare & Emergency Service Programs, Portland Community College, Portland, OR; **Ron T. Jones**, Executive Director and Principle Presenter, Dialogues on Diversity, Winston-Salem, NC

3:30–5:30 p.m.

3414   Room: Marlborough A (2nd Floor)   3:30–5:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

You've Acknowledged the Land, Now What?: Creating Credibility and Implementing Post-Land Acknowledge

On Indigenous Peoples' Day 2022, the University of Texas at Arlington dedicated its Land Acknowledgement Courtyard in the heart of campus. Four years earlier, just 30 minutes away in Fort Worth, Texas Christian University held a similar event in partnership with the Wichita and Affiliated Tribes. These events are critical milestones in their universities' commitment to creating environments that facilitate constructive dialogues about past, present, and future relations with Native communities. Each university took different paths toward Land Acknowledgement shaped by their institutional contexts. The universities now face the challenge of staying accountable in a post-land acknowledgment environment. By exploring strategies developed by UTA and TCU, participants will deliberate approaches for their own institutions.

Examples of the strategies will include:

1. Understanding institutional environments including the Indigenous populations and histories in the region

2. Identifying and justifying the nature of and rationale for a Land Acknowledgement

3. Creating credibility and authority for Land Acknowledgement statements

4. Developing and implementing Post- Land Acknowledgement strategies

This session is ideal for Chief Diversity Officers and other senior leadership officers, as well as student advisors, faculty, and student leaders interested in building institutional diversity and an environment that includes Indigenous communities on and beyond campus.

Les D. Riding In, PhD, (Citizen of the Pawnee Nation and Osage Lineage), College of Liberal Arts, University of Texas at Arlington, Arlington, TX; **Scott Langston**, PhD, Instructor; Native American Nations and Communities Liaison, Religion, Texas Christian University, Fort Worth, TX; **Sampson Dewey**, (Fallon Paiute-Shoshone Tribe of Fallon, Nevada), President of Native American Student Association, University of Texas at Arlington, Arlington, TX; **Stephen Silva-Brave**, Sicangu Lakota (Rosebud Sioux Tribe), Student and LCDCI, University of Texas at Arlington, Grand Prairie, TX; **Ken Roemer**, PhD, Professor of English (retired), Former Advisor , English, University of Texas at Arlington, Arlington, TX; **Kristy Willis**, Choctaw, American Indian Heritage Day in Texas Ambassador, Unversity of Texas at Arlington, Arlington, TX; **Leah M. McCurdy**, PhD, Director of Open Partnerships and Services, UTA Libraries, University of Texas at Arlington, TX

3:30–5:30 p.m.

3415   Room: Quarterdeck A (Riverside)   3:30–5:30 p.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: For Everyone

Freedom Dreaming: Using Theatre as a Tool to Explore Antiracist Liberation

"Freedom Dreaming: Envisioning an Antiracist Middlebury" is a research and theatre piece examining the academic experience of BIPOC students at Middlebury College. The project has roots and wings in students' voices via the core question: "What would an antiracist Middlebury look like and feel like in an academic setting?" We were interested in holding space for struggle while saving room for possibility. To do so, we conducted over 60 inter-views with mostly BIPOC students on our campus. We then transcribed and coded those interviews and used them as the basis of a live theatre piece.

While there are many aspects of college education, this project zeros in on classroom and academic possibilities by asking what antiracist higher educa-tion could be in different programs, departments, and divisions. This project pushes against a narrative that sees antiracism as niche work that only some professors, programs, or sub-fields engage.

Our session offers an entry point for more equitable and antiracist classrooms and academic communities. Within our workshop, we will share our sto-ries and invite participants to freedom dream antiracist academic communities. This forward-looking theater piece will help participants reconsider their practices while gaining more tools to push their institutions to confront what is while dreaming and working toward what could be.

Tara L. Affolter, PhD, Education Studies, Middlebury College, Middlebury, VT; **Charice Lawrence**, BA, Lead Student Researcher, Education Studies, Middlebury College, Middlebury, VT

3:30–5:30 p.m.

3416   Room: Starboard (Riverside)   3:30–5:30 p.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Racism Untaught

Racism Untaught is an interactive toolkit designed to critically examine 'racialized' artifacts, systems, and experiences using design research and cross-disciplinary practices. The kit includes physical workboards, cards, and other design interventions to help participants in their process. This toolkit cultivates learning environments for academic and non-academic organizations to critically analyze artifacts of racialized design. Including shared experiences of microaggressions, implicit bias, and systemic forms of racism and how our culture perpetuates systemic racism. We breakdown the design research process using using these five areas; 1) Context: Elements of Racism, 2) Define: Methods/Theories to Define the Problem(s), 3) Ideate: Exploring Artifacts, Systems, or Experience Solutions, 4) Prototype: Low, Mid, and High Fidelity Design, and 5) Impact: Understanding and Measurable Change.

This session would particularly benefit participants who are interested in utilizing research methods that explore problem solving for 'racialized' design challenges within the classroom or industry. Participants will leave the workshop with tools and resources to guide projects focused on anti-racism. The aim of the research is to provide space to ideate on how to incorporate the pedagogy of anti-racist themes into ANY classroom and/or organization. More at racismuntaught.com.

Terresa Moses, MFA, College of Design, University of Minnesota, Minneapolis, MN; **Lisa E. Mercer**, MFA, Assistant Professor and Graduate Coordinator of Graphic Design, Department of Art + Design, University of Illinois, Urbana-Champaign, Champaign, IL

3:45–5:00 p.m.

3500   Room: Jackson (3rd Floor)   3:45–5:00 p.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Owning and Honing Your Voice: A Public Writing Workshop for Higher Education Scholars and Leaders

Despite the increasing diversity of our nation, media in all forms is dominated by the voices of white men. The perspectives of people who are women, BIPOC, queer, and/or disabled continue to be marginalized in the media landscape. This continues to be the case in public conversations on higher education.

Scholars and leaders in higher education have no shortage of ideas to contribute to the public sphere. In this workshop, attendees will learn how to amplify their ideas through public writing.

How do you know if you have an idea worth writing about? How do you know where to publish it? How do you pitch your idea to editors? This workshop will introduce you to strategies for owning and honing your voice for public conversations on higher education.

Anthony Christian Ocampo, PhD, Sociology, Cal Poly Pomona, Los Angeles, CA

3:45–5:00 p.m.

3501	Room: Kabacoff (Riverside)	3:45–5:00 p.m.

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

Latinx Identity and Power Speaking Performance

Olmeca shares personal stories as a hip-hop artist, activist and scholar. He examines U.S. art, culture and, politics as they relate to marginalized communities and low-income families with access barriers. With humor, sincerity and lyricism, he delves into the notion of identity, while challenging the idea of "belonging" and what it means to be and become "American."

Olmeca interweaves performance and dialogue into one. He makes music, lyric and poetry, not a performance to be experienced, but a form of communication to interact and engage with.

Throughout the performance, the audience has the opportunity to engage by sharing thoughts, questions, and experiences. He encourages all forms of communication providing the audience a safe space to engage in. Past sessions have highlighted Olmeca's process as an inviting space where art helps push the conversation forward in a healthy and unifying way.

This is designed to enhance awareness about the experience of marginalized communities, first generation students and first generation professionals. Ultimately, attendees will walk away with a deeper understanding of hip-hop pedagogy and how to better navigate conversations around poverty, race, gender and their intersections.

David Barragan, MA, (Tepehuane), Interdisciplinary Gender and Ethnic Studies Department, University of Nevada, Las Vegas, Las Vegas, NV

3:45–5:00 p.m.

3502	Room: Camp (3rd Floor)	3:45–5:00 p.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: Beginner

The Delicate Tightrope: Balancing being an Administrator and a Social Justice Advocate

There is a delicate tension between being an effective higher education administrator and being a social justice advocate. Staff of color in particular may face a burden of having to decide whether to advocate on issues closely tied to their identities and experiences when faced with potentially conflicting administrative decisions or actions. Is there a way to do both effectively? What are the personal costs associated with choosing one path over another? This interactive presentation will explore these issues and questions and provide space for participants to wrestle with this tension together.

Gabe Javier, Dean of Students, University of Wisconsin, Madison, Madison, WI; **Caitlyn LoMonte**, Director, Office of Inclusive Education, University of Wisconsin, Madison, Madison, WI; **Claudia Guzmán**, Director, Multicultural Student Center, University of Wisconsin, Madison, Madison, WI

THURSDAY, JUNE 01

3:45–5:00 p.m.

3503 Room: Churchill A1 (2nd Floor) 3:45–5:00 p.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Culturally Responsive Pedagogy as a form of (Re)membering para saber, sentir, y vivir

It has been well documented that across every sector of education there has been a shift in demographics (Duran, 2019; Espinosa et al., 2019; Lopez, 2021). In particular we have seen an increase in more culturally and linguistically diverse students (Almaguer, 2019; Espinosa et al., 2019). Despite such diversification in students, attainment and completion rates do not reflect such demographics (Comeaux et al., 2020; Contreras, 2019). Many associate this lack of educational attainment to leaders' inability to foster an educational environment that is reflective and inclusive of the diverse students they serve (Espino & Ariza, 2022; Gonzalez, 2022). With the slow but steady increase in culturally diverse student populations, higher education institutions are making efforts to increase the cultural diversity of faculty and staff. (Espino & Camarillo, 2021; Gonzalez, 2022; Lopez, 2021). Empirical and experiential research both note the legacy of exclusion embedded within institutions of higher education for minoritized students. At every level, undergraduate and graduate, as scholars of color and other oppressed identities, we have experienced the colonial desire to replicate traditional ways of knowing within the classroom. Yet, we have resisted and have listened to our own bodymindspirit to ground epistemic contributions that demand we validate not just ourselves but the students we serve. Supported by tenets of culturally relevant pedagogy (CRP), in this presentation, I utilize feminista pláticas as a methodological approach to remember and heal wounds of curricular exclusion and commit one another towards possibilities of pedagogical hope. My ofrenda (offering), is one that challenges educators to consider what is lost and dismembered when we fail to recognize our full selves in research and practice. We offer that educators seeking to engage in CRP they themselves must (re)member who they are and how that has shaped their epistemic contributions in praxis.

Ángel Gonzalez, EdD, University of Southern California, San Diego, CA

4:00–5:30 p.m.

3600 Room: Grand Salon A (1st Floor) 4:00–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions

Session Complexity: For Everyone

Raising Awareness of Our Shared Fate: Our Greatest Hope for Uniting

The intention of this session is to spark awareness that leads to putting into practice what Martin Luther King, Jr taught, Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny, whatever affects one directly affects all indirectly. In other words, as humans we all share a fate...what happens to you happens to me and vice versa. However, in the USA (and actually throughout the world) we have a shared fate but this is not widely recognized in these times. Many do not conceive that we share fate and this lack has resulted in atrocities based on race, gender, social class, sexual orientation and other identities, not just in our history but in present day too. The key idea here is that we are attached to each other in our futures. This session will invite attendees to explore key questions such as how would things be different if we all believed in shared fate? How would the spread of this awareness alter our lives? How would a belief in shared fate shift how we live and how our educational and other institutions work? What could our future look like if a belief in shared fate guided all that we do? This session is for anyone who wants to engage with others to explore how we can raise awareness of the importance of shared fate in addressing social divisions and building a future for collective well-being.

Hugh Vasquez, MSW, National Equity Project and SpeakOut, Oakland, CA; **Peggy McIntosh**, PhD, Senior Research Scientist, Wellesley College, Waltham, MA

4:00–5:30 p.m.

| 3601 | Room: Churchill D (2nd Floor) | 4:00–5:30 p.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Behind the Shield: The Power and Politics of the NFL

From the promotion of wars, militarism, and nationalism, to the glorified reactionary ideas about manhood and gender roles, to the normalized systemic racism, corporate greed, and crony capitalism, the NFL has played a large role in shaping the national conversation around a range of contentious issues. This session will screen the newly released documentary on the power and politics of the National Football League, titled "Behind the Shield." Featuring celebrated author and Nation magazine sports editor Dave Zirin and produced by the Media Education Foundation, the film tackles the myth that the NFL was somehow free of politics before Colin Kaepernick and other Black NFL players took a knee. The result is a case study not only of the power of big-time sports to disseminate stealth propaganda and reinforce an increasingly authoritarian status quo but also of the power of activist athletes to challenge this unjust status quo and model a different, more democratic vision of America. This session - which will particularly benefit people interested in the intersection of sports, culture, and politics - will include a screening of the film along with a Q&A with Dave Zirin.

Dave Zirin, The Nation and Media Education Foundation, Washington, DC

4:00–5:30 p.m.

| 3602 | Room: Churchill B1 (2nd Floor) | 4:00–5:30 p.m. |

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Stanford Medicine REACH (Racial Equity to Advance a Community of Health) Presentation

In 2021, Stanford Medicine launched the Racial Equity to Advance a Community of Health (REACH) Initiative with the school's Commission on Justice and Equity. The REACH Initiative is a program dedicated to training a new generation of leaders in medicine and science who will actively promote health equity and social justice and work to reduce our society's devastating health disparities. The REACH program focuses on empowering diverse cohorts of students to attend medical school at Stanford and beyond, advance health equity through new training programs, create new opportunities for collaboration with Historically Black Colleges and Universities (HBCUs), and increase diversity in the academic research pipeline.

The REACH Program has collaborations with sixteen Historically Black Colleges and Universities (HBCUs) and four Historically Black Medical Colleges (HBMCs). Engagement with these HBCUs and HBMCs began in 2017. Through these collaborations, we are working to develop intentional partnerships through 1) focusing on the lack of African, Black, and Caribbean (ABC) students pursuing degrees (undergraduate and graduate) in the biosciences and medicine and 2) engaging HBCU, HBMC, and Stanford faculty in supporting underrepresented students in the biosciences and medicine.

In partnership with Stanford Medicine Presence 5 and Presence 5 for Racial Justice, the REACH Evaluation Team will also present the evaluation plan for the REACH program, which will observe each individual REACH scholar's interpersonal, professional, and educational growth from the moment of enrollment to the early stages of their professional career. The REACH Evaluation plan consists of standardized metrics, templates for program reports, surveys, and other instruments that will monitor program activities and achievements. In efforts to train a new generation of leaders in medicine and science who will actively promote health equity, racial equity, and social justice and work to reduce our society's devastating health disparities, the REACH Evaluation plan hopes to serve as a contributing model and leader for pipeline based-programs in academia that supports applicants of racial-ethnic minorities and underrepresented backgrounds.

Terrance Mayes, EdD, Strategy, Equity, and Inclusion on the Stanford Medicine Enterprise Strategy Team, Stanford University, School of Medicine, Palo Alto, CA; **Judith Ned**, EdD, Director for Historically Black Colleges and Universities (HBCU) Partnership, Engagement and Strategy for the Office of Equity and Strategic Initiative., Stanford University, School of Medicine, Palo, CA; **Sonoo Thadaney Israni**, MBA, Executive Director, and Director of the HBCU Visiting Student and Faculty Exchange Program, the Stanford Presence Center, Stanford University, School of Medicine, Palo Alto, CA; **Cati Brown Johnson**, PhD, Director of the Stanford Medicine Presence 5 Project, Division of Primary Care and Population Health, Stanford University, School of Medicine Palo Alto, CA; **Melvin Faulks**, Social Science Researcher for Stanford Presence 5, Division of Primary Care and Population Health, Stanford University School of Medicine, Palo Alto, CA

THURSDAY, JUNE 01

4:00–5:30 p.m.

3603 Room: Churchill C1 (2nd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: For Everyone

The Professionalization of DEI Practice through Academic Programs

The diversity officer role in higher education has evolved from one of limited scope to a profession expected to establish and accomplish complex goals resulting in organizational culture change. However, unlike many fields, diversity officers arrive at their roles from vastly different paths and often indicate informal or on-the-job DEI professional development as their major source of direct preparation. As higher education diversity officers grapple with professionalizing the field, a critical need emerges to introduce formal academic preparation of DEI practitioners. During this session, we will discuss trends in diversity officer hiring data and attrition rates, methods for professionalizing DEI work through professional education frameworks, resources for professional development and connection to others doing this work, as well as the emergence of DEI organizational leadership academic programs across the country. After this presentation, participants will be able to describe tactics for the professionalization of the DEI practice, illustrate the current trends of diversity officer positions, and explain how the professional education framework can enhance current DEI roles. This session is ideal for current DEI officers and those aspiring to lead organizational DEI efforts.

Courtney J. Jones Carney, MBA, DPA, Division of Student Affairs, University of Maryland, Baltimore, Baltimore, MD; **Shani Fleming**, MS, MPH, PA-C, Graduate School Chief Equity, Diversity, and Inclusion Officer & Associate Professor, Graduate School, University of Maryland, Baltimore, Baltimore, MD

4:00–5:30 p.m.

3604 Room: Churchill A2 (2nd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

What Do I Say Now?: Strategies for Addressing Microaggressions

What can we do when we receive, witness, or enact a microaggression? What do we need to consider when deciding on the most appropriate and effective response? How can we be less defensive and more open to hearing feedback when we have committed a microaggression? Many people want to say something when they hear statements they find offensive or ill-informed, but are at a loss for how to do so. Ignoring such behavior can allow it to perpetuate and foster environments that feel unwelcoming and harmful.

This workshop will provide participants with a range of practical strategies for recognizing and addressing microaggressions. There is no one way to effectively respond in all situations, therefore we need a toolbox of skills at our disposal. We will discuss various considerations when choosing a response, listening to feedback, as well as how to apologize when we enact a microaggression. Participants will have the opportunity to practice some responses to situations they encounter. Attendees will leave with a range of strategies they can draw on and share with others.

Ann Marie Garran, PhD, School of Social Work, University of Connecticut, Hartford, CT; **Diane J. Goodman**, EdD, Equity and Social Justice Trainer/Consultant, www.dianegoodman.com, Nyack, NY

4:00–5:30 p.m.

3605 Room: Royal (3rd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Here To Stay: DACA, The Original DREAMers & Institutional Support in Higher Ed

In this session, Denea Joseph draws upon her lived experience as a Black, DACAmented immigrant that navigated primary, secondary and higher education in the United States. She does so in order to consider the manner in which undocumented students can fall through the cracks of this nation's education system. Joseph will discuss the intersection of race, ethnicity and immigration and how one's identity can result in erasure while seeking resources from primary and post-secondary institutions. She also, however, will explore current and past immigration policies that impact the lives of DACAmented and fully undocumented students. Her aim is to help participants improve cultural competence to reduce emotional labor performed by undocumented students.

The purpose of this presentation is to educate educators and administrators on how to best support undocumented students. Additionally, to inform undocumented students about the national resources that are available to ensure an ease of their higher education journey.

Denea Joseph, BA, Black Immigrants Got Talent (BIG Talent) & SpeakOut, Los Angeles, CA

4:00–5:30 p.m.

3606   Room: Commerce (3rd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

Practical and Hands-On Ways to Train Faculty and Staff on the Topic of Diversity on Campus

In this time where we see changing demographics on campus and increased commitment to diversity and inclusion, there is high demand for effective, scalable, and affordable ways to increase the capacity of faculty on staff on how to deal with that diversity on campus.

In this session we will start by framing the issue, and draw from the audience to explore experiences, both high and low. We will show some solutions for training staff and faculty, and center on methods for inclusive pedagogy when it comes to faculty.

Jamie Washington, MDiv, PhD, The Washington Consulting Group (WCG), The Social Justice Training Institute, Baltimore, MD; **Amer F. Ahmed**, EdD, Co-Founder, Equip Inclusive and Global Inclusion Partners, South Burlington, VT; **Bert Vercamer**, MS, MA, Co-Founder, Equip Inclusive and Global Inclusion Partners, Brooklyn, NY, 11233, NY

4:00–5:30 p.m.

3607   Room: Magazine (3rd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

A First-Gen BIPoC Female Biographical Approach to Building Cultural Competence in the Academy

One of the most daunting challenges first-generation female graduate students (FGS) face is balancing a normative reproductive role in the family and excelling in an institutional habitus prevalently dominated by white male elite culture. In the existing competitive individual success-based approach to securing graduate funding and professional development, unpaid reproductive and family care work and the conflicting interests of the public and private realm often weighs on FGS financially and morally. The FGS's positionality stands in exteriority to institutional policy and practice and the life situations of these students remain irrelevant in the institutional culture. This leads to severe alienation. Adopting critical pedagogy introduced by Freire (1968) as our basic theoretical framework to examine the issues of power in the infrastructure of higher education, we investigate how success or failure as an individual feat ignores the dynamics of power within broader structural institutional inequality. While education plays a major role in access to social and cultural capital (Bourdieu and Passeron, 1977), higher education can paradoxically become the vehicle for reproducing inequality. The programs for student success are often designed on the student's capacity-building approach, such as career coaching, writing center, and mentoring programs for example. Without denying the importance of such programs, the broader social structure built on unequal access and the power relations evident for immigrant and minority female graduate students cannot be addressed effectively without further investigation.

This proposed session addresses the intersectional issues of power in the higher education infrastructure capturing marginalized experiences. Using a biographical approach of interviews we explore the lived experiences of FGS. Being informed from the ground reality, we shall a) attempt to unpack the problem of access for first-generation female graduate students as structural, instead of individual aspiration or motivation approach, b) find innovative tactics and strategies for building cultural competence that effectively responds to this group, and c) discuss appropriate organizational planning for building both formal and informal support systems.

Target participants: First-generation female graduate students from immigrant/minority communities, faculty and graduate coordinators, academic leaders, administrators, and education policymakers.

Sayema Khatun, MS, Anthropology, University of Wisconsin, Milwaukee, Milwaukee, WI; **Aaliyah Baker**, PhD, Assistant Professor , Department of Educational Administration, University of Dayton , Dayton, OH

THURSDAY, JUNE 01

4:00–5:30 p.m.

3608   Room: Prince Of Wales (2nd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: Intermediate

In the Trenches: White Antiracism and Acquiring the Tools for Racial Equity at a Catholic HSI

Dominican University is a small, Catholic, Liberal Arts, Hispanic Serving Institution. In order to go beyond simply enrolling to more intentionally serving Latine students, Dominican strives to build an antiracist framework to address structural inequities and implement actionable ideas, policy, and practices that lead to racial justice for Latine and all minoritized students.

Despite our metropolitan location, the biggest barriers to becoming an antiracist HSI are the lack of critical consciousness at all levels, the scarcity of cultural humility, and a profound ignorance of white supremacy culture and how it operates through and all around us. Our predominantly white faculty, staff, and administration are also too socialized to "go along to get along." Too well-trained to "behave," they fear being labeled "a problem" and do not disrupt the (white supremacist) status quo. For whites to become antiracist, yes, we must first understand racism as a system built on the myth of white supremacy. But to develop the tools to dismantle that system, we must learn to recognize white supremacy culture in order to actively resist the acceptance of the "naturalness" of whites dominating. Then we must move past the comfortable passivity of intellectualism and towards a more demanding praxis of antiracism.

Going from learning to doing is a known challenge in the Academy, and Dominican is no exception. In this session we will show how we see white accountability groups help participants get started fighting the inertia of white comfort. We share an approach to white accountability founded in the methodology developed by Dr. Kathy Obear, to make whiteness more visible to all. We will provide our structure and a sample curriculum that invites participants to see their internalized dominance as part of white supremacy culture and explore in community with other whites, real strategies for antiracist social change. We will share resources, activities and all the valuable lessons we have learned starting, leading and participating in white accountability groups, and we will give participants opportunities to engage in self-reflection and to consider diving into the deep end to get started on this critically important work at their school.

This session is open to persons of all racial and ethnic backgrounds, however it is intended for other white-identified folks who are doing similar work or interested in starting something like this on their campus.

Amy Omi, MA, Office of Justice, Equity and Inclusion, Dominican University, River Forest, IL; **Lisa Petrov**, PhD, Assoc Professor of Spanish, Title V Project Director, Office of Hispanic Serving Initiatives, Dominican University, River Forest, IL

4:00–5:30 p.m.

3609   Room: Quarterdeck B (Riverside)   4:00–5:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Beginner

Centering Curriculum Consciousness and Culture

Many institutions of higher education continue to promote what Ighodara and Wiggan coined: "Curriculum Violence" toward students. "Curriculum violence encapsulates how the curriculum is written and implemented to suppress and invalidate the experiences of marginalized communities. Curriculum violence occurs when "pertinent cultural values, messages, and historical truths are suppressed or omitted in aims to continue oppression amongst minority groups." (Allen et. Al., 2013, p.4; Ighodara & Willgan, 2011). Grounded in the tenants of Paulo Freire's Pedagogy of the Oppressed, this training will promote racial curriculum competency. Using a series of interactive activities, participants will first examine how curriculum equity is a personal and immediate journey. Next, participants will use national standards, historical data, and backward mapping in order to create/develop strategic curriculum plans that are culturally centered and responsive.

Marie Parfait-Davis, MAT, EdD, Office of Equity, Baltimore City Public Schools, Baltimore, MD

4:00–5:30 p.m.

3610   Room: Ascot-Newberry (3rd Floor)   4:00–5:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

Modeling the way: Creating systemic change at UNC's School of Medicine

In an effort to decrease health disparities in the state of North Carolina the School of Medicine (SOM) at the University of North Carolina at Chapel Hill (UNC) has invested in a variety of programs to support diversity, equity, and inclusion (DEI) in the past ten years. These efforts include the creation of the Office of Diversity, Equity, and Inclusion (ODEI), a result of the 2012 UNC SOM Strategic Plan and continued support from the Dean's office. The ODEI has successfully created internal infrastructure and external connections with campus and community-based partners to improve DEI outcomes and navigate the challenges that come along with success. Efforts within the ODEI focus on the overall medical school (all 27 departments), which includes students, residents, fellows, faculty, staff, and administrative leaders.

During this session, the Vice Dean of Diversity, Equity, and Inclusion and Directors from the ODEI will share stories, strategies, and resources to navigate DEI challenges and create more inclusive higher education environments, programs, and curricula. Our approach to DEI is wholistic, addressing three key areas: the organization and implementing a DEI framework; access and success for professional students (e.g. MD & Ph.D.), residents, postdocs and fellows; staff; and faculty; and curriculum and scholarship, which includes curricular innovation, improving the learning environment, and faculty development.

Presenters will describe the DEI Framework that UNC SOM uses and share how it can be applied in other organizations. Directors will provide details on how to establish, manage, and broaden programs, this portion of the session will include time for questions and comments from attendees. Directors will also outline ways their programs' content and structure have expanded educational access and success for, and with, culturally diverse, historically excluded populations. We will share how we have created a productive, healthy working and learning environments that influences all participants and the organization's success around DEI. Finally, directors will share how to collaboratively structure evaluations for programs, and how to create an assessment system for the ODEI overall.

Feature:

Ten-year data trends show diversity improvement continues to be achieved across roles and UR/URM groups in the school.

Additional panelists: Dr. Yolanda Scarlett, Dr. Brenda Mitchell, and Dr. Michelle Floris-Moore

E. Nate Thomas III, PhD, School of Medicine, Office of Diversity, Equity, and Inclusion, University of North Carolina at Chapel Hill, Chapel Hill, NC; **Sapna Varkey**, PhD, Director of Research and Evaluation, School of Medicine, Office of Diversity, Equity, and Inclusion, University of North Carolina at Chapel Hill, Chapel Hill, NC; **Meredith Horne Bazemore**, MPA, Director of the Office of Rural Initiatives, School of Medicine, Office of Diversity, Equity, and Inclusion, University of North Carolina at Chapel Hill, Chapel Hill, NC; **Stephanie Hope Brown**, PhD, Director of Strategic Initiatives, School of Medicine, Office of Diversity, Equity, and Inclusion, University of North Carolina at Chapel Hill Chapel Hill NC; **Claudis Polk**, MA, Director, Office of Scholastic Enrichment & Equity, School of Medicine, Office of Diversity, Equity, and Inclusion, University of North Carolina at Chapel Hill , Chapel Hill , NC; **Ashalla Freeman**, PhD, Director of Diversity Affairs & IMSD, School of Medicine, Office of Diversity, Equity, and Inclusion, University of North Carolina at Chapel Hill, Chapel Hill, NC

4:00–5:30 p.m.

3611	Room: Grand Salon 21 (1st Floor)	4:00–5:30 p.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals

Session Complexity: Intermediate

Equitable Strategies for Mental Health Support on Campus

Equitable implementation is the backbone of The Jed Foundation's Comprehensive Approach. This approach centers our most marginalized students in higher education and promotes that everyone on campus plays an important role in supporting student mental health (The Jed Foundation, 2020). When you create support through cross-campus collaboration with the most marginalized in mind, you create support for everyone. Participants will learn through a lecture-based format about how equitable implementation supports student mental health. By participating in our opening activity, attendees will have the opportunity to reflect on their understanding of equity which will highlight identity, target populations, and common challenges these students face. In order to identify systems change, we must acknowledge that societal and structural inequities exist and implement sustainable solutions which reduce the risk for emotional distress and suicidality among vulnerable populations.

Throughout this session, participants will review current data showcasing national mental health trends and highlight target student groups such as LGBTQ+ (The Trevor Project, 2021) and Students of Color (The Jed Foundation & The Steve Fund, 2017) in order to demonstrate how culturally responsive care can strengthen student mental health on campus through our different domains of strategic planning, social connectedness, identifying students at risk, and increasing help-seeking behavior. This session will provide participants (Student Affairs and Affiliated Professionals) with discussion opportunities to ask questions and learn from each other about equity in mental health and through debriefing current challenges. Participants will leave this session more knowledgeable about equitable strategies to support the whole student, with ideas for how they can replicate or create more equitable approaches on their own campuses to support their unique student populations.

Erlinda Delacruz, MA, Higher Education, The Jed Foundation, New York City, NY **Kapi`olani A. Laronal**, MAEd, Haida (Eagle), Tsimpsian, Kanaka Maoli (Native Hawaiian), Northeastern Region Campus Advisor, The Jed Foundation, Higher Education Division, The Jed Foundation, New York, NY

4:00–5:30 p.m.

3612	Room: Grand Salon 24 (1st Floor)	4:00–5:30 p.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest

Session Complexity: For Everyone

Educate, Activate, Facilitate, LEAD: A Transformational Framework for Student-Led Change

Student activists often lack institutional support, resources, and guidance. The LEAD Corps is a framework for empowering students to make student-led and student-centered changes on campus that is sustainable, highly supported, and resourced. This model is held by two distinct departments on campus (The Office for Equity and Inclusion and The Wurtele Center for Leadership). Students are compensated through a work-study model and supervised by the co-directors of the program.

LEAD (Leaders for Equity-Centered and Action-Based Design) is a unique and one-of-a-kind innovative curricular & co-curricular peer facilitator and designer program at Smith College in which students take two courses learning about the integration of identity, systems of power, and the intersection of leadership. Additionally, they learn liberatory practices in social justice facilitation and equity-centered community design (founded by the Creative Reaction Lab) as LEAD Scholars before applying to a paid work-study position to be peer facilitators and designers in the LEAD Corps.

Selected corps members will engage with the community to offer themselves as solution and experience designers. They'll learn and practice deeper facilitative leadership strategies, such as deep listening, radical collaboration, emergent strategy, and liberatory design. As solution designers, they will work to support community members in creating solutions to problems arising in such communities as clubs, organizations, and teams. As experience designers, they will create and offer facilitated conversations and workshops about social justice and lead programs in houses and communities around campus.

LEAD asks: How do we address the need for peer-to-peer community-building among students? How can students support each other and themselves in designing an inclusive community? What kinds of learning and collaboration can students do best among themselves? What skills do students need to communicate across differences, resolve conflict, understand identity and oppression, and deeply listen to each other?

Come hear from the inaugural LEAD Corps students about their experiences and participate in some student designed and facilitated learning about identity, community, and belonging!

Annie DelBusto Cohen, MS, Wurtele Center for Leadership, Smith College, Northampton, MA; **Tobias K. Davis**, MEd, Inclusion Education Trainer, Facilitator, Office for Equity and Inclusion, Smith College, Northampton, MA; **Genevieve Torrence**, LEAD Corps Student Facilitator, Smith College, Northampton, MA; **Rhys Z. Vulpe**, LEAD Corps Student Facilitator, Smith College, Northampton, MA; **Megan McKenzie**, LEAD Corps Student Facilitator, Smith College, Northampton, MA; **Dianie Chen**, LEAD Corps Student Facilitator, Smith College, Northampton, MA

4:00–5:30 p.m.

3613 Room: Grand Salon 19 (1st Floor)   4:00–5:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Beginner

Cultivating Bahay with Kababayan of Care: Creating Home for Filipino/a/x Students

While Filipinos are one of the largest ethnic groups in California at 1.2 million, they comprise only 3% of the total student body in the California Community Colleges system. To increase access and retention of Filipino/a/x students, six of the California community colleges have created learning communities and student success programs at their campuses: Skyline College, Southwestern College, City College of San Francisco, Mesa College, Napa Valley College, and College of San Mateo.

In this presentation, we will highlight the oldest and newest learning communities, Kababayan Learning Community, Skyline College (2003) and Katipunan Learning Community, College of San Mateo (2022), and discuss how they use the Kababayan of Care: providing space for Filipino/a/x students to develop their sense of self and sense of belonging, as well as for their academic success. By utilizing this framework and pedagogy, educators at both Skyline and CSM are able to create a home for their Filipino/a/x students at their educational institutions, a home where they can define who they are, establish that they do belong, and receive the support they need to succeed.

In this session, we will share our best practices and strategies, then invite participants to brainstorm and dialogue about ways to incorporate this framework and pedagogy at their own institutions.

Liza Marie SuyatErpelo, EdD, English, Skyline College, San Bruno, CA; **Alvin Padalhin Macaldo-Gubatina**, MA, Student Life and Leadership Manager, Counseling, Skyline College, San Bruno, CA; **Doris Dhe Mercado Garcia**, MS, Counselor and Co-Coordinator, Katipunan Learning Community, Counseling, College of San Mateo, San Mateo, CA

4:00–5:30 p.m.

3615 Room: Chart B (Riverside)   4:00–5:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

Creating a Transfer Champion Workgroup for Racial Equity

In this interactive workshop, faculty, staff, administrators, and students will apply critical race theory (CRT) to take action on increasing their campus's level of receptivity for transfer students of color. This is important because community colleges are often the first step for students of color in their higher education trajectory, yet transfer rates to universities and subsequent degree attainment remain disproportionately lower for students of color than for their white peers. Through experiential learning based on a model piloted at the University of California Santa Cruz, participants will envision policies and practices that lead to racial equity in transfer student outcomes, while also fostering the strengths and knowledge systems that students of color bring to their campuses. They will emerge as leaders who will be equipped to build their own Transfer Champion Workgroup, a coalition of stakeholders invested in racial equity for transfer students, who will work collaboratively to implement actionable change projects on their own campus.

Saskias Casanova, PhD, Psychology, University of California, Santa Cruz, Santa Cruz, CA; **Valeria Alonso Blanco**, MS, Graduate Student Researcher, Psychology, University of California, Santa Cruz, Santa Cruz, CA; **Francia Cruz Silva**, BA, Cultivamos Excelencia Program Coordinator, Services for Transfer & Re-entry Students, University of California, Santa Cruz, Santa Cruz, CA; **Sara Anne Radoff**, MA, Director, Services for Transfer and Re-entry Students, University of California, Santa Cruz, Santa Cruz, CA

THURSDAY, JUNE 01

4:00–5:30 p.m.

3617 Room: Grand Salon 13 (1st Floor) 4:00–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

The Minority Religious Experience: A Case Study on Shia Muslims on College Campuses

In addition to the Islamophobia that isolates Muslims in America, there is a further marginalization of the Shia community, as they are minoritized for being Muslim, and minoritized amongst Muslims for being Shia. To put it into perspective, Shia Muslims are 10% of the global Muslim population. Across academic literature, the Shia Muslim community is often referred to as a "minority within a minority." This highlights the challenges that this demographic faces in the North American region.

Shia Muslim students have a unique experience, and new efforts must be established to support them both academically as well as spiritually. Many Shia Muslim students carry a large burden. They feel the need to represent their faith in its entirety through their actions and experiences with other students and individuals. Those around Shia Muslim students do not know how to validate their experiences or even which experiences they should be validating. This becomes an unfair burden that Shia Muslim undergraduate students hold. As any student in higher education, there are already so many challenges from finances, and education, to mental health, etc. On top of these challenges, Shia Muslim students must not only face the added layer of being a Muslim in the climate of Islamophobia but also the added layer of being Shia in Muslim and non-Muslim environments.

During our presentation, we will share different recommendations that can be implemented on college campuses across the US to illustrate how higher education professionals can provide institutional support systems to serve the marginalized Shia Muslim student experience. These recommendations can be used to better foster the growth of Shia Muslim identity across college campuses.

Ideally, university administrators, faculty, and staff will be able to benefit the most from our presentation and discussion session to follow. University administrators will be able to apply our learning outcomes at their own spaces of higher education.

Faiyaz Jaffer, EdD, Islamic Center, New York University, New York, NY

4:00–5:30 p.m.

3618 Room: Quarterdeck C (Riverside) 4:00–5:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Beginner

Anti-CRT Legislation and TribalCrit in Oklahoma

This scholarly presentation considers how anti-Critical Race Theory legislation reflects ongoing colonial violence against Indigenous Peoples. We examine one bill-Oklahoma's HB1775-identifying how the law suppresses tribal sovereignty of knowledge production. We also recognize how the Anti-CRT bills have impacted the education system in Oklahoma. We conclude by discussing how TribalCrit can resist HB1775, among other tactics of erasure in higher education.

James D. Wagnon, MS, (Cherokee Nation), Educational Leadership and Policy Studies, University of Oklahoma, Norman, OK; **Madhunika sai Suresh**, MA, Graduate Research Assistant, Educational Leadership and Policy Studies, University of Oklahoma, Norman, OK

4:00–5:30 p.m.

3619 Room: Grand Salon 16 (1st Floor) 4:00–5:30 p.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: Beginner

Challenging Repression in the Form of False Accusations of Antisemitism: Anti-IHRA Campus Organizing

The struggle against white supremacy on campus must include resisting Zionism, or Jewish supremacy over the native Palestinian people. "Challenging Repression in the Form of False Accusations of Antisemitism," is both a community discussion as well as a training and strategizing session for supporters of Palestinian human rights. In this session, we will identify common and complex narratives used to defend the systematic oppression of Palestinians, and will work collectively to address these narratives in a way that can be shared and taken back to attendees' respective campuses.

Paul E. Ford II, Butler University, Indianapolis, IN; **Rami Daas**, Student Leader, Butler University, Indianapolis, IN; **Yossra Daiya**, Student Leader, Butler University, Indianapolis, IN

4:00–5:30 p.m.

3620 Room: Winward-Leeward (Riverside) 4:00–5:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education Session Complexity: For Everyone

Ready or Not, Here's College: Exploring Race-Based Pre-Orientation Programs at Liberal Arts Colleges

In this session, I will present and engage participants in dialogue about my research and reflections on pre-orientation programs geared towards Black, Indigenous, and People of Color (BIPOC) students at predominantly White institutions, with a focus on liberal arts colleges. Though several BIPOC pre-orientation programs currently exist (and have existed for over half a century at this point), little literature describes their specific nature and structure. This dearth of information on best (or even common) practices has engendered a variety of approaches on how to run these programs, which we will begin to inventory and assess during this session.

Together, we will explore and interrogate the following two questions: How do liberal arts colleges commonly structure and implement BIPOC pre-orientation programs? What are the most common and evidence-based components (e.g., activities, workshops) of these programs? This session will be particularly beneficial for student affairs administrators, undergraduate student leaders, and faculty who presently oversee and support BIPOC pre-orientation programs as we will benchmark and audit these programs within a set of similarly classified institutions (i.e., the Annapolis Group). This session will also provide those looking to establish a BIPOC pre-orientation program at their own institutions with a starting guide for program development, structure, and components.

We will share ideas and feelings through a World Café style dialogue. Our dialogue and related activities will center around three themes: 1) Looking at the history and current role of BIPOC pre-orientation programs, 2) reviewing program exemplars, and 3) troubleshooting persisting challenges. Participants can expect to leave this interactive session with a more nuanced understanding of how BIPOC pre-orientation programs can serve as an interventive tool for improving BIPOC student outcomes in predominantly White contexts.

Alexander Nichols, MEd, College of Education and Human Ecology, The Ohio State University, Columbus, OH

4:00–5:30 p.m.

3622 Room: Windsor (3rd Floor) 4:00–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: Intermediate

Confronting the One Drop: Teaching Mixed-Race History at an Historically Black University

Race in the Americas is a course built on the framework of critical race theory. As a comparative course, the intersecting histories of Western European patriarchal settler colonialism, West African enslavement and resistance to it, and Indigenous peoples' displacement and resistance to it are studied in respect to regional differences. The appearance of persons of mixed descent and their histories are also studied from a comparative perspective. While different European colonial and post-colonial powers defined and governed people of mixed descent in different ways, their existence is undeniable.

There are many lenses through which to view not only persons of mixed heritage in the Americas but the histories of cultural hybridity that colonization and slavery brought about. Race in the Americas, then, looks at such theoretical concepts as Mestizaje in Latin America, Mulatez in the Caribbean, Creolité in the French colonial world, and the rule of hypodescent in the US. The so-called "one-drop" myth is often seen as a universal understanding of whiteness and blackness; in combination with rabid anti-black racism in the US, there is incentive to subsume persons of mixed heritage into the black racial category or to see them as "white-passing." With few exceptions, there is no theoretical space for categories of hybridity when looking at race in the US.

My paper, Confronting the One Drop: Teaching Mixed-Race History at an Historically Black University, addresses the pedagogies of teaching race, specifically of teaching multiracial histories within the (US) national context of "one-drop" racial ideology; an added context is Xavier University of Louisiana, the HBCU where I have been employed, teaching race, for 22 years. This paper will address course materials, pedagogies, student responses, and course development in order to demonstrate the challenges to confronting "one-drop" racial categorization of the US. This session is intended to highlight best practices of teaching race at an HBCU. It is intended for those who study or teach comparative race; those who have HBCU teaching experience; or those who teach comparative race at a PWI.

Wendy A. Gaudin, Ph D, History, Xavier University of Louisiana, New Orleans, LA

4:00–5:30 p.m.

3624   Room: Bridge (Riverside)   4:00–5:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Developing Cultural Competency Training: Overcoming Obstacles for Meaningful Dialogue

Increased awareness of personal and social identities, history, privilege, and cultural sensitivity, helps prepare students to not only succeed after graduation but be active and informed agents of change toward an increasingly equitable society. However, finding or developing cultural competency trainings that engage deeply in the topic matter without relying on jargon is difficult. Additionally, DEI officers and educators are challenged with speaking to groups with varying levels of comfort within diversity topics. In a single room, they are asked to meet the needs and expectations of students who have negative preconceived notions of what diversity trainings are, students who are ready and want to engage deeply in these conversations but lack the skills, and students who are personally impacted by identity-based injustice.

This session will discuss the manner by which trainers can overcome some of these challenges by embedding their discussion in specific fields of study and partnering with students both in the development and execution of diversity and cultural competency trainings. A student and staff facilitator will discuss ways they have come together to effectively bridge staff and school needs with student concerns while embedding trainings in research. They will also discuss strategies for effectively working together on content creation. The presentation will focus on their own path toward material development and engage participants in several activities aimed at creating a positive space for learning about challenging topics.

Participants can expect to engage in small group reflection on their own path toward applying or developing cultural competency curriculum. Facilitators will also embed transferable large group activities aimed at increasing participation and accessibility to challenging topics in an inclusive manner. This session is intended for individuals tasked with creating programming around issues of cultural competency and diversity. Participants will explore their own strengths as presenters and learn skills and tools they can use to increase the impact of their trainings.

Laura Fonseca, MA, Maurer School of Law, Indiana University, Bloomington, IN; **Abby Akrong**, Student, Indiana University - Maurer School of Law, Bloomington, IN

4:00–5:30 p.m.

3625   Room: Grand Salon 10 (1st Floor)   4:00–5:30 p.m.

Session Track: Session Track: Accessibility in the Academy   Session Complexity: For Everyone

My Brother's Teacher

With only 2% of the teaching force being Black male teachers, My Brother's Teacher looks to increase that percentage one brother at a time. The My Brother's Teacher (MBT) program provides young men of color the opportunity to experience being early childhood educators. MBT provides internship experiences for young men of color to see themselves as teachers in early childhood centers in Washington State. MBT also provides academic, social-emotional support and financial support. We have recognized the systemic and institutionalized racism keeping young men of color from going to college. MBT provides one-on-one support for those fellows who choose to go to college with academic advising, scholarship support, and mentorship to help them become even more successful knowing the hurdles in their path.

William L. White, PhD, Early Childhood Education, University of Washington, Seattle, WA; **Elane Jones**, Project Manager, Cultivate Learning, The University of Washington, Seattle, WA; **Clare Juico**, Project Manager, Cultivate Learning, The University of Washington, Seattle, WA

6:00-7:00 p.m.

3800   Room: St. Charles (3rd Floor)   6:00-7:00 p.m.

Session Track: Session Complexity:

Books & Beignets! Meet the Authors Event

This is a can't miss opportunity to meet some of the most influential authors in America and get your books signed amid the ambience of amazing New Orleans music. Just be careful not to get powdered sugar all over your stuff. You'll see what we mean!

7:00–8:30 p.m.

3801   Room: St. James (3rd Floor)   7:00–8:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

All My Relations Podcast: "More Than Land Acknowledgements: Indigenize the Institution"

Haslihail and Osiyo! Please join us for a live recording of the highly acclaimed podcast, All My Relations!

Established in 2019, All My Relations is an exploration of what it means to be a Native person. To be an Indigenous person is to be engaged in relation-ships-relationships to land and place, to a people, to non-human relatives, and to one another. All My Relations is a place to explore those relationships, and to think through Indigeneity in all its complexities.

In this episode, hosts Matika Wilbur (Tulalip and Swinomish) and Sedelta Oosahwee (Mandan, Hidatsa, Arikara Nation) bring in guest scholar Megan Red Shirt-Shaw (Oglala Lakota) to discuss the critically important topic, More Than Land Acknowledgements: Indigenize the Institution. There will be live instrumentation on the spinoff.

A limited number of Matika Wilbur's newly released book Project 562: Changing the Way We See Native America will be given to the audience!

Matika Wilbur, (Tulalip and Swinomish), Creator of Project 562; and Author of Project 562: Changing the Way We See Native America, Project 562, La Conner, WA; **Sedelta Oosahwee**, MEd, Mandan, Hidatsa, Arikara Nation, Senior Program, Policy Analyst, and Specialist, National Education Association, Washington, DC

7:00–9:00 p.m.

3802   Room: Fulton (3rd Floor)   7:00–9:00 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Film Screening: Hidden Letters, with Director Violet Du Feng Q&A

Over the years, both fields of Asian American filmmaking and Asian American Studies have grown exponentially, and expanded in the range of topic and approach. Asian American scholars have been indispensable to documentary productions on and off-screen, contributing theoretical framing, analyses, and research. Asian American documentaries, in turn, have become staples on Asian American Studies syllabi as well as an object of study for Asian Americanists in film and cultural disciplines.

Asian American Documentary Network (A-Doc) presents the screening of award-winning documentary Hidden Letters, with director Violet Du Feng present for conversation. Hidden Letters tells the story of two Chinese women trying to balance their lives as independent women in modern China while confronting the traditional identity that defines but also oppresses them. The screening will be followed by a brief discussion with director Violet Du Feng.

Violet Feng, Hidden Letters Film, New York, NY; **Mary Kunmi Yu Danico**, PhD, Professor and Director of Weglyn and AATRI, Cal Poly Pomona, Pomona, CA

Time	Session #	Title	Room
8:30 – 9:45 a.m. (continued on next page)	4000	Affect-Informed D.E.I. Workshops that Promote Belonging: From Competencies to Connection	Grand Salon A (1st Floor)
	4001	"It Takes an Entire University": The Impact of Student-Centered STEM Program	St. James (3rd Floor)
	4002	The Unspoken Conversations	Churchill D (2nd Floor)
	4003	Hasta la Victoria Siempre! Servingness Through Student Activism at an HSI	Churchill B1 (2nd Floor)
	4004	Creating Inclusive Professional Development Opportunities for Undocumented Students	Churchill C1 (2nd Floor)
	4005	Student Activism: Using the Arts as a Tool to Reflect and Heal	Grand Salon 9&12 (1st Floor)
	4006	Let's Hashtag About It: What Higher Ed can Learn from IG Therapy	Grand Salon 15&18 (1st Floor)
	4007	Asian American Identity: Past, Present, and Future	Churchill A2 (2nd Floor)
	4008	Undocumented Student Development: Statewide Partnerships & High-Impact Practices	Jackson (3rd Floor)
	4009	Helping Multicultural Males Graduate from College	Kabacoff (Riverside)
	4010	Race and Racialization from a Global DEIB Perspective	Fulton (3rd Floor)
	4011	Reimagining Campus Safety at the California Community Colleges	Camp (3rd Floor)
	4012	Lineage Notes: Black Feminist Autotheorists for Teaching Narrative Writing	Royal (3rd Floor)
	4013	Engineering Peer Leadership Programs for Equity and Inclusive Excellence	Commerce (3rd Floor)
	4014	Decolonizing the Academic Calendar: Religious Accommodation Policies and Practices for Campus	Magazine (3rd Floor)
	4015	An Intersectional Approach to Supporting Muslim Students on College Campuses	Marlborough B (2nd Floor)
	4016	The Global Student Affairs Experience: Being Black Queer & Abroad	Prince Of Wales (2nd Floor)
	4017	Insight for Change: Native American Women Faculty Experiences Negotiating the Academy	Churchill A1 (2nd Floor)
	4018	Using Simulation Experiences to Assist Healthcare Students to Address Racism	Ascot-Newberry (3rd Floor)
	4019	Thinking Seven Generations: Indigenous Men's Experiences and Insights From Navigating PWIs	Grand Salon 21 (1st Floor)
	4020	The Transformation of a SEC College of Management You Would Have Never Seen Coming	Grand Salon 24 (1st Floor)
	4021	Struggles, Triumphs, and Strategies from Faculty Women of Color in Art and Athletics	Grand Salon 19 (1st Floor)
	4022	Don't Forget to BREATHE (Boundaries Reflect Evaluate Acknowledge Thankfulness Heal Energize)™	Grand Salon 22 (1st Floor)
	4023	Building Bridges: Developing Social Justice Curriculum for a Summer Transition Program	Marlborough A (2nd Floor)
	4024	The Marathon Continues; Facilitating the HBCU to PWI Graduate School Experience	Grand Salon 13 (1st Floor)
	4025	Cultivating Community Amongst BIPOC Students Through a Pandemic	Grand Salon 16 (1st Floor)

Time	Session #	Title	Room
8:30 – 9:45 a.m.	4026	Heal, Lead and Thrive Anyway: Leadership Development Beyond Survival	Chart C (Riverside)
	4027	Fulbright Opportunities for U.S. Institutions: Bringing New Voices to International Education & Cul	Grand Salon 10 (1st Floor)
	4029	Building a Sense of Belonging for Femme Faculty & Staff of Color in Higher Education	Winward-Leeward (Riverside)
	4030	Divine Healing for Organizers: Building Spiritual Practice with Tarot	River (Riverside)
	4031	Creating Diverse, Equitable, Inclusive, and Belonging Space in the Classroom	Port (Riverside)
	4032	Facilitating Difficult Conversations Using a Book Club Format for Guided Discussion	Starboard (Riverside)
	4227	Exploring the Challenges and Inequities of Immigrants of African Descent at PWI	Grand Salon 10 (1st Floor)
8:45 – 11:45 a.m.	4100	How to Explain White Privilege to a Skeptic: Interrupting Patterns of Power and Privilege	Canal (3rd Floor)
	4101	No Racial Justice, No Climate Justice: Connecting Campus Racial and Climate Justice Work	Compass (Riverside)
	4102	Liminal Spaces: Using Encanto and Animation as Analysis for Healing Ancestral Trauma and Excavating	Quarterdeck B (Riverside)
	4103	Legalizing Anti-Blackness: A Historical Timeline of Systemic Othering	Chart B (Riverside)
	4104	When White Faculty and Staff Talk About Race with the KIDS They LOVE: (Un)expected Campus Outcomes	Quarterdeck C (Riverside)
	4105	Reframing Anti-Blackness and White Supremacy as Psychopathic and Sociopathic Conditions	Chart A (Riverside)
	4106	Antiracist Leadership: What Does It Take?	Churchill B2 (2nd Floor)
	4107	Adversarial Allies: Power Dynamics Among Black Women and White Women Leaders in EDI	Churchill C2 (2nd Floor)
	4108	Color Bombing a PWI: Solidarity Across Racial Lines Without Co-Opting Narratives in Higher Education	Quarterdeck A (Riverside)
	4109	A Systems Approach to an Inclusive & Equitable Organization	Windsor (3rd Floor)
10:15 – 11:45 a.m. (continued on next page)	4200	What White Folks Should Do Now: Anti-Racist Solidarity in an Age of Backlash	Grand Salon A (1st Floor)
	4201	Reproductive Justice is Racial Justice and Human Rights	St. James (3rd Floor)
	4202	A Call to Courage: A Case Study of Individual and Institutional Transformation	Churchill D (2nd Floor)
	4203	"Everything I Learned, I Learned in a Chinese Restaurant"	Churchill B1 (2nd Floor)
	4204	Recentering Senior Diversity Officers for What's: What Got You Here Won't Get You There	Churchill C1 (2nd Floor)
	4205	Centering Racial Justice Amidst Political Pandering: Combatting Illegitimate Educational Laws	Grand Salon 9&12 (1st Floor)
	4206	Putting Words to Action: Beyond the Land Acknowledgement and Free Tuition for Native Students	Grand Salon 15&18 (1st Floor)
	4207	Leading Institutions Toward Anti-Racism: Action Planning with a Racial Equity Lens	Churchill A2 (2nd Floor)
	4208	Transforming How We Gather through Remaining Whole, Human, and Hopeful	Jackson (3rd Floor)

Time	Session #	Title	Room
10:15 – 11:45 a.m.	4209	Cultivating Inclusive Excellence with Key Administrators	Kabacoff (Riverside)
	4210	"For" The Institution or "Of" The Institution: A Leadership Symposium About CDO's	Fulton (3rd Floor)
	4211	Advancing Racial Justice Within Intercollegiate Athletics	Camp (3rd Floor)
	4212	Monoracism, Racism, and Colorism: Exploring a Key Tenet of Critical Multiracial Theory (MultiCrit)	Royal (3rd Floor)
	4213	Leveraging the Power of Student Work Groups and Reimagining Pedagogical Caring	Commerce (3rd Floor)
	4214	Queer Asian American Experiences in Higher Education	Magazine (3rd Floor)
	4217	Higher Education and its Role in Police Reform	Churchill A1 (2nd Floor)
	4218	Domestic Terror, Racialized Trauma: Af-Am Males' Mental Wellness & Academic Resilience	Ascot-Newberry (3rd Floor)
	4219	Addressing Misuse of Race Data through the IRB Review Process	Grand Salon 21 (1st Floor)
	4220	The Good, the Bad and the Ugly in Implementing DEI Efforts in Nursing Education	Grand Salon 24 (1st Floor)
	4221	The Inclusion Challenge: How to Support Arab American Students on College Campuses	Grand Salon 19 (1st Floor)
	4222	Uplifting Intersectionalities in Undocumented Identity: Asian Pacific Islander & Black Experiences	Grand Salon 22 (1st Floor)
	4223	10 Myths of Social Justice	Marlborough A (2nd Floor)
	4224	EDI in Teaching: Effective Approaches	Grand Salon 13 (1st Floor)
	4225	Kiss Ass or Kick Ass: Autoethnographic Reflections on Doctoral Camaraderie	Grand Salon 16 (1st Floor)
	4226	Arts-Based Research as a Tool for Wellbeing, Creativity, Love & Justice	Chart C (Riverside)
	4228	"Undamming" Settler History: Indigenous Community Theater as a Pedagogical Intervention	Steering (Riverside)
	4229	Unpacking Anti-Blackness in Latinidad	Winward-Leeward (Riverside)
	4230	Using the Clery Act and Anti-Oppression Coalition Building to Respond to Hate Crimes	River (Riverside)
	4231	Partnerships with Cultural Institutions: Community History as Intervention	Port (Riverside)
	4232	Anti-Racist Teaching: A Theoretical Approach to Post-Secondary Teaching	Starboard (Riverside)
	4233	Motherscholaring and Resilience: Collective Action Toward Social Justice	Bridge (Riverside)
1:30 – 2:45 p.m.	4300	Keynote Address by Linda Sarsour: We Are Not Here to Be Bystanders	Grand Ballroom (1st Floor)

Time	Session #	Title	Room
3:00 – 4:30 p.m. *(continued on next page)*	4400	Critical Race Theory: From Defense to Offense	Grand Salon A (1st Floor)
	4401	Lets Talk about the Guns: The Politics of Campus Safety in the Age of Mass Shootings	St. James (3rd Floor)
	4402	UndocuJoy: Shifting the Perspective in Undocumented Representation	Churchill D (2nd Floor)
	4403	Developing Facilitation Skills for Hard Discussions	Churchill B1 (2nd Floor)
	4404	Cultivating Leadership Strategies for the Next Generation	Churchill C1 (2nd Floor)
	4405	Whitewashing DEI: How HWCUs Constantly Center White Students and How to Transform Them	Grand Salon 9&12 (1st Floor)
	4406	New Kids on the Block: An Exploration of Gen Z's Identity Development through Mass Media	Grand Salon 15&18 (1st Floor)
	4407	Invisible Change Agents: Black Women's Activism in the Academy	Churchill A2 (2nd Floor)
	4408	Plantation Politics: A Framework for Cultivating Anti-Racist Higher Education Systems	Jackson (3rd Floor)
	4409	Operationalizing Equity: Tools & Strategies for a System-Wide DEI Training	Kabacoff (Riverside)
	4410	The Tribal Liaison Role: A Panel of University Tribal Liaisons	Fulton (3rd Floor)
	4411	What's Race Got To Do With It?: The Medicalization of Racism	Camp (3rd Floor)
	4412	Using Kuwentos (storytelling) as a Liberatory Tool to Cultivate Kapwa and Sense of Belonging	Royal (3rd Floor)
	4413	Extending Undergraduate Orientation: Diversity Workshops for First-Year Students	Commerce (3rd Floor)
	4414	Racelighting People of Color in Schools, Colleges, and Universities	Magazine (3rd Floor)
	4415	Experiences and Perspectives of HSI Student Affairs Professionals: A Case Study	Marlborough B (2nd Floor)
	4416	4 Ways to Become More Inclusive As A Leader Through the Use of Emotional Intelligence!	Prince Of Wales (2nd Floor)
	4418	A Change Makers Toolkit: Becoming a Leader for Humanity	Ascot-Newberry (3rd Floor)
	4419	Hiring for 2055: A Bold New Paradigm for Tenure Track Faculty Searches	Grand Salon 21 (1st Floor)
	4420	The Experiences of SWANA Muslim Students on Predominantly White College Campuses	Grand Salon 24 (1st Floor)
	4421	Graduation+: Supporting the Academic Success of Students of Color Up To and After Graduation	Grand Salon 19 (1st Floor)
	4422	Training Faculty to Facilitate Essential Conversations about Race, Identity, Power, and Privilege	Grand Salon 22 (1st Floor)
	4423	Social Justice Leadership: Supporting & Advocating for Trans & Queer Center(ed) Professionals	Marlborough A (2nd Floor)
	4424	Do We Keep Our Promises? Qualitative Student Perspectives on the Admissions to Campus Experience	Grand Salon 13 (1st Floor)
	4425	Often Unheard Voices: Exploratory Studies of Non-African American Faculty at HBCUs	Grand Salon 16 (1st Floor)
	4426	Developmental Mentoring and Transformative Relationships in Grad School Prep	Chart C (Riverside)

Time	Session #	Title	Room
3:00 – 4:30 p.m.	4427	Faculty Tools that Help Students Build Coalitions	Grand Salon 10 (1st Floor)
	4429	White Accountability: Using the CCAR Compass to Tell the Truth to Ourselves	Winward-Leeward (Riverside)
	4430	Reflecting on the Why, Where, and How of My Social Justice Writing Process	River (Riverside)
	4431	Often Unheard Voices: Exploratory Studies of Non-African American Faculty at HBCUs	Port (Riverside)
	4432	Strategies to Drive Change Across a Decentralized Institution	Starboard (Riverside)
	4433	Emerging Issues Roundtable for Human Resource Professionals	Bridge (Riverside)
	4434	Surviving School: How Queer Sons of Immigrants Navigate Academic Lives	Canal (3rd Floor)
	4435	Hazing: Understanding Ritualized Violence in Higher Education	Compass (Riverside)
	4436	Queering Your Practice: How to Apply Intersectionality & Queer Theories to Higher Education	Quarterdeck B (Riverside)
	4437	Radical Self-Care as a Political Form of Resistance	Chart B (Riverside)
	4438	Makes Me Wanna Holler: Navigating Antiblackness in Multicultural and Multiracial Spaces	Quarterdeck C (Riverside)
	4439	Sweetheart Dancer	Chart A (Riverside)
	4440	Let's Talk: Tools for Engaging in Conversations about Equity Issues	Churchill B2 (2nd Floor)
	4441	Teaching Beautiful Brilliant Black Students	Churchill C2 (2nd Floor)
	4442	Impacting Campus DEI Resource Allocation through NCHA Data-driven Breakout Analysis	Quarterdeck A (Riverside)
	4443	Using the Racial Literacy Development Model to challenge the 'White Savior' in Social Work Education	Windsor (3rd Floor)

FRIDAY, JUNE 02

8:30–9:45 a.m.

4000   Room: Grand Salon A (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Intermediate

Affect-Informed D.E.I. Workshops that Promote Belonging: From Competencies to Connection

This session will cover how to design diversity, equity, and inclusion trainings for students and student employers with a focus on centering belonging and connection as a primary strategy for building more inclusive communities. This session will be particularly valuable for student affairs professionals or student-facing offices that implement D.E.I. trainings or are interested in doing so in the future.

Presenters will explore the concept of belonging through data and inviting attendees to participate in individual and small group reflections. They will then discuss how they have centered belonging in their work through a combination of models including Intergroup Dialogue (Dr. Ratnesh Nagda), Designing for Belonging (Dr. Susie Wise, Stanford University), and Story Circles and Healing Cards (Charlene Martinez). By creating opportunities for connection, trainings can complement the cognitive (consciousness raising) with the affective (bridge building) to have a greater impact on participants. This will include examples of specific activities that organizations can incorporate into their own training curricula.

Presenters will ground the discussion by looking at specific case studies at Johns Hopkins University and Whitman College regarding how D.E.I. trainings have been implemented over time, including the evolution of a 9-year annual workshop on Identity and Race, training for Resident Assistants, and training for student employers.

Presenters will also discuss the changing terminology in "diversity" training and community development (D.E.I., D.E.I.A., D.E.I.B, J.E.D.I., D.B.J., etc.) and how adopting or responding to different terms can help guide the design and implementation of various training strategies.

Andrew P. Johnson, MA, Residence Life and Housing, Whitman College, Walla Walla, WA; **Emma O'Rourke-Powell**, MBA, Associate Director, Hire Hopkins, Johns Hopkins University, Baltimore, MD

8:30–9:45 a.m.

4001   Room: St. James (3rd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

"It Takes an Entire University": The Impact of Student-Centered STEM Program

Institutions must move beyond "fixing the student" approaches that try to correct perceived deficiencies in students and work towards cultivating an environment that allows persons excluded because of their ethnicity or race (PEERs) to succeed (Asai, 2020). The Meyerhoff Scholars Program (MSP) at the University of Maryland, Baltimore County (UMBC) is a nationally recognized example of a Science, Technology, Engineering, Mathematics and Medicine (STEMM) student-centered program leading to student success and institutional change. The success of the MSP has led to replications of the model and collaboration in hopes of attaining similar outcomes, namely, the Chancellor's Science Scholars Program (CSS) at the University of North Carolina at Chapel Hill (UNC), and the Millennium Scholars Program (MLN) at the Pennsylvania State University, University Park (PSU). The three programs have documented success in improving students' grades and retention (Sto.Domingo et al., 2019), but less is known about the extent to which they impact the institution and stimulate cultural change.

This project examines whether and how the programs have created institutional change at their respective campuses as a result of the collaborative. The purpose of this session is to explore how racially diverse, student-centered STEMM programs have an impact in and across multiple levels, including students, program staff and faculty, campus administrators, and the broader organization. Impact is typically measured through student outcomes, but we explore how diversity, equity, and inclusion are addressed in the broader institution as a result of these STEMM programs that require institutional commitment.

This session will be of broad interest to practitioners, faculty, college administrators, program evaluators, and philanthropic agencies interested in learning about approaches and barriers to implementing cultural change at colleges and universities. This topic is relevant as many funding agencies are now calling for institutional transformation that moves beyond student intervention to institutional capacity-building work needed to achieve equity and diversify the workforce.

Sylvia Hurtado, PhD, Higher Education and Organizational Change, University of California, Los Angeles (UCLA), Los Angeles, CA; **Channel McLewis**, PhD, Postdoctoral Assistant Project Scientist, Higher Education and Organizational Change, University of California, Los Angeles (UCLA), Los Angeles, CA; **Edwin Perez**, MEd, Graduate Student, Higher Education and Organizational Change, University of California, Los Angeles (UCLA), Los Angeles, CA; **Denise Ortiz**, MA, MS, Graduate Student, Higher Education and Organizational Change University of California, Los Angeles (UCLA), Los Angeles, CA

8:30–9:45 a.m.

4002   Room: Churchill D (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

The Unspoken Conversations

This is a listening session for people of color across workplace environments who are trying to navigate their PWOs (Primarily White Offices) as they are trying to serve diverse communities. Oftentimes, the feeling of tokenism plays a part in these workplace conversations. During this session, we will be sharing common experiences, expressing empathy, and talking through ways to respond while protecting personal boundaries. We invite people of color to come to this session to talk, listen, and engage with their peers.

Sandria Mason, MA, Office of Admissions and Financial Aid, University of Pittsburgh, Savannah, GA; **Brie Charles**, Manager of Recruitment and Enrollment, Office of Admissions and Financial Aid, University of Pittsburgh, Pittsburgh, PA

8:30–9:45 a.m.

4003   Room: Churchill B1 (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: For Everyone

Hasta la Victoria Siempre! Servingness Through Student Activism at an HSI

Student activism can serve as an adaptive coping strategy to navigate oppressive sociopolitical conditions and environmental stress, leading to positive development outcomes, an increased sense of belonging, and a heightened sense of individual and community well-being for Black and Latinx students. However, graduate programs have made less progress in racial diversity and inclusion than undergraduate programs. The ongoing neoliberal assault on higher education has normalized a culture of scarcity across ranks, departments, and institutions. Notably, the pervasive shortage of resources and significant disparities in faculty representation has characterized graduate school experiences of students of color by the lack of meaningful and reciprocally trusting mentorship, belongingness, social integration, and mental health support. Moreover, the enrollment-based requirement of 25% Hispanic/Latinx students to obtain the HSI federal designation leaves considerable doubts on how these institutions serve Latinx students, and much less is known about how they serve Black students.

In this interactive symposium, we reflect on our experiences as a Black woman doctoral student and a Latinx doctoral student, organizing a graduate student-led movement to advocate for the much-needed expansion in faculty ranks and the selection of the right candidate for our learning community. Our movement contributed to the development of a search committee for two new faculty members, which now includes a student representative, and has led to a secured, permanent college-wide change of requiring a graduate student representative be present on every search committee for future hires. We will share our top 3 strategies to mobilize effectively, gain institutional agency, and secure student representation through the hiring process. We will illustrate how students can a) create a third space praxis that humanizes their educational journey, b) gain collective consensus through written articulations that speak of a shared experience, and c) remain in the path of a constructive dialogue with administrators even when it is non-reciprocal. Graduate students would get the most out of this session; however, we invite faculty and administrators interested in student activism to join this session. Finally, we will present a 3 minute curated video of rarely seen footage of student activism from the UCLA films collection to get us in conversation with the current strike at the UC system.

Javier Mateos-Campos, Educational Leadership and Policy Studies, University of Texas at San Antonio, San Antonio, TX; **Jasmine Victor**, Doctoral Fellow, Educational Leadership and Policy Studies, University of Texas at San Antonio, San Antonio, TX; **Claudia García-Louis**, PhD, Associate Professor, Educational Leadership and Policy Studies, University of Texas at San Antonio, San Antonio, TX

FRIDAY, JUNE 02

8:30–9:45 a.m.

4004 | Room: Churchill C1 (2nd Floor) | 8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education | Session Complexity: Intermediate

Creating Inclusive Professional Development Opportunities for Undocumented Students

Institutions of higher education must respond to the changing demographics of students in higher education by developing culturally responsive curricula and making all resources open and accessible to students, regardless of immigration status. According to the Presidents' Alliance on Immigration and Higher Education, undocumented students make up approximately 450,000 or 2% of the college student population (2020). While DACA (Deferred Action for Childhood Arrivals) is an important program for undocumented youth, it is not inclusive of most undocumented immigrants, nor does it provide a secure future as has recently been declared unlawful by federal courts (FWD.us). Undocumented college students face insurmountable challenges due to their status. They are ineligible for federal financial aid, they have limited access to scholarships, and they are typically barred from campus jobs or paid internships without a work authorization permit.

Dominican University, a Hispanic Serving Institution in the Midwest has a longstanding value of social justice. Approximately, ten percent of Dominican's student population is undocumented, while many more students come from mixed status families. To respond to a growing need for professional development opportunities that do not require employment authorization, Dominican University designed NEBOs (Non-Employment Based Opportunities), a model of stipended projects that center student learning and foster faculty/staff mentoring of students. Students are assigned a faculty or staff mentor who is an expert in their field of interest and they co-design a practical or research project that allows the students to develop and implement skills in real-world scenarios. Students are awarded stipends at the termination of their projects with funding coming from private institutional dollars, as well as external grants. When students complete their projects, they present at a variety of forums in which they showcase their knowledge, as well as network with others in their field of interest, growing their post-college opportunities. The NEBO program is a unique experiential learning model that is designed with inclusion, access, and equity at the center, leading to a more just and humane college campus.

In this workshop, attendees will learn about the process of creating the NEBO program, gaining institutional support, working with national partners and leaders on immigration, and they will practice designing their own NEBO.

Jaqueline Neri Arias, MEd, Center for Cultural Liberation, Dominican University, River Forest, IL

8:30–9:45 a.m.

| 4005 | Room: Grand Salon 9&12 (1st Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: For Everyone

Student Activism: Using the Arts as a Tool to Reflect and Heal

This demonstrative lecture and video presentation documents a campus protest in Fall of 2021 that pitted opposing political and gender-identity groups against one another. The university's Division for Diversity and Innovative Community Engagement, in collaboration with the counseling center and wellness programs, gathered insights from student activists about their experiences navigating conflict surrounding their intersectional identities of race, religion, gender, and sexualities and managing their own well-being.

The qualitative method employed was iterative and followed a hermeneutic phenomenological approach. Data from initial ethnographic observations were thematically analyzed for overarching meaning and descriptive stories. Next, a panel discussion with student activists explored their sources of strength and practices for grounding their activist engagements. Finally, follow-up interviews were conducted to refine and critique the emergent themes of purpose and spiritual yearning, as well as to elaborate on goal motivations and different patterns of reasoning in students' responses to inter-personal conflict and diverging belief systems.

As this iterative process unfolded, students' voices became the focal point for a new art gallery for ongoing dialogue and healing. The gallery space was collaboratively organized by the Center for Social Action and the university's Museum of Contemporary Religious Art as a way to explore themes of well-being, spirituality, and justice and how they relate to values of diversity, equity, and inclusion. In addition to describing research findings, our presentation situates the unique museum partnership within a broader museum social reform movement in the United States called the "Empathetic Museum" (Jennings, et al., 2019). We adopt Terri Given's (2022) notion of "radical empathy" to frame our analysis of activists' responses to conflict, noting that empathy is a multi-layered psychological process that allows individuals "not only to understand the feelings of others but also to be motivated to create the change that will allow all of us to benefit ... and develop the social relationships that are beneficial to our emotional wellbeing" (Givens, 2022, p. 1).

Student affairs professionals and DEI officers will benefit from gaining a richer understanding of activist motivations and reasoning. They will also benefit from learning how to apply the arts for promoting intergroup dialogue.

Bryan W. Sokol, PhD, Division of Diversity and Innovative Community Engagement, Saint Louis University, St. Louis, MO; **Katie Heiden-Rootes**, PhD, LMFT, Assistant Vice President and Associate Professor of Family Medicine, Division of Diversity and Innovative Community Engagement, Saint Louis University, St. Louis, MO; **David Brinker**, MA, Director, Museum of Contemporary Religious Art, Saint Louis University, St. Louis, MO; **Knieba Jones-Johnson**, MA, LMFT, Director, University Counseling Center, Saint Louis University, St. Louis, MO; **Anna Morrow**, BA, Undergraduate Student, Center for Social Action, Saint Louis University, St. Louis, MO

8:30–9:45 a.m.

| 4006 | Room: Grand Salon 15&18 (1st Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Intermediate

Let's Hashtag About It: What Higher Ed can Learn from IG Therapy

In a social media world bombarded with influencers selling naïve followers diet tea and teeth whiteners, there exists a genre of influencers whose goal is to simply offer insights into the traumas of life. Therapists who post bite-sized mental wellness truths have grown in popularity since 2017, gaining attention from the New York Times, The Guardian, and Good Morning America. Perhaps it's time higher education pay attention as well and learn tricks of the trade for curating content that promotes students' sense of belonging, acknowledges the interlocking challenges of attending college (particularly for students from marginalized groups), and introduces support services that are available to assist students in navigating campus terrain. This session will take a deep dive into the characteristics of successful Insta-therapists and suggest best practices for social media accounts designed to engage students on critical issues in higher education, such as consent, first-gen experience, study habits, introvert strategies, student leadership, and - of course - mental health. This session should particularly benefit faculty and staff who manage social media in support of their primary roles; administrators and diversity officers who are interested in learning about the advantages of social media strategy; and student researchers of social media.

Felicia L. Harris, PhD, Arts and Communication, University of Houston, Downtown, Houston, TX

8:30–9:45 a.m.

4007   Room: Churchill A2 (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Asian American Identity: Past, Present, and Future

Over the past two years, there has been a significant uptick in anti-Asian hate incidents, fueled by xenophobic rhetoric from the Trump administration. The brutal mass shooting of Asian massage workers in Atlanta galvanized a consciousness about anti-Asian violence in the public imaginary. While the media has presented anti-Asian hate as an emerging phenomenon, anti-Asian violence has been the throughline in the experience of most Asian American groups in the United States.

This session focuses on the specific case of Filipino Americans, and highlights how violence and war against Filipinos was the catalyst for their migration. This session also discusses how Filipinos joined together with other Asian Americans to form a united panethnic movement, but that this unity has been disrupted by cultural rifts stemming from Filipinos colonial history. Much of this talk will center on the discussion of Dr. Ocampo's book The Latinos of Asia: How Filipino Americans Break the Rules of Race.

This session aims to underscore the factors that affect Asian American community formation, as well as the factors that disrupt panethnic ties. This session will be of interest to student affairs and faculty who work with Asian American and Pacific Islander communities.

Anthony Ocampo, PhD, California State Polytechnic University-Pomona, Pomona, CA

8:30–9:45 a.m.

4008   Room: Jackson (3rd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Intermediate

Undocumented Student Development: Statewide Partnerships & High-Impact Practices

Through a PowerPoint presentation and one case study activity, this session is geared towards educators who work with undocumented students in educational settings, with a targeted focus on post-secondary institutions. The session will map out the steps that led up to the development of a statewide coalition for working on undocumented student issues on college campuses in the state of Washington. As a result, the effort produced Undocu Ally Trainings, the development of the undocumented student experience task force, the development of the Leadership Without Borders program at the University of Washington, and the Undocumented Student Center at Washington State University. This session will help develop skills, frameworks, and approaches toward effectively partnering and serving undocumented students and communities. Although there will be a focus on post-secondary institutions, best practices that transfer to other educational levels will also be referenced. Participants can expect to articulate the experiences and challenges of undocumented students, become familiar with federal and state legislation that affects undocumented students, and make a commitment to personalizing best practices and interventions at their own institutions.

Maggie Fonseca, MEd, Samuel E. Kelly Ethnic Cultural Center, University of Washington, Seattle, WA; **Marcela Pattinson**, MEd, Director, Undocumented Student Center, Washington State University, Pullman, WA

8:30–9:45 a.m.

4009   Room: Kabacoff (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: For Everyone

Helping Multicultural Males Graduate from College

This workshop will address in particular the trends of retention and graduation of multicultural male students at colleges and universities across the country. One of the lowest rates of retention and graduation are African-American and Hispanic males. We will investigate why this is happening on the college campuses and what can be done in order to stem the tide of our males not graduating with their degrees.

Wayne Jackson, MA, Ginsburg Center for Inclusion and Community Engagement, University of Central Florida, Orlando, FL; **Maurice Davis**, MA, Counselor, Counseling, Montgomery County Community College, Blue Bell, PA

8:30–9:45 a.m.

4010 Room: Fulton (3rd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Transnational, International Session Complexity: For Everyone

Race and Racialization from a Global DEIB Perspective

The term "race" is multifaceted and perceived differently across the globe. It is also uniquely expressed, interpreted, and challenged across cultures and ethnicities. This session will highlight the various meanings, interpretations and nuances of the concept of race when examined through a Global lens. Presenters will also share strategies put in place at Michigan State University to integrate global perspectives into DEI discussions and initiatives, including race. Ultimately the session will help attendees look at race and DEIB beyond the US context that we often place them in.

Anjam Chaudhary, PhD, International Studies and Programs, Michigan State University, East Lansing, MI; **Ashley Green**, PhD, Assistant Deam of Administration and Director of DEI, International Studies and Programs, Michigan State University, East Lansing, MI

8:30–9:45 a.m.

4011 Room: Camp (3rd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education Session Complexity: Beginner

Reimagining Campus Safety at the California Community Colleges

The 2020 Black Lives Matter movement instilled a nationwide reckoning against police violence, bringing the concept of abolition to the forefront. Abolition envisions a path to justice that does not utilize the current criminal legal system while also exposing the harsh reality of it. As an educational system, police violence has no place in the California Community Colleges (CCCs). Campus police affect the well-being of Black, Latine, queer, and low-income students- historically overpoliced students that make up the majority of the CCC system. Thus, envisioning an alternative to policing that ensures holistic student and community safety at the CCCs is necessary. By adopting an abolitionist framework to propose non-reformist recommendations that create an alternative to policing on community college campuses, this presentation will cover the history of campus policing at the CCCs, a case study of the Peralta Community College District's implementation of alternative policing models, and further policy recommendations. It will also serve as a model that other institutions can implement to keep the college community safe. This session will be most helpful for community college administrators, student service professionals, faculty, and student leaders.

Priya V, AA-T, Yale University, Foothill College, New Haven, CT

8:30–9:45 a.m.

4012 Room: Royal (3rd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education Session Complexity: Beginner

Lineage Notes: Black Feminist Autotheorists for Teaching Narrative Writing

This session will expand the understanding of an emergent theory and methodological practice, autotheory, by grounding it in the history of Black Feminist writing practice in academia. As autotheory has gained prominence in feminist academic writing, current analysis excludes historical context, particularly in recognizing it as a long standing practice of women of color. From the perspective of community college educators, this session will share the intentional process of building an accessible digital resource of Black Feminist Autotheory that aims to provide a culturally responsive curricular base for teaching the importance, legacy, and process of narrative writing to diverse college students.

Jamie Moore, MFA, PhD (ABD), English, College of the Sequoias, The Puente Project, Fresno, CA; **Larissa Gómez Vásquez**, MA, Associate Director of Communications, The Puente Project, Berkeley, CA

FRIDAY, JUNE 02

8:30–9:45 a.m.

4013   Room: Commerce (3rd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: For Everyone

Engineering Peer Leadership Programs for Equity and Inclusive Excellence

Peer leadership programs can be structured as culturally relevant retention programs that provide timely access to academic resources and cultivate a sense of belonging for students from historically excluded backgrounds, first-generation students, or other underserved students. They can simultaneously create meaningful student leadership development opportunities. The presenter will demonstrate how to develop, implement, and assess such peer leadership programs by introducing literature, a logic model, structural components, and assessment methods that were utilized for Amig@s, a peer leadership program tailored for first-generation Latinx students. This session will benefit anyone who engages in student support, retention, and/or leadership development programming. It will particularly benefit individuals involved in student support and retention programming at large and/or historically/predominantly white institutions. Participants will receive a workbook/resources packet designed to follow along, engage in reflective learning, support the synthesis of information, and provide resources for further in-depth exploration of concepts presented in this session.

Yashwant Prakash Vyas, MPA, University of New Hampshire, Durham, NH

8:30–9:45 a.m.

4014   Room: Magazine (3rd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Decolonizing the Academic Calendar: Religious Accommodation Policies and Practices for Campus

The United States' standard calendar aligns with what has been known for generations as the "Gregorian calendar" a structure put in place by Pope Gregory III as a way in which for individuals to keep time while also keeping a Christian sabbath practice. The Gregorian calendar unsurprisingly builds around the Western Christian holidays, especially Christmas and Easter, to allow for religiously observant persons to have time off to practice and to dedicate themselves to the church. This calendar without hesitation is biased against other religious traditions, oftentimes diminishing the holidays of others as mere afterthoughts in the unrelenting hegemony of Christianity. Higher education must find pathways to provide solutions to support a growing religiously diverse population on its campuses, required by the First and Fourteenth Amendments of the U.S. constitution.

This workshop seeks to provide professionals working in academic affairs with an opportunity to look introspectively at the campus academic calendar, revealing the ways in which Christians have privilege, while other traditions are seemingly ignored. Practitioners and faculty will explore ways to dismantle oppressive systems through religious literacy and policy implementation which remove the power dynamics between student and faculty. Thousands of students simply forgo their religious observances due to faculty having apparently limitless power over how to manage their classrooms. Instead, professionals will be provided with proactive measures which build out policies around religious accommodations; train professionals to sensitivities of religious observances; and provide frameworks to implement religious equity on campus.

Covered in this session will be three state religious accommodations bills which have been adopted and implemented by state legislatures (Washington, Utah, Ohio) which outline various ways in which to adopt religious accommodations policies on campuses. As well, specific examples from private institutions, which often believe themselves to be able to avoid religious equity policies, will be examined.

All professionals will gain skills and a more critical lens in support of religious, secular, and spiritual identities (RSSIs) from attending, while faculty and other academic administrators who may have influence on the campus calendar will find the most benefits.

Jacob Cody Nielsen, PhD, Center for Spirituality and Social Justice, Convergence Strategies (ED) and Dickinson College (Director), Carlisle, PA; **Julia Collett**, PhD, Associate Director, Convergence Strategies, Buffalo, NY

8:30–9:45 a.m.

4015 Room: Marlborough B (2nd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: For Everyone

An Intersectional Approach to Supporting Muslim Students on College Campuses

Initiatives for supporting Muslim students are often centered on international or South Asian Muslim students, with rare goals for the involvement of intersectional identities. This session will provide an overview of Islam's basic teachings that may affect students. Additionally, it will also share the common challenges and experiences of Black, Arab, and female Muslim students as well as recommendations for student affairs professionals to create inclusive and supportive campus environments.

Marwa Salah Al Khamees, EdM, Center for Life Beyond Reed, Reed College, Portland, OR

8:30–9:45 a.m.

4016 Room: Prince Of Wales (2nd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Transnational, International Session Complexity: Intermediate

The Global Student Affairs Experience: Being Black Queer & Abroad

What does it mean to pack up your life, relocate to another country and begin an inaugural role as the Senior Advisor for Student Affairs at Emerson College European Center located in Limburg, Netherlands???

Join us to learn about the lived experience of a Black Queer Woman global student affairs officer who has provided senior leadership that is inclusive of student affairs, equity and inclusion, civic engagement, global engagement and launched the framework of a collaborative bridge between two campuses with one goal in mind to better service our students during the European study abroad experience.

Tikesha R. Morgan, MS, Internationalization & Equity, Emerson College, Boston, MA

8:30–9:45 a.m.

4017 Room: Churchill A1 (2nd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education Session Complexity: For Everyone

Insight for Change: Native American Women Faculty Experiences Negotiating the Academy

This session highlights Beaver-Guzman's (Hupa/Yurok) dissertation findings about the lived realities of ten Native American female faculty throughout California Community Colleges, California State Universities, and University of California institutions. This study examined the ways in which participants negotiate their professional self and Indigenous womanhood across personal, tribal community, and professional contexts.

Key findings from the study will be covered. These include: (1) A unique syncretistic experience of connection exists between participants and the broader Indigenous collective, (2) academia is experienced as a space for both oppression and revitalization, and (3), negotiating Indigenous womanhood across different contexts and multiple cultural expectations results in the creation of two distinct identities (the transgressive Indigenous female self and the contemplative silent Indigenous female self). Further discussion of the findings will also be shared, including three key arguments. First, Indigenous syncretism is a distinct way of knowing and doing for Native American female faculty. Second, the creation of a transgressive identity is a form of resistance. Third, female Indigenous faculty enacted silence as an active choice for survival. Select implications for practice and for future research are shared. Further applications for considering social justice in higher education will be covered as well.

This session is designed for everyone. All attendees will learn about scholarship related to the experiences of this under-studied faculty group. Administrators, student affairs professionals, education leaders and change-makers can all expand their understanding of race, inequity and social justice while gaining insight to the experiences of Native Americans in higher education. Participants will be encouraged to critically examine and discuss areas for application and change in their own areas of work.

Stephanie Beaver-Guzman, EdD, (Hoopa Valley Tribe), Columbia College and California State University, Stanislaus, Sonora, CA

FRIDAY, JUNE 02

8:30–9:45 a.m.

| **4018** | Room: Ascot-Newberry (3rd Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education

Session Complexity: For Everyone

Using Simulation Experiences to Assist Healthcare Students to Address Racism

Racism experienced by underrepresented students of color in nursing, medicine, and allied healthcare programs contributes to a loss of confidence, burnout, and feelings of anxiety (Ackerman-Barger et al., 2020; Shankar et al., 2019). These experiences affect the student's academic performance, and personal well-being (Shankar et al., 2019). Healthcare students may not possess the strategies regarding how to respond to racism or microaggressions in the clinical setting (Wilkins et al., 2021). In this session, our team will share 5 simulation experiences that can be used with nursing or other healthcare students that begin to address how to respond to racism in the clinical/hospital setting. We will also share the results of pilot testing of these simulation experiences.

The Cultural Humility Addressing Racism and Microaggressions (CHARM) nursing project was led and co-developed by students to provide healthcare students of color with the opportunity to examine how they could respond to racism and racist comments from patients or peers. Although we hope no student experiences racism, the aim is to increase students' confidence and provide them with an opportunity to examine possible responses. These simulations are also for allies as they provide examples of racism that occurs in the clinical setting. Allies can increase their awareness and support students or peers that experience racism.

Our team created simulation experiences which will be shared with attendees. Although these simulation experiences are focused on nursing students, they can apply to any healthcare student. The simulation experiences include: Yasmin's story, in which a patient makes negative comments about a student wearing a hijab, Christian's story, in which a confused patient makes a negative comment regarding the student's race/ethnicity, Sophie's story, in which a patient calls the student exotic and makes other unnecessary/inappropriate statements, Nik's story, in which a student overhears inappropriate comments from other students, with a bystander present and intervening, and Da-eun's story, in which a patient who refuses care from a student of Asian descent.

Monakshi Sawhney, PhD, NP, School of Nursing, Faculty of Health Sciences, Queen's University, Kingston, Ont.; **Jenny S. Li**, BNSc, RN, Registered Nurse, Critical Care, North York General Hospital, Toronto, Ont.; **Nathanial Gumapac**, BNSc, RN, Registered Nurse, Emergency Department, Kingston Health Sciences, Kingston, Ont.; **Crystal Sau**, Student, School of Nursing, Queen's University, Kingston, Ont.; **Michaela Patterson**, BNSc, R, Registered Nurse, Post-Anesthetic Care Unit, Mt. Sinai Hospital, Toronto, Ont.; **Clara Kim**, BNSc, RN, Registered Nurse, Critical Care Unit, North York General Hospital, Toronto, Ont.

8:30–9:45 a.m.

| **4019** | Room: Grand Salon 21 (1st Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education

Session Complexity: Beginner

Thinking Seven Generations: Indigenous Men's Experiences and Insights From Navigating PWIs

This session aims to give participants a greater understanding of the impacts of Indigenous men attending Predominantly White Institutions (PWIs). Throughout this presentation, attendees will have a better understanding of settler colonialism's effects on education, discuss experiences with toxic masculinity, and understand how Native men unveil empowerment through culture. First, participants will hear about the existing literature on Indigenous men within history and higher education. Next, an overview of the study and data collection of 10 Indigenous men are described. Then, attendees will learn about Native men's negative experiences (e.g., racism, homophobia, emotional vulnerability) and their positive experiences (e.g., what they desire for future educational support, leadership, and how culture has helped their academic success). Finally, recommendations for educators, practitioners, and researchers are shared to discuss how to serve Indigenous men best. As a result, participants will gain a deeper understanding and knowledge about Native men in more meaningful ways.

James D. Wagnon, MS, (Cherokee Nation), Educational Leadership and Policy Studies, The University of Oklahoma, Norman, OK

8:30–9:45 a.m.

4020   Room: Grand Salon 24 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Beginner

The Transformation of a SEC College of Management You Would Have Never Seen Coming

For many, Poole College of Management at North Carolina State University in Raleigh, North Carolina is the least likely college one thinks of when it comes to best practices in diversity, equity, and inclusion. We are extremely proud that the Poole College of Management was the only Master in Business program in 2022 to get a 100% score on the Bloomberg Diversity Index. Participants who join this session will get to round-robin Q & A with leaders of five areas of the Poole College of Management and how they are implementing DEI tactics for success. The roundtable hosts will illuminate the nuances of their initiatives so that participants can take away ideas that could work for their campuses. The roundtable hosts will be representatives from Poole College admissions, advising, human resources, and DEI Office.

Tayah Lin R. Butler, MBA, Poole College of Management, North Carolina State University, Raleigh, NC; **Maggie Merry**, MEd, Assistant Dean of Finance and Administration, Poole College of Management, North Carolina State University, Raleigh, NC; **Michael Dixon**, PhD, Director of MBA Admissions and Recruitment, Poole College of Management, North Carolina State University, Raleigh, NC; **Jaquan Scott**, MEd, Associate Director Undergraduate Admissions, Poole College of Management, North Carolina State University, Raleigh, NC; **Melusian Wright**, Director, Undergraduate Academic Advising, Poole College of Managment, North Carolina State University, Raliegh, NC

8:30–9:45 a.m.

4021   Room: Grand Salon 19 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

Struggles, Triumphs, and Strategies from Faculty Women of Color in Art and Athletics

Research shows that women of color in academia face additional challenges and pressure to prove their professional experiences, skills and credibility, and are less likely to feel belonging, to be welcomed, and to be satisfied within their institution. Faculty women of color including tenured and tenure-track faculty, instructors, and lecturers, are the smallest demographic in academia at 12%, while white men make up 39%, white women at 34%, and faculty men of color at 13% based on the National Center for Education Statistics in fall 2022.

Three faculty women of color will facilitate a conversation on struggles, triumphs, and strategies for surviving and thriving in Higher Education. The women come from a range of backgrounds and stages of their academic careers, from a visiting professor, to an entry-level faculty, to a C-level professional in Art and Athletics. Prepared talking points for the session include tokenism, weathering, and inaccessibility to career development due to lack of representation for faculty women of color, unrealistic expectations from managers, racial bias in student evaluations, dealing with microaggression, sexism and not being compensated for invisible labor related to their identity. Particularly in Art and Athletics, faculty women of color are often not treated as professionals even if they hold the highest degree or title in their respective fields; as a result, they feel pressure to conform and to make fewer mistakes.

Another source of professional and personal anxiety for faculty women of color in Art and Athletics is engaging in issues of social justice and DEI on campus. This group is seen as disruptive when they speak up or challenge their institution. On the other hand, faculty women of color who do not fight for change are perceived as cowards or not up-to-date on current events and hot-button issues. The next generation of leaders will benefit from sharing three professional women of color's lived experiences in their department, toolkits, and methodologies on how to survive as female faculty.

Rey Jeong, MFA, The School of Art and Design, Alfred University, Alfred, NY; **Angie Taylor**, PhD, Interim Chief Diversity Officer and Title IX Coordinator, Diversity, Inclusion and Equity Office, Alfred University, Alfred, NY; **Adero Willard**, MFA, Visiting Assistant Professor in Ceramics, The School of Art and Design, Alfred University, Alfred, NY

FRIDAY, JUNE 02

8:30–9:45 a.m.

4022	Room: Grand Salon 22 (1st Floor)	8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions — Session Complexity: For Everyone

Don't Forget to BREATHE (Boundaries Reflect Evaluate Acknowledge Thankfulness Heal Energize)™

Empirical evidence shows that individuals' emotional well-being and physical health can decline when experiencing chronic microaggressions (Jana and Baran, 2020). Additionally, navigating the covert layers of procedures, protocols, politics, and outright racism is multifaceted and often emotionally brutal for people of color, especially in academia. Although you know that you are not alone, at times, it certainly feels like you are. In those moments of isolation, fear, anguish, distrust, anxiety, and discouragement, it is so vital that we do not forget to BREATHE (Boundaries, Reflect, Evaluate, Acknowledge, Thankfulness, Heal, & Energize!)™. This interactive and reflective workshop is designed to help people of color collectively unpack some of the proverbial weights of academia, explore the importance of self-care and self-prioritization, and develop practices and processes that will enable us to heal from the trauma of racism, oppression, and systemic barriers so that we can renew our internal strength, continue our leg of the race, and simply BREATHE.

Markenya L. Williams, EdD, Early Childhood & Education Departments, William Rainey Harper College, Palatine, IL

8:30–9:45 a.m.

4023	Room: Marlborough A (2nd Floor)	8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education — Session Complexity: Intermediate

Building Bridges: Developing Social Justice Curriculum for a Summer Transition Program

Emporia State University currently has 35% of students who are first-generation, and over 33% of students who are Pell-grant eligible. University data showed a clear equity gap in retention of these students. To address the gap, the Office of Diversity, Equity, and Inclusion, and the TRIO Student Support Services worked collaboratively to build a program focused on assisting students in transitioning into life at ESU. Building Relationships, Inclusion, Diversity, and Global Equity (BRIDGE) was created through this collaboration. BRIDGE is a six-day program that begins a week before classes start. In this program, students move in early, become part of a learning community, and engage with a curriculum framed in social justice that focuses on building support and resources for participants.

This session will explore the process of creating the curriculum for BRIDGE, as well as feedback given from participants, and lessons learned through the first year of implementation.

Nyk Robertson, MA, Office of Diversity, Equity, and Inclusion, Emporia State University, Emporia, KS

8:30–9:45 a.m.

4024   Room: Grand Salon 13 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

The Marathon Continues; Facilitating the HBCU to PWI Graduate School Experience

The mission of the Columbia HBCU Fellowship Program is to prepare talented, high-performing HBCU graduates to lead, innovate, drive community impact, and advance their professional industries through program engagement, mentorship, and career development opportunities.

Our goals for this presentation include: equipping HBCU graduates with the academic and cultural competencies to navigate their respective industries while also empowering them to be change-makers; building on the intellectual excellence and supportive community at the School of Professional Studies by enrolling cohorts of Columbia HBCU Fellows from diverse backgrounds who are dedicated to academic merit and community engagement; investing in high-touch mentorship, networking opportunities, and professional development, in order to position Columbia HBCU Fellows as competitive candidates with the ability to make lasting contributions and impact in their careers as well as their local and global communities; providing access to the greater Columbia University network, and create a rich alumni base committed to furthering the legacy of HBCUs and expanding the reach and impact of the Columbia HBCU Fellowship Program; and encouraging Columbia HBCU Fellowship Program alumni to uplift, support, and mentor current and future Fellows through continued engagement, community building, and professional relationships.

This session will speak to the recruitment, retention, and persistence of HBCU Fellows at the Columbia University School of Professional Studies. Historically Black Colleges and Universities (HBCU) make up approximately 3% of the undergraduate student population, however, these institutions graduate nearly 20% of all Black graduates in the country. These institutions play a critical role in graduating Black students and the HBCU Fellowship Program serves as an important next step in their journey toward professional excellence. Through hands-on academic support, engaging programming opportunities, and intentional community building, the Fellowship Program has built an impactful, data-driven graduate student experience that allows them to thrive authentically at a predominantly White institution (PWI) in New York City. Join Columbia University staff as they walk through the structure of the program and provide strategies and components to create a successful graduate access program.

All are encouraged to attend the session as many of the learnings and strategies can be adjusted to meet the unique needs of a campus department.

Melissa Mayard, MSEd, Student Life, Columbia University School of Professional Studies, New York, NY; **Phong Luu**, MSEd, Director of Student Support, Student Support, Columbia University School of Professional Studies, New York, NY

8:30–9:45 a.m.

4025   Room: Grand Salon 16 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

Cultivating Community Amongst BIPOC Students Through a Pandemic

Currently, the lack of diversity in K-12 and higher education persists both for students and teacher/professor ranks. Per The Education Trust (2022), the majority of U.S. students in K-12 are of color. However, only 20% of teachers are individuals of color. Hansen, Quintero et al (2019) "reveal that the public teaching profession is growing proportionally white over time." Goodman (2022), writes "The increasing diversity of tenured track faculty is barely keeping up with that of the U.S population."

In response to the pandemic, it is imperative that we not only recruit future teachers and professors but also create a supportive community that ensures their well-being and sense of belonging. Utilizing a cohort model the Institute for Recruitment of Teachers (IRT) creates a community of responsibility and collegiality that bolsters students' self-confidence, their sense of self and their place as future scholars, and as valued members of IRT's professional academic community. The IRT, a Massachusetts-based nonprofit, addresses the lack of diversity in the nation's teaching faculties by recruiting outstanding students of color and other scholars committed to diversity, counseling them through the graduate school application process, and advocating for sufficient funding for advanced study.

Come and learn from two IRT specialists and alums who have a combined 28 years of first-hand experience preparing BIPOC students for graduate admission in the Humanities, Social Sciences, Math, and Education. In this interactive session, we will share the challenges and joys of developing a strong sense of community during, through,and emerging from the Covid pandemic. We will engage participants in activities and discussions centered on best practices for sustaining communities of belonging and care, while also navigating continued assaults on the Academy such as anti-CRT, anti-LBGTQ+ legislation, and book bans) and an increase in mental health challenges. Currently, we support a cohort of approximately 130 aspiring BIPOC graduate students annually in the graduate school application process. Our graduates enjoy remarkable success securing jobs as K-12 teachers, counselors, and principals, as well as professors and university administrators. This workshop will benefit student affairs professionals, deans, and faculty members whose roles involve recruiting and retaining BIPOC graduate students as well graduate students who plan to teach in K-12 and collegiate settings.

Leislie Godo-Solo, MA, EdS, Institute for Recruitment of Teachers, Phillips Academy, Andover, Andover, MA; **Brittany A. Zorn**, EdM, Arts & Sciences Specialist, Institute for Recruitment of Teachers, Phillips Academy, Andover, Andover, MA

FRIDAY, JUNE 02

8:30–9:45 a.m.

4026   Room: Chart C (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Heal, Lead and Thrive Anyway: Leadership Development Beyond Survival

Practitioners of color, and those within the LGBTQIA+ community still remain underrepresented in the many areas of higher education, from entry-level positions through senior leadership. In order to create real change, there must be opportunities to discuss ways forward that will move practitioners from surviving to thriving, as well as fortify retention and enhance recruitment. Therefore, several higher education professionals representing various roles will share strategies that promote a healthful working environment while leading with care and compassion.

The facilitators will discuss how to lead at all levels, establish community, and engage in radical self-care. This interactive discussion will highlight the importance of formal and informal mentorship, multiple pathways toward advanced leadership positions, and reflective healing. As well as representing various types of leadership, ideal for being a community builder and restorer, while fostering a sense of belonging for themselves and the communities they serve. Additional emphasis on radical self-care will move the participants beyond self-comfort strategies, to engaging practices that are restorative.

The facilitators aim to create an energized, helpful space with open dialogue to support new and intermediate professionals, as they navigate what's next. This roundtable will be facilitated by all persons of color, some who identify within the LGBTQIA+ community, that will use their professional exper-tise, storytelling, and lived experiences to emphasize ways forward reflective of the ever-changing climate within higher education.

Charla Blumell, CHES®, CWHC, EdD, Office for Institutional Equity and Diversity, North Carolina State University, Raleigh, NC; **Jameco McKenzie**, EdD, Residence Life Coordinator, The Ferry Complex & Black Male Initiative, Housing, North Carolina State University, Raleigh, NC; **Angela Gay-Audre**, Director, Office for Institutional Equity and Diversity, North Carolina State University, Raleigh, NC; **Erica Rousseau**, Director, Center for Student Diversity, Mount St. Mary's University, Emmitsburg, MD

8:30–9:45 a.m.

4027   Room: Grand Salon 10 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: Intermediate

Fulbright Opportunities for U.S. Institutions: Bringing New Voices to International Education & Cul

For over 75 years, The Fulbright Program has fostered mutual understanding by connecting faculty, administrators, and students in the U.S. and around the world. Sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, the Fulbright Program offers students, faculty and staff the chance to teach, study, conduct research, and participate in seminars abroad and host international visitors on your campus.

An educational exchange with a diplomatic goal, Fulbright recipients represent the American people. Therefore, it is imperative to represent diverse voices from both individuals and institutions. Minority serving institution (MSI) participation in Fulbright Programs helps grow institutional capacity for international engagement while allowing students to engage as global citizens. Historically, MSIs as well as institutions serving first generation and/or low-income students have not always had equitable access to these opportunities. Barriers to participation include limited existing institutional Fulbright knowledge, support during the application process, and resources to facilitate staff development. To address these gaps, we have current efforts to ad-dress systemic barriers throughout the history of the program. Diverse participation in Fulbright Programs is central to our goal, so initiatives that bring new voices to Fulbright deepen its impact on higher education.

In a panel discussion, our staff will highlight opportunities for which MSIs are priority applicants and current efforts to support institutional engagement with Fulbright. Partnerships like the HBCU Faculty Development Network and Hispanic Association of Colleges and Universities support members who pursue Fulbright opportunities. Similarly, institutional programs like the Scholar-in-Residence (SIR) Program, Outreach Lecturing Fund (OLF), and Inter-national Education Administrator (IEA) Seminars expand capacity for international efforts and expose students to new perspectives - regardless of their ability to travel. A panel of alumni will share their experiences and Fulbright's impact on their campuses. Attendees will leave this session with a better understanding of Fulbright opportunities available to them. Our discussion will demonstrate how Fulbright can benefit their careers and further their institutions' goals for global engagement. The audience will also gain insight into the application process and tips for successful proposals

Athena M. Fulay, The Institute of International Education, Washington DC, DC

8:30–9:45 a.m.

4029   Room: Winward-Leeward (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: Intermediate

Building a Sense of Belonging for Femme Faculty & Staff of Color in Higher Education

This session's purpose is to share an employee resource group (ERG) format that does not follow historical, colonial representations. ERGs have the potential to foster inclusion, therefore, a sense of belonging among femme faculty and staff who deal with the pressures of microaggressions and bias daily in higher education.

The concept of implementing a space designated to faculty & staff femme of color, Sister Color, at our university was due to considerable feelings of loneliness beginning of March 2020 due to the COVID-19 pandemic. Sister Circle is a support group created as a safe space for faculty and staff femme at the University of Toledo, where various topics of adversity, joy, reconciliation, collaboration, and cultural issues are discussed. Licensed DEI professionals from the University of Toledo lead guided conversations in the sessions. The influence that implementing Sister Circle has had on the University of Toledo's campus was a graduate student-level support group for femme graduate students, improved efficiencies among participants departments, and an increase in the sense of belonging.

In this presentation, we will discuss the Hierarchy Theory and implications of ERG Theory as to the implementation of ERGs for femme faculty & staff of color like Sister Circle, the benefits of support circles for faculty and staff on college campuses, and how to implement a support group for femme faculty and staff of color at a predominately white institution.

Malaika Bell, MA, Office for Diversity, Equity, and Inclusion, The University of Toledo, Toledo, OH; **Kyndra Gaines**, MPH, Multicultural Program Manager, Office of Multicultural Student Success, The University of Toledo, Toledo, OH

8:30–9:45 a.m.

4030   Room: River (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: For Everyone

Divine Healing for Organizers: Building Spiritual Practice with Tarot

In this session, participants will learn about the healing qualities inherent in the practice of tarot, and how tarot can be incorporated into a daily practice of self and community care. Tarot has steadily gained popularity in recent years, sparking curiosity amongst people of many paths. While tarot is traditionally considered a fortune-telling tool, this session asks participants to expand their understanding of the ancient practice. Participants will embark on a short journey that will illustrate how regular practice can be integral to personal development and self-care. They will come away with a basic background of tarot and divination and how to build a tarot spread. This session will further explore building more holistic community organizing spaces that center on healing and wellness, rather than as an afterthought. Incorporating spirituality can better aid transformative justice practices and build stronger communities of care. Participants will learn to combine tarot and other divination styles to create a powerful healing tool that can assist in managing not only major crises, but also the stressors of daily life.

Tea Brown, Diversity, Equity, and Inclusion, Equitas Health, Columbus, OH

FRIDAY, JUNE 02

4031   Room: Port (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Creating Diverse, Equitable, Inclusive, and Belonging Space in the Classroom

The need to belong and feel a sense of community is paramount to the retention and graduation of racially minoritized undergraduate students. Histori-cally, predominately white institutions made the erroneous assumption that an extension of or invitation of welcome is the same as fostering a sense of belonging. This supposition supported the construction of policies and practices, which fail intentionally or deliberately to create an atmosphere where racially minoritized students feel valued, validated, and visible. Extensive research conducted on belonging suggests undergraduates who demonstrate high levels of sense of belonging report increases in academic achievement. This presentation offers college faculty and administration proven culturally responsive strategies, which promote academic success among racially minoritized and other traditionally underrepresented populations on college campuses.

JaDora Sailes Moore, EdD, Applied Clinical and Educational Sciences, Indiana State University, Terre Haute, IN

4032   Room: Starboard (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education   Session Complexity: Beginner

Facilitating Difficult Conversations Using a Book Club Format for Guided Discussion

Understanding how to have productive social discourse is becoming increasingly important as social justice related discussions become more common, especially in fields that traditionally have avoided these types of discussions. This session will present a format that allows for social discourse to be more approachable and structured, with the goal of providing session participants with strategies for implementing their own book club programs. Attendees will be introduced to an alternative method of running a book club where audio clips are shared at the beginning of a session and the content of that audio is then used as a primer for discussion amongst the audience. This session will take the audience through a full experience, step by step, of how to choose an appropriate book and attain the necessary approval from their organization and the book publishing entities to allow for such a session to be possible. Attendees will also experience a shortened half-hour session of listening to a book chapter and participate in a discussion to immerse the audience in the experience we are proposing they take back to their home institutions. Full transparency is important for an endeavor such as this, so ample time will be provided to allow the audience to inquire about how this book club discussion format has been received at the presenter's institution, what challenges we have faced, and what attendance has been like over the time this book club has been in operation. We will also discuss opportunities for participants to leverage their book club experiences for research and contribute to the conversations around the efficacy of this type of program in facilitating social discourse. Workshop participants working with faculty, staff, or students will be able to use the information in this session to plan and implement a book club program at their institution. This book club can be used as a professional development tool, a student identity development tool (I.E. using a book that targets a specific identity), or as a community-building tool since the content of the books that a host entity chooses can be flexible to fit different needs. We hope to share what has been an extremely positive experience for the presenters at their university with the larger community at NCORE and hope to see difficult conversations become less threatening through literary book clubs.

Lance Leon Allen White, PhD, College of Engineering, Texas A&M University, College Station, TX; **Karan Watson**, PhD, Professor of Electrical Engineering, Regents Professor, Distinguished Fellow at the Institute for Engineering Education & Innovation, Electrical Engineering, Texas A&M University, College Station, TX

8:45–11:45 a.m.

4100 Room: Canal (3rd Floor)   8:45–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

How to Explain White Privilege to a Skeptic: Interrupting Patterns of Power and Privilege

This session is designed to make visible the dynamics of power and privilege that too often undermine DEIJB initiatives and instead reproduce white supremacy's interlocking inclusion/exclusion hierarchies. Using a series of pointed questions, Debby works with participants to build a graphic map of the groups people belong to because of social locations and roles in U.S. history and society. Participants will think together about how various groups have and have not had access to rights, resources, representation, and respect, ultimately revealing the social positioning and impacts of white and other privileged identities while dispelling illusions of a level playing field. Once the graphic has been created, Debby leads participants in an exploration of the self-perpetuating, often internalized, dynamics born of white supremacist structures and cultural norms, even when "good" intentions are in play. Participants will leave with two powerful tools to 1) analyze their campus policies, practices, and initiatives through an intersectional lens 2) advance their individual self-work, and 3) design for more humane and equitable outcomes by applying transformational strategies rooted in connection, care, and community. This presentation is highly interactive and useful for those new to the topic as well as those deeply versed in it.

Debby Irving, MBA, Deborah Kittredge Irving, LLC, Cambridge, MA

8:45–11:45 a.m.

4101 Room: Compass (Riverside)   8:45–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Intermediate

No Racial Justice, No Climate Justice: Connecting Campus Racial and Climate Justice Work

Too often college and university campuses separate their sustainability and environmental offices, policies and programs from those that address racial equity issues under the false assumption that these are separate and distinct foci. In reality climate change and racism / climate justice and racial justice are deeply symbiotic dynamics in both their causality and consequences and therefore must be addressed in a more integrated manner if we are to see any real change on either front. This session explains the connections between climate change and racism / climate justice and racial justice, and then focuses on how campuses can take concrete actions to more effectively work for both racial and climate justice. Addressing campus work from the big picture down to the ground, this workshop's action focus starts with a discussion of campus-wide actions, moves to programming and faculty work, and then attends to the daily actions necessary for climate and racial justice. Because of its intersectional nature, this session is well suited for any campus members concerned about climate change/justice (sustainability officers, environmental science faculty, and students leaders), racial oppression/justice (campus administrators, those in students affairs and residence life, faculty and students leaders) and advancing change in both areas. The substantial amount of content and high level of participant engagement in this workshop means that it has a rigorous pace and is a good fit for those with some prior knowledge of one or both of these focus areas.

Heather Hackman, EdD, Hackman Consulting Group, Minneapolis, MN

8:45–11:45 a.m.

4102 Room: Quarterdeck B (Riverside)   8:45–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Beginner

Liminal Spaces: Using Encanto and Animation as Analysis for Healing Ancestral Trauma and Excavating

The Disney Pixar Film, Encanto, centers on a Colombian family, the Madrigals, and a main protagonist, Mirabel who is the only member of her family who does not receive an ancestral magical gift. This discussion-based workshop is meant to use the Disney Pixar film, Encanto, as a discourse analysis that follows a 15 year old Mirabel as she discovers the power she has in her all along - breaking cycles of intergenerational trauma. Guided by the work of bell hooks, Resmaa Menakem, and Gloria Anzaldua, we ask participants to explore the power of children's media to collectively heal. Encano guides us on a journey where we can break intergenerational cycles of trauma and collectively participate in a communion of healing as conceptualized by hooks.

Jes Norman, MS, Office of Diversity and Inclusion, Princeton University, Princeton, NJ; **Jazmin Muñoz**, MA, Program Coordinator, Office of Diversity and Inclusion, Princeton University, Princeton, NJ

FRIDAY, JUNE 02

8:45–11:45 a.m.

4103   Room: Chart B (Riverside)   8:45–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Advanced

Legalizing Anti-Blackness: A Historical Timeline of Systemic Othering

Since its incipience, the United States of America has grappled with many issues of social and racial injustice; yet no issue has served as a greater burden to the country's progress than that of Anti-Black racism. Coined to name the specific kind of racial prejudice directed towards Black people (Gamblin, 2020), anti-Blackness is not something that is a result of a given moment, but rather, something that has been carefully crafted and designed to work in concert with every American social institution since before the country's framing. Using a historical timeline grounded in legal scholarship, this workshop will unearth the ways in which the three branches of the United States government have created a framework designed to uniquely and systematically "other" Black people. This session would benefit individuals and learners who are interested in anti-black racism, history, and legal scholarship (specifically constitutional). Participants will take with them a new understanding of anti-Blackness and how its construction has led us to the events of today.

Sherard Robbins, MLS, PhD, Organizational Development, Visceral Change, Tucson, AZ

8:45–11:45 a.m.

4104   Room: Quarterdeck C (Riverside)   8:45–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

When White Faculty and Staff Talk About Race with the KIDS They LOVE: (Un)expected Campus Outcomes

Are you a white* parent working in higher education/student affairs? Do you find yourself seeking ways to deepen your capacity for racial and social justice both at home and on campus? From the racial reckoning of summer 2020, to the current backlash against Critical Race Theory in K-12 schools, white* faculty and staff who are also parents find themselves grappling with how to meet this moment with honesty, humility, and effective action, with and for the kids we love (all kids!).

As white parents working in higher education, we are called on to do the work of social justice on campus. Once we leave campus, though, how much are we really engaging on these issues? How often do we talk to our kids about race? How often do we engage our spouses, friends, places of worship, clubs, extended families and larger communities in conversation and effective action to dismantle injustice?

What would it look like for white* faculty and staff to feel calm, confident and fully equipped to have age-appropriate conversations about racial and social justice with their young children, from infancy through lower elementary school and beyond. What impact might it have on their capacity to talk about, and take action toward racial and social justice, with and for college students?

In the wake of book bannings and legislation fining teachers upwards of $500 for talking about race in the classroom, more and more white parents, particularly those who work in higher education, are looking for effective tools and strategies for co-creating a more just and equitable world with and for the young children and college students in our lives.

In this session, we will cover the following:

> How (and why!) to talk to kids about race and racism, without shame and blame,

> What is the ideal age for starting conversations about race?

> How do we know that kids are not racially colorblind?

> How do kids learn about race at every age and stage?

> How should we be talking about race with kids at every age and stage?

> How do we sustain racial and social justice efforts for a lifetime, with and for the KIDS we LOVE?

> How can doing this work at home deepen our capacity to enact social justice on campus?

> And more...

Attend this engaging, interactive session, as we dig into the philosophy, foundational research and daily practice it takes for white parents to be fully in alignment with social justice values at work and at home.

*All are welcome to attend this session, and - we white f

Mollie M. Monahan, PhD, Social Justice Kids, Gig Harbor, WA

Friday, June 2

8:45–11:45 a.m.

| 4105 | Room: Chart A (Riverside) | 8:45–11:45 a.m. |

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

Reframing Anti-Blackness and White Supremacy as Psychopathic and Sociopathic Conditions

This session will revolve around much of the contents within my book, The 400-Year Holocaust: White America's Legal, Psychopathic, and Sociopathic Black Genocide - and the Revolt Against Critical Race Theory. The book examines and discusses the legal history of anti-blackness and Whiteness through colonialism and the United States, and its impacts on present-day America. It centers anti-blackness as the core tenet of "racism" in White America and amplifies its relationship to the inherent "value" of Whiteness (i.e., White identity, White culture, White institutions, etc.). Participants will be led through several interactive exercises where they will look at the roots of antiblackness and White supremacy, and make linkages to the ways in which the tenets manifest daily behavioral patterns, decisioning, framing, conceptualizing, etc. Participants will then work together to develop strategies that will enable and empower them to consider antiblackness and Whiteness as the root-cause of injustice within and throughout American institutions.

Dante D. King, MSEd, EdD (ABD), African American/Black Studies, Dante D. King Consulting, Oakland, CA

8:45–11:45 a.m.

| 4106 | Room: Churchill B2 (2nd Floor) | 8:45–11:45 a.m. |

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: Intermediate

Antiracist Leadership: What Does It Take?

The purpose of this interactive workshop is to increase people's capacities to take antiracist action in their leadership roles by developing the equity framework for antiracist and equity leadership. Using short lectures, collaborative discussion, and personal and group reflection, participants will: describe how whiteness keeps racist structures and white supremacy in place in their context; consider how to make whiteness and white supremacy culture transparent in the service of racial justice; and identify actions they can take to build personal, professional, and institutional equity in order to take antiracist action. This includes engaging emotions around race, equity, whiteness, and intersectionality and working to create a culture that prioritizes healing and wholeness. Participants will also identify resources they need to build the equity framework. The intended audience of this session is participants who are leaders or prospectives leaders in any sectors of their organizations.

Pamela H. Chao, MA, Sociology and Social Justice Studies, American River College, Sacramento, CA; **Tanika Byrd**, EdD, Professor, Communications, Cosumnes River College, Sacramento, CA; **Jennifer Laflam**, Dean, Institutional Effectiveness and Innovation, American River College, Sacramento, CA

8:45–11:45 a.m.

| 4107 | Room: Churchill C2 (2nd Floor) | 8:45–11:45 a.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions

Session Complexity: Intermediate

Adversarial Allies: Power Dynamics Among Black Women and White Women Leaders in EDI

This workshop will create space for EDI leaders to explore, confront, and address their experiences, assumptions, misunderstandings, and fears when leading EDI spaces across differences. The workshop will be composed of Black and white women professionals in EDI roles who will discuss the challenges when working across differences when well-meaning behaviors cause harm and those individuals become an "adversarial ally." An adversarial ally can describe the often complex and difficult relationship with allies from a historically dominant or adjacent group that are unintentionally and, in some cases, intentionally inflicting harm on individuals from historically marginalized groups. In a Q&A format, we will address white privilege, building and navigating trust, and how to leverage each other's strengths, privilege, and position to effect change in our institutions. We will also discuss the challenges of navigating racial and cultural differences on top of positional power differences. Participants will engage in small group discussions and develop an action plan to apply the lessons they've learned from the workshop to promote more effective collaborations at their institutions.

Chianti Blackmon, MS, The American Musical and Dramatic Academy, College & Conservatory of the Performing Arts, New York, NY; **Sheree Ohen**, JD, Associate Dean for Diversity, Inclusion and Belonging, Harvard University, Boston, MA; **Rosina Bolen**, PhD, Director of DEI Training and Development, Mount St. Mary's University, Emmitsburg, MD; **Stephanie Haring**, BS, Director of Learning & Equity The American Musical and Dramatic Academy, College & Conservatory of the Performing Arts New York, NY

FRIDAY, JUNE 02

8:45–11:45 a.m.

4108   Room: Quarterdeck A (Riverside)   8:45–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Color Bombing a PWI: Solidarity Across Racial Lines Without Co-Opting Narratives in Higher Education

This session will discuss the importance of building cross-racial solidarity amongst faculty and staff in the context of working at predominantly white institutions in higher education. In this three-hour session, we will explore a brief history of higher education institutions and communities of color, our own positionality as presenters and participants, how to disrupt oppressive moments, and ways to build power and solidarity. We will begin with a historical overview of the activism and coalition-building work that has been done both inside and outside of the academy. We will share examples of instances where the presenters had to be strategic in disruptive whiteness and the ways we have worked to dismantle narratives of tokenization. At the end of the session, we will also provide a reading list for folks to see other examples of how building cross-solidarity can happen without coopting narratives. The workshop is best suited for faculty and staff of color that work at predominantly white institutions of higher education and are seeking to build interracial coalitions to support diversity, equity, and inclusion work on campus

Brenda J. Sifuentez, PhD, Educational Leadership, Lewis & Clark College, Portland, OR; **Wonyoung L. Cho**, PhD, LMFT, Assistant Professor, Marriage Couples and Family Therapy, Department of Counseling, Therapy, and School Psychology; Graduate School of Education and Counseling, Lewis & Clark College, Portland, OR

8:45–11:45 a.m.

4109   Room: Windsor (3rd Floor)   8:45–11:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

A Systems Approach to an Inclusive & Equitable Organization

"Changing the Decision-making Context: A Systems Approach to an Inclusive & Equitable Organization" provides an experiential learning opportunity related to strengthening the efficacy and equity of team decision-making processes. Members of MIT Sloan's Office of Diversity, Equity, and Inclusion will guide participants through an interactive team decision-making exercise designed to illustrate pervasive biases associated with team performance and to provide tools for addressing these biases. The exercise is based in research produced by MIT Sloan faculty and partners from peer institutions. Likewise, the decision-making tools we provide are research-based and supported by real-world examples, which we also explore in the session. This session is designed to be accessible and useful to professionals at all levels of an organization, and may be specifically useful to managers or other team leaders who have responsibility for process decisions on their teams.

Bryan A. Thomas Jr., MSEd, Office of Diversity, Equity, and Inclusion; MIT Sloan School of Management, Massachusetts Institute of Technology, Cambridge, MA; **Austin Ashe**, Senior Associate Director, Culture and Belonging, Office of Diversity, Equity, and Inclusion; MIT Sloan School of Management, Massachusetts Institute of Technology, Cambridge, MA; **Amanda Jarvis**, PhD, Assistant Director, Office of Diversity, Equity, and Inclusion; MIT Sloan School of Management, Massachusetts Institute of Technology, Cambridge, MA; **Kayla S. Burt**, MPA, Data Research Analyst, Office of Diversity, Equity, and Inclusion; MIT Sloan School of Management, Massachusetts Institute of Technology, Cambridge, MA; **N. Angie Jaimez Noel**, MA, Graduate Student, Higher Education and Organizational Change, University of California, Los Angeles, Los Angeles, CA

10:15–11:45 a.m.

4200 — Room: Grand Salon A (1st Floor) — 10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: For Everyone

What White Folks Should Do Now: Anti-Racist Solidarity in an Age of Backlash

Since the racial justice uprising of 2020, right-wing backlash and stalled progreson issues of racial equity have left many frustrated and worried about the direction of the racial justice movement. Although people of color are used to thelong-term nature of the work, many white folks who only came into the movement after the murder of George Floyd are showing signs of fatigue and uncertainty. How can white people engage in racial justice work responsibly, without losing steam? What is their role in the work? What does real solidarity look like? Specifically, how can students and others in a higher education institution play a role as stronger allies in solidarity with Black and brown folks?

This talk will help focus white antiracist efforts by grounding them in a historical context, and examining what it means to be conscious, connected, and committed to justice in an unjust world. How do we retain hope in hard times? And most importantly, how do we remain accountable as we engage with persons of color who have the most to lose if racial justice efforts fail?

Tim Wise, SpeakOut, Nashville, TN

10:15–11:45 a.m.

4201 — Room: St. James (3rd Floor) — 10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Reproductive Justice is Racial Justice and Human Rights

Loretta Ross, an expert on women's issues, racism, and human rights, will provide a deeper understanding of the term "Reproductive Justice," which moves beyond the narrow focus of choice and access to abortion. The term was first coined by African American women, including Ross, in 1994 before the International Conference on Population and Development in Cairo, Egypt. It is a broader framework that uses a human rights lens to examine the interconnected issues of reproductive oppression, sterilization abuse, immigration restrictions, gun culture, rape culture, and the prison-to-school pipeline. The presentation will cover all aspects of Reproductive Justice and how it is becoming the primary framework for new voices in the movement to move beyond the divisive debates of abortion politics.

Loretta will delve into the implications of reproductive justice on higher education, emphasizing the transformative power of reproductive justice activism to build a Human Rights movement that includes everyone. Her presentation, "Reproductive Justice as Human Rights," will use human rights as a lens through which to understand and mobilize around women's rights at a time when women's reproductive lives are under threat. Attendees will leave with a greater understanding of the complexities of reproductive justice and the ways in which it intersects with other issues of oppression, as well as practical strategies for advocating for reproductive justice in their own communities.

Loretta Ross, Smith College, Northampton, MA

10:15–11:45 a.m.

4202 — Room: Churchill D (2nd Floor) — 10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: For Everyone

A Call to Courage: A Case Study of Individual and Institutional Transformation

Many of our institutions espouse values of respect for all humans (e.g. diversity, equity, and inclusion). However, there is often a misalignment between these stated values and their actions. In 2015, a small group of 'concerned' students at the University of Missouri, later known as #ConcernedStudent1950, gained national attention for their harrowing activism that invited the university and its people to act in alignment with its espoused values and institutional commitments. Dr. Reuben, a founding member of the #ConcernedStudent1950 student collective, will share highlights from the harrowing experience and the results of the transformation that occurred for himself, others, and the institution. Audience members will have opportunities to explore change-maker identity development in the individual and institutional contexts and will have opportunities to embrace their own development as change-makers for our human collective.

Reuben Faloughi, PhD, RTF Liberating Enterprise, LLC, Tampa, FL

FRIDAY, JUNE 02

10:15–11:45 a.m.

| 4203 | Room: Churchill B1 (2nd Floor) | 10:15–11:45 a.m. |

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Beginner

"Everything I Learned, I Learned in a Chinese Restaurant"

For students of color, in particular first-generation college students, education often lives and thrives beyond the classroom. To highlight this fact, writer, and filmmaker Curtis Chin will read an excerpt from his upcoming memoir Everything I Learned, I Learned in a Chinese Restaurant. The book traces the author's coming of age and coming out journey through 1980s Detroit as he navigated rising xenophobia, the AIDS epidemic, crack cocaine, and the Reagan Revolution to find his voice as a writer and activist - all set against the backdrop of his family's popular Chinese restaurant. The book, which features plenty of Chinese food, family drama, and Motown vibes, will be published by Little, Brown in October 2023.

Curtis W. Chin, BA, Every thing I Learned, I Learned in a Chinese Restaurant, Los Angeles, CA

10:15–11:45 a.m.

| 4204 | Room: Churchill C1 (2nd Floor) | 10:15–11:45 a.m. |

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Advanced

Recentering Senior Diversity Officers for What's: What Got You Here Won't Get You There

Since 2020 many institutions created new Senior Diversity Officer roles and many people have transitioned in into these roles for the first time. The demands on senior level positions to create change, develop EDI strategic plans, mentor and coach both superiors and peers can be overwhelming. These demands can leave Senior Diversity officers with little time to reflect on their own intentions and feel disconnected from their purpose as both professionals and as individuals. During this session participants will be led through a leadership for change reflection process intended to recenter their values, purpose, and intended impact as a senior diversity leader through an identity lens.

Senior Diversity Officers also come from a myriad of backgrounds and have developed leaderships skills, behaviors, and habits that allowed them to be successful throughout their career paths. Many new Senior Diversity Officers can struggle to identify what new skills sets are need to be successful in their role. AND sometimes we forget the importance of shedding old habits that may be less effective at the senior level to create access, equity and belonging on the systemic level. This session will draw from Ginwright's (2022) Four Pivots for reimagining social justice work and from Goldsmith's (2007) coaching strategies to address bad habits senior leaders develop over time. Participants will engage in an interactive reflection to identify the "less effective habits" that might be keeping them from making the pivots necessary to lead their organizations towards racial justice and social change as senior diversity officers. The participants will also have opportunities to engage with each other to provide support and constructive advice to move forward as a collective of senior diversity leaders.

Alejandro Covarrubias, EdD, Foundations for Hope & Justice Consulting, Rancho Cucamonga, CA

10:15–11:45 a.m.

4205   Room: Grand Salon 9&12 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

Centering Racial Justice Amidst Political Pandering: Combatting Illegitimate Educational Laws

Several educational laws, state bans, and other racist policies have been enacted recently. Georgia's legislature passed The Divisive Concepts Bill (HB 1084) and the Parents Bill of Rights (HB 1178). Florida aimed to stop people from being woke. Several other states and districts attacked Critical Race Theory, banned books that centered historically marginalized populations, and repealed protections for LGBTQIA+ students. These illegitimate laws and practices have grave consequences in higher education, as they each attempt to dilute this nation's history, which is rooted in racism, capitalism, and other interlocking systems of oppression. These laws have quickly led to a chilling effect where many K-12 teachers are being forced to choose between teaching the truth or being fired.

In this interactive session, attendees will familiarize themselves with current legal trends around the country and how such laws attempt to erase race and racism from K-16 education. The presenter will then share a historical overview of advocacy and draw from examples of how our predecessors worked to disrupt racist educational systems (e.g., fugitive pedagogy and abolitionist practices). Next, the presenter will introduce Creative Insubordination (Guitérrez, 2015) as a necessary strategy in subversion and advocacy work. Attendees will then collaborate to create an advocacy plan to use as they disrupt laws and racist policies in their local contexts. A key component of the advocacy plan is identifying partners, as it is critical that advocacy work is done in community.

This session, which includes a workshop and presentation, will be most beneficial for faculty, social justice educators, leaders, organizers, and activists interested in unpacking laws and other policies so that they can strategically empower a range of stakeholders to engage in anti-racist work. Participants who work in teacher education or with K-12 teachers are strongly encouraged to attend this session.

Marrielle Myers, PhD, Elementary and Early Childhood Education, Bagwell College of Education, Kennesaw State University, Kennesaw, GA

10:15–11:45 a.m.

4206   Room: Grand Salon 15&18 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Beginner

Putting Words to Action: Beyond the Land Acknowledgement and Free Tuition for Native Students

This panel will feature representatives from universities that have recently created free tuition initiatives for Native students. The conversation will center around the triumphs and challenges of their individual programs, and will cover topics related to student success strategies, tribal relations, financial aid, and institutional policies.

Megan Red Shirt-Shaw, (Oglala Lakota), Native Student Services, University of South Dakota, Vermillion, SD

10:15–11:45 a.m.

4207   Room: Churchill A2 (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Intermediate

Leading Institutions Toward Anti-Racism: Action Planning with a Racial Equity Lens

Institutional success is measured by the success of students who have been historically excluded and face the greatest systemic barriers to completion. As institutions examine their efforts to lead and support student success through the lens of anti-racism and racial equity, this session provides a theoretical grounding, concepts, and key questions to guide learners through individual and team action planning for equity-focused leaders. Presenters from three different institutions will highlight how these shared principles have been applied in different institutional settings, and provide participants with an opportunity to ask nuanced questions as they consider the application at their institutions. Participants will leave with the tools they need to plan strategically, and critically examine current efforts through centering racial equity. This session is especially helpful for senior equity and diversity officers, executive leaders, deans, department chairs, and those in supervisory leadership roles.

Consuelo A. Grier, EdD, Office of Diversity, Equity, Inclusion, Bellevue College, Bellevue, WA; **Charlie Parker**, MPP, Vice President for Learning and Student Success, Pierce College, Tacoma, WA; **Roderick Morrison**, JD, Vice President, Equity, Diversity and Inclusion, Tacoma Community College, Tacoma, WA

10:15–11:45 a.m.

4208   Room: Jackson (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Transforming How We Gather through Remaining Whole, Human, and Hopeful

At Cornell Cooperative Extension (CCE), we have set the intention to become an anti-racist organization. We recognize this is just as much about how we are as an organization as it is about what we do. Fueled by the challenges of how to support staff during the pandemic, our diversity, equity, and inclusion (DEI) leadership team decided we needed to create a space at CCE where colleagues could be authentic, feel empowered to be vulnerable and innovative, and breathe. The Remaining Whole, Human, and Hopeful series began in 2020 and has become a consistent monthly gathering series at CCE. Through this series, our DEI team has created a space for colleagues to feel safe to share the joys and challenges they experience, as whole people who are members of our CCE community.

Our CCE DEI team has offered 58 gatherings. Over 220 people, including CCE staff, faculty, and community partners, have participated in at least one gathering, with an average of 30 attendees per session. Our series contributed to the launching of CCE affinity groups. We currently have 5 affinity groups. We have created a virtual, state-wide space for people to feel safe to be vulnerable and authentically share their experiences at CCE. Our gathering series serves as an incubator space for innovation and leadership, with 28 CCE staff and partners leading interactive sessions over the last three years, including teen leaders sharing their work on anti-racism.

We will share the transformative framework we utilize for the Remaining Whole, Human, and Hopeful series through an interactive session that models our approach so that attendees can understand how we run our series. We will share examples of the variety of topics we have covered so that attendees can take home these ideas to their own institutions. We will offer a space for reflection on how attendees can use their discretionary power to transform how they show up at work.

Those who will benefit from this workshop include anyone interested in intentionally integrating practices that honor the importance of connection, relationship, and accountability in systems change work. Those committed to engaging the mind, body, and spirit in their equity-centered work will also benefit. Lastly, those who have the capacity to offer workshops, trainings, or professional developments in their institution or community will be able to engage in and reflect on emerging whole-body approaches.

Sara E. Jablonski, MS, Cornell Cooperative Extension, East Aurora, NY; **Eduardo González, Jr.**, MPA, CCDP-AP, Assistant Director for Diversity, Equity, and Inclusion, Cornell Cooperative Extension, Cornell University, Ithaca, NY; **Malinda G. Ware**, Program Director and statewide Diversity, Equity, and Inclusion facilitator, Cornell Cooperative Extension Sullivan County, Cornell University, Ithaca, NY; **Nicole Araceli Slevin Nikolados**, SHRM-CP, Administrator & Director of Diversity, Equity, Inclusion, Accessibility, Cornell University Cooperative Extension Sullivan County, Liberty, NY; **Renée Mooneyhan**, BA, SHRM, State Extension Specialist, Cornell University Cooperative Extension, Ithaca, NY

10:15–11:45 a.m.

4209   Room: Kabacoff (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: For Everyone

Cultivating Inclusive Excellence with Key Administrators

Academic leaders play an essential role in institutionalizing university diversity, equity, inclusion, and justice (DEIJ) goals. In response to the need for effective, efficient ways to engage campus leaders in DEIJ professional development, at Colorado State University we created the Chairs and Heads Institute for Inclusive Excellence (CHIIE). CHIIE provides an intentional opportunity for department chairs and heads to further develop awareness, knowledge, and skills necessary to make demonstrable progress toward DEIJ goals within their respective units. Our curriculum specifically focuses on successfully recruiting, retaining, developing, and advancing Black, Indigenous, and People of Color (BIPOC) as well as women faculty. Through two cohorts of CHIIE representing more than 40% of the chairs and heads at Colorado State University, participants have reported highly positive CHIIE experiences, noting that the content felt valuable and that they enjoyed learning about best practices, research, tools, and resources for implementation to address DEIJ challenges. Most participants shared that they found the ideas around developing mentoring programs, improving new faculty onboarding, and reconfiguring search processes and recruitment/retention efforts as the most impactful ideas for implementing change in their own departments. Multiple participants indicated that they found all of the CHIIE content interesting, engaging, and relevant for their work as department heads. Participants also named the ability to engage in comparative analysis (i.e. assessing where departments think they are in their DEIJ journey vs. where they actually are, and how their DEIJ efforts compare to other departments across campus) as one of the most interesting and valuable components of the CHIIE experience. In this 90-minute interactive workshop, we will overview the CHIIE curriculum and share program assessment while helping attendees begin to think about what a CHIIE process might look like their respective institutions. The workshop is designed for DEIJ facilitators, Chief Diversity Officers, university faculty, administrators, and anybody interested in empowering and equipping university leaders to engage in inclusive excellence in their department and beyond to create sustainable institutionalized change.

Shannon Archibeque-Engle, PhD, Office for Inclusive Excellence, Colorado State University, Fort Collins, CO; **Ria B. Vigil**, MS, Assistant Vice President for Inclusive Excellence, Office for Inclusive Excellence, Colorado State University, Fort Collins, CO; **Meara Faw**, PhD, Associate Professor and Presidential Leadership Fellow, Communication Studies and Office of the Provost, Colorado State University, Fort Collins, CO

10:15–11:45 a.m.

4210 Room: Fulton (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Intermediate

"For" The Institution or "Of" The Institution: A Leadership Symposium About CDO's

Is it possible to be an administrator within the institution while simultaneously advocating for various stakeholder groups? Chief Diversity Officers are often hired as a means to address specific questions or in response to specific incidences or demands. More times than not they are placed in precarious positions to have to decide in whose best interest should they act, and in whose best interest they represent. In short, their effectiveness will be determined based on how they answer the following question. Are you the CDO for the institution or the CDO of the institution? Attendees will learn how to best answer that question, and develop a personal philosophy and career strategy that will help them to succeed.

"For" The Institution or "Of" The Institution: A Leadership Symposium For CDO's & Other Equity Decision Makers is an interactive, multimedia symposium that will help CDO's and other DEIB decision-makers identify strategies for creating a truly equitable campus community while advocating for various stakeholders. This session will combine history, communication, and philosophical theories with practical examples in order to better prepare CDO's and other DEIB decision-makers to be leaders, practitioners, and advocates for change, justice, and equity.

Bryant K. Smith, M S, Smith Consulting And Networking, Clemson, SC

10:15–11:45 a.m.

4211 Room: Camp (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Athletics in the Academy   Session Complexity: Intermediate

Advancing Racial Justice Within Intercollegiate Athletics

Racial Justice conversations and efforts occur within and outside of athletics. The NCAA's Inclusion, Education and Community Engagement unit and their partner organization RISE have strategically created resources and educational experiences for student-athletes, coaches, and administrators that help strengthen the athletic community's understanding and quest to create more racially inclusive environments. During this session, attendees will learn about the resources and activities put in place that increase understanding around racial justice topics within college athletics and how those outside of athletics can contribute to the conversation and efforts to establish a more racial justice athletic community on your campus.

Niya Blair Hackworth, EdD, Inclusion, NCAA, Indianapolis, IN; **Andrew Mac Intosh**, PhD, Chief Program Officer, RISE, New York, NY

10:15–11:45 a.m.

4212 Room: Royal (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: For Everyone

Monoracism, Racism, and Colorism: Exploring a Key Tenet of Critical Multiracial Theory (MultiCrit)

In over two decades since the term monoracism was coined in the academic literature (Johnston & Nadal, 2010), the concept of a unique system of oppression targeting those who do not fit monoracial categories is gaining some traction, especially in higher education. The increasing awareness is likely due to it being part of a central tenet of Critical Multiracial Theory or MultiCrit (Harris, 2016). Yet, debate still surrounds whether monoracism is real, and what its relationship is to other forms of racism. For instance, is focusing on monoracism (and in turn pointing out people's monoracial privilege) a distraction from more important racial justice work? Or could monoracism hold the key to dismantling racial hierarchies that depend on policing racial borders? This session aims to further unpack the connections between racism, monoracism, and colorism as one of 8 tenets of MultiCrit in order to further explore how it can be used to further disrupt white supremacy. Panelists will share scholarly and personal perspectives on monoracism in relation to Critical Race Theory in order to move MultiCrit forward in research and praxis.

Marc P. Johnston-Guerrero, PhD, Educational Studies, The Ohio State University, Columbus, OH; **Rebecca Cepeda**, PhD, Assistant Professor, Educational Leadership, Texas A&M University, Corpus Christi, Corpus Christi, TX; **Lisa Delacruz Combs**, MS, Higher Education and Student Affairs, The Ohio State University, Columbus, OH; **Raven E. Lynch**, PhD, Assistant Professor, School of Social Work, Temple University, Philadelphia, PA

10:15–11:45 a.m.

4213   Room: Commerce (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application   Session Complexity: Beginner

Leveraging the Power of Student Work Groups and Reimagining Pedagogical Caring

A caring encounter with a faculty member is strongly related to positive academic outcomes and this association holds across students' academic major and demographic backgrounds. These caring encounters are often described as expressions of pedagogical caring. Drawing from community-based participatory research methods and philosophies, we recruited students with multiple minoritized social identities to be part of a working group to explore how pedagogical caring contributes to their sense of belonging. Specifically, we aimed to answer the following questions: What does pedagogical caring mean in the context of higher education?; Why does (lack of) pedagogical caring matter for students with multiple minoritized identities?; and How can faculty demonstrate pedagogical caring?

College students who self-identified as belonging to minoritized social groups (N=22) were recruited from a large public university in central Texas to participate in a working group. All students held at least two minoritized identities, typically based on race/ethnicity (71%) and sexual orientation/gender identity expression (78%). The working group met for six two-hour sessions and collaborated on two main goals:Describe pedagogical caring (e.g., ways faculty demonstrate pedagogical caring; impact of professor's pedagogical caring on their sense of belonging; impact of pedagogical caring on their education; how professors can improve their pedagogical caring); Create a video and accompanying booklet for faculty describing the significance of pedagogical caring as well as prescribe strategies for improving pedagogical caring to cultivate student sense of school belonging.

We will describe the best practices we used including how we did this during the pandemic, and the lessons we learned to illustrate how you can develop student working groups in your home institution. Drawing from students' narratives, we will share strategies for improving pedagogical caring especially around proactivity, flexibility, and accountability. We will show highlights of the booklet and video series that the students created. We will provide a space for attendees to reflect and collaborate with each other about the ways in which they can improve their own pedagogical caring.

This project amplifies the importance of training faculty on how to affirm students' identities, establish an inclusive classroom environment, and provide genuine care and support.

Lainey Sevillano, PhD, MSW, School of Social Work, Portland State University, Portland, OR; **Esther Calzada**, PhD, Professor and The Associate dean for Diversity and Inclusion, Steve Hicks School of Social Work, The University of Texas, Austin, Austin, TX

10:15–11:45 a.m.

4214   Room: Magazine (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Queer Asian American Experiences in Higher Education

LGBTQ Asian Americans experience the intersections of race, homophobia, and transphobia while navigating their educational careers. This panel explores the experiences of some LGBTQ Asian Americans during their undergraduate, graduate, or even doctoral programs. Participants will engage in stories, reflection, and Q&A. Participants will leave with a critical reflection of race, gender, and sexuality and reflect on ways they can support communities.

Nathan T. Nguyen, MEd, Office of LBGT Student Services, Western Michigan University, Kalamazoo, MI

10:15–11:45 a.m.

4217   Room: Churchill A1 (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Higher Education and its Role in Police Reform

Colleges and Universities can serve a greater purpose in police reform. Well beyond research and policy development, these institutions, with their wealth of experts and scholars can and should begin petitioning local regulating agencies and legislators to establish and run certified police entrance-level, and in-service training academies. Institutions - especially those that have well-integrated DEIA into their policies, curricula, and pedagogical frameworks - have an opportunity to redesign policing and how they perceive and engage with diverse communities.

For 20 years, the Homeland Security & Criminal Justice Institute at Anne Arundel Community College managed the most student-diverse academic program through its police entrance-level training academy - certified by the state of Maryland. Through careful strategic planning, African American and Hispanic men and women graduated from the academy with the highest testing rates in the state. This academy produced three police chiefs; and scores of commanders. The students were exposed to various social justice concepts and experiences that few government-run academies do.

This session will demonstrate to colleges and universities how to be successful, through managing entrance-level academies - in impacting police reform.

Leslie Parker Blyther, MA, Equity Office, Baltimore City Police Department, Baltimore, MD; **Tyrone Powers**, PhD, Director, Collaboration and Special Initiatives, Anne Arundel Community College, Anne Arundel County, MD

10:15–11:45 a.m.

4218   Room: Ascot-Newberry (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Accessibility in the Academy   Session Complexity: For Everyone

Domestic Terror, Racialized Trauma: Af-Am Males' Mental Wellness & Academic Resilience

Educational policies and regulations as well as carceral laws have been and continue to be used to dismiss, discredit, dehumanize, and destroy black people. It is this experience African American males bring into the academy. Equity research indicates a strong correlation between the mental health of underrepresented minorities and their overall academic performance (Okpych, Cortney & Villalobos, 2018; Wilbur & Roscigno, 2016). More importantly, the research suggests that African American male students experience greater degrees of anxiety, depression, stress, difficulties adjusting to academic/social demands, unidentified or unmanaged mental health, and well-being challenges.

The presenters apply leading trauma research and theories to the phenomenon of white supremacy, political terror, and anti-blackness. An examination of internalized and externalized white supremacy that ignites critical thought, constructive dialogue, and reflective discussion among faculty, staff, and African American male students is critical. It is through this praxis faculty and staff can more effectively optimize engagement and support to African American male students throughout their educational journey.

This presentation will provide attendees with trauma-informed strategies, practical interventions, and approaches that will improve their skills and effectiveness in optimizing and supporting African American males' academic engagement, retention, socio-emotional management, and overall mental wellness associated with the vestiges of political terror and social trauma borne out of white supremacy, anti-blackness, and internalized oppression. The combination of a unique, targeted application of skill-based trauma strategies to college-age African American males will enhance their academic and socio-emotional skills to better navigate the inherent systemic anti-blackness embedded in the academy. It is designed to benefit faculty, staff, students, conduct/disciplinary officers, and groups associated with student leadership and coalition building.

Kenya S. Sullivan, LCSW, Alpha Consultation & Training, LLCS, Pleasanton, CA; **Shannon Cooper**, PsyD, Licensed Psychologist, Alpha Consultation & Training, LLCS, Sacramento, CA

FRIDAY, JUNE 02

10:15–11:45 a.m.

4219   Room: Grand Salon 21 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Addressing Misuse of Race Data through the IRB Review Process

Every research protocol and study design has to reflect on which data to collect, and how this data is relevant to the study. This session focuses on common pitfalls involved when collecting data on race. Specifically, we will focus on the use of race as a proxy in IRB protocols: We argue that using race as a proxy for complex biological and social determinants of health perpetuates racism in medicine. Furthermore, indiscriminate collection and use of race in research data interpretation contribute to bias in research involving communities of color. Therefore, we propose to eliminate the use of race as a proxy for complex social determinants of health by utilizing the IRB review process as a driver of systemic change.

Our session starts with introducing the relevant concepts and framework. Based on our discussions of representative examples, we will develop a set of common ways in which race is used as a proxy. The goal is to enable the attendees to critically reflect on their own use of race data as well as to identify race as a proxy in peer or trainee research. We hope to encourage researchers early in the IRB approval process to clarify their intents for using race data, finding alternative appropriate data sources for social determinates, and avoiding damaging links between research findings and race. We also strive for the education and training of researchers on the harm of using race as a proxy for complex social determinants of health. This presentation will be especially useful for IRB members, researchers using human subjects, and anyone interested in race, racism, and research.

Charles C. Coleman, MD, Psychiatry, Louisiana State University Health Sciences Center, New Orleans, LA; **Ronja R. Bodola**, PhD, Assistant Professor (Research), Director of Education and Faculty Development, Psychiatry, Louisiana State University Health Sciences Center, New Orleans, LA

10:15–11:45 a.m.

4220   Room: Grand Salon 24 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: Intermediate

The Good, the Bad and the Ugly in Implementing DEI Efforts in Nursing Education

The purpose of this session is to inform healthcare programs on innovative ideas to help recruit and retain underrepresented, marginalized communities into their programs. Topics include addressing policies and practices that disproportionally impact historically marginalized and underrepresented students and strategies utilized to enhance diversity, equity, and inclusion.

Session includes reflections from practices implemented by an undergraduate nursing program to address low NCLEX pass rates, poor retention, and lack of representative students. Lessons shared include efforts to address support for English Language Learners, supportive services, successful integration of dosage calculation, integration of representative course materials, remediation efforts, accessibility and more. Reflection includes the use of data to inform practices, fostering a sense of community and belonging in the classroom and greater community, meeting students where they are at and addressing power and privilege to address the stigma of "nurses eating their young."

Participants will leave the session with tools for successful implementation within their own programs, including inclusive pedagogies, finding sources to fund efforts around diversity, equity and inclusion, and actionable steps to foster a positive learning environment that not only engages learners but celebrates their unique experiences and perspectives.

KaraLynn LaValley, PhD, MN, RN, Nursing, Green River College, Auburn, WA; **Rebeca Allen**, MN, RN, Tenured Nursing Faculty, Nursing, Green River College, Auburn, WA

10:15–11:45 a.m.

4221 Room: Grand Salon 19 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

The Inclusion Challenge: How to Support Arab American Students on College Campuses

The inclusion of Arab American students seems impossible if they continue to be invisible in higher education institutional data. Most higher education institutions continue to adopt the federally designated race and ethnicity categories on their applications, where Arab American and Middle Eastern college students thus remain "invisible" in the "White" category. This means university units, including Diversity offices, financial aid offices, counseling centers, housing, academic success programs, and departments, know very little about this student body. They often have mistaken ideas either because of implicit bias and assumptions or because of the inclusion of those students under the white category. Students are invisible in the data but increasingly more visible on college campuses and as targets of suspicion and surveillance by campus and outside entities.

This session will allow participants to explore the issues that Arab American college students experience and learn how to best support this population on their campus. Campaigns for recognizing Arab American students on several college campuses provide abundant information about the challenges students face and the potential that real inclusion can achieve. Presenters will share research data and specific experiments by the only Arab American Cultural Center on a college campus and various other efforts to advocate for racial category and specific support for students. The session will allow participants to learn how advocates and educators are shifting campus culture, policies, and practices as they challenge outdated and historical practices that excluded Arab American students from diversity and inclusion efforts.

Participants will walk away with a better understanding of college students of Arab descent. They will have an opportunity to share best practices, discuss challenges they've faced in doing this work, and collectively strategize around possible avenues to pursue. This session should particularly benefit higher education practitioners and educators interested in race demographics, intercultural workers, intersectional cross-campus collaborations, retention, and various student support services.

Nina Shoman-Dajani, EdD, Learning Enrichment and College Readiness, Moraine Valley Community College, Palos Hills, IL; **Zeina Zaatari**, PhD, Director, Arab American Cultural Center, University of Illinois at Chicago, Chicago, IL

10:15–11:45 a.m.

4222 Room: Grand Salon 22 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Beginner

Uplifting Intersectionalities in Undocumented Identity: Asian Pacific Islander & Black Experiences

Despite growing diversity in the undocumented community, the conversation around undocumented students remains centered on DACAmented Latinx students. The focus is also placed almost exclusively on an outdated "Dreamer" narrative, leaving out a number of individuals who might be older, did not attend high school in the US, and have undertaken multiple pathways to a post-secondary education. Additionally, undocumented Asian Pacific Islanders (API) and Black are often overlooked in this discussion, and understanding of their experiences are limited. Numerous testimonies from these students have highlighted the shared invisibility and barriers in college access and navigation. To address this, Immigrants Rising initiated projects to uplift their experiences, with an commitment to increasing inclusivity for diverse undocumented students through training and education. This interactive session will 1) provide a comprehensive understanding of the undocumented Black and API student experience; 2) showcase Immigrants Rising initiatives to increase the institutional effort in supporting these students; 3) highlight effective practices and strategies in serving them; 4) engage in critical conversations of systematic racism and exclusion facing undocumented students; and 5) empower stakeholders to take action and increase visibility of underseen undocumented students.

Join this session to learn the complexities within the undocumented API and Black identities to be better equipped in ensuring these students are effectively reached and served. Understand how uplifting narratives can empower students and foster welcoming environments. Gain an awareness of how to building inclusive spaces in undocumented student programs and Black and API resource centers, as well as cultivate partnerships to create institutional efforts in supporting the diverse identities of undocumented students. Engage with other advocates to identify action steps and name commitments to take back to your campus or organization.This session is designed for those who support undocumented, API, and Black students at colleges and universities, as well as advocates working to increase equity in higher education. By recognizing the intersectionalities within the undocumented identity, campuses can better ensure that all students access and thrive in college. With continuing immigration uncertainty, higher education must work to transform the support for the undocumented community within their campuses.

Madeleine Villanueva, Immigrants Rising, San Francisco, CA; **Siyue Lena Wang**, MA, Immigrants Rising, Los Angeles, CA; **Eva-Vera C. Burns**, MHA, Community Organizer, Black Alliance for Just Immigration (BAJI), Riverside, CA; **Shirleen Achieng**, BA, Immigrant Organizer, Immigrants Rising, Garden Grove, CA

10:15–11:45 a.m.

4223   Room: Marlborough A (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Beginner

10 Myths of Social Justice

The term "social justice" is being used (and misused) on college and university campuses more and more these days. What exactly is social justice? What is a socially just community? What are the characteristics of a campus community committed to social justice? How do conversations about race, racism & privilege fit into the social justice paradigm? In this program, the 10 myths of social justice will be shared as well as a questionnaire that can be used to measure your campus' commitment to inclusion, equity, belonging and social justice. "Injustice anywhere is a threat to justice everywhere!"

Vernon A. Wall, MEd, Business Development, LeaderShape, Inc., Washington, DC

10:15–11:45 a.m.

4224   Room: Grand Salon 13 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

EDI in Teaching: Effective Approaches

Many students, particularly racialized, are dissatisfied with their classroom experiences in higher education. Both their voices, and the results of a climate survey, catalyzed the Equity Committee in the Faculty of Social Work at Wilfrid Laurier University in Canada to launch a project to infuse teaching with EDI, cultural responsiveness, and decolonization.

Three years in development, we have created the "Instructor Self-Assessment for Equity and Belonging" (called the Tool). It is a 161-item assessment that covers 11 domains of instruction: values, intention, anticipation, critical self-reflection, curriculum, pedagogy, classroom activities, inclusive classroom dynamics, continuous learning for the instructor, pedagogy, cultural alignment, and understanding.

Attendees will be given a 'lite' copy of the Tool and can join a distribution list for when it is publicly released in fall 2023. The 'lite' version will contain the top three items in each domain, as established in a 50-person pilot project conducted in 2022/23. The workshop will provide time to practice with the Tool and answer questions as practice occurs. The Tool has been successful in guiding a range of instructors towards culturally responsive, racially equitable and decolonizing teaching. Examples will be shared of their successes, and the resources needed to support further improvements. Participants (and thus examples) are in numerous departments including arts, education, biology, social work, science and music.

We launched the release of the Tool as a research study, and will share the results of the mixed methods research: a pre/post survey of instructor efficacy, a pre/post syllabus that shows instructor intentions for integrating EDI and decolonization, and focus group dialogues on their experiences in the study.

Our six-person, racially diverse research team, is developing a funding proposal for the next phase of this study, to occur internationally (Canada and the USA), with multiple sites, and including student experiences of teaching by participating instructors. We welcome university instructors to discuss with us their interest in joining the study.

The workshop will most benefit those teaching in higher education, and useful to all levels of EDI skills. It may also interest administrators interested in bringing such an initiative to their university.

Ann Curry-Stevens, PhD, MSW, Social Work, Wilfrid Laurier University, Kitchener, Ont.; **Nuha Dwaikat-Shaer**, PhD, MSW, Assistant Professor, BSW, Faculty of Social Work, Wilfrid Laurier University, Waterloo, AL

10:15–11:45 a.m.

4225   Room: Grand Salon 16 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: For Everyone

Kiss Ass or Kick Ass: Autoethnographic Reflections on Doctoral Camaraderie

Academia alone can often be isolating with the expectation of competition, high-impact platforms, and other exclusionary practices to be centered within the realm of higher education. However, while faculty may find their success and niche within the academy, Ph.D. students can be left to find their own nice, focused solely on research interests, often dismissing intersectionality (Crenshaw, 1989; Collins, 2019) in practice, where efforts can be seen in theory. While institutions are attempting to make a change and provide equitable outcomes, Ph.D. students are often existing in an in-between; they are not quite academics and in turn, are not faculty, but they are expected to somehow exist beyond a student status. Drawing on two individuals' experiences as Ph.D. students, this session focuses on duo-autoethnographic approaches to provide practice guidelines on how to center community cultural wealth (Yosso, 2005) with a sociological concept of culture, where it is defined as "... the languages, customs, beliefs, rules, arts, knowledge, and collective identities and memories developed by members of all social groups that make their social environments meaningful" (ASA.net). This is inclusive of additional marginalized identities and cultural backgrounds, including disability, religion, language, race, and ethnicity, among others. Higher education tends to still operate with a dominant culture that is top-down and values particular practices that maintain an imbalance within the cultural capital (Bourdieu, 1986) that exists in academia.

This provides an unjust dynamic with Ph.D. students and their mentors, as well as department chairs, institutional expectations, and academia as a whole. Rather than shifting the distribution of cultural wealth, there seems to be an idea that Ph.D. students should, instead, conform. However, while this is changing slowly, these realities are still realities that Ph.D. students must face.

This presentation provides reflections as a means to explain how two Ph.D. students found camaraderie through student-initiated, informal leadership and the overall processes that they have gone through to attempt to create a space for Ph.D. students to feel heard, center their community cultural wealth, and ensure their program is not isolating, ostracizing, and agonizing. By emphasizing power dynamics and camaraderie, we aim to develop practical guidelines and actionable items that fellow Ph.D. students can do to prevent problematic dynamics.

Charlene E. Holkenbrink-Monk, MA, The Dignified Learning Project, San Diego State University, San Diego, CA; **Shine Kim**, MA, PhD Candidate, School of Educational Studies, Claremont Graduate University, Irvine, CA

10:15–11:45 a.m.

4226   Room: Chart C (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Arts-Based Research as a Tool for Wellbeing, Creativity, Love & Justice

This interactive workshop is intended for folks who want to explore how art and arts-based research can help us document the physical and emotional qualities of in/justice, give shape to our vision(s) for society, and increase dialogue and wellbeing in our higher education communities. Together we will sit in a circle, where I will share examples from my work and open up a space for art making as a tool for investigation. Reflecting on our art, we will connect this experience to issues of knowledge and epistemic justice. How do we come to know? What does it means to know? Whose 'ways of knowing' and contributions are counted as legitimate and valued in our higher education settings and research?

This inquiry grew out of my commitment in 2021 to increase wellbeing in the midst of ongoing disharmony, injustice, and violence in an inherently racist educational system and society. As a born and raised New Yorker, "más caribeña y de Brooklyn que colombiana," I sought to understand how I could weave together my disparate ways of knowing and being as a textile artist, teacher, and second-year doctoral student. This work placed me in dialogue with myself, my family, community, and ancestors, as well as my non-human relatives-including plants, rivers, and birds. My initial question: "How can we bring our mind, body, spirit, and joy, to all aspects of our work while researching education?" signaled my desire to remain ethically grounded, whole, and loving. These now serve as my guiding values and commitments as an artist | teacher | researcher.

Mariatere Tapias, MSEd, School of Education; Child and Youth Studies Program, Brooklyn College, City University of New York, Brooklyn, NY

FRIDAY, JUNE 02

8:30–9:45 a.m.

4227 Room: Grand Salon 10 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Exploring the Challenges and Inequities of Immigrants of African Descent at PWI

In a time where diversity, equity, and inclusion are huge buzzwords in society, immigrants of African descent (IAD) in American higher education in-stitutions seem to still struggle with how they are identified. Black people and Black culture are not a monolith. Black people of foreign origin do not necessarily identify the same or share the same experiences because they have the same skin color. This concept of amalgamating all Black people into the African American ethnicity continues to persist, disrupt and challenge the identities of immigrants of African descent. The presenter will discuss the experiences of twelve African and Afro-Caribbean immigrant administrators and faculty at predominantly White institutions of higher education in the U.S. This session will explore the challenges, and inequities experienced by these leaders as well as the coping strategies they develop to thrive in these predominantly White spaces.

Esther C. Lawrence, EdD, School of Business, Stockton University, Galloway, NJ

10:15–11:45 a.m.

4228 Room: Steering (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Accessibility in the Academy   Session Complexity: Beginner

"Undamming" Settler History: Indigenous Community Theater as a Pedagogical Intervention

According to some scholars, the Gold Rush-era genocides of California Native peoples began in Shasta County in Northern California when Army Captain John C. Frémont massacred hundreds of Wintu people on the Sacramento River in 1848. Genocide denial continues to permeate Northern California mainstream society, especially in local K-12 and college curricula, which often romanticize pioneer mythology and exclude Indigenous history, culture and resistance. The various manifestations of subtle and blatant genocide denial contribute to classrooms becoming uncomfortable, even traumatic, environ-ments that are unconducive to Native student success.

With the mission to improve education climates for Native students and to promote truth and healing, an inter-Tribal coalition of Indigenous leaders and educators partnered in 2016 to collaboratively write, produce and perform an original play: Undamming History. Based on lightly fictionalized versions of what many Native families really experience, the play weaves the stories of contemporary Indigenous students rebelling against their school's social studies curriculum with historical re-enactments of Native people struggling to survive Gold Rush violence. The play is thoroughly researched, based on local oral histories, primary documents and secondary sources.

Since its successful live premiere in 2016, a readers' theater version of the play has been effectively used as a cultural competency training for educators as well as a pedagogical tool by higher education instructors throughout California.

In this session, the co-creators of the play will facilitate a readers theater performance incorporating members of the audience. This will be followed by a facilitated discussion with the panelists who will explain the process, challenges and lessons learned from their efforts to "undam" history in Shasta County. They will also discuss how the play serves as a foundational model for higher education institutions to co-design decolonizing interventions with local Tribes. This panel will most benefit higher education instructors, staff working in Diversity, Equity and Inclusion offices as well as undergraduate students who rarely see their communities accurately represented in higher education coursework and texts.

Marc T. Dadigan, MA, Native American Studies, University of California, Davis, Sacramento, CA; **Jack Potter**, MA, Chairman, Redding Rancheria, Redding, CA; **Kenwani'cahee Kravitz**, BS, Master's Student, Legal Studies, Sandra Day O'Connor College of Law, Arizona State University, Redding, CA

10:15–11:45 a.m.

4229 Room: Winward-Leeward (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Unpacking Anti-Blackness in Latinidad

US white supremacy made us hate ourselves, but Latinidad did it first. In order to disrupt the harm of Anti - Blackness within Latino/e communities we must unpack the myth of Latinidad first. Through this workshop, participants will come to understand the structures of white supremacy and the spectrum of social mobility it provides through colorism. We will examine our lived experiences and their ties to the colonial structure of the Casta system, then examine how this shows up in present day representation of Latinidad. How do we address racism that exists between communities of color? How can we have productive conversations to combat anti-Blackness within our own spaces on campus? In this workshop we will explore these questions through a facilitated dialogue to openly talk about tactics and tools, share anecdotal experiences, and find tangible takeaways to apply in our own personal situation through a framework of Building Solidarity. This session would benefit any one who is committed to healing the wounds between Black and Latino/e community, or anyone leading intercultural organizing.

Veline Mojarro, BA, SHIFT Consulting Co. and SpeakOut, Los Angeles, CA

10:15–11:45 a.m.

4230 Room: River (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Intermediate

Using the Clery Act and Anti-Oppression Coalition Building to Respond to Hate Crimes

Recent reports, including FBI statistics released in 2021, indicate a disturbing increase in hate crimes across the country. College campuses are no exception as institutions struggle to address harassment and threats against community members based on race, sexual orientation, religion, gender and disability. While the Clery Act requires hate crime reporting, they remain underreported by those experiencing them, unrecognized by those responsible for responding to them, and are often overlooked by the greater community.

ADL and Clery Center will guide you through addressing incidents with a 'compliance and beyond' lens. Hate crimes and bias incidents affect an entire campus. This session will provide strategies to build a culture of care when responding to incidents, with an emphasis on preventative measures. Caring for the campus community involves paying attention to identity and inclusion with all practices, programs, messaging, and policies not only at the time of an incident but all year long.

Since the inception of our Clery Act training seminars in 2007, Clery Center has trained campus-based professionals on hate crime reporting, reaching over 800 individuals within the last three years. In 2018 we developed the free resource "Explaining Hate Crimes Under the Clery Act" and in 2021 partnered with the Anti-Defamation League and the International Association of Campus Law Enforcement Administrators to develop "Combating Hate Crimes on College and University Campuses: Essential Considerations for Public Safety Officials". In addition, hate crime-specific sessions have been featured in both our 2021 and 2022 National Campus Safety Awareness Month Summits, reaching over 700 campus professionals each year.

During this session we will share common challenges campuses face when evaluating incidents for hate crime classification under the Clery Act and provide strategies campuses can use to refine their methods for classifying incidents as hate crimes, improving their ability to accurately assess the types of violence occurring at their institution. Further, we will highlight strategies campuses should employ to prevent and respond to hate crimes when they occur, including culture building throughout the year to build trust between students and administration, coalition building with campus public safety or police, and developing standards for primary prevention programs and awareness campaigns as well as response procedures for hate crimes.

Laura Egan, Clery Center, Fort Washington, PA; **Elissa Buxbaum**, National Director, College and University Programs, Anti-Defamation League, New York, NY

FRIDAY, JUNE 02

10:15–11:45 a.m.

4231 Room: Port (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Partnerships with Cultural Institutions: Community History as Intervention

The Wing Luke Museum in Seattle Washington is an Asian and Pacific Islander Cultural heritage and contemporary art museum. As the COVID-19 pandemic loomed we realized rather quickly that our constituent populations were being affected by a dual pandemic of racism and public health crisis. We quickly developed an exhibition to detail the onset of these crises with the help of public health students, a partnership with the University of Washington, and a community-based exhibition model that would capture the impacts on everyday people.

A short panel discussion will highlight our findings in several areas of impact on the community and on individuals who worked on or were exhibited in the exhibition. The first was gauging the overall impact on the students who participated by conducting oral history interviews with members of different ethnic groups; including Hmong-, Chinese, Japanese, Indian, Vietnamese, and Khmer- Americans. Secondly, the exhibition looked at the ways community members were weathering the pandemic lockdown, daunting public health messages, and more importantly, how they were managing their mental health during these dual pandemics. The third aspect that we observed was the overall connection between our institution, our partnership models, and the space to heal from trauma, stress, crises in identity, and a sense of belonging to a larger group of individuals sharing the same experiences.

Following the panel participants will engage in an exploration of institutions in their own regions that could partner with institutions of higher learning in more concrete ways, including public health interventions and aspects of community building.

Rahul Gupta, MPH, Education and Tours, Wing Luke Museum, Seattle, WA; **Mikala Woodward**, Senior Exhibit Developer, Exhibits, Wing Luke Museum, Seattle, WA; **Anjulie Gabti**, MSW, MPH, Associate Director of Experiential Learning Associate Teaching Professor, Health Systems and Population Health, University of Washington, School of Public Health, Seattle, WA

10:15–11:45 a.m.

4232 Room: Starboard (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: Intermediate

Anti-Racist Teaching: A Theoretical Approach to Post-Secondary Teaching

Antiracism efforts in college teaching have increased over the last two decades. Many of these efforts are attempts to redress the violence and harm done by traditional teaching methods that continue to perpetuate low academic achievement and degree attainment among Black and Latino student populations. Additionally, students of color attending PWIs indicate that these spaces as racist environments (Felder et al., 2014; Mwangi et al., 2018; Sanchez, 2017). Employing Ibram Kendi's (2019) framework of antiracism, this session introduces evidence-based practices for college instructors to engage in teaching and learning strategies that produce racially equitable outcomes.

Kendi defines antiracism as "the powerful collection of antiracist policies leading to racial equity which are justified by antiracist ideas." While policies are typically discussed in broader departmental and institutional contexts, this session will also explore course-level antiracism (i.e., ways courses and content are structured to produce racially equitable opportunities, raise students' sense of belonging, and promote active learning).

Quatez Scott, PhD, Center for Teaching & Learning, University of Colorado Boulder, Boulder, CO

10:15–11:45 a.m.

4233	Room: Bridge (Riverside)	10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions

Session Complexity: For Everyone

Motherscholaring and Resilience: Collective Action Toward Social Justice

This interactive session will explore how motherscholaring--as a theoretical framework and lived experience--can shape how we critically conceptualize resilience as an individual and collective practice. Treating notions of "mother" and "scholar" capaciously to include child caregivers in a range of institutional positions (teachers, administrators, researchers, etc.), participants will be invited to consider ways their experiences as motherscholars (and/or allies) can support collective resilience and action toward social justice.

Facilitators, who represent a range of intersectional identities, axes of difference (including age, race, and family structure), and institutional positions, will describe the evolution of our collaborative group of motherscholars at a land-grant university. For almost two years, we've met biweekly to share our experiences, successes, worries, questions, and frustrations as both mothers and scholars living and working in spaces that tend to devalue one or the other identity. The group has become a place where we bring full, undivided selves and reflect deeply, alone and together, about the generative and constraining aspects of motherscholaring at our institution. In the beginning, we grappled with what it means for each of us and for our group to identify as motherscholars. Multiple topics were openly addressed including race/racism, gender identity, sexual identity, ableism/disability, interracial co-parenting, religion and spiritual understanding, and mothering our children through their identities. Recently, we've been captivated by the relationship between motherscholaring and resilience and have begun to explore how the frameworks and practices might internanimate one another.

Our panel will engage participants in an interactive and exploratory discussion using arts-based knowledge to link resilience and collective action toward social justice. Participants can expect to interact with other motherscholars and allies of motherscholars through free-writing, artistic representation, collaborative composing, dialogue, and synthesis to interrogate neoliberal conceptions of resilience and imagine possibilities for critical, collective approaches to resilience in local contexts.

Sandra L. Tarabochia, PhD, English, University of Oklahoma, Norman, OK; **Teara Flagg Lander**, EdD, Assistant Vice President, Adjunct Professor, Diversity, Equity, and Inclusion, University of Oklahoma, Norman, OK; **Talisha Haltiwanger Morrison**, PhD, Director, OU Writing Center; Assistant Professor of Writing; Affiliate Faculty, English, OU Writing Center, University of Oklahoma, Norman, OK; **Annemarie Mulkey Sibbett**, MA, Assistant Teaching Professor English, First Year Composition University of Oklahoma, Norman, OK; **Laurel C. Smith**, PhD, Associate Professor and Associate Chair of Geography and Environmental Sustainability, Geography and Environmental Sustainability, University of Oklahoma, Norman, OK

1:30–2:45 p.m.

4300	Room: Grand Ballroom (1st Floor)	1:30–2:45 p.m.

Session Track:

Session Complexity:

Keynote Address by Linda Sarsour: We Are Not Here to Be Bystanders

Linda Sarsour is an award winning racial justice activist and organizer and most well known for her intersectional organizing and movement building work. In her talk, Linda will draw on her over two-decade track record in movement spaces and explore terms like intersectionality, solidarity, and unity and what they mean in context of the real world we are trying to build that centers justice, freedom and equity for all. Participants will leave with practical instructions to implement in their daily lives because change starts with us.

Linda Sarsour, Brooklyn, NY

FRIDAY, JUNE 02

3:00–4:30 p.m.

4400   Room: Grand Salon A (1st Floor)   3:00–4:30 p.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: For Everyone

Critical Race Theory: From Defense to Offense

Critical Race Theory (CRT) and other race-forward forms of education have come under attack in the past two years - even resulting in multiple statewide bannings. In response, a number of well-intentioned but misguided approaches have involved "setting the record straight" on CRT and downplaying how often CRT is taught. These reactive approaches do not effectively defend CRT and race-centered forms of education. Using lessons learned from the Arizona banning of Mexican American Studies in 2010, Haney-López's "Dog Whistle Politics," and Lakoff's scholarship on political issue framing, this session offers tangible guidance for educators and administrators seeking to offer and defend this type of education (e.g., proactively attacking these politics as censorship).

This session will help attendees (1) gain an understanding of the nature of attacks on CRT and other forms of race-forward education, (2) explore why reactively "setting the record straight" on CRT is a reactive and ineffective strategy, and (3) learn a number of strategies to proactively and effectively frame/defend race-forward education curriculum and pedagogy.

Nolan L. Cabrera, PhD, University of Arizona & SpeakOut, Tuscson, AZ

3:00–4:30 p.m.

4401   Room: St. James (3rd Floor)   3:00–4:30 p.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Lets Talk about the Guns: The Politics of Campus Safety in the Age of Mass Shootings

Gun safety has become an increasing concern on college campuses across the U.S. Campuses have seen gunfire in the form of mass shootings and other gun-related crimes. More guns also reside in classrooms and dorms as a result of "campus carry" legislation passed in many state legislatures.

In this talk, the presenter builds on two decades of experience as a gun violence prevention scholar to describe a five-part agenda for future research into mass shootings and multiple-victim homicides that focuses on mental health, and that promotes understanding the psychologies of individual shooters within larger structures and systems (https://news.vanderbilt.edu/2021/04/15/new-research-framework-proposes-equitable-approach-to-preventing-gun-violence/.) The presenter shows how the momentous events set in motion by the COVID-19 virus, and the structural drivers of inequity and racism that its spread exposed, challenge mental health research on gun trauma to better account for broader terrains of race and place, as well as the tensions, politics, and assumptions that surround guns in America more broadly. Doing so will broaden mental-health interventions into epidemics of U.S. gun trauma, and challenge mental health research to better recognize structural biases inherent in its own purview.

They frame the agenda through the rubric of "structural competency," an emerging framework in medical education that systematically trains health care professionals and others to recognize ways that institutions, neighborhood conditions, market forces, public policies, and health care delivery systems shape symptoms and diseases." This framework advocates for expert recognition of Structures of Diagnosis, Structures of Race and Racism, Structures of Politics, Structures of Communication, and Structures of Meaning. Developing a structural framework around mental health research into U.S. gun violence addresses the risks, traumas, meanings, and consequences that firearms represent for all communities-and highlights the importance of a renewed focus on mental health and safety for communities of color. Recognizing how gun violence reflects and encapsulates structures helps mental health experts address common sense gun policies within broader contexts-by fighting against structural racism or racially inflected gun messaging for instance, or against economic policies that undermine access to mental health care.

Jonathan Metzl, MD, PhD, Vanderbilt University, Nashville, TN

3:00–4:30 p.m.

| 4402 | Room: Churchill D (2nd Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

UndocuJoy: Shifting the Perspective in Undocumented Representation

As the conversation around immigration has accelerated in recent years, much attention has been placed on the young people affected by proposed legislation and the status of DACA. How do we create space for undocumented students? How do we ensure they tell their own stories? How do we regard the intersectionalities and the humanity of this community? How do we hold media, institutions, and ourselves accountable as allies? In this session, we explore the various ways that this country has failed to accurately represent and support the undocumented and immigrant experience. Speaker and poet Yosimar Reyes (who is undocumented himself), takes a critical look at how narratives of undocumented people are often edited and molded to create a moral crisis. His unique approach of allowing this community to exist beyond the "gloom-and-doom" stories of deportation, challenges us all to become more effective allies in advocating for undocumented people. This session should particularly benefit those interested in correcting the narratives of young, undocumented people on and off campus as well as those who work directly with and provide services to undocumented students.

This session seeks to take a critical look at the ways in which undocumented people are often used to create a moral crisis among citizens but are very often not asked the ways in which we would like to be represented. Intended outcomes for this workshop are to empower people to be creators of their own narratives and explore how colleges and universities can be effective spaces to support these voices. Through humor and critical thought, participants will look at the topic of immigration from a different angle, with better tools to take into the classroom, campus, and community.

Yosimar Reyes, SpeakOut, San Jose, CA

3:00–4:30 p.m.

| 4403 | Room: Churchill B1 (2nd Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Developing Facilitation Skills for Hard Discussions

"The ability to facilitate difficult conversations is an essential element of designing and pushing forward social change within college campuses, organizations, and movement spaces. The workshop will SHIFT's invitations in democratizing spaces. In addition, we will share tools to develop group agreements, frameworks of compassionate accountability, and community care practices to guide participants through moments of conflict and tension. Led by SHIFT facilitators, this session is interactive and includes excerpts from SHIFT's facilitation guide, peer-to-peer breakout sessions, and practical tools, activities, and exercises to navigate tough and critical moments of dialogue.

This session is specifically designed for student leaders and/ student advocates who have to hold space in their organizations and communities on campus. In addition, faculty and staff who have to both formally and informally facilitate conversations around social justice in their classrooms or student groups. This session also applies to participants of all levels and departments who wish to build skills to address hard conversations on their campus or in the workplaces, and beyond.

Kim Wu, MPH, Social, Behavioral, and Population Studies, Tulane University and SHIFT Consulting Co, Albuquerque, NM; **Navi Huskey**, PhD Candidate, Empowerment PrincexXx, Psychology and Social Behavior, University of California, Irvine and SHIFT Consulting Co., Los Angeles, CA

FRIDAY, JUNE 02

4404   Room: Churchill C1 (2nd Floor)   3:00–4:30 p.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: For Everyone

Cultivating Leadership Strategies for the Next Generation

When talking about developing new leaders on college campuses, educator and Georgia state representative, Park Cannon, poses three difficult yet necessary questions to be addressed: Do you have a deep understanding of what it means to move towards shared liberation? Have you ever provided space for reflection and processing of grief, and injustice? Are you prepared to fight for yourself?

This talk will focus on how student leadership can create lasting change in the realm of higher education and the various ways that faculty and staff can develop and support students in this capacity. Park will share her own experiences as a student organizer on campus and the 10 strategies that campus faculty and professional staff used to support and cultivate her leadership and emotional development as she took on that role.

The key takeaway is that building leaders takes patience, courage and trust so in order to reduce harm and not become overly cautious or skeptical of student interactions, Park provides specific strategies for managing expectations and achieving gratification.

Participants will learn about the various ways in which students can become agents of change on their college campuses and in their communities. This may include organizing protests and other direct actions, working with administration and faculty to implement policy changes, or running for political office on campus.

Park will also discuss the cultural challenges and structural barriers that young people face when trying to get involved in leadership roles, and how to overcome these obstacles. This session will aim to inspire and empower attendees to take action whether as students, faculty or staff.

Park Cannon, BA, GA House of Representatives, Little Linguists International Preschool, & SpeakOut, Atlanta, GA

4405   Room: Grand Salon 9&12 (1st Floor)   3:00–4:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

Whitewashing DEI: How HWCUs Constantly Center White Students and How to Transform Them

This session will discuss some of the challenges in doing race-centered social justice work at Historically White Colleges or Universities (HWCUs) with a specific mid-south land grant university that started before 1900 and, in contrast, provide comparison cases at a younger HWCU undergoing a transformation and at one of the nation's only colleges that were intentionally integrated at its founding, Berea College.

Since HWCUs were built with white students in mind, institutional inertia often leads these institutions back to focusing on this population. Longer histories mean these focuses are even more entrenched. Additionally, as the definition of diversity has broadened, these institutions tend toward using that expanded definition to re-center whiteness. Even intersectionality can be misused as a way to advocate for white-centered programming at HWCUs, similar to the way the phrase "all lives matter" is used as a counter for the Black lives matter movement, but institutions with identities that differ fundamentally, like Berea College, can provide useful insights and possibilities for change. This session should particularly benefit individuals doing race-focused advocacy, education, and student affairs work at HWCUs.

David J. Luke, PhD, University of Michigan-Flint, Flint, MI; **Kahlil Baker**, MSW, Coordinator for Minority Recruitment, Berea College, Berea, KY; **LaQwana Dockery**, MA, MSW, Program Manager, Intercultural Center, University of Michigan-Flint, Flint, MI; **Lizbeth Wilson**, Senior Admissions Counselor, Berea College, Berea, KY

3:00–4:30 p.m.

| **4406** | Room: Grand Salon 15&18 (1st Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

New Kids on the Block: An Exploration of Gen Z's Identity Development through Mass Media

In this session, participants will learn about cultivation theory within the framework of identity, especially that of Gen Z. We will explore the development of these identities through the influence of music, film/television, and social media. These influences can be seen through the deconstruction of several concepts. These concepts include language and linguistics, fashion expression within gender roles, notions of sexuality, gender identity, and social interactions.

Tyler A. Figueroa, BA, Division of Diversity, Equity, and Inclusion, The University of Oklahoma, Norman, OK; **Onintsoa Ramananandroniaina**, BBA, Data Analyst Graduate Assistant, Division of Diversity, Equity and Inclusion, The University of Oklahoma, Norman, OK

3:00–4:30 p.m.

| **4407** | Room: Churchill A2 (2nd Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Beginner

Invisible Change Agents: Black Women's Activism in the Academy

From a sample of 12, ten Black women shared their experiences of invisibility in institutions of higher education as activists, advocates, and dissenters. We will share their stories, and the unifying themes found across the academy contributing to the systemic silencing of Black women. We will cover the status of Black women in academia, the role of Black women as activists and organizers, the role of academic institutions in the silencing and erasure of Black women, and key concepts that will help to operationalize solidarity with Black women in academia.

This session will use critical pedagogy and encourage participants to critique the systems in their own institutions that silence and fail to prioritize minoritized voices. Johnston-Goodstar, Trinidad, and Tecle (2010) argued that critical pedagogy provided educational engagement and positioned people to become change agents for social transformation. Bizzell (1991) discusses differential and persuasive power as the crux of critical pedagogy, as such participants will engage in critical reflection of the extant power dynamics in their own positions. Additionally, Dr. Adriana Kezar (2018) suggests that change agents within higher education are missing the mark when thinking about strategic initiatives to move institutions forward. Change agents overlook key elements when attempting to make positive changes for the institution and in fact, are hindering change to occur. Individuals within higher education have the capability to unravel and disrupt the inherent systemic racist ideologies within higher education if equipped with the proper tools.

The workshop will engage educators in becoming change agents toward educational transformation through the examination of policies, and procedures that reinforce coercive power dynamics and oppression. Participants will learn the context of each woman's experience through a contextual model developed during the course of the study. Given the emergent themes, presented participants will brainstorm the systems that create and perpetuate these experiences as well as ways to resist and change those systems. Participants will be asked to evaluate their power with regard to changing systems including their positionality based on race, ethnicity, and gender. Attendees will leave the workshop with insight into Black women's perspectives in higher education.

Taylor A. Geyton, LCSW-C, PhD, Social Work, Portland State University, Portland, OR

FRIDAY, JUNE 02

3:00–4:30 p.m.

4408   Room: Jackson (3rd Floor)   3:00–4:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Plantation Politics: A Framework for Cultivating Anti-Racist Higher Education Systems

"Plantation politics" refers to the connections between historical policies, practices, and discourses in higher education and their new iterations, which are used to control, exploit, and marginalize Black people in the everyday life of the academy today. Informed by the struggle and victories of the most recent student-led activism during the Movement for Black Lives, this framework centers analyses of these campus rebellions to unveil and mark the machine of white supremacy that undergirds higher education. Two of my co-authored works are featured in this session undergirding this work, the article "Plantation Politics and Neoliberal Racism in Higher Education: A Framework for Reconstructing Anti-Racist Institutions" (Squire et al., 2018), and Plantation Politics and Campus Rebellions (Williams et al., 2021). After we released our article (Squire et al., 2018), there was a 56% increase in citation in 2022 from previous years. After we released our book (Williams et al., 2021), there was a 72% increase in citation in 2022 as compared with 2021. There is clearly an increasing interest in the Plantation Politics framework and its usage that I hope to build on in this session.

In this session I will name and mark plantation politics as a viable tool to contribute to the canon of research detailing how white supremacy and anti-Blackness were, and continue to be, central to the inner workings of higher education. I will demonstrate the utility of this tool by discussing how the framework was utilized within the book and how it has been applied across the literature more recently. The benefits of the session include an expansion of participants' research and praxis through understanding the plantation politics framework, its strengths and limitations, and how to employ the plantation politics framework as theorized by Dr. Bianca Williams, Dr. Dian Squire, and myself. Further, I offer participants a way of examining how the powerful vestiges of slavery and settler colonialism still permeate higher education institutions. Finally, I believe this session and framework offers participants an opportunity to meaningfully advance research and emancipatory futures centering Black lives in higher education systems. Those who are interested in advancing their research and praxis in anti-racism and specifically anti-Blackness will get the most out of attending this session.

Frank Tuitt, EdD, Office for Diversity and Inclusion, Neag School of Education, University of Connecticut, Storrs, CT

3:00–4:30 p.m.

4409   Room: Kabacoff (Riverside)   3:00–4:30 p.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: Intermediate

Operationalizing Equity: Tools & Strategies for a System-Wide DEI Training

Longstanding research such as the Institute of Medicine report titled Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care (2003) provides comprehensive and systematic proof that health disparities in this country are overwhelmingly connected to race and ethnicity. Though these inequities are undeniably clear through research and data, there are still gaps in understanding what mechanisms drive racial disparities in healthcare delivery and access.

Building Toward Belonging is a competency-based learning series designed to educate students, faculty, & staff on how to create more compassionate and inclusive environments for promoting health equity. This learning series works to distill racial health equity from theory to everyday practice. It is a system-wide initiative that is a part of an annual DEI mandatory requirement intended to engage learners with a continuously refreshed curriculum because one course, by itself, does not change behavior or improve culture on its own.

If you are interested in creating an organizational-wide DEI initiative that is transferable across various modalities within Higher Education, this session will detail leadership strategy, curriculum design, training execution, current progress of Michigan Medicine DEI priorities and demonstrate the promising results of a concerted organizational commitment (including students, staff, faculty, leadership) to shaping a more inclusive environment.

Attendees of this interactive experience will benefit from learning a replicable framework that is focused on applying practices of belonging, inclusion, and the advancement of health equity in schools, colleges, and health systems. This session will provide attendees with an immersive experience as they'll go through the Building Toward Belonging training through both lenses of participant and facilitator to gain better knowledge of the workshop while processing through the competencies needed to deliver the content.

Blaire Tinker, EdD, Office for Health Equity & Inclusion, Michigan Medicine, University of Michigan, Ann Arbor, MI; **Stacey Nguyen**, Special Trainings Program Manager, Office for Health Equity & Inclusion, Michigan Medicine , University of Michigan, Ann Arbor, MI; **Kristen Howard**, Esq, Senior Director, Office for Health Equity & Inclusion, Michigan Medicine, University of Michigan, Ann Arbor, MI

3:00–4:30 p.m.

| 4410 | Room: Fulton (3rd Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Chief Diversity Officer and Executive Leadership

Session Complexity: Intermediate

The Tribal Liaison Role: A Panel of University Tribal Liaisons

Tribal Liaisons from various university institution types will discuss their experiences in these roles on a moderated panel. They will share about the scope of their roles, the challenges they experience, how colleagues ought to work with and support tribal liaisons, and what they envision for the future.

Cori Bazemore-James, PhD, (Seneca Nation), Graduate School Diversity Office, University of Minnesota, Twin Cities, Minneapolis, MN; **Yolanda Bisbee**, PhD, (Nez Perce), Executive Director, Office of Tribal Relations, University of Idaho, Moscow, ID; **Damon Leader Charge**, (Sicangu Oglala Lakota), Director of Tribal Outreach, Office of Academic Affairs, University of South Dakota, Vermillion, SD; **Tana Fitzpatrick**, (Crow Tribe of Montana), Associate Vice President, Tribal Relations, University of Oklahoma, Norman, OK; **Daphne Emm-Hooper**, (Walker River Paiute), Director of Indigenous Relations, University of Nevada Reno, Reno, NV

3:00–4:30 p.m.

| 4411 | Room: Camp (3rd Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: Intermediate

What's Race Got To Do With It?: The Medicalization of Racism

Racism within the institutions of Medicine and Healthcare is a discussion that is gaining more and more attention each day. There have been many that have decried the pervasive Racism that permeates throughout these institutions, but it is necessary for us to understand the specifics of how it does so. The presenters are a duo that have 50+ years between them of medical clinical experience, medical education, critical race theory, and community organizing.

The session will interrogate the genesis of racism in our country and Medicine's key role in architecting the racism we see today. We will then journey through the medicalization of racism throughout clinical medical practice, and how even the scientific method in medicine is not immune to proliferating and perpetuating outcomes that physically harm racialized communities. We will also explore the obtuse nature of Race in biological research is systematically harmful - a lack of precision leads to disproportionate morbidity and mortality for our most marginalized communities.

Additionally, examples of the medicalization of medicine will include many of the diagnostic tools and equitations that inappropriately use race as a biological marker. These examples show us how Medicine does not understand or grasp the concept of race as a social and political construct.

A feature of this session will be showing how many organizations, hospitals, and medical schools have move towards eradicating the race-based elements of medicine. These changes have not been easy and have offered us many lessons to be learned. The tactics, strategies, and organizing will be benefits that we hope attendees take back to their respective institutions to effect transformational change.

We believe students, faculty, clinicians, and administrators, can gain quite a bit from our session.

Edwin Guillermo Lindo, JD, Office of Healthcare Equity, Dept. Of Family Medicine, University of Washington School of Medicine, Seattle, WA; **John H. Vassall**, MD, FACP, Associate Dean for Clinical Education and Vice Chair, Medical Education and Clinical Sciences, WSU Elton S. Floyd College of Medicine, Seattle, WA

3:00–4:30 p.m.

| **4412** | Room: Royal (3rd Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Beginner

Using Kuwentos (storytelling) as a Liberatory Tool to Cultivate Kapwa and Sense of Belonging

Robust literature demonstrates that minoritized students bring a wealth of skills and practices (i.e., funds of knowledge; Vélez-Ibañez & Greenberg, 1992) to construct their identities. Students who are able to link these funds of knowledge to their education have shown an improved sense of belonging and academic success. Yet, educators' lack of training in culturally-responsive pedagogy limits the ways in which educators can incorporate these funds of knowledge into the classroom, thus leaving potential building blocks on the margins.

Drawing from our rich history of oral storytelling, we use kuwentos as a tool for centering kapwa in liberation-based teaching and healing. One of the many ways to translate kapwa is a "shared identity" and it refers to one's spiritual connection with other people regardless of social categories (Enriquez, 1975). Kapwa can be viewed as the praxis of critical reflection (i.e., recognition of shared identity) and critical action (i.e., actions/social interactions). Through this practice of kuwentos or sharing stories, we create a courageous space to unpack experiences of interpersonal and institutionalized racism and experience collective healing.

The goal of our workshop is to share our kuwentos in hopes of encouraging educators to engage students in the practice of pakikipagkuwentuhan, the "informal, free, social process of exchanging information, thoughts, and knowledge" (Orteza, 1997, p. 22). We aim to build community with small group discussions to practice kuwento-kuwentohan to facilitate self-reflection, critical dialogue, and healing.

Kuwentos can be a tool to incorporate funds of knowledge into the classroom. Session leaders will draw from counter-storytelling (Solórzano & Yosso, 2002), a tenet of critical race theory and narrative theory to ground how kuwentos can be used to intentionally invite students in centering their own narratives and to illuminate perspectives that resist whiteness as the norm. As such, this session would be best for educators interested in learning a tool to help facilitate a sense of belonging through the sharing of narratives. The overarching goal of the session is to have a tool which empowers minoritized students to recognize and appreciate their unique identities, cultures, and strengths.

Lainey Sevillano, PhD, MSW, School of Social Work, Portland State University, Portland, CA; **Kirin Macapugay**, MSW, Associate Professor, Program Director, School of Behavioral Sciences, San Diego City College, San Diego, CA; **Cora de Leon**, Phd, LCSW, Clinical Assistant Professor, Director BS Program, Silver School of Social Work, New York University, New York, NY

3:00–4:30 p.m.

| **4413** | Room: Commerce (3rd Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Extending Undergraduate Orientation: Diversity Workshops for First-Year Students

In 2019, the Office of the Dean of Undergraduates at Rice University convened a university-wide committee compromised of faculty, staff, and students to review its first-year programming. The recommendations generated by this committee included the creation of a required first-year seminar focused on Diversity, Equity, and Inclusion (DEI) that would follow and expand on the DEI session included in Orientation Week. UNIV 195 - Critical Dialogues on Diversity (CDOD) is an extended orientation for all first-year students launched in the fall of 2020. With two years of experience and growth, the Rice University Office for DEI will demonstrate the type of cross-university collaborative work it took to successfully implement an undergraduate diversity workshop requirement. CDOD relied on the expertise of the Vice and Associate Vice Provosts in the Office for DEI, the staff, and faculty who worked as facilitators for the workshops, the undergraduate students who served as Teaching Assistants, student leaders on campus who offered feedback, and local community members who joined our CDOD Curriculum Collaborative (CCC) during which all stakeholders previously mentioned workshopped and reviewed the curriculum together. This presentation will have all constituencies represented, and each presenter will share their work and identify the most successful strategies. The administrators from the Office for DEI will share the curricular steps taken to develop, calibrate, map, and measure the student learning outcomes. The staff and faculty will demonstrate some best practices in managing an in-classroom environment when discussing critical issues while also speaking about the adaptation of pedagogical materials to serve students best and to speak to current events that happened during the workshops. The student TAs will share the training they received and how this was applied to the work they did in the classroom. Lastly, the student leaders will include members of Design for America (DFA) and speak about the surveys, data, and results they obtained from their review of our workshops. The lessons learned from such a large undertaking would benefit institutions and leaders interested in developing their undergraduate diversity requirements.

Luziris Pineda Turi, PhD, Office for DEI, Rice University, Houston, TX; **Alex X. Byrd**, PhD, Vice Provost for DEI, Office for DEI, Rice University, Houston, TX; **Caitlin Lindsay**, MEd, Associate Director, Facilities, Events, and Student Run Businesses, Student Center, Rice University, Houston, TX; **Justin Hebert**, Undergraduate Student, Rice University, Houston, TX; **Angelina Hall**, Undergraduate Student, Rice University, Houston, TX

3:00–4:30 p.m.

| 4414 | Room: Magazine (3rd Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

Racelighting People of Color in Schools, Colleges, and Universities

In this session, I will discuss how White supremacy and Anti-Blackness fuel bias and racial microaggressions in ways that create unique experiences for Black, Indigenous, Latinx and other students of color. This groundwork will be used to explain psychosocial responses to racism, including racelighting. Racelighting is an act of psychological manipulation where people of color receive racial messages that distort their realities and lead them to second-guess themselves. There are two forms of racelighting, active and passive. Active racelighting occurs when the perpetrator has the intention of sowing doubt and disorienting the racelightee. "passive racelighting occurs, often unintentionally, through an accumulation of microaggressions that serve to sow doubt and disorient the racelightee. Racelighting leads people of color to second guess their experiences, feelings, capabilities, knowledge, decision making, recollections, and basic humanity. Participants will learn four main types of racelighting and strategies that campuses and individuals can employ to reduce the impact of racelighting.

J. Luke Wood, PhD, Administration, Rehabilitation and Postsecondary Education, San Diego State University, San Diego, CA

3:00–4:30 p.m.

| 4415 | Room: Marlborough B (2nd Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Student Affairs and Affiliated Professionals

Session Complexity: For Everyone

Experiences and Perspectives of HSI Student Affairs Professionals: A Case Study

You've likely seen studies covering the experiences of Hispanic-Serving Institution (HSI) students or faculty, but have you ever wondered what's going on with the staff? This session will share the findings of a case study focused on the experiences and perceptions of Academic Advisors, Student Affairs Professionals, and related colleagues at an HSI. HSIs often originate as Predominantly White Institutions (PWIs) and take on the HSI designation as student demographics change. The lived experiences of students, faculty, and staff are shaped by working and studying in institutions that may be built around PWI structures but are federally designated as serving Hispanic students and communities. Rich literature exists covering the experiences of students and faculty at these institutions, but less is known about the perspectives of those who work in student support roles. This presentation will share the findings and recommendations of a case study I conducted as part of my doctoral research focused on the experiences of these colleagues. This session will be most useful to colleagues working at HSIs, and some familiarity with these institutions will be helpful for participants.

Margaret G. Garry, MA, (Choctaw Nation of Oklahoma), Be Equitable, Austin, TX

3:00–4:30 p.m.

| 4416 | Room: Prince Of Wales (2nd Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Student Affairs and Affiliated Professionals

Session Complexity: Beginner

4 Ways to Become More Inclusive As A Leader Through the Use of Emotional Intelligence!

In today's world, if leaders are going to be effective at retaining, engaging, and leading diverse groups of people within their campus communities, they are going to have to be effective at implementing the attributes of an inclusive leader.

Consequently, to become an effective inclusive leader, it's imperative that leaders understand how to incorporate aspects of emotional intelligence into their styles of leadership with diverse groups of people within their campus community because of the impact that emotional intelligence has on building relationships and leading people from various backgrounds.

In this powerful program, Dr. Joshua Fredenburg, a certified emotional intelligence coach, not only provides leaders with a deeper understanding of inclusive leadership but more importantly, he uses his expertise in Emotional Intelligence to provide these leaders with a set of leadership strategies from the Emotional Intelligence Model of Leadership that will enable them to become more effective at leading diverse groups of people with an inclusive lens of leadership.

Joshua Fredenburg, EdD, Circle of Change Leadership Experience, Long Beach, CA

FRIDAY, JUNE 02

3:00–4:30 p.m.

4418	Room: Ascot-Newberry (3rd Floor)	3:00–4:30 p.m.

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

A Change Makers Toolkit: Becoming a Leader for Humanity

Given the nature of power and oppression, many of us are ill equipped to address our greatest challenges as a human collective. These challenges include: interpersonal conflict, -isms, harm/trauma, inequity, organizational dysfunction, and more. In pursuit of a world that truly values the diversity of our human collective and world peace, we must build our 'toolkit' of resources to support our personal and professional development as change makers. This interactive workshop experience will introduce the Cycle of Liberation (CoL), a conceptual framework for change maker development. Attendees will learn how to: 1) articulate the value of conceptual frameworks like the CoL, 2) identify the 3 contexts at which both oppression and change occur, 3) clarify 1 immediate action step to progress development as a change makers for humanity.

Reuben Faloughi, PhD, RTF Liberating Enterprise, LLC, Tampa, FL

3:00–4:30 p.m.

4419	Room: Grand Salon 21 (1st Floor)	3:00–4:30 p.m.

Session Track: Session Track: Executive Diversity Officer

Session Complexity: Intermediate

Hiring for 2055: A Bold New Paradigm for Tenure Track Faculty Searches

One of the most persistent problems at predominantly white colleges and universities is the paucity of faculty members from historically underrepresented groups including African Americans, Hispanics, and Native Americans in most disciplines and women/genderqueer of all races in the STEM fields. To fail to build a diverse tenure-track faculty in 2023 ensures that academic leadership will remain mostly white (and in the STEM fields, male) well into the middle of the 21st century.

No project is more urgent in our institutions of higher education than improving search protocols to consistently build a diverse tenure-track faculty. In this workshop, we present a practical guide to conducting tenure-track faculty searches that dramatically increase the likelihood of hiring faculty from historically underrepresented groups in any discipline. We begin by examining the tacit ways in which conventional faculty searches are strongly biased to deliver the same outcome search after search, the hiring of faculty from already over-represented populations. We then break the search process into six key phases. Through hands-on activities, we demonstrate the tools a department, program, or search committee needs at each phase to promote a more diverse applicant pool, finalist pool, and ultimately a diverse hire. This workshop will be especially useful to those working at selective, predominantly white institutions and other institutions with predominantly white faculty.

The protocols described here have led to dramatic improvements in diversifying tenure track hires at Reed College. In the decade prior to instituting these changes, 17% of tenure track hires were BIPOC or women/genderqueer in STEM fields. In the decade following implementation, 70% of tenure track hires have been BIPOC or women/genderqueer in STEM.

Workshop participants should leave this session with a compelling narrative structure for talking about faculty searches with their colleagues that avoid common pitfalls such as defining a position too narrowly or too vaguely, blaming the outside world for non-diverse candidate pools, layers of unconscious bias in recruiting and evaluating candidates, and off-putting behavior toward candidates during interviews and negotiations.

This session should particularly benefit chief academic officers, academic deans, chief diversity officers, faculty members, and career counselors for graduate students and post-docs.

Mary James, PhD, Department of Physics, Reed College, Portland, OR; **Jessika Chi**, PhD, Assistant Dean for Institutional Diversity, Office for Institutional Diversity, Reed College, Portland, OR

3:00–4:30 p.m.

4420   Room: Grand Salon 24 (1st Floor)   3:00–4:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

The Experiences of SWANA Muslim Students on Predominantly White College Campuses

Advising Muslim students has become a new focus in higher education due to the increase in the number of Muslims living in the U.S. Muslim students face challenges in higher education that extend beyond the classroom and academic material but focus on the acculturation and fitting into the greater society with an identity that has been rejected for decades. Identity challenges often affect academic persistence and success, which can affect the success of Muslim students in their academic performance in college as well as their professional life in their post-college journey. South West Asian and North African (SWANA) Muslims experience high levels of microaggression, discrimination, and harassment due to the multiple identities they hold and the discrimination they receive due to the aftermath of the events of September eleven, 2001, and the war on terrorism. SWANA Muslims have varied experiences based on other factors, such as the choice of veiling, ethnic identity, and historical events impacting the system. In this session, we will explore the factors impacting SWANA Muslims' identity and experience and assess the fit of Peek's Muslim Identity Development theory on the intersection of spiritual and ethnic identity in the case of SWANA Muslim students.

Marwa Salah Al Khamees, EdM, Center for Life Beyond Reed, Reed College, Portland, OR

3:00–4:30 p.m.

4421   Room: Grand Salon 19 (1st Floor)   3:00–4:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

Graduation+: Supporting the Academic Success of Students of Color Up To and After Graduation

Our institution has evidenced disparities in graduation and retention rates for students of color dating back decades. To address this issue at an institutional level, the Diversity, Equity, and Inclusion team in the College of Liberal Arts and Sciences at Iowa State University has created a program called Graduation+. Pronounced 'Graduation Plus,' this program combines elements of academic affairs and student affairs to provide students with a structured path toward graduation. With a focus on close academic monitoring, Graduation+ also ensures that students complete a minimum of 6 high-impact educational practices of their choice by graduation. Students enter the Graduation+ program by choosing either our leadership track or our STEM careers track.

Once in these learning community cohorts, students build community, professional networks, and receive professional development. They also collaborate across learning community cohorts so that students can benefit from each track, even if it's not their primary academic home. In addition to the instant community, students will be paired with a faculty mentor in their major and receive close academic monitoring which ensures they remain on track to graduation. The program also removes financial barriers to ensuring that students have what they need to be academically successful while at our institution (e.g. books, tutoring, meal plans, etc.) Finally, students will acquire at least six high-impact educational practices by graduation that will allow them to amass an impressive resume that demonstrates the skills and experiences that employers are looking for. This will give them an advantage when they enter the job market upon graduation. Our program will remove any financial barriers that students may have in achieving this goal (e.g. internship stipends, pay study abroad fees, etc.)

We will share our strategy for re-envisioning how to support the academic success of students of color and how you can implement a similar program at your institution.

What will be covered:

- Program rationale and framework
- Stakeholder buy-in process
- Funding allocation
- Recruitment
- Program implementation and current status
- A current program participant will share her experience

Those directly serving students of color would get the most out of attending this session.

Monic Behnken, JD, PhD, College of Liberal Arts and Sciences, Iowa State University, Ames, IA; **ARNOLD WOODS**, MEd, Director of Multicultural Student Success, College of Liberal Arts and Sciences, Iowa State University, Ames, IA; **Corey Welch**, PhD, (Northern Cheyenne Nation), Director, STEM Scholars, College of Liberal Arts and Sciences, Iowa State University, Ames, IA; **Sophie M. Dickie**, Undergraduate Student, World Languages and Cultures, Iowa State University, Ames, IA

FRIDAY, JUNE 02

3:00–4:30 p.m.

| **4422** | Room: Grand Salon 22 (1st Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education Session Complexity: Beginner

Training Faculty to Facilitate Essential Conversations about Race, Identity, Power, and Privilege

Faculty are increasingly called to engage in planned and spontaneous conversations relating to students', trainees', and colleagues' diverse identities, perspectives, and lived experiences. Essential Conversations (EC) workshops introduce facilitation techniques that optimize the benefits and minimize the unintended harms of conversations on topics related to race, identity, privilege, positionality, and power. EC was piloted in the spring of 2022, revised, and offered three times using different modalities and formats. Faculty participants have gone on to successfully facilitate these potentially charged conversations in a variety of contexts and formats.

In this interactive workshop, attendees will be introduced to the EC training framework that emphasizes participants' understanding of the power dynamics inherent in facilitating such conversations among individuals with diverse and complex identities within a highly hierarchical environment. Through interactive exercises, attendees will experience how EC workshops create space for participants to explore their own and others' racial and social identities, reflect on power and positionality in higher education, and expand their existing facilitation toolkits. Finally, attendees will hear and discuss EC workshop outcomes and lessons learned about participant experiences, content, structure, and modality (virtual versus in-person) of EC training sessions. This workshop will equip attendees to consider offering Essential Conversations facilitation workshops at their universities.

Diedra M. Wrighting, PhD, ADVANCE Office of Faculty Development, Northeastern University, Boston, MA; **Rebecca R. Riccio**, MA, Juffali Family Director, Social Impact Lab, Northeastern University, Boston, MA

3:00–4:30 p.m.

| **4423** | Room: Marlborough A (2nd Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Student Affairs and Affiliated Professionals Session Complexity: Intermediate

Social Justice Leadership: Supporting & Advocating for Trans & Queer Center(ed) Professionals

This presentation will feature individuals who engaged in a collaborative autoethnography (CAE) project over the course of a year. They represent individuals who have both professional and scholarly expertise pertaining to trans and queer (TQ) center(ed) work in higher education student affairs. This presentation will engage attendees in conversations about how individuals working across functional areas in higher education can advocate alongside TQ center(ed) professionals. Participants will learn about the CAE project outcomes, with the primary emphasis of the session focused on strategies and practices for advancing TQ equity in partnership with TQ center(ed) professionals.

Through our CAE project, we recognized our conversation was helpful for each of us and contained insights that those outside of TQ center(ed) spaces would benefit from hearing. For instance, what does it mean to serve all of our campus constituents and communities while also centering queer and trans people? How do we address the intersections of identities to avoid unintentionally dominant identities (e.g., whiteness, abledness, cissness)? The last in-depth, book-length publication about TQ center(ed) work was Our place on campus: Lesbian, gay, bisexual, transgender services and programs in higher education (Sanlo et al., 2002). The purpose of this session is to tell the contemporary story of TQ center(ed) work. Within that story are connections to how institutions burn through (Anderson, 2021) this functional area. Our goal is to connect with colleagues who have the institutional positionality to support TQ center(ed) work, and offer how they can ally with us to increase impact and staff persistence.

Vanessa A. Gonzalez-Siegel, MA, Undergraduate Student Life, Columbia University, New York, NY; **Kalyani Kannan**, MA, LGBTQ+ Student Services Coordinator, Diversity, Inclusion & Social Justice, University of Northern Iowa, Cedar Falls, IA

3:00–4:30 p.m.

4424 | Room: Grand Salon 13 (1st Floor) | 3:00–4:30 p.m.

Session Track: Session Track: Accessibility in the Academy | Session Complexity: For Everyone

Do We Keep Our Promises? Qualitative Student Perspectives on the Admissions to Campus Experience

In this presentation and discussion, we will share what we learned about student belonging when we held focus groups with graduate health professions students about points of connection and disconnection between their admissions experiences and their on-campus realities, and surveyed faculty about their perspectives on holistic admissions. This session will also present what we learned about improving the student transition from applicant to being on campus in higher education generally, including increased support, aligning our actions with our promises, and intentional community building. We conducted a qualitative study with six groups of graduate students, including open groups and affinity groups specific to: students with disabilities, non-traditional students, racially and ethnically minoritized students, and LGBTQIA+ students. We also surveyed faculty from across our university's graduate programs about their program's current admissions processes and their perspectives on student success. Core takeaways from our session: Universities are not paying nearly enough attention to building community and connection across and among students and services. While universities treat admissions, orientation, and being on campus as distinct stages, students experience them as one continuous process. Disconnections between these disrupt students' sense of belonging. Following the presentation, we will facilitate discussion with the session attendees re: potential and proven strategies for aligning admissions and on-campus experiences for marginalized students and how to increase faculty knowledge and support for implementation of best practices. Attendees will depart the session with knowledge of student perspectives on the admission process, as well as information about best practices when incorporating the mission, vision, and values of their institutions into a cohesive student admission and orientation process.

This session is open to all learners, and may be most relevant to faculty and to admissions team members.

Talina M. Corvus, PhD, DPT, Education and Leadership, Pacific University of Oregon, Forest Grove, OR; **Caroline H. McCarty**, PhD, OTR/L, Assistant Professor, School of Occupational Therapy, College of Health Professions, Pacific University of Oregon, Hillsboro, OR; **Bridget Wells**, BA, Graduate Student, School of Occupational Therapy, Pacific University of Oregon, Hillsboro, OR

3:00–4:30 p.m.

4425 | Room: Grand Salon 16 (1st Floor) | 3:00–4:30 p.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application | Session Complexity: For Everyone

Often Unheard Voices: Exploratory Studies of Non-African American Faculty at HBCUs

One common misconception about historically black colleges and universities is that their student and faculty populations are comprised of an ethnic monolith. On the contrary, these unique institutions established in the United States are multiethnic in their composition. Historically Black colleges and universities (HBCUs) have always been bastions of multiculturalism, and oftentimes, "are leading the way when it comes to faculty diversity" (Strothers, 2014, p. 76). This presentation will delve into two studies one qualitative and the other quantitative to provide a more complete picture of the experiences of non-African American faculty members at historically black colleges and universities. The purpose of the qualitative study was to capture the expressions of non-African American faculty about their experiences at historically Black colleges and universities. This study expands conventional parameters by capturing the expressions of Asian, Subcontinental, African, Middle Eastern, Latine/Hispanic, South American, Caribbean, multiracial as well as White faculty members about their experiences at historically black colleges and universities. The narrative data was collected from non-African American faculty members at fourteen HBCUs across twelve states. The quantitative study examined the minority status adjustment of 109 non-African American faculty members employed at fourteen HBCUs. The findings suggest that overall non-African American faculty members are relatively adjusted to their minority status regardless of ethnicity, gender, tenure status, age, and type of institution. The presentation will utilize the voices/quotes from faculty to highlight both the commitment and challenges of these faculty members. The data will be aligned with an overview of the history and missions of these hallowed institutions to underscore the inclusive and social justice fabric of the Black College. The findings highlight the non-African American faculty members' increased awareness of social inequity, challenges with college administration, their adjustment to minority status, and their happiness as employees at Black colleges. The results and the presentation provide university diversity offers, administrators, and researchers a pivot point for action with the potential of intercultural allyship.

Dave A. Louis, PhD, Educational Leadership and Policy Studies, University of Houston, Houston, TX

3:00–4:30 p.m.

| 4426 | Room: Chart C (Riverside) | 3:00–4:30 p.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions

Session Complexity: Beginner

Developmental Mentoring and Transformative Relationships in Grad School Prep

The Ronald E. McNair Postbaccalaureate Achievement Program at Iowa State University prepares underrepresented, first-generation, and low-income students as they become scholars and make the transition from undergrad to graduate school. Core to our work is fostering meaningful relationships with our scholars. Using a developmental mentoring framework (Hay, 2000) and Shawn Ginwright's (2022) conception of pivoting from transactional to transformative relationships in social justice endeavors, this presentation will discuss how we support UR/FG/LI students through three programmatic components: research experience, professional development, and graduate school preparation.

Developmental mentoring is predicated on the idea that mentors and mentees can meaningfully learn from one another and that everyone's experiences, knowledge, and expertise is valuable to the mentoring relationship. The five key features of this mentoring - reciprocity, mutual respect, clear expectations, personal connection, and shared values (Hay, 2000) - are foundational to how we guide scholars. This approach aligns well with Ginwright's call to cultivate empathetic, vulnerable relationships with ourselves and each other.

In this session, we will share our experiences in what this journey into transformative relationships through developmental mentoring has looked like in these three programmatic components of the McNair Scholars Program. Through an in-class research project, scholars explore the intersection between identity and race in higher education. To support scholars' professional development, we teach them to self-advocate in the faculty-mentored relationship. By establishing safety, trust, and comfort, we build unique relationships with our scholars; such a relationship allows us to meaningfully assist students in the high-stakes graduate school application process where we ask them to reflect on their own positionality in their discipline, academia, and society in the materials they write (e.g., statement of purpose, diversity statement). Scholar voices and outcomes will be shared.

The session will also facilitate conversations between attendees with the goal of exploring how developmental mentoring and pivoting from transactional to transformative relationships might be useful in their individual campus roles and broader institutional contexts.

Erin Todey, MS, Graduate College, Iowa State Univeristy, Ames, IA; **Ashley Garrin**, PhD, Director, McNair Program, Graduate College, Iowa State University, Ames, IA; **Regine Peters**, Program Specialist, McNair Program, Graduate College, Iowa State University, Ames, IA

3:00–4:30 p.m.

| 4427 | Room: Grand Salon 10 (1st Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: Beginner

Faculty Tools that Help Students Build Coalitions

The increased activism and advocacy on college campuses and in communities has led to a swelling of individuals desiring to step bolding into their identity in activism. Throughout history, student activists have utilized their power to effect change. With this desire to engage in activism, students may not know exactly how, where or with whom to engage and develop their activist identity, especially on their campuses. When faculty engage, empower and support student activists, this can provide a sense of legitimacy and maturity to coalition building as well as intentional and powerful mentorship for generations of activists. This workshop will provide tangible strategies and tools for faculty to not only support student activism but will also provide resources for faculty to find their calling in activism and coalition building.

Gyasmine George Williams, PhD, Kinesiology and Health Promotion and Ethnic Studies, Cal Poly Pomona, Pomona, CA; **Browning Neddeau**, PhD, (Citizen Potawatomi Nation), Assistant Professor of American Indian Studies & Assistant Professor of Elementary Teacher Education, Multicultural and Gender Studies Department, California State University, Chico, Chico, CA; **Paris Ryan**, EdD, English Professor, Southwestern Community College District, San Diego, CA

3:00–4:30 p.m.

| 4429 | Room: Winward-Leeward (Riverside) | 3:00–4:30 p.m. |

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: Beginner

White Accountability: Using the CCAR Compass to Tell the Truth to Ourselves

In this session intended as an affinity space for white educators, the presenters describe and demonstrate three learning sessions they facilitated for white non-tenured educators in Baltimore County Public Schools. The presenters invite participants to engage in a truncated version of that professional development series, starting with a deep dive into the Compass navigational tool of the Courageous Conversations about Race© protocol, continuing into an examination of our racialized identity, and concluding with an exploration of the historical legacy of white supremacist values that we have inherited as educators. This session is designed for us to hold ourselves and each other accountable by being honest about the reactions that we may have to our place in the historical and present context of teaching. Through this honesty, participants and presenters will walk away from the session with the clarity to disrupt and dismantle our own oppressive beliefs, feelings, thoughts, and actions.

Cara Jeanne, PhD, Baltimore City Public Schools, Baltimore, MD; **Andrea German**, MA, Special Education Department Chair, Patapsco High School & Center for the Arts, Baltimore County Public Schools, Baltimore, MD

3:00–4:30 p.m.

| 4430 | Room: River (Riverside) | 3:00–4:30 p.m. |

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: For Everyone

Reflecting on the Why, Where, and How of My Social Justice Writing Process

Writing and publishing can be daunting tasks, and when writing and publishing are approached as "projects" we can become narrowly focused on format and structure, citations, feedback, revisions, deadlines, and acceptance or rejection. These aspects of a writing "product" are clearly important, but they can't happen without a writing "process". Stepping back to assess our writing process allows us to honor the unique and varied experiences that influence our writing and our ability (or inability) to be productive writers. For example, we can doubt our writing skills for different reasons, and these doubts can be exacerbated by messages absorbed from our individual histories and experiences with systemic oppression. Or, we might begin a writing project before reflecting on why we are choosing to write (about a topic, or at all) in the first place.

This highly interactive session creates time and space for writers and prospective writers to focus on different aspects of their writing process. Through prompts, reflection, and large and small group discussions it highlights our personal motivation for using writing to promote social justice (the why), personal and work contexts in which our writing takes place (the where), and strategies for addressing areas that facilitate or challenge successful writing (the how). Participants will leave with personal action plans to move their writing forward. Through engagement with other writers and writers in the making they may also gain a community to support their writing journey beyond NCORE. This session should be of interest to writers with works in progress, aspiring authors, and editors who work with social justice topics.

Charmaine L. Wijeyesinghe, EdD, Social Identity, Intersectionality, and Social Justice, Delmar, NY

3:00–4:30 p.m.

4431   Room: Port (Riverside)   3:00–4:30 p.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Beginner

Often Unheard Voices: Exploratory Studies of Non-African American Faculty at HBCUs

This session is designed to help campus DEI professionals and administrators better understand how to integrate antisemitism into DEI programs and bias incident reporting structures. Participants will learn about trends in antisemitism with a particular focus on white supremacist propaganda, hate crimes, and antisemitic incidents in communities, K-12 schools, and on college/university campuses. They will come away from the session with a better understanding of historical and contemporary antisemitic tropes, the scope of what constitutes Jewish identity, and how training around antisemitism fits into broader DEI concerns and initiatives. They will also be equipped with strategies to respond to antisemitic incidents on campus when they occur. This session draws on ADL's Hate/Uncycled Model for Responding to Hate & Bias Incidents. The model provides campuses with tools to PREVENT hate through inclusion and equity initiatives; PREPARE procedures and incident response teams; RESPOND in the moments after an incident occurs; HEAL and rebuild trust when the community feels divided; and EDUCATE with specific attention to the community's needs post-incident.

Participants should have a strong interest in policies and practices related to inclusive campus climate and bias incident response. The session will particularly benefit DEI campus professionals, administrators, and staff who are seeking to address, in a comprehensive fashion, hate incidents in the campus environment. Discussions will provide participants with an opportunity to consider how they might intervene should an antisemitic incident arise, how to communicate internally and with external stakeholders, and what practices can be instituted across campus to ensure that Jewish employees and students see themselves as valued members of the campus landscape. The session will include scenario-based exercises designed to encourage the development of a cross-campus cohort of professionals who are able to respond to antisemitic incidents. These scenarios are drawn from ADL's large databank of incidents on campuses, from the chalking on a quad of Kanye West's call to go "Defcon 3" on Jews to fliers describing the Jews as puppet masters of an impending "race war." Such data and case studies can help practitioners strengthen their repertoire of DEI tools, enabling them to more effectively underscore intersections between antisemitism, racism, heterosexism, Anti-Muslim hate and other forms of bigotry.

Lara Trubowitz, PhD, Education and Campus Affairs, Anti-Defamation League, Chicago, IL; **Elissa Buxbaum**, MSEd, MEd, ADL National Director of College and University Programs, Education/Campus Affairs, Anti-Defamation League, New York, NY

3:00–4:30 p.m.

| 4432 | Room: Starboard (Riverside) | 3:00–4:30 p.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Strategies to Drive Change Across a Decentralized Institution

Stanford Medicine is one of the largest academic medical centers in the country-- and thus is a complex, decentralized institution. This dual panel and workshop session will feature three distinct strategies from the Stanford Medicine enterprise that are currently being deployed to enact change across its siloed landscape. Presenters will open the session with a brief review of their institutional contexts and their different strategic approaches to leading change. The three approaches (grassroots, horizontal, and top-down) will be illuminated through specific examples from the Stanford Medicine enterprise.

Staff JEDI Collective is a grassroots system change effort that leads programmatic and structural initiatives through engaging and empowering employees and staff at all levels of the institution in collective action to drive change across the enterprise.

The LGBTQ+ Health Program: We Ask Because We Care Initiative will cover horizontal change management from an organization's midpoint, through peer collaboration and committee-led work. This workshop provides strategies to leverage a coalition of stakeholders' collective power to guide leadership across the institution to drive change.

The final example, at the leadership level, will outline the Commission on Justice and Equity, an enterprise-wide initiative that centers and leverages executive-level engagement and positionality to cultivate change across Stanford Medicine.

After the brief overview, participants will self-select to join a workgroup from the three provided examples. Each workgroup will follow a facilitated exercise designed for participants to brainstorm and build a process for a comparable strategy at their institution. After walking through the exercise, participants will have the opportunity to share their strategic process for group feedback and further brainstorming.

Participants will leave with an outline of a process map to drive strategic change across their decentralized institutions, tools to help overcome anticipated barriers, and a new community of practice with peers to support their projects. This session is designed for individuals at all levels of leadership.

Blaz Bush, MEd, Equity and Strategic Programs, Stanford Medicine, Palo Alto, CA; **Terrance Mayes**, MS, EdD, Associate Dean for Strategy, Equity, and Inclusion; Executive Director, Stanford Medicine REACH Initiative, School of Medicine, Stanford University, Stanford, CA; **Gisell Quihuis**, MEd, PhD, Director of Equity and Strategic Programs, Office of Equity and Strategic Initiatives, Stanford School of Medicine, Stanford, CA; **Miranda Brittany Stratton**, PhD, Assistant Director of Justice, Equity, Diversity, and Inclusion Human Resources Group, Stanford University, School of Medicine Stanford, CA; **Matt Griffith**, PhD, Assistant Director of Justice, Equity, Diversity, and Inclusion, Human Resources Group, Stanford University, School of Medicine, Stanford, CA; **Amber Rose Moore**, PhD, Assistant Director of Research Development and Belonging, Office of Equity and Strategic Initiatives and Grant Writing Academy, Stanford School of Medicine, Stanford, CA

3:00–4:30 p.m.

| 4433 | Room: Bridge (Riverside) | 3:00–4:30 p.m. |

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

Emerging Issues Roundtable for Human Resource Professionals

The Human Resources Committee of the NCORE National Advisory Council invites Human Resources (HR) professionals (and those doing this work) to this roundtable in order to discuss and share with colleagues on Emerging issues and trends affecting this critical work. The work of HR professionals is taking on greater urgency in today's broad landscape.

This roundtable is a response to the request by previous attendees who expressed a desire to engage more intentionally with their HR colleagues and to discuss strategies and best practices.

We welcome all topics as we engage and discuss how as HR colleagues we can help to support each other during these times. The roundtable will be facilitated by representatives of the Human Resources committee.

Raymond V. Plaza, PhD, Office for Diversity and Inclusion, Santa Clara University, Santa Clara, CA; **Gabe Javier**, Associate Vice Chancellor, Student Affairs, University of Wisconsin, Madison, WI; **Roberta Wilburn**, President and Co-Founder, Wilburn & Associates, LLC, Spokane, WA

FRIDAY, JUNE 02

3:00–4:30 p.m.

| 4434 | Room: Canal (3rd Floor) | 3:00–4:30 p.m. |

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Surviving School: How Queer Sons of Immigrants Navigate Academic Lives

This session draws on Dr. Ocampo's new book about queer sons of Asian American and Latino Immigrants. In this workshop, Dr. Ocampo chronicles the lived experiences of these "second-generation" gay men, to examine the everyday strategies these men employ to navigate homophobic encounters and homophobic climate in their school lives. In centering a group at the "margins of the margins," this talk will inform educators on how queer students of color negotiate their sexual, racial, and class identities in relation to their classmates and school authorities.

Most research on race and education, specifically focuses on the academic achievement gap. Most research on LGBTQ students is focused on bullying and harassment. As such, the experiences of LGBTQ students of color often gets lost in the mix. In centering their narratives, this presentation aims to provide researchers, student affairs staff, and other educators a sense of how the intersection of race and sexuality shapes the everyday lives of queer second-generation students.

Anthony Ocampo, PhD, California State Polytechnic University-Pomona, Pomona, CA

3:00–4:30 p.m.

| 4435 | Room: Compass (Riverside) | 3:00–4:30 p.m. |

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: For Everyone

Hazing: Understanding Ritualized Violence in Higher Education

Why does hazing happen and what can be done to stop it? Byron Hurt, an award-winning documentary filmmaker, published writer, social justice activist, gender violence prevention educator, and lecturer, will show his new documentary "Hazing", and will be present for a Q&A afterwards to engage the audience in thinking critically about hazing in higher education settings. This session should particularly benefit people working to end ritualized violence on campuses, including student athletes, fraternity/sorority communities, campus program coordinators, diversity officers, student activities coordinators, and others.

Byron Hurt, Media Education Foundation, Fanwood, NJ

3:00–4:30 p.m.

| 4436 | Room: Quarterdeck B (Riverside) | 3:00–4:30 p.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Queering Your Practice: How to Apply Intersectionality & Queer Theories to Higher Education

This is a training that uses intersectionality and queer theories as a catalyst for conversations on how to create more inclusive learning environments and how to enact change for more equitable higher education spaces.

This conference session is intended to unpack the basic framework of intersectionality and queer theories and then engage in discussion on how to implement these ideas in administration processes, communication, and student-centered change. We will draw on the work of Kimberly Crenshaw (1989), Judith Butler (1990), and Christy Carson (2021), Wendy Kay Schinder (2021), and Sarah E. Stevens (2021).

Together we will reflect and consider different unjust educational practices that are rooted in normative categorizes and harmful systems. This session will be dedicated to asking questions, engaging in dialogue, reflecting, sharing, and brainstorming how to reimagine higher education practices. Ultimately, we will consider how we can use the lessons learned from intersectionality and queer theories to fight systems of oppression in our institutions and become better advocates for students.

Rae Luebbert, College of Fine Arts, University of Utah, Salt Lake, UT; **Jen Wozab**, MEd, Assistant Director of Advising & Student Success, School for Cultural & Social Transformation, University of Utah, Salt Lake City, UT

3:00–4:30 p.m.

| 4437 | Room: Chart B (Riverside) | 3:00–4:30 p.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions

Session Complexity: Beginner

Radical Self-Care as a Political Form of Resistance

Dr. Angela Davis once said, "I think our notions of what counts as radical have changed over time. Self-care and healing and attention to the body and the spiritual dimension - all of this is now a part of radical social justice struggles." Unlike self-care which has been commoditized into products co-opted by the wellness industry to supposedly combat burnout, radical self-care encompasses survival strategies utilized to resist systems that have ignored, neglected, and oppressed minoritized folx. As such, we view self-care as a form of political resistance grounded in self-actualization, with the aim of knowing, living, and healing in unapologetically and authentic ways.

Participants (N = 85) from a large public university in central Texas participated in a focus group to discuss their educational journeys. All students held at least two minoritized identities typically based on race/ethnicity (84%), first-generation student status (42%), and sexual orientation/gender identity expression (46%).

Through these discussions, students shared the ways in which they use radical self-care to cultivate a sense of belonging at their predominantly white institution. We learned that radical self-care is holistic and that wellness is shaped by multiple factors such as social identities, interpersonal relationships, sense of self-worth, and health. Students' stories suggested that radical self-care is about existing in hegemonic spaces which in of itself is a political act of resistance.

"It's like easier, almost to kind of be ignorant towards sides of yourself, but it's much more authentic and happier, I guess, to be out and proud. Yeah. Like, just within this past year since coming to college, the past couple of years, I came to terms with knowing that I needed a particular surgery for my transition, and I actually got that surgery like a month ago. And so, I've been really good about that."

Presenters will share students' stories on how they practiced radical self-care including how to: live as their authentic selves, pursue their passions and dreams, and establish support systems who affirmed their multiple minoritized social identities. To this end, this session would benefit educators, administrators, and student success staff because the session will inform how radical self-care strategies should be incorporated into pedagogy, policies, and practices.

Lainey Sevillano, PhD, MSW, School of Social Work, Portland State University, Portland, OR; **Esther Calzada**, PhD, Professor and The Associate dean for Diversity and Inclusion, Steve Hicks School of Social Work, The University of Texas, Austin, Austin, TX

3:00–4:30 p.m.

| 4438 | Room: Quarterdeck C (Riverside) | 3:00–4:30 p.m. |

Session Track: Session Track: Intersectionality, Identities and Discussions

Session Complexity: Advanced

Makes Me Wanna Holler: Navigating Antiblackness in Multicultural and Multiracial Spaces

Most scholars now believe that oppression is facilitated uniquely or primarily by white people or by using systems and structures animated by white logic. This is also true in education. While emerging, there is a need for continued and increased focus on how minoritized communities engage and perpetuate systems of oppression that harm other minoritized communities and groups - what I term as lateral violence- in education and beyond. Examining this phenomenon will help render oppression more complete and allow educators, researchers, and practitioners to have a better understanding to disarm these instances and build coalitions together.

Currently, conversations around antiblackness seem to still be peripheral to or simply non-existent in the higher education discourse. In this session, participants will have the opportunity to hear a presentation and then engage in dialogue about nuances of power and oppression. Specifically, we will focus on multicultural spaces and manifestations of antiblackness. This will include examinations of this form of oppression in multicultural centers, cross-cultural centers, and even minority-serving institutions (focusing on how people of color specifically perpetuate and collude).

In addition to learning about the current literature on the topic, attendees will have an opportunity to engage in honest and authentic dialogue about the issue and collectively brainstorm strategies to address it. This session is for anyone invested in eradicating all forms of oppression, a goal that will remain unrealized until minoritized groups coalesce and build coalition around mutual uplift.

Terah J. Stewart, PhD, College of Human Sciences, School of Education, Iowa State University, Ames, IA

FRIDAY, JUNE 02

3:00–4:30 p.m.

4439   Room: Chart A (Riverside)   3:00–4:30 p.m.

Session Track: Session Complexity: Beginner

Sweetheart Dancer

Participants will view and discuss the documentary Sweetheart Dancers. Sweetheart Dancers is a story about Sean and Adrian, a Two-Spirit couple determined to rewrite the rules of Native American culture through their participation in the 'Sweetheart Dance.' This celebratory contest is held at powwows across the country, primarily for men and women couples, until now.

Browning Neddeau, EdD, (Citizen Potawatomi Nation), California State University, Chico, Chico, CA

3:00–4:30 p.m.

4440   Room: Churchill B2 (2nd Floor)   3:00–4:30 p.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

Let's Talk: Tools for Engaging in Conversations about Equity Issues

Colleges and universities are under pressure to engage and advance issues of social justice at all levels of the institution, including in admissions, classrooms, professional interactions, policy decisions, and engaging with the larger community. Being able to have constructive discussions about diversity and social justice is necessary for all members of the University community, particularly administrators, student affairs professionals, educators of all sorts, and students.

In this interactive and experiential session, we will provide tools for engaging in discussions about diversity and social justice issues. We will review some behaviors that impede authentic cross-group conversations given our different social locations. Attendees will learn and practice strategies and skills, using the "Straight As" model to have conversations about equity-related topics. We will draw on both the facilitators and the attendees' knowledge and experience.

This session will particularly benefit participants who want to deepen their capacity to discuss equity and social justice issues, increase their self-awareness about their own behaviors in equity conversations, and gain tools and strategies they can use in various contexts and share with others.

Rani Varghese, MSW, ED, School of Social Work, Adelphi University, Garden City, NY; **Diane Goodman**, EdD, Equity and Social Justice Trainer and Consultant, Diane Goodman Consulting, Nyack, NY

3:00–4:30 p.m.

4441   Room: Churchill C2 (2nd Floor)   3:00–4:30 p.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Teaching Beautiful Brilliant Black Students

This presentation includes the books: A White Woman's Guide to Teaching Black Boys and Teaching Beautiful Brilliant Black Girls. Both were created to support white women educators to engage in concentrated, focused inquiry around their relationships with Black students and the impact of those relationships related to issues of whiteness, white privilege and white supremacy. Using stats, facts, testimonials and lived experience as criteria for meaning, video footage with white women and Black womxn, girls, men and boys, this presentation is designed to generate new avenues of reflection and action for all white teachers, educators, parents, guardians and mentors. As white women make up over 70% of the American teaching force, they are in the driver's seat. If we can fix education so that Black students can bring their whole selves into classrooms and feel a sense of belonging, it will be because white women made it happen.

Shemariah J. Arki, EdD, Africana Studies, Kent State University, Kent, OH; **Eddie Moore Jr**, PhD, Founder and Program Director, The Privilege Institute, Green Bay, WI; **Marguerite Pennick**, PhD, Professor, University of Wisconsin, Oshkosh, WI

3:00–4:30 p.m.

4442　　Room: Quarterdeck A (Riverside)　　　　　　　　　　3:00–4:30 p.m.

Session Track: Session Track: Executive Diversity Officer　　　　　　　　Session Complexity: Advanced

Impacting Campus DEI Resource Allocation through NCHA Data-driven Breakout Analysis

This workshop is designed to demonstrate, through example and interactive participation, the power of breakout analysis of NCHA-III (National College Health Assessment) data for greater understanding of minority campus subpopulations. Many campuses already have this data, but it is often only examined in aggregate reporting.

For campuses of all sizes, the examination of breakout data of specific racial, ethnic, LGBTQ+, ADA, and other subpopulations can highlight compelling and statistically significant differences that those students face versus their peers. For large population campuses, it also allows for sample sizes large enough to potentially examine the intersectional impact of multiple marginalized group identities. More than just telling a story or being anecdotal in nature, it provides CDOs and campus leadership teams with the hard data that they need as justification for resource allocation. This analysis allows for identifying where disparities exist and even trending data over time to see if campus inclusivity efforts are impacting disparities faced by those underserved communities. This session can be particularly beneficial for campuses interested in examining the LGBTQ+ subpopulation since that variable is not resident to the dataset and needs to be combined based on answers to multiple variables.

CDOs and Executive Leadership team members who aren't data analysts will benefit by getting a demonstration of methods to request from their Institutional Research teams, as well as a foundational understanding of the power of these techniques and the stories that this data can tell.

Campus professionals who are familiar with multivariate data analysis are welcome to bring a computer loaded with SPSS and a campus NCHA dataset to follow along as we identify subpopulations of interest and discuss ways to manipulate not just breakout analyses, but also examination of ordinal metrics into data that allows for statistically significant insights into a variety of campus subpopulations.

Joanna Schwartz, PhD, Management, Marketing, and Logistics, Georgia College and State University, Milledgeville, GA; **Jennifer Graham**, EdD, Interim Chief Diversity Officer and Executive Director, Office of Inclusive Excellence, Georgia College & State University, Milledgeville, GA; **Melissa Gerrior**, MEd, Program Coordinator, Women's Center & LGBTQ+ Programs, Georgia College & State University, Milledgeville, GA

3:00–4:30 p.m.

4443　　Room: Windsor (3rd Floor)　　　　　　　　　　　　3:00–4:30 p.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application　　　　Session Complexity: Beginner

Using the Racial Literacy Development Model to challenge the 'White Savior' in Social Work Education

Social work, as with other helping professions, is often viewed as a profession rooted in service, compassion, and empathy. However, history of social work and the origins of the American charity system - very much like America itself - are often overlooked for a sanitized understanding perspective that purports a vision of selfless workers, diligently toiling on behalf of those 'less fortunate.' True history reveals an origin rooted in the tenets of White supremacy, with clear goals of assimilation of immigrants and people of color, the domination and extermination of indigenous way of life, and the protection of the interests of the ruling class (Bussey, 2020; Reisch, 2008).

The consequences of the White supremacy are far-reaching and are present in social work education and practice today. Many students enter social work higher education not for liberatory pursuits, but to assume the role of the 'friendly visitor' while also being considered 'professional' (Austin, 1983). Often, no robust examination of racial identity, power and privilege or systemic mechanisms that perpetuate oppression are integrated throughout the education experience. Engaging in 'giving back' without examining the power dynamics that produce inequities is the definition of the White Savior Industrial Complex (Aronson, 2017).

The current presentation investigates and provides an argument for the use of Sealey-Ruiz's racial literacy development model to identify and challenge White supremacy within social work education and practice. Racial literacy is defined as:

A theory as well as a skill that must be practiced. Racially literate educators probe the existence of racism and examine the effects of the social construction of race (and other intersecting constructs) within the institutionalized systems that affect their own and their students' experiences and representation in society (Sealey-Ruiz, n.d., para. 14).

The session is multi-modal, integrating lecture, discussion, and case examples to provide attendees with an overview of the current problem as well as provide tools and strategies to support the initial integration of racial literacy into social work and higher education settings.

Kimberly Frierson, DSW, School of Social Work, Spalding University, Louisville, KY

Time	Session #	Title	Room
8:30 – 9:45 a.m. (continued on next page)	5000	Everyday Harm: Analyzing the "Small" Slights that Contribute to Oppression	Room: Churchill C1 (2nd Floor)
	5001	Learning How to Be Unapologetically Brown: A Discourse Analysis of Respectability Politics	Room: Grand Salon 9&12 (1st Floor)
	5002	The Word Unnamed: White CHRISTIAN Supremacy and the Heart of Racism and Colonialism on Campus	Room: Grand Salon 15&18 (1st Floor)
	5003	Redefining Spaces of Resistance: Centering the Change You Want to See	Room: Canal (3rd Floor)
	5004	For the Love of Melanin: The Art of Storyworlding and Community Building for Graduate Students of Co	Room: Churchill A2 (2nd Floor)
	5005	Hosting Writer's Circle for the Global Majority in the time of Crisis	Room: Jackson (3rd Floor)
	5006	White Supremacist Award Nomination and Selection Processes in U.S. Higher Ed	Room: Kabacoff (Riverside)
	5007	A Black Woman's Guide to Navigating the Transition from Professor to Administrator	Room: Fulton (3rd Floor)
	5008	Inspiring Change One Module at a Time: Designing an Effective DEI Faculty Development Program	Room: Camp (3rd Floor)
	5009	Understanding Race in a Globalized Context	Room: Royal (3rd Floor)
	5010	Centering Racial Equity in Student Success	Room: Compass (Riverside)
	5011	Visions of Anti-Racist Futures to Inspire Meaningful Institutional Change	Room: Commerce (3rd Floor)
	5012	The Illusion of Inclusion	Room: Magazine (3rd Floor)
	5013	Engaging Student Voice in Diversity, Equity, Inclusion, and Belonging Initiatives	Room: Marlborough B (2nd Floor)
	5014	Desi Queer Transnational Scholars: Navigating Belongingness Through Kataikal	Room: Prince Of Wales (2nd Floor)
	5015	The Heart of Leadership: Cultivating an Inclusive Climate Begins with Managers	Room: Churchill A1 (2nd Floor)
	5016	Assimilation, Acceptance, or Isolation: Cultural-Based Student Organizations at PWIs	Room: Ascot-Newberry (3rd Floor)
	5017	Building Effective Support for UndocuEducators to Persist & Thrive in Higher Education	Room: Grand Salon 21 (1st Floor)
	5018	Promoting Racial Justice Through Diverse Student Leadership at Historically White Institutions	Room: Grand Salon 24 (1st Floor)
	5019	Oklahoma's Women's Prisons as Sites of Minority-Serving Institutions	Room: Grand Salon 19 (1st Floor)
	5020	Dismantling the Savior Complex: Utilizing Global Experiential Programs to Educate	Room: Grand Salon 22 (1st Floor)
	5021	From Vision to Practice: The Black Studies Collaboratory Small Grants Program	Room: Marlborough A (2nd Floor)
	5022	Helping Multicultural and First Generation Students Be Successful at UCF	Room: Grand Salon 13 (1st Floor)
	5023	Social Mobility and the Racial Wealth Gap: The Role of Internships and MSIs	Room: Grand Salon 16 (1st Floor)
	5024	Best Practices for Equity in the Classroom	Room: Chart C (Riverside)
	5025	Building Effective Mentorship with Native STEM Scholars	Room: Grand Salon 10 (1st Floor)

Time	Session #	Title	Room
8:30 – 9:45 a.m.	5027	Intracultural Bullying Among Latinx High School Students	Room: Winward-Leeward (Riverside)
	5028	Chess, Not Checkers: Using Power Mapping to Navigate the Political Terrains of the University Leader	Room: Churchill B2 (2nd Floor)
	5029	Black Female Teachers Who Stay: Teacher Efficacy through Counter Narratives	Room: Churchill C2 (2nd Floor)
	5030	Using the Starfish Mentality to Create Inclusive Campus Culture	Room: Windsor (3rd Floor)
	5031	Hello, My Name Is...	Room: Bridge (Riverside)
8:45 – 11:45 a.m.	5100	Survivance and Healing from Historical Trauma: The Power of Intergenerational Narratives, Storytelli	Room: Quarterdeck B (Riverside)
	5101	Interactive Interruption: Anti-Racism Experiential Learning through a Theater Model	Room: Chart B (Riverside)
	5102	Exploring Your Identity Wheel for Enhancing Empathy, Compassion and Conflict Prevention	Room: Quarterdeck C (Riverside)
	5103	Creating a Safe, Inclusive, & Successful Anti-Bias Early Childhood Program	Room: Chart A (Riverside)
	5104	Train-the-Trainer: Intergroup and Caucus Dialogue	Room: River (Riverside)
	5105	Mirror Mirror: Using Liberatory Practice to Resist White Supremacy Culture in Antiracist DEI Work	Room: Quarterdeck A (Riverside)
	5106	Recognizing and Disrupting Individualism, Defensiveness, and other Tools of White Dominant Culture	Room: Port (Riverside)
	5107	How to Not: A Counter-Strategy For Racial Equity When No Merits Win Meritocracies	Room: Starboard (Riverside)
10:15 – 11:45 a.m. (continued on next page)	5200	A Cross-Culinary Voyage	Room: St. James (3rd Floor)
	5201	The Water We Swim In: Racial Permanence and Hope in Higher Education	Room: Churchill B1 (2nd Floor)
	5202	What's Race Got To Do With It?: The Medicalization of Racism	Room: Churchill C1 (2nd Floor)
	5203	Lip Service vs Embodied Racial Equity: Transforming Universities While Transforming Ourselves	Room: Grand Salon 9&12 (1st Floor)
	5204	Building an Inclusive Excellence Office as a New CDO	Room: Grand Salon 15&18 (1st Floor)
	5205	Re-imagining the Office of the CDO: Maximizing Efficiencies for Strategic Diversity Leadership	Room: Canal (3rd Floor)
	5206	The Power of Storytelling in Racial Justice Ally Trainings	Room: Churchill A2 (2nd Floor)
	5208	Power and Place: Cultivating Place-Consciousness in Student Affairs	Room: Kabacoff (Riverside)
	5209	Recognizing and Addressing Racial Trauma in Higher Education Settings	Room: Fulton (3rd Floor)
	5210	Social Networking Justice, Equity, Diversity and Inclusion	Room: Camp (3rd Floor)
	5211	Making and Sustaining "Radical Change:" Strategies to Address Systemic and Structural Racism in High	Room: Royal (3rd Floor)
	5212	The Journey to Inclusive Culture Curriculum: A Roadmap for DEI Education in Higher Ed Settings	Room: Compass (Riverside)

Time	Session #	Title	Room
10:15–11:45 a.m.	5213	Creating a SEA (Supporting, Elevating, Activating) of Change for Social Justice at your Institution	Room: Commerce (3rd Floor)
	5214	Generate Connected Networks for Anti-Racism Theory, Research, and Practice	Room: Magazine (3rd Floor)
	5215	Why are We Not Talking about Race? Interrogating TESOL Perspective, Practices, and Policies	Room: Marlborough B (2nd Floor)
	5216	More than Strategy: Taking Action, Through Partnerships, to Build an Inclusive and Diverse Next Gene	Room: Prince Of Wales (2nd Floor)
	5217	Anti-Racist Professional Development: A Solution-Oriented Model to Overcoming Backlash & Barriers	Room: Churchill A1 (2nd Floor)
	5218	Creating 'The Village' Within a Predominantly White Institution (PWI)	Room: Ascot-Newberry (3rd Floor)
	5219	In-State Tuition: From Legislation to Equitable Implementation	Room: Grand Salon 21 (1st Floor)
	5220	#HandsOffMyScholarship! Eliminate Scholarship Displacement, Increase College Affordability	Room: Grand Salon 24 (1st Floor)
	5221	The Intercultural Facilitator Program: Students Unpacking Social Issues Through Critical Dialogue	Room: Grand Salon 19 (1st Floor)
	5222	Strategic Planning for Equity: A Framework for Implementing Transformational Change	Room: Grand Salon 22 (1st Floor)
	5223	Redressing Inequity: Why URM Students are Less Likely to be Called Doctor and What to Do About It	Room: Marlborough A (2nd Floor)
	5224	Committing to the Committee: A Successful Approach to Impactful DEIAJ Committee Work	Room: Grand Salon 13 (1st Floor)
	5225	A Student Transformational Framework for Facilitating and Designing Campus-Wide Initiatives	Room: Grand Salon 16 (1st Floor)
	5226	PEOPLE First: Engagement, Agency and Advocacy as a Framework for Uplifting Underrepresented Students	Room: Chart C (Riverside)
	5227	Counseling Philosophy to Praxis: SWAG Framework applied to Promise Scholars, CIPHER & Puente	Room: Grand Salon 10 (1st Floor)
	5229	Unpacking Tokenization of Black Student Leaders at a PWI	Room: Winward-Leeward (Riverside)
	5230	Blurred and Pixelated: Conceptualizing the Silhouetting of Black Women in the Academy	Room: Churchill B2 (2nd Floor)
	5231	Staying the Course: DEI Work in the Face of State Regulations and a Changing Landscape	Room: Churchill C2 (2nd Floor)
	5232	Magic, Not Tragic: Surfacing the Unique Gifts of Multiracial Identities	Room: Windsor (3rd Floor)
1:30–2:45 p.m.	5300	Conference Closing General Session featuring Keynote and Conversation with Paula Ramos: "The Rise and Fall of "Latinx"	Room: Grand Ballroom (1st Floor)

SATURDAY, JUNE 03

5000 Room: Churchill C1 (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Everyday Harm: Analyzing the "Small" Slights that Contribute to Oppression

"Everyday Harm" is a session aimed at helping professionals to reflect upon ways in which opression sneaks its way into our daily conversations, conflicts, and ways of being. In order to unlearn the ways that society enables oppressive behavior, we must become familiar with the ways that it initially shows up and begin with confronting harmful behaviors with the most important offender - ourselves. This session will be a time to reflect on our own contribution to oppression as well as our intent to create spaces that are safe for all we may encounter.

Gantt L. Thomas, MEd, University Housing, Georgia State University, Atlanta, GA

5001 Room: Grand Salon 9&12 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Learning How to Be Unapologetically Brown: A Discourse Analysis of Respectability Politics

In addressing the inequities within the Ivory Tower, there is never enough focus placed on the negative impact respectability politics has on Black and Brown bodies. As a woman of color with unruly, untamable features I am a stark contrast to the white bodies in these privileged spaces. The contrast is felt among all bodies in that space, yet our marginalized bodies are the ones forced out of such spaces. Our bodies are the ones forced to assimilate to the norm in order to appease our white counterparts. Assimilating for us means disconnecting ourselves from our cultures, our families, our ways of life. Assimilation should not and will not be the answer to this systemic issue. Instead we are to learn from our ancestors before us, the scholars of color who've paved the way for us, and we will be unapologetically ourselves. We will refuse to put up with being othered any more.

In this discussion-style presentation attendees will engage with the concepts, question their positionality within these institutions, and be able to walk away with a better understanding of how we as educators can empower students of color to be themselves unabashedly. In calling my Black and Brown colleagues to action we will set the precedent for the generations that come after us. The generations whom we are currently teaching, they will know what it looks like to be proud of what makes you stand out. There is a deeply rooted refusal in not wanting to become complicit in these institutions. Complicity starts with continuing to teach harmful practices such as respectability politics, something that is so keenly pushed back against in most of hooks' work. Coming out of a global pandemic where the term professionalism was in a gray area for over two years, we need to take hold of that gray area and redefine what it means to belong in these spaces. Now more than ever is the perfect time to complicate these systems.

Cassaundra V. Guzman, MS, Cultural Foundations of Education, Syracuse University, Syracuse, NY

5002 Room: Grand Salon 15&18 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

The Word Unnamed: White CHRISTIAN Supremacy and the Heart of Racism and Colonialism on Campus

Higher education has struggled to name religion as being an intersectional component of identity-based equity for more than 30 years. As white Christian privilege and hegemony perpetuated itself during the 1980s, higher education withdrew itself further, naming archaeon phrases such as "separation of church and state" as rationales for avoiding the subject with relatively few exceptions. Professionals in higher education have permitted the long-standing privilege of Christianity to manifest into a system-wide issue that now threatens anti-racism and decolonizing efforts within the academy. The manifestation of white Christian supremacy must finally be named.

This presentation seeks to help professionals across the institution address the core ways in which white Christian supremacy has been left unnamed on campus. The session will explore the current U.S. climate as it pertains to evangelical Christianity and its impact on the current impact on the government. The presentation will also look at the neoliberal academy of higher education and its lens of Christian privilege and delve into individual aspects of how religious minorities are often subject to microaggressions on campus.

The presentation will look at the core ways in which unchecked white Christian supremacy is impacting anti-racism efforts on campus for generations. The presentation will include case study analysis to provide participants with relevant solutions for this social ill.

Jacob Cody Nielsen, PhD, Center for Spirituality and Social Justice, Convergence Strategies (ED) and Dickinson College (Director), Carlisle, PA; **Julia Collett**, PhD, Associate Director, Convergence Strategies, Buffalo, NY

5003   Room: Canal (3rd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Redefining Spaces of Resistance: Centering the Change You Want to See

Inspired by the work of Walidah Imarisha, Adrienne Maree Brown, and Tricia Hersey, this session illuminates how we redefine radical spaces that work toward collective liberation. As white supremacy and patriarchy are pervasive forms of oppression in institutions of higher education, it is imperative that we acknowledge this and work to create forms of resistance. We strive to shift our focus from a lens of oppression to one of liberation. This session is presented by three women of color who identify as, among other things, Black, Afro-Latina, multiethnic Filipina, queer, and low-income. In it, we will share our approach to decolonizing our work within the context of a Women's Community Center via structural, programmatic, and theoretical roots. Women and gender-expansive individuals of color looking to create sustainable practices within predominantly white institutions will benefit the most from this session as we explore ways to decolonize spaces as a form of resistance and upliftment for historically marginalized students.

Alicia Lewis, MSW, Student Affairs, Stanford University, Stanford, CA; **Faith Kazmi**, EdD, Interim Assistant Vice Provost of Inclusion and Community Associate Dean; Director, Women's Community Center, Student Affairs, Stanford University, Stanford, CA; **Dejah Carter**, MEd, Assistant Director, Student Affairs, Stanford University, Stanford, CA

5004   Room: Churchill A2 (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

For the Love of Melanin: The Art of Storyworlding and Community Building for Graduate Students of Co

Activist scholars of color in academia are growing in numbers but still find themselves located on the margins, searching for a sense of belonging within that space (Collins, 1986; hooks, 1989). So how then, might activist-scholars push against this reality and lean into their "position and place of resistance" (hooks, 1989, p. 21)? How might activist-scholars engage in a practice to recover, reconcile, reunite, and renew themselves (hooks, 1989, p. 16)? Even more, how might activist-scholars use their stories as a form of community building and radical love to reimagine their futures at a Predominantly White Institution (PWI)?

A collaborative co-creating effort between the presenting activist-scholars explores the possibility of creating spaces of radical love and world-making as a beloved community. Positioned within Black feminist thought, this presentation explores the radical possibilities of the marginality of graduate students of color and how their positionality provides space for creativity and power to disrupt and erase colonial hegemonic structures (hooks, 1989). More specifically, this session will deep-dive into how two doctoral students of color and their advisor utilized storyworlding methodology to build community, practice agency, and ultimately invoke their own sense of belonging at a PWI.

Through interactive poetic creation, participants will practice storyworlding - "a feminist, participatory methodology to engage in culturally informed and ethnographically rich stories through which we establish our being together" (Dennis & Zhao, 2022) - and explore how their shared and divergent experiences can help reimagine the futures of graduate students of color at a PWI.

This session, which is designed specifically for graduate students, graduate advisors, faculty, and student affairs professionals, invites activist-scholars and their allies into a collective space to commune with the practice of storyworlding through the acts of poetry and symbolic personification. Through these engagements, participants will invoke the praxis of collective storying as fellowship, recognizing becoming-in-our-existence and reimagining the future possibilities of radical love through community as activist scholars at a PWI. Ultimately, participants will leave this session with practical strategies on employing and integrating this methodology into their personal engagement philosophies.

Dene Roseburr-Olotu, Inclusion and Diversity, ONE Gas, Edmond, OK; **Ayanna Wheeler**, Project Co-Director, GEAR UP O+K=C, University of Oklahoma, Norman, OK; **Jenny Sperling**, PhD, Assistant Professor, Educational Leadership and Policy Studies, University of Oklahoma, Norman, OK

SATURDAY, JUNE 03

8:30–9:45 a.m.

5005   Room: Jackson (3rd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Hosting Writer's Circle for the Global Majority in the time of Crisis

This session is for those who self-identify as the 'Global Majority' (Campbell-Stephens 2020). California Institute of Integral Studies' Center for Writing and Scholarship Teaching Fellow hosts a weekly, virtual writer's circle with fellow students who identify as a part of the 'Global Majority'. This interactive presentation includes first-hand experiences and learnings highlighting the pivotal role a writer's circle can play during crises. Affirming the power of the non-white people who will be in attendance, participants will engage in a writing exercise to tap into their own voice to mirror the process in which this writer's circle is set. Multiple iterations of the writer's circle have taken place at CIIS and these will be showcased as examples for insight into how various models of the circle can exist over time. Participants will leave with a specific understanding of a writer's circle practice and its purpose by also partici-pating in one during the middle of the session. The presenter has experience hosting such sessions for two years and requests those who do attend this session are those who are interested in connecting and amplifying their voice as they tap into their position as the Global Majority.

Manjot Multani, MPH, Center for Writing and Scholarship, California Institute of Integral Studies, San Francisco, CA

8:30–9:45 a.m.

5006   Room: Kabacoff (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

White Supremacist Award Nomination and Selection Processes in U.S. Higher Ed

Through faculty awards, institutions signal their value for faculty's research, teaching, mentoring, and service contributions, as well as which faculty they believe are worthy role models for students. The holistic success of Black, Indigenous, and other students of color is closely tied to mentorship by Black, Indigenous, and other faculty of color, yet within white supremacist institutions of higher education, white faculty tend to be affirmed as role models by being nominated and selected more often for awards. White-coded award criteria masquerade as race-neutral, they privilege white faculty in the award nomination and selection process, and systematically devalue the research, teaching, mentoring, and service of Black, Indigenous, and other faculty of color.

In this presentation, I will invite attendees to take the implicit association test for race, share a boilerplate example of how bias operates in the award nomination and selection process, showcase research on the additional value that Black, Indigenous, and other faculty of color bring to students and colleagues in higher education, marshal research on the ways in which Black, Indigenous and other faculty of color work in racially hostile environments characterized by racial microaggressions, racial battle fatigue, discrimination, hypervisibility, and invisibility, and argue that award nomination and selec-tion processes must be decided through an equity lens.

Attendees will leave this session able to describe the ways in which administrators, faculty, staff, and students who sit on award committees in white supremacist institutions of higher education operationalize racial bias against Black, Indigenous, and other faculty of color, able to describe the additional burdens Black, Indigenous and other faculty of color must overcome before they are considered for awards, empowered to support the holistic success of Black, Indigenous and other students of color through affirming and rewarding the labor of their role models of color, and fully prepared to facilitate equitable outcomes in the award nomination and selection process.

Who will get the most out of attending: Admin, faculty, staff & students who participate in any award nomination & selection process.

Who should not attend: Racially fragile white people who have not cultivated the racial stamina to listen to the harsh realities of white supremacy nor the racial humility to learn from researchers of color.

Farhana Loonat, PhD, Political Science and Philosophy, Skagit Valley College, Mount Vernon, WA

8:30–9:45 a.m.

| 5007 | Room: Fulton (3rd Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: Intermediate

A Black Woman's Guide to Navigating the Transition from Professor to Administrator

In general, higher education professors are tasked with the important duties of sharing their years of knowledge and expertise with a cadre of students who are eager to absorb it. From the undergraduate to the post-doctoral levels, faculty expectations are largely student focused and research oriented with very little opportunity to gain administrative experience; thus, resulting in a burgeoning gap between those eligible/qualified to apply for a department head position and those who aren't.

According to the American Association for University Women (AAUW), despite the majority of department heads in the U.S. being female (over 50%), only 44% of women are tenure-track faculty (AAUW, n.d.), a designation that is required for department head eligibility. Systemically, this bodes well for men who are seeking to make the transition but introduces a structural challenge for women who seek to do the same. Conversely, women of color, particularly Black women, seek a greater challenge as the Chronicle of Higher Ed (2019) reported that, of the 25,921 tenured professors in America's public and private nonprofit 4-year colleges, only 2.1 percent (5,221) were Black women. Such statistics further highlight the structural barriers women of color face when looking to advance their careers in higher education.

Utilizing empirically supported research coupled with the presenter's own personal journey and narrative, this presentation will identify the opportunities, challenges, and structural barriers that concern women of color hoping to transition from faculty to administration during their time working at college or university. Typically, faculty-to-administrator pathways are not marketed widely, but there are skillsets and directions one can take to best position oneself for when the opportunity arises. Although this workshop is delivered from the intersectional-feminist lens of a Black woman professor, the content is designed to support women of color who have an interest in making this career shift. White allies who want to better support the women of color in their department may also find this presentation useful.

Stephanie T. Robbins, PhD, College of Social and Behavioral Sciences, University of Arizona, Tucson, AZ

SATURDAY, JUNE 03

5008 Room: Camp (3rd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: Intermediate

Inspiring Change One Module at a Time: Designing an Effective DEI Faculty Development Program

In Spring 2021, the Faculty Diversity, Equity, and Inclusion (DEI) and Curriculum Development Committee began the process of developing a program to prepare faculty for teaching a DEI-designated course to be taken as part of the general education curriculum. As of today, over 60 faculty have earned a certification that prepares them to develop and teach DEI-designated courses in their discipline. Starting with Fall 2022, all incoming students will have the opportunity to take a DEI-designated course to meet the university DEI general education requirement.

To better prepare faculty for navigating DEI classrooms, we designed this professional development course to serve as a mechanism to help guide, enhance, and assess the quality of the required DEI-designated courses. The model we share is imposing impactful action (praxis) in that it provides a mechanism for faculty to develop critical pedagogy and cultural competencies (balanced with humility), which can then be implemented in a DEI-designated course taken by all undergraduate students.

Although DEI-designated courses can come from any discipline and meet various course-specific objectives, all DEI-designated courses have a shared learning objective: "Demonstrate knowledge of diverse experiences, cultures, and identities from a systemic perspective. Learning about diversity means learning to apply multiple perspectives to address local, regional, global, and cultural issues. It also asks students to discover ways that systems of power contribute to inequalities and interactions that affect individuals and communities." Part of this is understanding that "diversity" doesn't just mean race but also includes disability, sexual identity, expression and orientation, socioeconomic status, ethnicity, and age, among others.

In this session, attendees will learn how to replicate a faculty professional development model for building DEI undergraduate general education courses. Further, participants will understand best practices for collaborating on DEI curriculum initiatives with a strong focus on instructional design. To meet these goals, we will present outcomes and activities that highlight cultural humility, critical pedagogy, and instructional design strategies. Finally, attendees will learn how to sustain DEI-curricular efforts by building a network of committed and prepared faculty, providing opportunities for continuing education, and maintaining institutional support.

Christine E. Pease-Hernandez, PhD, Strategic Communication and Media, Slippery Rock University, Slippery Rock, PA; **Emily Keener**, PhD, Associate Professor, Psychology, Slippery Rock University, Slippery Rock, PA; **Cindy LaCom**, PhD, Professor, Nonprofit management, Empowerment and Diversity Studies/Gender Studies, Slippery Rock University, Slippery Rock, PA; **Brian Danielson**, EdD, Director Center for Teaching and Learning, Slippery Rock University, Slippery Rock, PA

5009 Room: Royal (3rd Floor) 8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: Intermediate

Understanding Race in a Globalized Context

While working across globally diverse contexts where individuals bring different understandings of race, how can we thoughtfully develop a shared vision for cultivating global inclusion, diversity, belonging, equity, and access (GIDBEA)? Bringing together members of the NYU global network, including the Abu Dhabi, Shanghai, and New York City campuses, this session will examine theoretical and practical considerations for creating alignment on institutional GIDBEA priorities in a globally diverse community. Participants will learn about the sociohistorical contexts that shape racial discourse across our global campuses and examine how the nuances of racial understandings in the UAE, China, and the US intersect with other markers such as religion, nationality, ethnicity, and class. Presenters will discuss challenges and strategies for negotiating the balance between developing shared institutional priorities while respecting the distinct cultural perspectives of each site. Finally, with the more recent global rise in racial justice advocacy, we will discuss opportunities and best practices for operationalizing GIDBEA at an institutional level. This session will particularly benefit participants who work with globally diverse and international communities, as well as participants who are involved in GIDBEA-related strategic planning processes at their institutions.

Emy Cardoza, MDiv, MEd, Office of Global Inclusion, Diversity, and Strategic Innovation, New York University, New York, NY; **Lisa Coleman**, PhD, Senior Vice President for Global Inclusion and Strategic Innovation, New York University, New York, NY; **Joyce Renzhong Tan**, MA, Director, Center for Multicultural Education and Programs, New York University, New York, NY; **Fatiah Touray**, JD, Executive Director of Inclusion and Equity, New York University, Abu Dhabi, Abu Dhabi, NY

8:30–9:45 a.m.

5010	Room: Compass (Riverside)	8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Centering Racial Equity in Student Success

Data show that Students of Color leave institutions of higher education without completing their intended degree at higher rates and with higher levels of debt than their White counterparts. And the problem in some cases is getting worse. As the U.S. population continues to diversify and enrollment across all sectors of higher education declines, institutions must evolve and put concentrated effort and resources toward focusing on historically excluded students.

In response to these national trends, in 2018, the Massachusetts Board of Higher Education set forth the Equity Agenda, a statewide policy and performance priority to significantly improve enrollment, attainment, and long-term success outcomes among Students of Color. As part of the Equity Agenda effort, the Board committed to developing a 10-year Statewide Strategic Plan focused on advancing racial equity. The Plan's vision is bold: a system of student-ready, race conscious public colleges and universities that are equitable and racially just, embrace the critical assets of Students of Color, and prepare Students of Color for success. The system aims to achieve this vision by continuing to transform programs, policies, pedagogies, and practices to be rooted in racial equity and responsive to the goals and needs of Students of Color.

During this presentation, representatives from the Massachusetts Department of Higher Education and Deloitte Consulting will detail the process for developing the Strategic Plan for Racial Equity and provide tangible ways for systems of higher education and individual institutions to make comprehensive reforms to focus on underserved students. Participants will also have the opportunity to consider how the lessons learned in the Commonwealth of Massachusetts can apply to their context through an interactive, small group activity.

Because racial equity and student success are the responsibility of all leaders on campus, this session applies to all higher education institution professionals. However, those in student affairs and academic affairs will greatly benefit from the strategies discussed.

Robert J. Awkward, PhD, Massachusetts Department of Higher Education, Boston, MA; **Nicole Johnson**, PhD, Director of Educational Equity and Justice, Massachusetts Department of Higher Education, Boston, MA; **Keyanna Conner**, PhD, Managing Director, Deloitte Consulting, Richmond, VA; **Kaitlin McVey**, MEd, Senior Consultant, Deloitte Consulting, Washington, DC

8:30–9:45 a.m.

5011	Room: Commerce (3rd Floor)	8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

Visions of Anti-Racist Futures to Inspire Meaningful Institutional Change

In this presentation, attendees will learn about a creative project to imagine long-term futures of anti-racist efforts at an arts and media college in the United States. As anti-racist advocates and arts educators, presenters will share their experience using Futures Workshops and design techniques with an anti-racism task force working to transform the institution's policies, practices, and values.

Long-term visions can help drive momentum by providing ambitious, optimistic outcomes to work toward (van der Helm 2009). The goal for these futuring activities was to look beyond the incremental strategic planning that is the typical course of action for institutional antiracist work and imagine preferable reparative futures. The presenters propose that radically hopeful visions offer an alternative way to introduce bold initiatives and gain community support. Anti-racism work is intellectually, emotionally, and physically exhausting. When resistance is the nature of the work (Giroux 1997), advocates diligently focus on the present to make incremental change.

Change-making efforts within institutions typically rely on short and medium-term strategic plans to kick off new initiatives. With this project, the hypothesis was that participants could think of bolder change if invited into futuring activities, and that such ambitious and creative thinking would help them gain momentum and excitement for what is possible.

Participatory futuring (Polak 1973, Boulding 1988) and collective visioning (Stout 2011, York 2020) methods invite a collective of people to define their preferable futures. Imagining better futures can be a "prefigurative and transformative practice... the attempt not just to imagine, but to make, the world otherwise" (Levitas 2013). How might we imagine a ridiculously hopeful future? And then, can we use those visions to motivate and strategize institutional change?

The presenters will share our emerging process for transforming these future visions into different creative narratives around which multiple stakeholders might align. Presenters will provide ways in which DEI leaders can employ similar futuring methods to make anti-racist goals more tangible in their own institutions and guide concrete anti-racist action in the present.

Jessica Meharry, PhD, MFA, Office of the Provost, Columbia College Chicago, Chicago, IL

SATURDAY, JUNE 03

| 5012 | Room: Magazine (3rd Floor) | 8:30–9:45 a.m. |

Session Track: Session Track: Student Affairs and Affiliated Professionals | Session Complexity: For Everyone

The Illusion of Inclusion

The purpose of this program is to use Rosabeth Kanter's theory of proportional representation to connect participants to the conference theme of inclusion. As facilitators of inclusion, institutions and administrators must be guided by strong principles related to working with others through self-efficacy and possess a broad repertoire of skills for working with diverse individuals in a variety of situations (Jorgensen, Schuh, & Nisbet 2006). Furthermore, higher education professionals are essential in creating inclusive environments on campuses of higher learning and will not be able to do so if practices of inclusion are not intentional and free of tokenistic behaviors (Ortiz 1999).

Rosabeth Kanter developed a framework which encompassed three general processes attributed to tokenism: performance pressures, boundary heightening, and role entrapment (Kelly, 2007). Although Kanter's theory of tokenism focused on the experiences of women who were underrepresented in their organizations (Kanter, 1977), Kanter's theory can be used as a critical lens to understand the experiences of underrepresented students who are often tokenized at institutions where they are the minority in efforts to build inclusive communities on college campuses.

Inclusion is the intentional practice of presenting opportunities which will allow for a meaningful pursuit of happiness (Winkle-Wagner & Locks, 2014). Tokenism is defined as the practice or policy of making merely a token effort or granting only minimal concessions, especially to minority or underrepresented groups. Tokenism reinforces marginalization which results in an individual not feeling as if they matter. Schlossberg (1989) states a sense of belonging or mattering is a crucial factor in student success and development, while feelings of marginality can lead to a sense of not belonging.

Overall, this presentation will address the knowledge, skills, and attitudes needed to create learning environments enriched with diverse views and people which aid in the creation of an institutional ethos. One that accepts and celebrates differences among people, freeing them of any misconceptions and prejudices. This is accomplished by recognizing and acknowledging the individuality of students and creating environments that support inclusion and not marginalization. Inclusion and diversification entail support, acknowledgement, and advocacy. Visual representation does not automatically create an inclusive environment.

Kellyn Mackerl-Cooper, PhD, Multicultural Center, University of Michigan, Ann Arbor, MI; **Eric J. Pegues**, EdD, Director, Academic Programs and Diversity Initiatives, Campus Housing, University of Illinois at Chicago, Chicago, IL

8:30–9:45 a.m.

5013   Room: Marlborough B (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: Intermediate

Engaging Student Voice in Diversity, Equity, Inclusion, and Belonging Initiatives

This session focuses in engaging student voice and perspectives when developing and implementing initiatives that surround topics of diversity, equity, inclusion, and belonging. When students attend college, they rely on different interactions and resources to successfully progress through their educational experiences. Student effort and institutional investment contribute to a student's ability to navigate through their academic experience successfully. As students feel more responsibility and obligation to campus, often through participation in intentional educational activities, their commitment to the institution is strengthened.

Student development theorists encourage educators to consider the effectiveness of practices that encourage student participation and engagement. While it is the institution's responsibility to offer educational, social, academic, and professional opportunities, the student also has some responsibility in taking advantage of such activities. As such, our office has committed to created opportunities to involve students in the brainstorming, planning and implementation of office programming.

During this session, attendees will become familiar with theories and research studies that illuminate benefits of student engagement in higher education. The session will offer strategies that educators can utilities to promote student involvement in campus programs. Attendees will spend time reflecting and brainstorming action items that can be taken back to their organizations that enable them to be purposeful with student integration in organizational initiatives.

The session will start with an introduction of the presenters, their professional backgrounds, and information about the relevance of the session. Following, the presenters will give a short presentation with background about student engagement and involvement literature, situated in a higher education context. Later, the presenters will share how they have incorporated student involvement in office, unit, and institutional initiatives.

There will also be opportunities for audience participation. Through reflection and sharing, attendees will be asked to share their initial thoughts concerning the session content and its connection to their own work. Attendees will be invited to collaborate in brainstorming and develop a list of recommendations for their home campuses to consider how they could be more intentional with involving students in their work.

Steven Johnson Jr., EdD, Diversity, Equity, Inclusion and Belonging - School of Business, University of Kansas, Lawrence, KS; **Hira Hamirani**, MBA, Program Coordinator, Diversity, Equity, Inclusion and Belonging - School of Business, University of Kansas, Lawrence, KS; **Morgan States**, Program Coordinator, Diversity, Equity, Inclusion and Belonging - School of Business, University of Kansas, Lawrence, KS

8:30–9:45 a.m.

5014   Room: Prince Of Wales (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Transnational, International   Session Complexity: Beginner

Desi Queer Transnational Scholars: Navigating Belongingness Through Kataikal

This presentation lays out Kataikal̤ (stories) as a methodological framework to understand how queer desi transnational scholars (DQTS) in the U.S. higher education context experience and navigate belongingness in academia. This presentation will discuss how Kataikal̤ (stories) are conceptualized as a qualitative methodology and method to highlight the transnational experience and decolonizes qualitative research. This presentation will also reveal how Kataikal̤ could be used to understand the process of anchoring for DQTS and how that informs how belongingness is experienced.

Madhunika sai Suresh, MHR, Educational Leadership and Policy Studies, University of Oklahoma, Norman, OK

SATURDAY, JUNE 03

5015   Room: Churchill A1 (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

The Heart of Leadership: Cultivating an Inclusive Climate Begins with Managers

In the era of the great resignation, the university's turnover data indicates that voluntary separations have increased in recent years and are expected to remain high, particularly if the job market remains strong. As our university aspires to rise in the rankings, our workforce attrition rate has been at an all-time high. Our administrative and staff experienced the highest turnover rate. Administrative at over 15% and staff trailing at 13%. Our 12-month faculty is flat at 12%, and our 9-month faculty has a downward trend of less than 5%. In the analysis of the university community, one of the top reasons employees and faculty considered leaving the university was negative experiences with leadership.

Being genuinely committed to understanding others' perspectives requires full engagement to bridge racial, ethnic, religious, gender, generational, differently abled, and sexual orientation divides experienced daily. One of the university's DEI-established goals is to "cultivate an inclusive and equitable campus climate, culture, and community." Cultivating an inclusive and equitable campus climate moves the University through this learning process. In collaboration with the Division of Human Resources and the Division of Diversity, Equity, and Inclusion, we believe that the heart of leadership is diversity, equity, and inclusion (DEI). The divisions created a unique program to help provide FIU leaders with real, inclusive connections about diversity, equity, and inclusion (DEI) and its importance and value at FIU.

In this presentation, FIU's co-facilitators for a DEI manager's learning series will offer an inspirational model for post-secondary educators and leaders about a blended learning approach to help managers gain knowledge and growth opportunities that are the cornerstone of a successful workplace culture where inclusion and belonging are celebrated. This session is for individuals interested in learning different ways to use learning to assist in moving the DEI forward. Upon returning to their institutions, session presenters challenge participants to find ways to work across campus to develop learning programs focused on improving their campus climate and leaders through a DEI lens.

Emmanuele Bowles, EdD, Division of Diversity, Equity, and Inclusion, Florida International University, Miami, FL; **Joliett Vega-Klucevsek**, MS, Assistant Director of Strategic Initiatives and Professional Development, Talent Acquisition and Management, Florida International University, Miami, FL

5016   Room: Ascot-Newberry (3rd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Assimilation, Acceptance, or Isolation: Cultural-Based Student Organizations at PWIs

Inspired by Wright's study, which investigated the perceptions of CBFO undergraduate members at Predominantly White Institutions (PWIs) and their beliefs about the impact institutional policies and practices had on their sense of belonging, this presentation delves into the importance of creating policies, practices, and spaces that center the needs and safety of culturally based student organizations at PWIs.

Wright's research utilized a quantitative study coupled with a comparative analysis of policies at two PWIs and two Historically Black Colleges and Universities (HBCUs), the research discusses the perceived inequities in policies and practices that impact the sense of belonging of CBFOs at PWIs. Participants' sense of belonging was challenged by the language of the policies, the lack of accommodations for smaller and culturally specific group needs, and low visibility. While the study centered CBFOs, what was learned is applicable across non-fraternal sub-cultures at PWIs.

Stephanie M. Wright, EdD, Community Standards, Babson College, Wellesley, MA

8:30–9:45 a.m.

5017   Room: Grand Salon 21 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Building Effective Support for UndocuEducators to Persist & Thrive in Higher Education

Undocumented educators (UndocuEducators) bring their shared lived experience, special expertise, and cultural competency to effectively guide their students through college. By acting as role models for underrepresented students, they play critical roles in ensuring they are enrolling, persisting, and graduating from their institutions.

UndocuEducators occupy different positions in higher education but are often most visible when working directly with undocumented students. They draw on their personal experiences to build and strengthen programs on their campuses and create innovative solutions to address the continuing uncertainty undocumented individuals face.

However, UndocuEducators continually face challenges that make it difficult for them to retain or thrive in their roles. Their consistently high turnover in their positions means that higher education institutions are losing out on valuable guides and mentors for their students. The lack of institutional awareness around the impact of specific immigration statuses or legal policies (most recently around DACA) places an undue burden on UndocuEducators. They are often left out of messages of support or services offered to undocumented students, requiring them to come up with their own solutions. UndocuEducators are also often the only people considered responsible for meeting the needs of undocumented students. But a lack of cross-departmental collaboration produces piecemeal and unsustainable efforts to address student issues, resulting in UndocuEducators being overworked and feeling burnt out.

This session will provide an overview of the important role UndocuEducators play and the added value they bring to their institutions. It will give tangible recommendations for campus stakeholders to better support and retain UndocuEducators. Participants will learn specific strategies contained in the Building Effective Support for UndocuEducators Resource, and get the opportunity to reflect and engage with the guide.

This session is designed for those who support undocumented and immigrant students on their campus, as well as student affairs professionals advocating for equity in their departments. Ensuring that UndocuEducators thrive in their roles means that their important contributions are carried over to the next generation of students. Colleges and universities must be better positioned to serve and support their students amidst continuing immigration uncertainty.

Madeleine Villanueva, Immigrants Rising, Oakland, CA; **Maria Barragan Arreguin**, MA, Program Facilitator, UndocuEducator Group Co-Facilitator, Student Equity and Success, Higher Education, Cerritos College; Immigrants Rising, Norwalk, CA

SATURDAY, JUNE 03

5018   Room: Grand Salon 24 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: For Everyone

Promoting Racial Justice Through Diverse Student Leadership at Historically White Institutions

By the summer of 2020, the world had been at a standstill due to the pandemic, and universities across the United States had to re-examine and decide their plans for the fall of 2020 while also being confronted with racial justice protests (Copeland et al., 2021; Glantz & Gamrat, 2020). In general, graduate students' sense of belonging and needs are often unmet and ignored (Coffino et al., 2021; Pascale, 2018). The pandemic further exacerbated the stress of graduate students, which included food and housing insecurity, balancing familial obligations and workload, and societal oppression (Bal et al., 2020; Woolston, 2020; Zahnei & June, 2020). The pandemic and the global racial protests highlighted what many already know, that historically white institutions (HWIs) operate in the nexus of white supremacy and reinforce unjust systems through their policies, inactions, and performative responses (see D'Augelli & Hershberger, 1993; Givens, 2016; Harper & Hurtado, 2007; Patton, 2016). The University of Massachusetts Amherst Graduate Student Senate serves as an official campus-sanctioned student-led graduate student advocacy group that works with the administration on addressing the needs of graduate students. This session is based on a case study where the graduate student senate's leadership team made up of diverse genders, races, and nativity engaged in critical anti-racist and equitable initiatives to push against the status quo, inequitable policies created during the pandemic, confronted anti-Blackness, and demanded support for the most vulnerable. This case study on an R1 historically white institution located in New England situated itself during the peak of the pandemic between the spring of 2020 and the spring of 2022. This case study examined the intragroup racial dynamics, the importance of acknowledging and using white privilege in a certain context and centering Black voices.

We specifically use Dei's (2013) framing of Critical Anti-Racist Theory (CART), which centers on the following underpinnings: the salience and centrality of race, the recognition of the diverse saliencies of multiple identities, racism has made race real, and anti-racism work as being about action and practice.

Dei's (2013) interpretation of CART is particularly relevant to our qualitative and cohort-based study, given his assertion that "speaking race is personal and important, and that...race and racism are about human lives and daily lived realities" (p. 2).

Patricia (Tita) Feraud-King, MSEd, Higher Education, Residence Education, University of Massachusetts Amherst, Amherst, MA; **Laura M. S. Hancock**, MS, PhD Candidate, Researcher, Instructor, Organismic and Evolutionary Biology, College of Natural Sciences, University of Massachusetts Amherst, Amherst, MA; **Justin E. Burch**, MA, (Chickasaw), PhD Candidate, Instructor, History Department, University of Massachusetts Amherst, Amherst, MA; **Clement Boaheng**, Assistant Residence Director, Residence Education, University of Massachusetts Amherst, Amherst, MA; **Marwa A. M. Amer**, Union Organizer, University of Massachusetts Amherst, Queens, NY

5019   Room: Grand Salon 19 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Oklahoma's Women's Prisons as Sites of Minority-Serving Institutions

"Meritocracy leads to dystopia. People at the top believe they earned it and people at the bottom blame themselves" (Reeves, 2017). The American pretense of meritocracy-the notion that each individual earns a place in society through skills and hard work-has created a number of inequities and injustices. This falsehood perpetuates stereotypes of race, gender, and socioeconomic status throughout every system in the nation including the penal system and the education system. The foundations of these systems lie in the idea that "people get what they deserve." We pretend that children in low-income school districts get the same educational opportunities as though in the wealthy suburbs. We pretend that SAT and ACT scores provide accurate representation of students' preparation for college-level coursework and use these "cut scores" to place students-in elite institutions or in developmental courses at the "junior" colleges. We pretend that everyone in prison deserves to be locked away for their crimes and to protect the rest of society. We pretend that race and wealth have nothing to do with any of this pretense. The hazard, of course, is that we have created silos based on this tale of meritocracy that we tell ourselves. Legacy admissions abound both in Ivy League institutions and in penal facilities, and the prevailing narrative for both is that individuals admitted deserve it because of their own behavior and contributions to society.

While higher education is obviously an active participant in this narrative, it also has made the greatest strides in equalizing American society. The GI bill, the Higher Education Act of 1965, Pell Grants, and institutional choice have all given students opportunities to improve their positions and status within society. Perhaps the most important elements in increasing access to higher education in prison are minority-serving institutions (MSIs).

This session explores the concept of prisons within Oklahoma as sites of MSIs by presenting demographic data and discussion of the research of the intersectional identities of incarcerated persons within the "correctional" facilities. This session includes funding trends for MSIs and incarceration facilities and would be appropriate for conference attendees interested in expanding access to higher education during their terms of incarceration.

Yasminda M. Choate, MS, Language Arts and Humanities, Seminole State College; Higher Education Administration, University of Oklahoma, Seminole State College and University of Oklahoma, Seminole, OK

8:30–9:45 a.m.

5020   Room: Grand Salon 22 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

Dismantling the Savior Complex: Utilizing Global Experiential Programs to Educate

As the United States continues to confront racial justice issues, higher education institutions have introduced various measures to create dialogue and programs for social change. In 2019, Temple University introduced a Global Experiential Learning (Global X) program to South Africa as an innovative approach to discussing anti-racism, intersectionality, and identity awareness.

Global X is a 360-degree experience (pre, during, post-experience) that allows students to engage holistically in racial consciousness and other social justice issues. Moreover, Global X differs from traditional study away programs to counter unintentional or intentional saviorism that can often surface when taking students to international/global communities abroad. This experiential program utilizes Critical Race Theory to create inclusive leaders by recognizing the importance of dismantling areas of White Supremacy and how it manifests in the United States and abroad. The goal is to establish global-minded authentic leaders while recognizing how racial consciousness guides how we view others.

This interactive presentation will guide them toward creating meaningful programs to engage college students on the importance of creating a more socially aware society. Further, facilitators will discuss how South Africa was selected as a site to have a historical understanding of Apartheid while linking any comparisons towards similar racial injustices within the United States. Lastly, participants will gain a well-rounded knowledge of how this programmatic approach can challenge identity-based socialization, allowing students to dialogue on race-related issues actively.

Nu'Rodney T. Prad, MS, Institutional Diversity, Equity, Advocacy and Leadership, Temple University, Philadelphia, PA; **Leah Hetzell**, EdD, Director, International Student Affairs, International Student Affairs, Temple University, Philadelphia, PA; **Tiffenia D. Archie**, PhD, Associate Vice President and Chief Inclusion Officer, Institutional Diversity, Equity, Advocacy and Leadership, Temple University, Philadelphia, PA

8:30–9:45 a.m.

5021   Room: Marlborough A (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Beginner

From Vision to Practice: The Black Studies Collaboratory Small Grants Program

How do we envision programs rooted in the principles and practices of Black Studies? How do we build such programs at institutions structured in anti-Blackness?

The Black Studies Collaboratory's Small Grants Program has funded 47 projects in Black Studies, totaling $212,100 in awards, since 2021. In this session, Black Studies Collaboratory Co-PI Tianna S. Paschel and Project Manager Barbara Montano will share specific strategies for designing a program that centers Black life and creates meaningful research opportunities for students, faculty, and staff in Black Studies; building a grant program that supports dream projects, experimental work, and collaborative engagement outside the university; and administering such a program at a large public research institution, like the University of California, Berkeley, where this is the only program of its kind. Ultimately, we are working toward a future where students, faculty, and staff working in Black Studies have many opportunities to do the work they want to do, in ways that transcend the boundaries between the university and its local community, between the ivory tower and the kitchen table. Because we know that Black study has always been grounded in community and geared toward improving the conditions of Black life under structures of injustice. In this presentation, we will discuss: designing a program that models the practices of Black Studies, creating a program that meets the needs of students, faculty, and staff and builds relationships across those constituencies, designing a program with limited burden on the grantee and maximum experimentation, flexibility, and collaboration, building a program that allows for engagement with collaborators outside the institution, managing such a program - setting up funding, developing opportunities for grantees to build relationships, and leveraging partnerships, envisioning your own dream program and how to make it a reality

While this program will be particularly beneficial for faculty and staff, all are welcome to attend, and we encourage students to attend. We are eager to be in dialogue with and hear feedback from all NCORE attendees.

Barbara Montano, African American Studies, University of California, Berkeley, Berkeley, CA; **Tianna S. Paschel**, PhD, Associate Professor, African American Studies, Sociology, University of California, Berkeley, Berkeley, CA; **Gia White**, Administrative Director, Institute of European Studies, University of California, Berkeley, Berkeley, CA

SATURDAY, JUNE 03

5022	Room: Grand Salon 13 (1st Floor)	8:30–9:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: For Everyone

Helping Multicultural and First Generation Students Be Successful at UCF

The Ginsburg Center for Inclusion and Community Engagement office at the University of Central Florida (UCF) is designed to retain and graduate multicultural and first-generation students on the UCF campus. The presenter(s) will discuss some of the programs and techniques they use in order to help their student population succeed at UCF. The Ginsburg Center has won multiple NASPA retention awards over the past several years.

Wayne Jackson, MA, Ginsburg Center for Inclusion and Community Engagement, University of Central Florida, Orlando, GA

5023	Room: Grand Salon 16 (1st Floor)	8:30–9:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals   Session Complexity: For Everyone

Social Mobility and the Racial Wealth Gap: The Role of Internships and MSIs

While higher education has been known as the great equalizer (Darity Jr., Hamilton, Paul, Aja, Price, Moore, & Chiopris, 2018, Gumport, 2001), the racial wealth gap of college graduates is overlooked: Among college-educated households in 2013, the median net worth (wealth) is $359,928 for white households; $250,637 for Asian households; $49,606 for Hispanic households; and $32,780 households for Black households (Emmons & Ricketts, 2017). Thus, this presentation's purpose is to help attendees understand this phenomenon though a national study on internships and Minority-Serving Institutions (MSIs) in helping close the racial wealth gap by addressing racial workforce disparities (Rivera, 2015).

To illustrate the scope of the current issue and the importance of this study, this presentation will cover an overview of the racial wealth gap of college graduates and define important terms relevant to this study, including internships and MSIs. Upon defining these terms, attendees will learn about the scope of this study, including the quantitative methods used to answer the research questions, which include: 1) What is the earnings/income gap between racial groups who graduated from an MSI vs. non-MSI?; 2) Do internships uniquely contribute (controlling for all other factors) to higher wages for students of color who graduated from an MSI in comparison to those who graduated from a non-MSI?; and 3) How do salaries change over time after graduation based on race, gender, class, internship participation, and MSI enrollment?

This presentation will conclude with future directions for research and practice that involve the use and expansion of internships as they apply to students of color who graduate from MSIs. An important implication for attendees to look forward to is the use of federal funding to make this possible. Accordingly, student affairs professionals who work regularly with students, such as college counselors and academic advisors, will get the most out of attending. Regardless, all are welcome to attend as this presentation relates to issues faced by policy makers, practitioners, administrators, researchers, and students alike.

Bernard Reyes, MA, Higher Education and Organizational Change, University of California, Los Angeles, Los Angeles, CA

5024	Room: Chart C (Riverside)	8:30–9:45 a.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: Intermediate

Best Practices for Equity in the Classroom

The shift to reducing the equity gap has become a focus at many state colleges. For many, this means creating new systems that interrogate and dismantle traditional college experiences in order to provide BIPOC students with an education that puts them at the center of the learning environment.

With a focus on creating and sustaining equity in their classrooms, four instructors from St. Cloud Technical and Community College (St. Cloud, Minnesota) will share best practices, challenges, and continued opportunities within the framework of Equity by Design Academies for faculty and staff.

This panel will include classroom practices (teaching to student experiences and examining instructional materials for representation), examination of classroom materials (syllabus), and practices of self-evaluation of bias within safe spaces of the academy.

Jennifer D. Evens, MA, Liberal Arts and Sciences, St. Cloud Technical and Community College, St. Cloud, MN; **Melissanne I. Frank**, MA, Professor, English to Speakers of Other Languages, Liberal Arts and Sciences, St Cloud Technical and Community College, St. Cloud, MN; **Faith Ericson**, MA, MFA, Adjunct English Instructor, Liberal Arts and Sciences, St. Cloud Technical and Community College, St. Cloud, MN; **Dawn Straley**, MSN, Nursing Instructor, Practical Nursing Program, St. Cloud Technical and Community College, St. Cloud, MN

8:30–9:45 a.m.

5025   Room: Grand Salon 10 (1st Floor)   8:30–9:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Beginner

Building Effective Mentorship with Native STEM Scholars

Approx. 0.01% of enrolled undergraduate students identify as Indigenous - these scholars share common experiences of colonization and forced assimilation, resulting in lost ancestral knowledge, language, and cultural identity. Recognizing history and the literature on social integration and mentorship, hear from some of the 100 Native science and engineering scholars for a year while participating in the American Indian Science and Engineering Society mentorship program to dissect effective programmatic practices in encouraging persistence in STEM fields.

Brittany Anderson, MEd, (Fond du Lac Band of Lake Superior Chippewa), Research & Career Support, American Indian Science & Engineering Society, Saint Paul, MN; **Tiffany Smith**, PhD, (Cherokee, Muscogee), Director, Research & Career Support, American Indian Science & Engineering Society, Blanchard, OK; **Sky Wildcat**, MS, (Cherokee, Muscogee), Sr. Program Officer, Research & Career Support, American Indian Science & Engineering Society, Tulsa, OK; **Natalia Maldonado**, BA, Project Policy Analyst, University of California, San Fransisco, San Francisco, CA

8:30–9:45 a.m.

5027   Room: Winward-Leeward (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Intracultural Bullying Among Latinx High School Students

Conducted a study on bullying within the Latinx ethnic group for my doctorate dissertation at San Francisco State. The session will provide attendees with important results that can help teachers, counselors, administrators, coaches, and parents learn more about how bullying is occurring among different Latinx subgroups in high school. Presented and shared the research and findings at several conferences.

Jesus G. Angulo, EdD, Humanities, Mission College, Santa Clara, CA

8:30–9:45 a.m.

5028   Room: Churchill B2 (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Intermediate

Chess, Not Checkers: Using Power Mapping to Navigate the Political Terrains of the University Leader

Advancing diversity efforts in higher education have long been a complicated, nearly impossible political terrain for senior leaders to navigate. Though still politically fraught, institutional, and organizational investments reflect the growing institutional responsibility and accountability around DEI work (Williams &Wade-Golden, 2013). However, with these investments come heightened expectations, heightened consequences, and heightened discourse. While diversity officer roles are commonly viewed as solutions to improving issues, there are ongoing questions about diversity officers' access and relationship to power and the ability to successfully work toward their institutional charge. This session will explore this phenomenon and provide frameworks for participants to reflect on their own lived experiences.

This session is modeled from the recent dissertation study, Chess, Not Checkers: How Chief Diversity Officers Navigate the Political Terrains of the University Leadership Structure, which examined how Chief Diversity Officers understand, experience, and navigate institutional power dynamics within the university leadership landscapes.

In the session, participants will review how power operates in higher education leadership structures and explore the historical and current positioning of diversity officers in these institutions. For background and context setting, it will highlight the dissertation study's findings as well as other emerging scholarship on the way issues of power, agency, and autonomy shows up within higher education for diversity officers.

After the background, participants will have space to reflect on their own institutional dynamics as thy will utilize power mapping (also known as network mapping) to visualize power dynamics in their institutions. From there, they will be able to discuss and reflect (both in small and large group formats) on power dynamics at their institutions, opportunities and/or constraints for action, and strategies/tactics available for navigation. This session is intermediate. It is for diversity professionals from middle managers to senior leaders who must navigate a broad campus landscape and commonly must navigate with institutional politics and power dynamics.

Matthew L. Griffith, PhD, School Medicine, Stanford University, Palo Alto, CA

SATURDAY, JUNE 03

8:30–9:45 a.m.

5029 Room: Churchill C2 (2nd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: Beginner

Black Female Teachers Who Stay: Teacher Efficacy through Counter Narratives

Our 2021 study investigated Black female K-12 teachers' efficacy sources relating to why they remain in the profession. Results from our mixed-methods design, situated in a social cognitive and a critical race feminist framework, indicated that for Black female teachers, efficacy is related to years of experience, racial congruence with colleagues and students, and racial consciousness. Participants primarily sourced their efficacy through mastery and vicarious experiences but described how stereotype threat, racial microaggressions, and the mistreatment of Black students detracted from teaching efficacy.

In this session, participants will learn our research methods; we will highlight our need to develop the Intersectional Teacher Efficacy Survey (ITES). Participants will reflect on the counter-narrative data and how these data relate to the values of whiteness that people in school systems uphold. Participants will leave with a deeper understanding of supporting the teacher efficacy of Black women, so as to improve the retention of Black female teachers who have been historically and habitually disemployed from public school systems.

Through a combination of lecture-style presentation and interactive dialogue, this session will cover the following content, supported by specific interview data: a brief overview of social cognitive and critical race feminist frameworks, historical context of the disemployment of Black female teachers in public schools, the need for intersectional survey tools in education research, the relationship between years of experience and teacher efficacy for Black women, the relationship between school community racial congruence and teacher efficacy for Black women, the relationship between race-consciousness and teacher efficacy of Black women, and how schools support the efficacy of Black female teachers and how schools can detract from the efficacy of Black female teachers.

Conference attendees with a vested interest in retaining Black female teachers in school systems (K-12 and collegiate) would get the most out of attending this session. The session is at a Beginner level and all are welcome to attend.

Cara Jeanne, PhD, Office of Equity, Baltimore City Public Schools, Baltimore, MD

8:30–9:45 a.m.

5030 Room: Windsor (3rd Floor)   8:30–9:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

Using the Starfish Mentality to Create Inclusive Campus Culture

College campuses across America are becoming more diverse, and therefore it is imperative to increase the capacity of campus service providers (faculty and staff) to promote feelings of belonging. However, diversity trainings can be expensive, and with the decline in state funding for higher education, it may not always be feasible to pay a third party to conduct the training. Furthermore, studies show diversity training led by peers will be perceived more positively and create more "buy-in" by everyone involved.

The Northwestern Inclusive Coaching Seminar Series (NICSS) was developed to raise awareness and facilitate growth in diversity, equity, inclusion, and belonging among constituents. NICSS is a budget-friendly tool designed to enhance understanding and engage communities in authentic dialogue which will support respectful and safe environments for all.

NICSS leverages volunteers who have a passion for the work to serve as trained facilitators of a solid curriculum to share strong DEIB content knowledge. NICSS sessions foster introspection, conversation, and interaction through various resources and exercises including videos, websites, worksheets, and case studies. Our goal for this presentation is to inspire professionals to use their creativity in promoting campus dialogue and discovery in a safe space.

Brittany B. Broussard, MS, Office of Inclusion and Diversity, Northwestern State University of Louisiana, Natchitoches, LA; **Michael T. Snowden**, PhD, Vice President of Inclusion and Diversity, Office of Inclusion and Diversity, Northwestern State University of Louisiana, Natchitoches, LA

8:30–9:45 a.m.

5031   Room: Bridge (Riverside)   8:30–9:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: For Everyone

Hello, My Name Is...

Saying and spelling a name correctly is one of the simplest ways to make someone feel included and welcomed. This workshop is a fun way to enhance key skills such as active listening, consensus building, interpersonal communication and empathy. Name Story allows participants to sharpen such skills while exploring the complexity and range of diversity around them.

Kavita Sawh, MS, Ginsburg Center for Inclusion and Community Engagement, Office of Diversity Education and Training, University of Central Florida, Orlando, FL

8:45–11:45 a.m.

5100   Room: Quarterdeck B (Riverside)   8:45–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Survivance and Healing from Historical Trauma: The Power of Intergenerational Narratives, Storytelli

As a nation of increasing cultural diversity, we remain in continuous periods of dynamic mental health and health care transformation. At the same time, recent years have surfaced the racial trauma and divides that some, especially ethnic and racial individuals, communities, face continuously. Ethnically diverse and disempowered individuals, families and communities have encountered racial traumas and systemic injustices in the past as well as in present day. Yet they have survived, and some have even thrived. There has been research and documentation of the importance of indigenous and historical, ancestral cultural practices as sources of in-community survivance, strength as well as resilience. These indigenous lessons including storytelling and remembrances can be deeply meaningful and effective sources of healing as community-defined evidence, or practice-based evidence which may well eventually become evidence-based practices. We need to deeply understand and appreciate these age-old practices. This engaging workshop will present innovations in survivance and resilience-building as well as understanding the impact of trauma along innovations for the child welfare system to promote improved outcomes.

Within this workshop, there will be a specific focus on diverse indigenous communities, drawing on Native American, Pacific Islander, Asian American, African American, Latina/o, culturally diverse examples for meaningful learning. Many of the groups presented as engaging examples have been or are underrepresented in the psychological literature. This presentation intends to endorse as well as encourage additional advocacy of representation via research as well as practices. There will be use of storytelling and narrative sharing for relational connection, reflection and intergenerational healing.

Matthew R. Mock, PhD, JFK School of Psychology and Social Sciences, National University, Pleasant Hill, CA

SATURDAY, JUNE 03

5101   Room: Chart B (Riverside)   8:45–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Interactive Interruption: Anti-Racism Experiential Learning through a Theater Model

Throughout this three-hour interactive and engaging workshop, Presenters will focus on two of the most important components of anti-racism work in an educational setting--relationship and action. This workshop is designed for beginning, intermediate and advanced learners who engage through multiple modalities. This approach gives all participants a chance to learn from the instructors as well as co-participants, following in academic pedagogy as illustrated by Paolo Freire.

This workshop is a highly engaging interactive setting that utilizes large group sharing, small group breakout conversations, instructor facilitation and role-playing to create mechanisms for deep self-reflection and continued growth and development. As participants engage in the three-hour session, they will find a localized entry point to anti-racism work so that the ways in which racism infects our minds, bodies, relationships, classrooms and campuses become more apparent.

Throughout the first half of the workshop, participants will explore the things that prevent us from being our most aspirational selves when racism causes moments of tension, turmoil, and discomfort. As a group, we will explore how the influences of power, societal norms and our individual positionalities (our sense of self and our worldview as determined by our intersectional identities) guide our decision making during these moments. Participants will have opportunities to ask questions, engage in small group conversation and openly reflect on the topics at hand.

During the second half of the workshop, participants will learn dozens of accessible strategies for interrupting racism in educational spaces from the perspectives of students, teachers and administrators. By practicing these strategies together, all participants will be able to learn from each other and offer and receive important feedback and perspective reflective of the multitude of identities that will be present in the space. The second half of the workshop will use a Theater of the Oppressed model which allows all in the audience to also become participants and actors in a series of scenarios designed to organically explore and resolve complex (but often everyday) situations that arise in many educational settings.

Participants are encouraged (but not required) to be prepared to actively participate in the role play scenarios. All learning styles, abilities, and identities are welcomed.

Rakeem Washington, JD, Portland State University; Engage to Change, Portland, OR; **Kasia Rutledge**, JD, Adjunct Professor; Co-founder of Engage to Change LLC and Owner of Kasia Rutledge Law, Portland State University; Engage to Change, Portland, OR; **Leann Johnson**, MS, Director of Equity and Inclusion, Public Sector, Portland, OR; **Chris Williams**, MA, Student Engagement Coach Programs Manager, Portland Public Schools, Portland, OR

5102   Room: Quarterdeck C (Riverside)   8:45–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Exploring Your Identity Wheel for Enhancing Empathy, Compassion and Conflict Prevention

When tensions arise at work, we humans are less inclined to engage. "We're tired." "We've tried." "It's better to put our heads down and keep who we are and what we long for deep down inside." Has this ever been you? Come explore using "Social Identity Wheels" to access the multitudes of who you are, and who others are, and how to develop bridge-building skills toward each other that make room for your differences -- engaging with one another with more kindness and curiosity for change-making.

Our hands-on workshop models how to facilitate a workshop back at home, for building curiosity, empathy, and compassion across differences through the use of a social identity wheel. Following an experiential framework, we invite participants to engage as participants and then reflect along with us on how this tool can be used within their own diverse contexts.

This workshop is meant to be accessible for participants of all levels with an interest in exploring how creating safe spaces to discuss social identities can lead to deeper conversations around social inclusion, multipartiality, conflict prevention, and the adoption of a more fluid lens with which to see each other and make room for differences.

Rita S. Belleci, MA, Center for Restorative Practices, Office of Diversity, Equity, and Inclusion, Amherst College, Amherst, MA; **Fabio A. Ayala**, MA, Assistant Director, Center for Restorative Practices, Office of Diversity, Equity, and Inclusion, Amherst College, Amherst, MA

8:45–11:45 a.m.

5103 Room: Chart A (Riverside) 8:45–11:45 a.m.

Session Track: Session Track: Accessibility in the Academy Session Complexity: For Everyone

Creating a Safe, Inclusive, & Successful Anti-Bias Early Childhood Program

As we look to recruit and retain more teachers of color into our Early Childhood Education programs, we must look at ourselves and ask, are we truly prepared? This session will provide time for self-reflection and best practices when preparing faculty to work with students of color. As we look to increase students in our programs with scholarships, we must have the proper support to have a genuinely inclusive program where they feel safe and protected.

William L. White, PhD, Cultivate Learning, The University of Washington, Seattle, WA; **Elane Jones**, Project Manager for My Brother's Teacher, Cultivate Learning, The University of Washington, Seattle, WA

8:45–11:45 a.m.

5104 Room: River (Riverside) 8:45–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: For Everyone

Train-the-Trainer: Intergroup and Caucus Dialogue

Sharpen your facilitation skills while exploring the use of intergroup and caucus dialogue. In this train-the-trainer session, participants will engage in dialogic theory and mock facilitation. Intergroup dialogue is described as a facilitated conversation across two or more social identity groups for the purpose of active listening, collaborative understanding, and community building, while caucus dialogue utilizes similar facilitated conversation foundations, but the dialogues take place within social identity groups. While both intergroup and caucus dialogues are powerful tools for increasing understanding, they have different application purposes and outcomes. In some instances, individuals with societally oppressed identities and those with societally privileged identities need separate processing spaces to authentically engage in a topic without fear of reprisal or shame. Participants will learn skills needed to engage communities in dialogue on topics related to social identity, as well as identify strategies for selecting the appropriate dialogic technique and practice intergroup and caucus facilitation skills.

Courtney J. Jones Carney, MBA, DPA, Division of Student Affairs, University of Maryland, Baltimore, Baltimore, MD

SATURDAY, JUNE 03

5105 Room: Quarterdeck A (Riverside) 8:45–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education Session Complexity: Intermediate

Mirror Mirror: Using Liberatory Practice to Resist White Supremacy Culture in Antiracist DEI Work

We all hate performative solutions that do not reach the actual issues and can then cause harm. Without a proper power analysis and systems approach, DEI work will default into upholding and replicating white supremacy culture and/or other dominant supremacies. In other words, how power and privilege work within your classes, departments, institutions, and beyond and how this work cannot shift the lived experiences of those most marginalized without systems-level shifts. As an organization that offers pro-liberation and anti-racist organizing training and support to DEI practitioner groups at different CUNY universities, we actively and intentionally strive to not be part of this pipeline of performativity.

Attendees will walk away with strategies that work in opposition to white supremacy and other dominant cultures. These will include storytelling as an organizing tool, mirroring as a constant reflective tool, and three types of liberatory practices: cultural, institutional, intrapersonal. All of this work is dependent upon interpersonal relationships and the ability to recognize the humanity and dignity of others and is therefore built into all of the layers of this work.

These strategies directly reject the idea that any of this work can be successful at the superficial or one-off level. It requires regular and strategic reflection, excavation, and action.

This workshop

- Is geared towards those who have been harmed by performative DEI solutions, who have been tokenized, or who have felt at a loss for how to strategically organize around issues of inequity.
- Is for those who recognize that racism (& other ism) is a historical and present day issue and that the impact of racism (& other isms) continues to create disproportionate experiences of inequity and harm in every aspect of life.
- Is for those interested in short and long term strategic organizing methods because shifts in racism/xenophobia and other intersecting oppressions do not happen overnight.
- Centers BIPOC through an intersectional lens (aka race + other identities like disability, LGBTQIA+, nationality, etc.).

Aysa Gray, MA, MS, Center for Ethnic, Racial, and Religious Understanding (CERRU); DEI CUNY Incubator, City University of New York, Brooklyn, NY; **Yael R. Rosenstock Gonzalez**, MA, Curriculum Strategist, Facilitator, and Coach; Founder, Center for Ethnic, Racial, and Religious Understanding (CERRU); DEI CUNY Incubator; Sex Positive You, City University of New York, Tempe, AZ

5106 Room: Port (Riverside) 8:45–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: Intermediate

Recognizing and Disrupting Individualism, Defensiveness, and other Tools of White Dominant Culture

White dominant culture is pervasive in our institutions. It disconnects us from each other and our humanity and creates and reinforces individual and structural inequality. In this workshop, we will explore the characteristics of white supremacy culture as described by Tema Okun and her colleagues (www.whitesupremacyculture.info), including perfectionism, individualism, binary thinking, defensiveness, right to comfort, and others. Addressing both the interpersonal and institutional levels, participants will engage in interactive activities, reflection, and discussion to build awareness of how these dynamics manifest and how all of us (both BIPOC and white individuals) have internalized these dynamics and perpetuate them. Participants will build skills in disrupting these dynamics and will develop an action plan for addressing these dynamics both interpersonally and within their organizations. This session will be beneficial for participants who are aware of the characteristics and impacts of white supremacy culture and want to build skills in recognizing and disrupting these cultural norms in the context of their institutions.

Rosina H. Bolen, PhD, Office of Equity and Success, Mount St. Mary's University, Emmitsburg, MD; **Chianti C. Blackmon**, MS, Vice President of Equity, Diversity, and Inclusion, The American Musical and Dramatic Academy, AMDA College of the Performing Arts, New York City, NY

8:45–11:45 a.m.

5107   Room: Starboard (Riverside)   8:45–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

How to Not: A Counter-Strategy For Racial Equity When No Merits Win Meritocracies

A certain tediousness and inflexible order exist in the realm of DEI. In learning the skills and spending the hours necessary to fill their roles, many DEI professionals compromise to a point of unrecognizability, asking themselves, "Is this what I really signed up for?" When the instruments and contexts of DEI maintain their demands, especially the ones without merit, how do you Not?

In large institutions, theories, models, and settings of "change" are often saturated in ideologies of whiteness, which have little capacity for racial equity. We propose a model and method of infusing these sites with the soul and spirit of liberation to produce more equitable outcomes for our constituents and greater peace for ourselves. This interactive, tribe-building session will be a validating, affirming, and hopefully freeing space for those wrestling with the frustrat(ed)(ing), standard models of DEI work. You'll leave with ammunition to Not.

"How to Not" is about releasing ineffective models and forging new ones, so those engaged in DEI work can transform their relationships to the work... so that they can transform the work. In the same way, a chef experiments with ingredients, attendees will get to create their own "sauce" while building a connection with others who also want to learn "How to Not." In this kitchen, we'll blend Bobbie Harro's "Cycles of Socialization and Liberation," Tricia Hersey's Rest is Resistance, and Saundra Dalton-Smith MD's "Seven Types of Rest." Mix with a touch of Dungeon Family and add to an Audre Lourde slow cooker. That means we're talking about professional maturity, rejuvenation, creativity, and freedom through community.

Over 180 minutes, we'll be culturally relevant as we talk about cultural relevance. We'll be equitable as we talk about equity. We'll build community as we talk about community building. We'll facilitate a collective, working definition of liberation. We'll place our autobiographies at the center of our proprietary "Lines of Soul Symmetry" to find greater balance and integrity in our work. We'll build better models using the knowledge we've learned and the knowledge we've earned. We'll plan to bring home training to work training and a plan for self-care. There's a lot to gain when we Not.

Krischanna Roberson, MEd, Collabovate Consulting, Alpharetta, GA; **Marcus Moore**, Founder and RZA, Nia Palmares, Columbus, GA

5200   Room: St. James (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

A Cross-Culinary Voyage

Last summer, sitcom star and chef-in-the making Hudson Yang shot the first season of a brand new TV series: ORDER UP with Hudson Yang, following his adventures across Houston, Singapore and right here in New Orleans, as he seeks to overcome challenges and learn techniques from master chefs and home cooks, leveling up his skills (and sometimes failing) along the way.

In this session, the father and son team will share the New Orleans episode of the show, while discussing the commonalities and contrasts of the food traditions showcased in the season - all of them featuring a rich multicultural blend of ingredients, preparation styles and preparations - and how they point to a deliciously mixed, reimagined and cross-pollinated cultural future.

Jeff C. Yang, ORDER UP, Los Angeles, CA; **Hudson C. Yang**, Producer and host, ORDER UP; actor, FRESH OFF THE BOAT, ORDER UP, Los Angeles, CA

SATURDAY, JUNE 03

5201 — Room: Churchill B1 (2nd Floor) — 10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: Intermediate

The Water We Swim In: Racial Permanence and Hope in Higher Education

Our colleges and universities will never be free of white colonial control in the form of racism and oppression, so why are we here? The goals of this session will include assisting higher education professionals in recognizing the relationship between individual and institutional racism and developing strategies for supporting anti-racist policy development and action. This workshop encourages participants to recognize our role in repressive systems of higher education, understanding the mutually dependent relationship between individual contributions and institutional frameworks. It also provides a call to action for us to take a personal stand in our own respective institutions as advocates of anti-racism and anti-oppression.

Participants will develop a deeper understanding of their own role in upholding oppressive systems. Participants will engage with critical scholarship and frameworks to push against institutional appeasement strategy often embedded in campus equity and justice initiatives. Participants will commit to one action step, centering anti-racism and anti-oppression practices within their respective role on their campus With this strategy, we leave the rhetorical safety of appeasement and "organizational change" and begin the hard, uncomfortable, but necessary work of addressing the historical oppression of excluded groups in higher education.

Brandi L. Scott, PhD, Multicultural Student Center for Equity and Justice, The University of Texas at San Antonio, San Antonio, TX; **Kalia Glover**, MA, Senior Faculty and Assistant Director of Student Engagement, College of Liberal and Fine Arts Student Success Center, University of Texas at San Antonio, San Antonio, TX

5202 — Room: Churchill C1 (2nd Floor) — 10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education

Session Complexity: Intermediate

What's Race Got To Do With It?: The Medicalization of Racism

Racism within the institutions of Medicine and Healthcare is a discussion that is gaining more and more attention each day. There have been many that have decried the pervasive Racism that permeates throughout these institutions, but it is necessary for us to understand the specifics of how it does so. The presenters are a duo that have 50+ years between them of medical clinical experience, medical education, critical race theory, and community organizing.

The session will interrogate the genesis of racism in our country and Medicine's key role in architecting the racism we see today. We will then journey through the medicalization of racism throughout clinical medical practice, and how even the scientific method in medicine is not immune to proliferating and perpetuating outcomes that physically harm racialized communities. We will also explore the obtuse nature of Race in biological research is systematically harmful - a lack of precision leads to disproportionate morbidity and mortality for our most marginalized communities.

Additionally, examples of the medicalization of medicine will include many of the diagnostic tools and equitations that inappropriately use race as a biological marker. These examples show us how Medicine does not understand or grasp the concept of race as a social and political construct.

A feature of this session will be showing how many organizations, hospitals, and medical schools have move towards eradicating the race-based elements of medicine. These changes have not been easy and have offered us many lessons to be learned. The tactics, strategies, and organizing will be benefits that we hope attendees take back to their respective institutions to effect transformational change.

We believe students, faculty, clinicians, and administrators, can gain quite a bit from our session.

Edwin Guillermo Lindo, JD, Office of Healthcare Equity, Dept. Of Family Medicine, University of Washington School of Medicine, Seattle, WA; **John H. Vassall**, MD, FACP, Associate Dean for Clinical Education and Vice Chair, Medical Education and Clinical Sciences, WSU Elton S. Floyd College of Medicine, Seattle, WA

10:15–11:45 a.m.

5203 Room: Grand Salon 9&12 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: For Everyone

Lip Service vs Embodied Racial Equity: Transforming Universities While Transforming Ourselves

How do we meaningfully engage in anti-racism work that is antithetical to white supremacy, especially when it is the predominant culture most of us were socialized in and still exist in? What frameworks already exist to guide our work and how do we practically apply them in any setting? What must we change about ourselves in order to change the way we build our structures, our policy and procedures, and our relationships? How do we contend with the devastating nature of racism and oppression and also instill hope; giving ourselves and others the permission to dream of radically different futures while moving towards that future? Using an understanding of systemic oppression, white supremacy culture, values-guided decision-making, and racial equity and emergent strategy principles, this session features practical solutions for shifting universities, programs, and departments towards anti-racism. We will discuss the unconventional structure of the Racial Equity and Inclusion Center at Oregon Health and Science University and our process for creating anti-racism/anti-oppression coursework that targets both institutional leadership and students. We will detail our strategy for creating a holistic graduate admission application and share important lessons in creating cultural shifts.

The most important benefit participants will gain is an understanding of how to embody anti-racism/anti-oppression principles within ourselves, in our relationships, and within the systems and structures we build. We will share practical examples that can be applied in a multitude of ways. Participants will: 1) learn how to apply a systems lens approach to create programs that value both changes in interpersonal dynamics and policy change, 2) obtain a strategy for delivering equity-related core competencies needed by institutional leadership to support transformational change, 3) learn an approach to develop course work that facilitates reciprocal connection, vulnerability, and trust, and 4) learn how to utilize a co-creation strategy to build a holistic graduate admissions process. Lastly, participants will explore ways to apply anti-racism/anti-oppression strategies, values-guided decision-making, and racial equity and emergent strategy principles to their own liberation work. This session will benefit anyone hoping to create anti-racism programs, structures, coursework, or workgroups, including administrators, faculty, student affairs personnel, and students.

Antoinette Y. Foster, PhD, Racial Equity and Inclusion Center, Oregon Health and Science University, Portland, OR; **Sarah Kissiwaa**, PhD, Postdoctoral Fellow, Racial Equity and Inclusion Center, Oregon Health and Science University, Portland, OR

10:15–11:45 a.m.

5204 Room: Grand Salon 15&18 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Intermediate

Building an Inclusive Excellence Office as a New CDO

In recent years there has been an influx of new Chief Diversity Officers (CDO) positions in public and private sector organizations including corporations, hospitals, charities, government organizations, and most noticeably in higher education. According to LinkedIn data, from 2015 to 2020 the Chief Diversity Officer role has grown 68%, the Director of Diversity position is up 75%, and Head of Diversity grew over 107%. Overall, diversity roles are up 71% over the past 5 years. For many of these organizations, the hiring of a Diversity Officer appears to be the only step taken to address all diversity, equity, and inclusion issues they may have on their campuses and or in their organizations. However, the hiring of the CDO position alone is not a silver bullet. Promoting comprehensive and sustainable change requires an institutional commitment and the necessary resources to go with it.

In order to affect change in higher education there are a number of key resources that a CDO should have in place in order to be empowered to lead change processes. This presentation will discuss the critical needs for a newly minted CDO to build and maintain a successful Office of Inclusive Excellence. It will also highlight strategies for success in this and similar types of roles. The presenters will offer case studies for discussion including examples to illustrate how to create, build, and sustain these offices. Finally, the presenters will lead a dialogue/Q&A addressing the specific concerns of individuals who are currently in these positions or those that seek to be in a Chief Diversity Officer role.

Devona F. Pierre, EdD, Inclusive Excellence, St. Petersburg College, St. Petersburg, FL; **Joe-Joe McManus**, PhD, Chief Diversity Officer and Lead Associate, Delta Developmental, San Marcos, CA

10:15–11:45 a.m.

5205 Room: Canal (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Executive Diversity Officer   Session Complexity: Intermediate

Re-imagining the Office of the CDO: Maximizing Efficiencies for Strategic Diversity Leadership

Chief Diversity Officers (CDOs) must be strategic and innovative to effectively meet the evolving challenges of higher education, including those related to changes in student demographics, increasing political pressures (e.g., First Amendment, Affirmative Action), as well as traditional social and cultural factors that influence campus climate and operations.

How can CDOs (re)establish effective and efficient offices and leadership structures in lieu of today's social, political, and educational challenges, barriers, and constraints? The Division of Diversity, Equity and Educational Achievement (DDEEA) at the University of Wisconsin-Madison, the flagship campus of a large, public university system, will share their strategies on the guiding principles, approaches, and implementation of their work.

The CDO, and the DDEEA, provide leadership for the university's collective efforts to create an equitable, diverse and inclusive learning and working environment by employing a strategic approach to equity, diversity, inclusion and belonging (EDIB) that is summarized by four foundational pillars for Organizational and Inclusive Excellence: Asset-Based Approaches, Research-Informed Practices, Organizational Excellence, and Campus and Community Engagement.

The DDEEA focuses on elevating its role as a central campus resource by employing a strategic diversity approach by serving as: Convener, Catalyst, Consultant, and Community Builder (the 4 C's). These approaches align with the core values and missions of the CDO office and the institution and have helped to facilitate and illuminate EDIB exemplars across campus.

The panelists will share its process of reforming the structure and culture of the diversity office for effectively addressing 21st century higher education challenges, which has translated into positive change related to the culture of the institution, more effectively realizing its EDIB-related goals (e.g., increased diversity across university constituents, supporting sustainable pipelines for student access and representation, securing funding, and cultivating a shared culture that increasingly values equity and inclusion).

Diversity leaders participating in this session will engage with data-based decision making, sustainable strategies, and practical implementation examples, designed to increase an institution's effectiveness and structural efficiencies to realize diversity-related goals and objectives.

James A. Yonker, PhD, Office of Strategic Diversity Planning and Research, Division of Diversity, Equity & Educational Achievement, University of Wisconsin-Madison, Madison, WI; **Raul A. Leon**, PhD, Assistant Vice Provost for Student Engagement and Scholarship Programs, Division of Diversity, Equity & Educational Achievement, University of Wisconsin-Madison, Madison, WI; **Catherine Chan**, PhD, Assistant Vice Provost for High Impact Practices, Division of Diversity, Equity, and Educational Achievement, University of Wisconsin-Madison, Madison, WI; **Torsheika Maddox**, PhD, Senior Operations Officer and Chief of Staff Division of Diversity, Equity, and Educational Achievement University of Wisconsin-Madison, Madison, WI; **LaVar J. Charleston**, PhD, Deputy Vice Chancellor for Diversity & Inclusion, Vice Provost & Chief Diversity Officer , Division of Diversity, Equity & Educational Achievement , University of Wisconsin-Madison, Madison, WI

10:15–11:45 a.m.

5206 Room: Churchill A2 (2nd Floor) 10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education Session Complexity: For Everyone

The Power of Storytelling in Racial Justice Ally Trainings

How do we use storytelling as a pedagogical tool to facilitate conversations around racial justice? Faculty, staff, and students at the University of Illinois are invited to partake in a 3-hour intensive training on racial justice, facilitated by a diverse group of professionals from all over campus devoted to racial equity work. This training is designed to introduce concepts of race as a social construction, racism as a systemic issue, and allyship as an active vocation. This training has been successfully adapted for both in-person workshops and virtual sessions via Zoom.

This session will highlight the history of this program, how it was developed with Illinois' status as a PWI in mind, and the impact we've seen on members of our campus community who have completed the training.

During this session, attendees will also get the chance to practice reflective thinking, active listening, and storytelling as skills to break down the barriers that often prevent us from understanding each other. Attendees will be asked to actively participate in small and large group discussions, reflect on the messages of racism we've been taught, and consider ways in which we can continue moving towards awareness and action.

Attendees will leave this session with an understanding of how this program encourages participants to actively reflect on their own positionality, challenge implicit biases, and commit to taking action.

This session is ideal for individuals who are engaged in, or desire to be engaged in, racial equity work on their campus and who facilitate (either formally or informally) workshops and conversations around topics of anti-oppression.

Michelle Naese, BS, Diversity & Social Justice Education, University of Illinois at Urbana-Champaign, Champaign, IL; **Jacob Longaker**, PhD, Director, Diversity & Social Justice Education, University of Illinois at Urbana-Champaign, Champaign, IL; **Brian Fulton**, EdM, Director of Administration, Business Administration, Gies College of Business, University of Illinois, Urbana-Champaign, Champaign, IL; **Elizabeth Coder**, MA, PhD Student in Higher Education & Global Studies in Education, Education Policy, Organization, & Leadership, College of Education, University of Illinois at Urbana-Champaign, Champaign, IL

10:15–11:45 a.m.

5208 Room: Kabacoff (Riverside) 10:15–11:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals Session Complexity: Beginner

Power and Place: Cultivating Place-Consciousness in Student Affairs

Professional preparation in student affairs often lacks learning opportunities focusing on the structural relationship between colonization and higher education. In a post-in loco parentis (in lieu of the parent) profession, this means understanding the education and development experiences of Indigenous Peoples as being historically rooted in an in loco terra locus (in lieu of place) principle. Since time immemorial, place remains foundational to Indigenous Peoples and our histories of survival. This is to say that the identities of Indigenous Peoples are connected with, dependent on, and determined by their umbilical connections with place. This session explores these epistemological tensions and concerns by discussing the creation of the NASPA (Student Affairs Administrators in Higher Education) Power and Place Symposium.

Co-founded by leaders of two NASPA special interest groups (Indigenous Peoples Knowledge Community and the Orientation, Transition, and Retention Knowledge Community), the Symposium centers the ideas in the seminal text, Power and Place, co-authored by the late Vine Deloria, Jr. (Standing Rock Sioux Tribe), and Daniel Wildcat (Yuchi member of the Muscogee Nation of Oklahoma). A significant Power and Place Symposium goal is to center Indigenous perspectives on orientation, transition, retention, and professional and leadership development experiences in higher education. Power and Place serves as the theoretical orientation for keynote presentations, concurrent sessions, and each supporting element of the symposium.

This session benefits student affairs professionals, higher education scholars, allied educators, and anyone interested in questioning, reflecting, and imagining how Power and Place engenders place-consciousness, including conditions for bringing balance back to the higher education landscape.

Charlotte Davidson, PhD, (Diné/Mandan, Hidatsa and Arikara Nation), Student Success, Inclusion & Belonging, University of Illinois at Urbana-Champaign, Champaign, IL

SATURDAY, JUNE 03

5209   Room: Fulton (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Recognizing and Addressing Racial Trauma in Higher Education Settings

Since 2020 in the aftermath of George Floyd, Brianna Taylor, and countless other Black, Indigenous, and People of Color that have been targeted, murdered and victimized because of race, this country was made aware of Racial Trauma (RT). Campuses across the country immediately looked to address the impacts of RT & what could be done for students, staff, faculty, and the campus community. In order to address the impact of RT and to expand services to students, staff, faculty, clients, and counselors in training, we developed a workshop that departs factual and pragmatic skills to examine the etiology of RT, how it may manifest in higher education, and what we can do to support each other.

Attendees will gain an overview of Racial Trauma, including how intersectionality impacts the effect of aggressions on BIPOC students, staff, and faculty. We will also share our clinical experiences and findings and show how we have applied and continue to modify those practices for higher education in real-time in the classroom and with colleagues. BIPOC individuals will learn self-care techniques. and all attendees will have an opportunity to practice what they learned with a vignette through role-playing.

Pat Russell, PsyD, School of Health & Social Sciences, City University of Seattle, Seattle, WA; **Mariah Kindle**, MS, Academic Operations Manager, Academics, City University of Seattle, Seattle, WA; **Amy Cummings-Garcia**, PhD, Clinic Director, Master of Arts in Counseling, School of Health & Social Sciences, City University of Seattle, Seattle, WA

5210   Room: Camp (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Social Networking Justice, Equity, Diversity and Inclusion

The significance of social networking in the digital space and its relevance to justice, equity, diversity, and inclusion (JEDI) work is not new. Similar to how Twitter helped to socially propel the Black Lives Matter civil rights movement and how Facebook and LinkedIn have helped to advance other social justice-related causes or professional work, this session reinforces the contemporary need for digital space with the introduction of a social platform new to the digital landscape. This session, a follow-up to a 2022 presentation, will report and expand on the outcomes of a social platform pilot. The cloud-based live, social platform, powered by MentorLead software was implemented in the fall of 2022 following intensive stakeholder engagement from across one Southern California university campus and medical center. Beta testing with reverse engineering of the well-established and reliable technological solution has been informed by key stakeholders engaged in critical conversations around organizational and individual JEDI needs. The majority, 92% of beta test users reported support for technology fluency [with the JEDI platform] filling JEDI gaps and relevance to their individual work/practice.

Session attendants will be guided through a discussion that examines a low-cost technological solution and related strategies that may be replicated by those seeking to institute socially-just environments liberated from oppressive norms including structural racism and spaces void of equitable representation. Attendants will also have the opportunity to experience a virtual tour of the social platform to learn how individuals may be empowered with visibility and access to JEDI policy, education, development, and research. The tour will showcase real-time examples of constructive dialogue and interaction among a community of learning which collectively reflect a dynamic culture in transformation, one embracing growing pains and genuine milestones

With this session, attendants will learn how increased individual access enhances JEDI progress as JEDI activity is generated and socialized within an organization. In this way, attendants may see this platform's utility as indispensable and complementary to organizational JEDI priorities.

Jodi Traver, PhD, RN, NE-BC, Nursing Education, Development and Research, UC San Diego Health, San Diego, CA

10:15–11:45 a.m.

5211   Room: Royal (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Making and Sustaining "Radical Change:" Strategies to Address Systemic and Structural Racism in High

On June 11, 2020, Ajay Nair, President of Arcadia University, penned a letter to the campus community, charging the institution to make a "radical change" and to look "beyond this racial moment." The answer to this charge was a comprehensive list of priorities now known as the Combating Anti-Black Racism (CABR) Initiatives. Addressing significant needs across a wide range of domains, the university has built a project-management and data-driven team approach to leadership restructuring, curricular redesign, the re-examination of systems at the University, and the centering of BIPOC student voices in the effort to improve the overall campus climate.

In Hard Truths: Why Only Race-Conscious Policies Can Fix Racism in Higher Education, Jones and Nichols (2020) posit that policies must explicitly address race in the approach in order to make systemic change. CABR is rooted in work addressing anti-Blackness as a means to illuminate how deeply ingrained white supremacy is in every fiber of higher education. Using a process grounded in stakeholder engagement and project management best practices, the CABR core team of senior leadership, faculty, staff (and occasionally students and alumni) formed working groups, plans, milestones and metrics to deliver on "radical change" that President Nair demanded. Members consistently shared updates on specific initiatives, gained feedback on progress and direction, and built a community of leaders from all levels of the organization that was empowered to speak their truth.

In this session, panelists will discuss the project management structure used at Arcadia as a vehicle for addressing systemic racism. They will share the challenges of facing what sometimes appear insurmountable odds as well as the triumphs of achieved goals, all the while providing strategies for "radical change." Participants will gain insight into how this framework and approach can be applied to their universities in the attempt to enact systemic change.

Angela S. McNeil, DA, MFT, Provost Office, Arcadia University, Glenside, PA; **Jeff Rutenbeck**, PhD, Provost and Senior Vice President for Academic Affairs, President's Cabinet, Arcadia University, Glenside, PA; **Doreen Loury**, PhD, Retired-Assistant Professor of Sociology and Director of Pan-African Studies, Executive Founder of the Center for Antiracist Scholarship, Arcadia University, Glenside, PA; **Christopher Varlack**, PhD, Assistant Professor of English and Executive Director of the Center for Antiracist Scholarship, Advocacy, and Action, English Department, Provost Office, Arcadia University, Glenside, PA

10:15–11:45 a.m.

5212   Room: Compass (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

The Journey to Inclusive Culture Curriculum: A Roadmap for DEI Education in Higher Ed Settings

This session is designed for individuals who are responsible for, or interested in, providing DEI education and training on college or university campuses. This session will introduce participants to "The Journey to Inclusive Culture (JIC)" curriculum. JIC is is a three-part, five hour foundational series of workshops developed by DEI professionals at the University of Colorado at Boulder. The curriculum was designed to equip higher education departments with shared language and core concepts related to diversity, equity, inclusion, and social justice. Participants in this session will learn how to create opportunities for individuals to reflect on their own understandings of social identity categories. Participants will learn techniques for teaching what identity based oppression is and how it operates. And lastly, participants with will learn how to teach skills required to interrupt oppressive actions in individual and group based settings.

Anthony C. Siracusa, PhD, Office of the Senior Vice Chancellor for DEI, University of Colorado Boulder, Boulder, CO; **Montez Butts**, MA, Director of Inclusive Culture and Outreach, Office of the Senior Vice Chancellor for DEI, University of Colorado Boulder, Boulder, CO

10:15–11:45 a.m.

5213   Room: Commerce (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Athletics in the Academy   Session Complexity: For Everyone

Creating a SEA (Supporting, Elevating, Activating) of Change for Social Justice at your Institution

In 2023, Grand Valley State University Athletics was recognized with the NCAA and Minority Opportunities Athletic Association Award for Diversity and Inclusion. The NCAA/MOAA Award for Diversity and Inclusion recognizes the initiatives, policies and practices of schools and conference offices that embrace diversity and inclusion across intercollegiate athletics. While we are proud of our efforts to lay the groundwork for a better, more inclusive environment at GVSU, gaps remain. We are committed, determined and eager to deepen our work to ensure the longevity of inclusion within GVSU Athletics and that no one gets left behind.

Like many institutions of higher education, GVSU reacted to the George Floyd protests in summer 2020 and the latest iteration of the Movement for Black Lives with statements, events and newly-minted committees. GVSU Athletics formed the Athletic Advisory Council on Racial Equity (now the Laker Inclusion Team or LIT) and began a process of embedding inclusion as a core tenet of their commitment to Championship Excellence. LIT is made up of student-athletes, coaches, staff, administrators and campus partners with the charge of initiating meaningful and measurable action that enhances diversity, equity and inclusion within the athletic department and campus community. SEA of Change and Waves of Change have engaged 600+ student-athlete participants in 1.5 years as part of a four-year rollout that will ultimately encompass all student-athletes on a yearly basis.

Nearly three years removed from that summer of engagement and dialogue, GVSU Athletics and the LIT continue to take critical steps towards living into these values. We will share with participants the framework utilized by GVSU Athletics of mandatory, tiered DEI programming (SEA of Change) and highly-facilitated, -relevant ongoing training and dialogue (Waves of Change). The audience will engage with administrators, staff, coaches, student-athletes and campus partners of the LIT on how we have integrated robust, durable feedback loops and ensure representative sense-making. We will speak to how we intentionally grounded the LIT in deep collaboration and shared accountability across campus to account for the realities of doing this work at a predominately white institution. We will speak with candor about some of the barriers we have experienced as well as ongoing challenges.

Callie Youngman, MEd, Athletic Department, Division of Inclusion and Equity, Grand Valley State University, Allendale, MI; **Judith Essemiah**, Student Athlete, Track and Field, Athletics, Grand Valley State University, Allendale, MI; **Isaiah Swilley**, Student Athlete, Swim and Dive Team, Athletics, Grand Valley State University, Allendale, MI; **Andrew Hylen**, Student Athlete, Track, Field, and Cross Country, Athletics, Grand Valley State University, Allendale, MI

10:15–11:45 a.m.

5214   Room: Magazine (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: For Everyone

Generate Connected Networks for Anti-Racism Theory, Research, and Practice

Connection and engagement between colleges and communities is a crucial antidote to racism; attendees at our workshop will access approaches and receive tangible tools to increase the reach and impact of community-based anti-racism work. With its placement throughout NY, Cornell Cooperative Extension (CCE) links research to communities in a strategic partnership, bringing undergraduates and university faculty together with practitioners and youth. Our presenting team spans these partnerships and aims to inspire you to imagine undergraduates as authors, researchers, practitioners, community-engaged scholars, and facilitators of a teen anti-racism program.

The 4-H Act for Change (AfC) program was conceived in the call to action of 2020's racial reckoning amidst the pandemic. Professional development opportunities felt insufficient in our context of extension work. We aspired to extend anti-racism work to our communities and youth and didn't find a comprehensive guide to facilitate anti-racist conversations with teens in an informal learning environment. The framework became the AfC program and Facilitator's Guide, co-developed with faculty, teens, college students, and practitioners. Workshop attendees engage with these tools as a roadmap for research, evaluation, pedagogy, and application of anti-oppression programming. The guide and video clips from different cohorts deliver both the feel and the mechanics of this program, assisting attendees in its delivery or other wide-ranging community-engaged learning opportunities. Our open-sourced, adaptable resources inform attendees' own journey to better integrate all stakeholders in the theory, research, and practice of anti-racism work with teens in their own contexts.

Cornell University's Program for Research on Youth Development and Engagement staff outlines the experiences of undergraduates in facilitating teen cohorts and developing a theory of change and evaluative tools. We introduce a social science curriculum that gives teens and facilitators the knowledge and skills to research using participatory methods, and its application to teen-led anti-racism research. We deepen our understanding of what created change and turn to a discussion of key values, principles, and practices to support quality university-community partnerships and cultivate the best learning environments. This session is for those who act for change, wish to interact with each other and seek community-engaged connection.

Malinda G. Ware, MA, Cornell Cooperative Extension, Cornell University, Ithaca, NY; **Dhyana Kuhl Gonzalez**, MA, NY Partnership Liaison, David M Einhorn Center for Community Engagement, Cornell University, Ithaca, NY; **Esther Kim**, BA, Program Assistant, Program for Research on Youth Development and Engagement, Cornell University, Ithaca, NY; **Melanie Forstrom**, MA, 4-H Program Leader, Ulster County Cornell Cooperative Extension Kingston NY

10:15–11:45 a.m.

5215   Room: Marlborough B (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: Intermediate

Why are We Not Talking about Race? Interrogating TESOL Perspective, Practices, and Policies

This session focuses on antiracist perspective, practices, and policies in English Learner (ELL) (aka ESL) classrooms and teacher education programs in thefield of TESOL (Teaching English to Speakers of Other Languages). The presenters will summarize research from over a dozen contemporary BPoC scholars on racist and antiracist perspective, practices, and policies in TESOL. They will describe antiracist approaches in the research including the teaching of history, emphasis on representative speakers, affirmative action in hiring, antiracist presentation and publication, culturally responsive teaching and assessment, and guided reflection. Participants will then be invited to contribute their knowledge and personal experiences to the research. They will break into smaller focused group discussions by role or based on their involvement in the field (teacher, teacher trainer/professor/researcher, administrator, or former/current multilingual student). Each group will examine a list of critical reflection questions focused on antiracist self-reflection, curriculum, assessment, and representation. Participants will have the opportunity to center, voice, and validate their personal experiences in multi-lingual English and ELL/ESL classrooms, as well as to critique and expand upon race-based dialogue in the field. Following the discussions and guided reflection, participants will co-create a list of action steps. Participants will take away co-constructed action steps, relevant references, and ideas for future research.

Rebekah L. Sidman-Taveau, PhD, English as a Second Language, Cañada College, Redwood City, CA; **Kristi Ridgway**, MS in TESL, Dean of Language Arts, Language Arts, College of San Mateo, San Mateo, CA; **Rachel Grant**, PhD, Professor, Curriculum and Instruction, The City University of New York College of Staten Island, New York, NY

10:15–11:45 a.m.

5216   Room: Prince Of Wales (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

More than Strategy: Taking Action, Through Partnerships, to Build an Inclusive and Diverse Next Gene

The demographics at national laboratories lack diversity due to a historical emphasis on partnerships with U.S. News & World Report rankings of best national universities. This narrow focus in partnership and recruiting is a key metric contributing to the deficit in workforce diversification that continued for decades.

By conceiving the Securing Top Academic Research and Talent with Historically Black Colleges and Universities (START HBCU) Program and creating robust and nuanced partnerships with five HBCUs, Sandia has increased their African American workforce by .3% and intern populations by 1.5% in just over two years and established a strong blueprint that can be replicated by others as they seek to train and recruit the next generation in Science, Technology, Engineering & Math fields.

- •Funding: $1.5 million in discretionary funding, that has funded a total of 24 collaborative research projects since 2020
- •Training: Handful of curriculum activities and internship opportunities that are student-designed and student-focused intended to provide real world challenges and experiences
- •Support: 5 executive champions and 5 deputies assigned to each HBCU; 5 staff members serving on advisory boards

This session discusses how to cultivate intentional and enduring institutional partnerships with HBCUs, facilitate collaborative, mutually beneficial work, and nurture a diverse talent pipeline through sustained student and faculty engagement. Sandia's START HBCU Program will be the reference point for all facets of the discussion. Panel attendees will walk away with best practices for developing and implementing a strategic, long-lasting, impactful program that meets their organizational needs.

Professionals and university students interested in creating a program for recruiting, hiring, and retaining HBCU candidates in STEM fields will gain organizational strategies and tactical plans at this session that they can adapt and execute at their institutions.

Rahni Kellum, MS, Chief Research Office, Sandia National Laboratories, Albuquerque, NM; **LaRico Treadwell**, PhD, Material Scientist, Sandia National Laboratories, Albuquerque, NM; **Ana Garcia**, PHR, SHRM-CP, Talent Aquisition Specialist, Sandia National Laboratory, Albuquerque, NM; **Larry P. Thomas**, Chief Diversity Officer Sandia National Laboratories Albuquerque, NM

10:15–11:45 a.m.

5217   Room: Churchill A1 (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Human Resources: Administration and Staff Recruitment, Retention and Professional Development and Education

Session Complexity: For Everyone

Anti-Racist Professional Development: A Solution-Oriented Model to Overcoming Backlash & Barriers

Research overwhelmingly suggests that Black and brown students face inequitable environments in K-12 schools in the United States. These injustices occur as a result of systemic racism and are replicated because of embedded racist policies and practices that are carried out by educators that are unaware of or unwilling to address them. A growing body of research suggests that educating teachers, administrators, and support staff about anti-racism through professional development has a positive impact on reducing disparities for Black and brown students and helps increase equity in educational institutions. Schools across the nation have increased professional development for educators focused on these areas but schools are also facing substantial backlash from conservative school boards and communities, thus derailing efforts.

This session tells the story of teacher educators who designed and facilitated anti-racist professional development (APD) in a K-12 public school district and the aftermath of implementation. We will share methods for the design of and results from a study exploring the impact of the APD. We will share barriers the school district faced after completion of the APD and discuss how teacher educators, administrators, and equity leaders might proactively adjust in order to avoid these issues.

Mandy Olsen, PhD, Department of Educational Leadership, Western Oregon University, Monmouth, OR; **Marie Lejeune**, PhD, Associate Dean of Clinical Practices and Partnerships, Department of Educational Leadership, Western Oregon University, Monmouth, OR; **Micah Walker**, MS, Clinical Instructor, Supervisor, and Cohort Leader, Department of Educational Leadership, Western Oregon University, Monmouth, OR; **Jessica Dougherty**, EdD, Assistant Professor of English to Speakers of Other Languages/Bilingual Education, Department of Educational Leadership, Western Oregon University, Monmouth, OR; **Jaclyn Hurley**, PhD, Associate Professor, Department of Educational Leadership, Grand Valley State University, Monmouth, OR

10:15–11:45 a.m.

5218   Room: Ascot-Newberry (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

Creating 'The Village' Within a Predominantly White Institution (PWI)

The Village Mission Statement: A shared responsibility of our strategic support initiative rooted in intentionality, data, and love for Black scholars at Sierra College. A fresh approach to connecting, assessing, and addressing the specific needs of our Black scholars.

Sierra College is leaning into radically approaching the transformation of our institution for Black scholar success. We will share a tiered approach that is inclusive of how Black scholars experience higher education at a Predominantly White Institution (PWI), how Black scholars learn, and how staff and faculty are being supported while transforming our institution for Black scholar success.

Initiated in the Spring of 2020, 'The Village' was cultivated in response to Sierra College's historical and statistical data reflecting our institutional ineffectiveness in supporting our Black scholars. Presenters will discuss challenges and strategies for navigating the establishment and implementation of 'The Village' at a PWI. Inspired by the pedagogy and teachings of Dr. Angela Davis, Dr. bell hooks, Dr. Paulo Freire, Dr. Chike Akua, and many others, the presenters of this session will discuss strategies for assisting Black scholars with enrollment, retention, completion, and transfer at the community college. We will also utilize multiple frameworks/approaches to provide a roadmap of how Sierra College is galvanizing multiple constituent groups in a system-wide effort to support the success of Black scholars.

This session will particularly benefit all participants interested in Black scholar success.

Tonya N. Times, MS, Counseling, Sierra College, Rocklin, CA; **Wayne A. Robinson**, MS, Counselor, Counseling, Sierra College, Rocklin, CA; **Allisha Crockett**, MA, NextUp Program Counseling Assistant, Special Programs, Sierra College, Rocklin, CA

10:15–11:45 a.m.

5219   Room: Grand Salon 21 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: For Everyone

In-State Tuition: From Legislation to Equitable Implementation

Tuition equity is a game-changer for undocumented and other eligible students because it dramatically increases their access to higher education and post-graduate opportunities. Tuition equity also plays a pivotal role in addressing racial and socioeconomic equity gaps in higher education. With limited options for federal solutions to immigration, state policies must play a more critical role in addressing the negative consequences of an undocumented status.

This session will provide an overview of tuition equity from passing legislation to ensuring equitable implementation. An increasing number of states (23+) have passed tuition equity laws, even in conservative/border states such as Arizona! Nevertheless, eligibility requirements vary greatly, which can be confusing and reduce engagement. Additionally, the advocacy needed to pass legislation must continue even after the bill has been signed.

Hear perspectives from educators and advocates that elevate the benefits of tuition equity, as well as examine the lessons it offers in addressing structural barriers for undocumented communities. Explore how storytelling, research, training, and advocacy can be powerful tools to inform policy and institutional practices within higher education. Gather new strategies for success within your own state by examining California's model in creating a statewide FAQ to address key discrepancies in implementing in-state tuition.

Despite being one of the most supportive states in fostering access to higher education, California is a case in point that legislation alone is not enough. Our case study will reveal the need for a holistic approach that involves immigrant rights advocates, public higher education system leaders, practitioners, and undocumented students.

This session will particularly benefit educators, administrators, policymakers, student leaders, and social justice advocates who are working to increase tuition equity for current and prospective students in their state. Tuition equity is vital because it strengthens institutions by increasing enrollment and building a more diverse student population. With proper training, tuition equity also expands the ability of faculty and staff to serve traditionally marginalized populations. These policies directly support our communities by expanding the capacity and training of its constituents, cultivating people's passions and skills, as well as positively impacting federal and state economies.

Nancy Jodaitis, MA, Higher Education, Immigrants Rising, San Francisco, CA

SATURDAY, JUNE 03

5220 Room: Grand Salon 24 (1st Floor) 10:15–11:45 a.m.

Session Track: Session Track: Student Affairs and Affiliated Professionals Session Complexity: For Everyone

#HandsOffMyScholarship! Eliminate Scholarship Displacement, Increase College Affordability

"Hands Off My Scholarship!" is the rallying cry of students and college access professionals across the country who are calling on state leaders to ban the widespread practice of scholarship displacement. Displacement occurs when the receipt of a private scholarship leads to a reduction by institutions of higher education in other forms of financial aid, such as college need-based grants. It's a widespread practice, yet students are often unaware when it happens to them. It typically takes a college access professional reviewing the financial aid package with the student to detect the displacement. Annually, tens of millions of dollars in scholarships are intentionally made available to students of underrepresented communities to close racial disparities in higher education. Scholarship displacement undermines this critical investment in educational equity. When we remove disruptive barriers to college access and success, we cultivate the conditions for multiply marginalized and underserved students to achieve their goals. This illustrates the critical role college access professionals can play in identifying systemic barriers impacting college affordability and empowering students to share their stories and advocate for change. To support students and protect their scholarships, from 2017-2022 five (5) states have passed legislation to ban this practice: Maryland, New Jersey, Washington, Pennsylvania, and California.

This session will enhance the ability of attendees to address institutional financial barriers that stand in the way of success for low-income students by learning more about scholarship displacement. Given the successful efforts of banning it in five states, and the current progress in two other states (Illinois and Wisconsin), attendees will learn concrete ways that higher education and college success professionals can support their students by implementing effective practices to recognize and respond to issues of scholarship displacement. Attendees will also learn how to engage students in both policy advocacy efforts and effective implementation of passed legislation like banning scholarship displacement. Attendees will interact with a panel that includes two college access networks in California representing over 130 organizations collectively, a national scholarship organization, and a foundation that partners with leaders in California to catalyze systemic change and increase college degree completion.

Meredith Curry Nuñez, MBA, Northern California College Promise Coalition (NCCPC), San Jose, CA; **Kalwis Lo**, Director of Policy, Scholarship America, Washington, DC; **Jason Vazquez**, Policy & Development Associate, Southern California College Attainment Network (SoCal CAN), Los Angeles, CA; **April Yee**, PhD, Senior Program Officer, College Futures Foundation, Oakland, CA

5221 Room: Grand Salon 19 (1st Floor) 10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions Session Complexity: Intermediate

The Intercultural Facilitator Program: Students Unpacking Social Issues Through Critical Dialogue

One of the most difficult tasks we face as human beings is developing authentic, empathic cross-cultural interactions. Instinct encourages us to cling to what is familiar and be wary of the unfamiliar; to accept and embrace those who are most like us and to be more suspicious of those whom we perceive are not. This predisposition has unintended consequences rooted in preconception, favoritism, prejudice, and discrimination.

Campuses often tout the virtues of diversity as value-added and often emphasize the assets all students develop due to their experiential engagement within a diverse campus community. They promote the value of students functioning in a realistic representation of our global society. Ironically, colleges and universities have become more socially stratified as they become more diverse. Campuses nationwide have struggled to create genuine opportunities for cross-cultural understanding and equitable policies to manage racial, religious, social, and cultural intolerance.

Loyola Marymount University has created one of its most innovative and effective methods of cultural engagement, the Intercultural Facilitator (IF) Program. The IF Program is a diverse cadre of 25 highly skilled students who engage the disengaged in meaningful exchanges of ideas. The IFs understand conflict is a part of developing healthy relationships and provide a coordinated effort to address various social issues and concerns. This is a powerful practice that encourages understanding through dialogue. The academic foundation for this program is Dialogue and Conflict-Linkage theory.

Dialogue theory is based on the work of Martin Buber's classic "I-Thou" relationship in terms of shared perspectives and the mutuality of dialogue. This theory is grounded in processing the exchange of ideas. It examines how individual messages correlate with social identities. We compare and contrast Buber's notion of "Inner dialogue" with conflict-linkage theory which focuses on power differentials. We encourage students to explore their intersections of identity while reflecting on their lived experiences as dominant and subordinate group members.

Our presentation consists of a comprehensive overview of the IF model, a review of our assessment efforts and data collection, and a mini-workshop facilitated by the student facilitators. This mini-workshop consists of a group activity, large and small group discussion, and Q and A.

Henry J. Ward, MAEd, Ethnic and Intercultural Services, Loyola Marymount University, Los Angeles, CA; **Olivia M. Rodriguez**, MAEd, Coordinator of Intercultural Programs and Initiatives, Ethnic and Intercultural Services, Loyola Marymount University, Los Angeles, CA

10:15–11:45 a.m.

| 5222 | Room: Grand Salon 22 (1st Floor) | 10:15–11:45 a.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

Strategic Planning for Equity: A Framework for Implementing Transformational Change

Mt. Hood Community College located east of Portland, Oregon, is the most economically-depressed and culturally diverse part of the state. Situated in the east suburb of Gresham, OR, the surrounding community has changed dramatically since the college's founding. Over time we have built a planning culture to effectively and strategically advance the mission of the college to meet the needs of our growing and diverse community. This interactive session will provide actionable strategies to create and implement an equity-centered strategic plan.

This session will be most helpful for organizations and professionals who: have a strategic plan in place that is not centered on equity, but would like to create one, have an equity plan that is not integrated with the holistic organizational plan, have struggled with plan implementation for equity and inclusion, have struggled to develop measurable equity goals and metrics within the planning process, or have struggled to implement systemic inclusive, equity-driven change.

This session will be most beneficial to administrators, trustees, practitioners, and senior diversity officers who have a responsibility to set the vision for and advance the mission of the organization through strategic planning within an equity framework.

Traci Simmons, MEd, Diversity, Equity, and Inclusion, Mt. Hood Community College, Portland, OR

10:15–11:45 a.m.

| 5223 | Room: Marlborough A (2nd Floor) | 10:15–11:45 a.m. |

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education   Session Complexity: Intermediate

Redressing Inequity: Why URM Students are Less Likely to be Called Doctor and What to Do About It

Inequities in Medical Education persist and perpetuate some of the inequities in healthcare.

This is old news: the National Medical Association, American Medical Association, Association of American Medical Colleges and the Institute of Medicine have been sounding the alarm for over 20 years. And still inequities exist. This disconnect between our desire for health equity and our ability to recruit a medical workforce prepared to meet the challenges of an increasingly diverse population, produces a vast equity gap, wherein historically underrepresented populations continue to be underserved. This workshop will start with a pretest to assess the knowledge base of the audience.

Following the assessment, will be a Power Point presentation in which we define terms. We will then clarify the scope of the problem, citing AMA, AAMC, IOM and NMA data on disparities in access, diagnoses and outcomes. We will discuss how increasing the numbers of URM practicing medicine in America improves access to underserved populations and changes the climate for all clinicians in academic medicine. We will highlight the dramatic data showing the gap between predicted patient need and physician workforce shortage for 2060. We will emphasize current trends which project an increasing BIPOC population coinciding with declining numbers of BIPOC physicians practicing in the United States. We expand on our hypothesis that remedying these unhealthy trends requires correcting injustices in medical education as a primary step.

Redressing inequities in medical education at any single SOM requires highly-coordinated, collaborative, and comprehensive efforts to identify and correct structural barriers specific to the school. These may occur at the institutional, departmental, and campus community levels. During the middle portion of this session, we will facilitate small groups and offer participants a rubric to assess their own institutions. Facilitators will then discuss opportunities for change at the institutional and departmental levels. We spotlight a specific initiative at LSUHSC New Orleans. The RISE UP (Reclaiming Identity, Space, and Energy to Uplift People of color) Program will be featured as an example of a service offered through a collaboration between the LSUHSC Campus Assistance Program and the Department of Psychiatry. The session will conclude with Q and A and an extended sharing of resources among participants.

Margaret B. Baier, MD, Department of Psychiatry, Louisiana State University Health Sciences Center, School of Medicine, New Orleans, LA; **Rahn K. Bailey**, MD, Professor and Department Head, Department of Psychiatry, Louisiana State University Health Sciences Center, School of Medicine, New Orleans, LA; **Erika M. Rajo**, PsyD, Clinical Psychologist; Assistant Professor of Clinical Psychiatry; Director of UMC Trauma Recovery Clinic, Psychiatry, Louisiana State University Health Sciences Center; University Medical Center Level 1 Trauma Center, New Orleans, LA

SATURDAY, JUNE 03

5224	Room: Grand Salon 13 (1st Floor)	10:15–11:45 a.m.

Session Track: Session Track: Race, Ethnicity, Sovereignty and Social Justice in Higher Education | Session Complexity: Intermediate

Committing to the Committee: A Successful Approach to Impactful DEIAJ Committee Work

Committee structures, including committees, commissions, and limited-term taskforces, are common structures higher education institutions employ to advance diversity, equity inclusion, access, and justice (DEIAJ) work. DEIAJ-themed committees, often comprised of faculty, staff, and/or students, can capably serve on the frontlines of responding to the classroom and departmental climate issues, expanding course curriculum, and diversifying the faculty, but often lack a blueprint and support for executing their goals.

This presentation employs a research-informed approach to help established academic department/program committees improve their operations and outcomes and/or to assist those seeking to establish impactful committees. The presentation draws from two best practices resources, "DEI committee recommendations and practices" and the "DEI Committee practices assessment," developed by the Associate Dean for Diversity and Inclusion (ADDI) in a large college within a U.S. research university, who coordinates a DEI committee and liaison network of 18 departments/programs. The resources were developed from a synthesis of research on effective committees by Cox (2001), Williams (2013), and the Minnesota Council of Nonprofits (2014), and offer committees impactful tools for conceptualizing, organizing, and executing their work sustainably.

First, the ADDI will discuss the catalyst for the network's formation, the process of institutionalizing the network, and provide attendees with the best practices document and template for enriching their committees. Second, the Committee co-chair, a faculty and a staff representative from the Biology department's Antiracism Committee (BAC), will share how the network's resources impacted their committee's work. Two BAC members will discuss an innovative interdisciplinary course that was incorporated into the committee's curricular expansion goal to address institutional racism in science. Finally, to show the broader use of these best practice resources, the session concludes with the application of these practices by the Clinical Assistant Professor and Director of Faculty Diversity & Inclusion from a college within the University that differs in size and structure.

Attendees will learn strategies applying DEI best practices for committee formation and for translating ongoing committee efforts into measurable outcomes in coursework and policy.

Vincent Stephens, PhD, College of Arts & Sciences, Boston University, Boston, MA; **Angela Seliga**, PhD, Physiology Laboratory Manager and Lecturer, Wheelock College of Education & Human Development, Biology, Boston University, Boston, MA; **Melisa Osborne**, PhD, Research Assistant Professor, Graduate Program in Bioinformatics, Bioinformatics, Boston University, Boston, MA; **Barkha Shah**, BA, Laboratory Supervisor, Biology, Boston University, Boston, MA; **Laura Driscoll**, PT, DPT, GCS, MS, Clinical Assistant Professor, Doctor of Physical Therapy Program, Boston University, Boston, MA

10:15–11:45 a.m.

5225   Room: Grand Salon 16 (1st Floor)   10:15–11:45 a.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: For Everyone

A Student Transformational Framework for Facilitating and Designing Campus-Wide Initiatives

Student activists often lack institutional support, resources, and guidance. The LEAD Corps is a framework for empowering students to make student-led and student-centered changes on campus that is sustainable, highly supported, and resourced. This model is held by two distinct departments on campus (The Office for Equity and Inclusion and The Wurtele Center for Leadership). Students are compensated through a work-study model and supervised by the co-directors of the program.

LEAD (Leaders for Equity-Centered and Action-Based Design) is a unique and one-of-a-kind innovative curricular & co-curricular peer facilitator and designer program at Smith College in which students take two courses learning about the integration of identity, systems of power, and the intersection of leadership. Additionally, they learn liberatory practices in social justice facilitation and equity-centered community design (founded by the Creative Reaction Lab) as LEAD Scholars before applying to a paid work-study position to be peer facilitators and designers in the LEAD Corps.

Selected corps members will engage with the community to offer themselves as solution and experience designers. They'll learn and practice deeper facilitative leadership strategies, such as deep listening, radical collaboration, emergent strategy, and liberatory design. As solution designers, they will work to support community members in creating solutions to problems arising in such communities as clubs, organizations, and teams. As experience designers, they will create and offer facilitated conversations and workshops about social justice and lead programs in houses and communities around campus.

LEAD asks: How do we address the need for peer-to-peer community-building among students? How can students support each other and themselves in designing an inclusive community? What kinds of learning and collaboration can students do best among themselves? What skills do students need to communicate across differences, resolve conflict,

understand identity and oppression, and deeply listen to each other?

Come hear from the inaugural LEAD Corps students about their experiences and participate in some student-designed and facilitated learning about identity, community, and belonging!

Annie DelBusto Cohen, MS, Wurtele Center for Leadership, Smith College, Northampton, MA

10:15–11:45 a.m.

5226   Room: Chart C (Riverside)   10:15–11:45 a.m.

Session Track: Session Track: Student Led, Student Leadership and Student Interest   Session Complexity: Intermediate

PEOPLE First: Engagement, Agency and Advocacy as a Framework for Uplifting Underrepresented Students

PEOPLE, also known as the Precollege Enrichment Opportunity Program for Learning Excellence, is a program designed to improve access to and success through the University of Wisconsin-Madison for students who hold identities that have traditionally been overlooked and underserved, including first-generation and low-income college students. In this session, current PEOPLE staff and students will walk through their practice of a three-part framework of engagement, agency, and advocacy that redefines what it means to move beyond student advisory boards and authentically meet students where they're at. In doing so, attendees will be given the space to engage with student voices directly, in the hope that this presentation can embody, rather than simply discuss, how this framework empowers students as scholars and leaders in their own right.

Kimberly D. Vue, PEOPLE Program - Division of Diversity, Equity and Educational Achievement, University of Wisconsin-Madison, Madison, WI; **Anisa Yudawanti**, College Advisor, PEOPLE Program - Division of Diversity, Equity and Educational Achievement, University of Wisconsin-Madison, Madison, WI; **Manny Abrajan Rojas**, Student, PEOPLE Program - Division of Diversity, Equity and Educational Achievement, University of Wisconsin-Madison, Madison, WI; **Daisy Hong**, Student, PEOPLE Program - Division of Diversity, Equity and Educational Achievement, University of Wisconsin-Madison, Madison, WI; **Joseph Smith**, Student, PEOPLE Program - Division of Diversity, Equity and Educational Achievement, University of Wisconsin-Madison, Madison, WI; **London Bates**, Student, PEOPLE Program - Division of Diversity, Equity and Educational Achievement, University of Wisconsin-Madison, Madison, WI

SATURDAY, JUNE 03

10:15–11:45 a.m.

| 5227 | Room: Grand Salon 10 (1st Floor) | 10:15–11:45 a.m. |

Session Track: Session Track: Faculty Interest and Needs: Research, Evaluation, Pedagogy and Application

Session Complexity: Intermediate

Counseling Philosophy to Praxis: SWAG Framework applied to Promise Scholars, CIPHER & Puente

There is a growing body of research that is looking at the impact of culturally engaging campus environments on sense of belonging and its impact on persistence (Karp & Bork, 2014; Doan, 2015; Barnett, 2011). A vast majority of the research using culturally relevant pedagogy focusing on students of color in community colleges exists primarily in the classroom (Ladson-Billings, 2013, Hill, 2009; Hall & Martin, 2013). However, while faculty mentoring and the intentional integration of cultural inclusivity and counter-storytelling occurs in college counseling appointments, there is little to no research around how college counseling experiences help build cultural capital in students of color utilizing culturally relevant pedagogy rooted Critical Hip Hop Pedagogy (CHHP; Akom, 2009).

This is a major cultural shift in college counseling as the success outcomes for students in colleges and universities revolve around degree completion and transfer rates. Tinto's (1975) theory of student integration argues that students must go through a process of separation from their own communities, navigate a period of transition into college life, and integrate into the academic and social systems of their campuses. This is not representative of students of color who are expected to assimilate into the institutional culture that benefits those who are considered in the dominant culture. This reveals itself every day for many students of color in the form of educational inequities such as policies, curriculum that lacks cultural relevance, and depth of faculty and staff that represent the racial and ethnic makeup of many students in community colleges and higher education more broadly (Ladson-Billings, 1995). However, utilizing CHHP allows us to examine how identity and the intersectionalities of race, class, and gender have a significant impact on college and career readiness.

In this session, we will extensively go through two college counseling frameworks that have been informed by Critical Hip Hop Pedagogy (CHHP) along with other various influences of intersectionality such as transnational feminism (SWAG) and Lowride Culture (RIDE).

Kim Davalos, MS, Counseling, Skyline College, San Bruno, CA; **Dionicio Garcia**, MS, Counselor - Promise Scholars Program, Counseling, Skyline College, San Bruno, CA; **Nate Nevado**, MS, EdD, Counselor/Coordinator - CIPHER Hip Hop Learning Community, Counseling, Skyline College, San Bruno, CA

10:15–11:45 a.m.

| 5229 | Room: Winward-Leeward (Riverside) | 10:15–11:45 a.m. |

Session Track: Session Track: Student Led, Student Leadership and Student Interest

Session Complexity: Beginner

Unpacking Tokenization of Black Student Leaders at a PWI

In this session, participants will hear from Black student leaders on their experiences in leadership at PWIs and how tokenization has impacted them. The first black president of the Panhellenic Council at The University of Oklahoma will recount their experience within this predominantly white space. Participants will learn more about tokenization theory in higher education, specifically Greek life. During this session, people will be encouraged to engage in valuable and intentional dialogue.

Sydney Smith, Division of Diversity, Equity, and Inclusion, University of Oklahoma, Norman, OK; **Adisha Waghmarae**, MHR, Director of Outreach and Engagement, Division of Diversity, Equity, and Inclusion, University of Oklahoma, Norman, OK

10:15–11:45 a.m.

5230 Room: Churchill B2 (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Beginner

Blurred and Pixelated: Conceptualizing the Silhouetting of Black Women in the Academy

The purpose of this session is to introduce the concept of Silhouetting as a cruel and relentless method of subjugating Black women by diminishing their full expression. Contending with racism, sexism, classism, and other oppressions, Black women find higher education institutions isolating and harmful (Love et al., 2021; Patton et al., 2022).

Drawing on Afrocentric philosophy and Black feminism this session magnifies the strategies Black women use to navigate the interlocking oppressions they face to maneuver logics that is steeped in misogynoir, a specific disdain for and devaluing of Black women (Bailey & Trudy, 2018; Patton et al., 2022).

As Black women, we exercise our critical expression which includes the scholarly personal narrative (Nash, 2004) of shared stories that name our harm, and advocate in a grown Black woman voice (Johnson, 2022) continuously for ourselves and others. This session will offer participants a space to enact forms of resistance like art to protect our peace, energy, and time. This session will serve to affirm, validate, and uplift Black women in the academy, thereby allowing them to become their own cartographers. What some may call resilience, this cultural capital demonstrates the wealth of knowledge and experiences that Black women hold that may prove useful in creating inclusive and transformative environments for oppressed identities.

Bridget H. Love, EdD, Communication Department, Cañada College, Redwood City, CA

10:15–11:45 a.m.

5231 Room: Churchill C2 (2nd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Race and Social Justice in Higher Education   Session Complexity: Beginner

Staying the Course: DEI Work in the Face of State Regulations and a Changing Landscape

In the last three years, the Florida legislature passed several laws that have profound implications for teaching and social justice work in higher education. In July 2022, Florida's Board of Governors (BOG) enacted BOG Regulation 10.005, otherwise known as the "Stop Woke" Act. The regulation requires faculty and staff at all public universities and colleges to comply with specific guidelines in training and instruction related to race, color, sex, or national origin. Yet, despite changing political landscapes and increased scrutiny DEI community leaders, trainers and advocates can and must stay the course. After a brief overview of the BOG reg. 10.005 participants will have an opportunity to discuss one institution's response to the regulation, explore instructional resources developed to support faculty, and provide feedback on the strategies used to overcome the challenge of sustained commitment to equitable outcomes and social justice.

Erica Cato, PhD, Center for the Advancement of Teaching, Florida International University, Miami, FL10:15–11:45 a.m.

SATURDAY, JUNE 03

10:15–11:45 a.m.

5233   Room: Windsor (3rd Floor)   10:15–11:45 a.m.

Session Track: Session Track: Intersectionality, Identities and Discussions   Session Complexity: Intermediate

Magic, Not Tragic: Surfacing the Unique Gifts of Multiracial Identities

Many conversations about multiracial identities explore the tragedies of liminal space as they unpack what it means to be too X and yet not enough Y. These hardships are vivid for a great number of people who are looking for acceptance and healing. We assert that exploring the gifts of multiracial identities would further that process for individuals and reveal important dynamics about racialized identity for all of us.

Unlike other socially constructed racial groups, a global variety of genes and customs means there cannot be an affirmative, shared "standard" notion (however nebulous) of what it means to look or act multiracial. Most often these notions live in negation or contrast to some other construction(s). Instead, what we are able to share is a consciousness about what race means: how it shows up in a blended existence, our unique ability to navigate it, and our unique perspective on healing from it. This consciousness is born through lived experience, which is why this session will use autobiographical narratives to surface the unique insights and experiences available to those with multiracial identities.

We are two multiracial, racial equity facilitators, walking this path ourselves. Through guided storytelling, participants will explore how they've experienced race as defined through the body (phenotype), behavior (cultural practices), and belief (racial consciousness). After establishing this theoretical framework of race, we'll raise the healing examples set by historic and contemporary figures in order to elevate the magical gifts of multiracial identities. Then we get to our central purpose. Through interactive, design-thinking methods, we'll harvest useful, healing insights from the lives we've lived so as to inspire and be inspired by one another's testimonies. This session aims to both further such healing and share the technique for doing so. As such, this session centers those with multiracial identities and in the name of affinity, will limit participation in these conversations to multiracial people. Knowing that our allies and loved ones are also looking for ways to support us, they are welcome to register, listen and learn this technique.

Marcus Moore, Nia Palmares LLC, Columbus, GA; **Stefanie A. Smith**, Director of Diversity, Eliot Community Human Service, Boston, MA

1:30–2:45 p.m.

5300   Room: Grand Ballroom (1st Floor)   1:30–2:45 p.m.

Session Track: Session Complexity:

Conference Closing General Session featuring Keynote and Conversation with Paula Ramos: "The Rise and Fall of "Latinx"

The last years have reaffirmed two conflicting realities: Latinos are slowly becoming one of the most powerful demographics and yet they remain one of the most misunderstood communities in the United States. To this day, no pollster, scholar or pundit has figured out exactly what it means to be a part of the over 52 Million Latinos that live in this nation. The controversial term "Latinx" has given us important insight about the beauty, the struggles, the barriers and the potential that lie among us. As the U.S. enters one of the most contentious socio-political times in our history, this keynote will address the role Latinos are playing in shaping the tone of the country as well as in defining the collective voice of the community. As we will see, that voice can be full of surprises.

Paola Ramos, Journalist, correspondent for Vice and contributor to Telemuno and MSNBC, Miami, FL

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