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**Belinda P. Biscoe Boni, Ph.D.**

*Associate Vice President, University OUTREACH*

## University of Oklahoma Outreach Public and Community Services

*Home to the Southwest Center for Human  
Relations Studies and NCORE®*

For more than 60 years, programs within the Public and Community Service Division have recognized and responded to changing social and cultural needs. Public and Community Services remains constant in its efforts to address the needs of underserved populations.

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College of Continuing Education  
The University of Oklahoma



The University of Oklahoma is an equal opportunity institution.

# EXECUTIVE COMMITTEE

## The Southwest Center for Human Relations Studies

The Executive Committee of the Southwest Center for Human Relations Studies serves as the primary planning body for the Annual National Conference on Race & Ethnicity in American Higher Education (NCORE®). The Executive Committee encourages direct, broadly based input into the planning process from all conference participants through the conference evaluation process, discussion, and other written and verbal communication.



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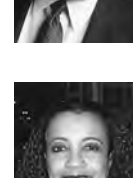
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Psychology Department  
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Norman, Oklahoma



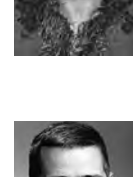
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National Conference on Race & Ethnicity in American Higher Education®

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The University of Oklahoma—Norman, OK

**Amy C. Bradshaw**, PhD, Associate Professor  
Educational Psychology  
The University of Oklahoma—Norman, OK





## THE PARICHEHR SHAHABI-NABAVI MEMORIAL DIVERSITY FUND

Parichehr Shahabi Nabavi was instrumental in the establishment and growth of NCORE from its initial conference in 1987 through our 25th anniversary in 2012. Her commitment to social justice was lifelong.

Pari was born in Tehran, Iran, in 1951 into a family with prestige and status. Her father, educated in Holland and Russia, was president of a bank and her mother a housewife and stay-at-home mom. From a young age she was taught to respect and embrace all individuals regardless of background, culture, or religion.

Although planning on studying art in Italy, Pari moved to the United States in 1970 when her husband was admitted to a university there. Pari pursued her education and graduated with her degree in business administration from the University of Oklahoma in 1979.

While Pari and her husband were in Oklahoma, a revolution took place back in her home country of Iran. The 1978-79 Iranian Revolution was a populist, nationalist and Shi'a Islamic revolution that replaced an ancient monarchy. The revolution was in part a conservative backlash against the westernization and secularization efforts of the Western-backed Shah and a not-so-conservative reaction to social injustice and other shortcomings of the ancient regime. The Shah was perceived by many Iranians as beholden to—if

not a puppet of—a non-Muslim Western power (the United States) whose culture was contaminating that of Iran.

As a result of the revolution, she and her husband decided to remain in the United States. She began work at OU's Southwest Center for Human Relations Studies in 1982.

Through her work at the Southwest Center and her mentorship by a director who was in an inter-racial marriage, she developed a deep understanding about the issues of diversity, equity, and social justice. In addition, her move to the United States where she was no longer a member of the affluent or dominant culture was a real eye-opener. Facing issues of discrimination because of her culture, she grew even more committed to the cause of social justice. She has tirelessly stayed abreast year after year of cutting edge issues in the areas of diversity and inclusion. For 25 years Pari's imprint was on every NCORE conference.

For her years of dedication and commitment to social justice for all and her efforts in helping to make NCORE what it is today, a fund was established to accept contributions to further the mission of the National Conference on Race and Ethnicity in American Higher Education (NCORE). The 501(c)(3) foundation is to be used to provide assistance to cover all or part of an individual's conference registration fees or other NCORE related expenses for a selected candidate.

It is our intention to provide this award to young professionals beginning their careers in those areas that are addressed by NCORE programming.

## How to Donate:

### Writing a check:

Make out the check to OU Foundation.

On the memo line write Parichehr Shahabi-Nabavi Memorial fund.

### Mail it to:

Southwest Center for Human Relations Studies 3200 Marshall-280 Norman, OK 73072

### Paying by credit card:

call 405-325-3694 with your credit card information.

## 2013 COLLEGE BOARD/HILTON/NCORE® STUDENT SCHOLARSHIP RECIPIENTS

Currently in its 20th year, the Student Leadership Development Conference Scholarship Program supports a paid conference registration for each student recipient. Both undergraduate and graduate students were eligible, and application information was contained in the conference Announcement and Call for Presentations. We hope that the scholarship awards will serve as an incentive for higher education institutions to support student participation in the conference. NCORE® would like to acknowledge the support of the College Board and Hilton Hotels for their underwriting of the 2013 scholarships. The contributions will allow NCORE® to offer a greater number of student scholars to attend this unique national conference.

NCORE® would like to congratulate the Scholars for their accomplishments and experiences and for some in overcoming unusual life circumstances in their pursuit of higher education. NCORE® 2013 Student Scholars and their institutions are listed below:

**Ashlee Arbaugh**

Undergraduate  
Elementary Education  
Hanover College  
Hanover, IN

**John Dunn**

Undergraduate  
Bachelor of Science  
Hanover College  
Hanover, IN

**Terrence Mitchell**

Doctorate  
Administration and Leadership  
Indiana University of Pennsylvania  
Meadville, PA

**Sherlene Ayala**

Doctorate  
Philosophy  
Montclair State University  
Montclair, NJ

**Max Flander**

Doctorate  
Mathematics  
University of Melbourne, Australia  
Parkville, Victoria, Australia

**Sebastian Niles**

Undergraduate  
Psychology  
Iowa State University  
Ames, IA

**Kedric Bacy**

Doctorate  
Interdisciplinary Leadership Studies  
Creighton University  
Omaha, NE

**Abraham Francis**

Undergraduate  
Biology  
Cornell University  
Ithaca, NY

**Crystal Olalde-Garcia**

Undergraduate  
Political Science  
Rice University  
Houston, TX

**Karina Bañuelos**

Undergraduate  
Business Administration  
Ohio Northern University  
Ada, OH

**Monika Henderson**

Undergraduate  
Nursing  
Sierra College  
Rocklin, CA

**Marcela Ramirez**

Doctorate  
Higher Ed. Administration and Policy  
University of California, Riverside  
Riverside, CA

**Luis Cano**

Undergraduate  
Legal Studies  
Valencia College  
Orlando, FL

**Jacqueline Lee**

Undergraduate  
Biology  
University of Wisconsin-Eau Claire  
Eau Claire, WI

**Samantha Robles**

Undergraduate  
Social Work  
University of Texas, Austin  
Austin, TX

**Louise Chiodo**

Doctorate  
Australian Indigenous Studies  
University of Melbourne, Australia  
Princes Hill, Victoria, Australia

**Kathleen Matter**

Masters  
Science, Technology, Environmental Policy  
University of Minnesota  
Minneapolis, MN

**Elizabeth Tran**

Masters  
American Studies  
Penn State University  
Middletown, PA

**McKenzie Daul**

Undergraduate  
Science and Philosophy  
Saint Catherine University  
New Richmond, WI

**Carolee Mengel**

Undergraduate  
Communication Studies  
University of St. Catherine  
Saint Paul, MN



#### **ABOUT THE COLLEGE BOARD**

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit [www.collegeboard.org](http://www.collegeboard.org).



## SUCCEEDING THROUGH STRENGTH, PASSION AND COMMITMENT.

Our diversity and inclusion approach is aligned with our Mission to become the Preeminent global hospitality company. With a diverse workforce spanning 90 countries and territories, we seek to understand the unique cultures of our global communities and develop culture, talent and marketplace strategies to create a work environment of inclusiveness.

Hilton Worldwide is a proud sponsor of the National Conference on Race & Ethnicity in American Higher Education.

[www.hiltonworldwide.com](http://www.hiltonworldwide.com)





## SELF-ORGANIZED CAUCUS SESSIONS

At the time of printing, the groups listed below requested space to meet and discuss issues affecting their groups. NCORE® does not organize or participate in these discussion groups. If your group would like to request a meeting room during NCORE®, please contact the NCORE® business office.

---

### **African American networking session hosted by JDOTT**

Room: Grand Salon 7, 10 – First Floor

Wednesday, May 29: 11:45 a.m. –1:00 p.m.

### **APINCORE Caucus**

Room: Jasperwood – Third Floor

Monday, May 27: 6:00–8:00 p.m.

Tuesday, May 28: 6:00–8:00 p.m.

Wednesday May 29: 11:45 a.m.–12:45 p.m.

Thursday, May 30: 7:00–8:30 p.m.

Friday, May 31: 6:30–7:30 p.m.

### **JDOTT Summit**

Room: Jefferson Ballroom – Third Floor

Thursday, May 30: 6:30–8:30 p.m.

### **JDOTT Board Meeting**

Room: Leeward – First Floor

Friday, May 31: 5:00–6:30 p.m.

### **JDOTT Dance**

Room: Napoleon Ballroom – Third Floor

Friday, May 31: 10:00 p.m. –12:00 a.m.

### **Latino/a Caucus**

Room: Rosedown – Third Floor

Monday, May 27: 6:00–8:00 p.m.

Tuesday, May 28: 6:00–8:00 p.m.

Wednesday May 29: 11:45 a.m.–12:45 p.m.

Thursday, May 30: 7:00–8:30 p.m.

Friday, May 31: 6:30–7:30 p.m.

### **LGBTQA Caucus**

Room: Belle Chasse – Third Floor

Thursday, May 30: 7:00–8:30 p.m.

### **Native Delegates of NCORE Caucus**

Room: Magnolia – Third Floor

Monday, May 27: 6:00–8:00 p.m.

Tuesday, May 28: 6:30–8:00 p.m.

Wednesday May 29: 6:30–8:00 p.m.

Thursday, May 30: 6:30–8:00 p.m.

Friday, May 31: 6:30–8:00 p.m.

### **Whites Partnering to Dismantle Racism Caucus**

Room: Oak Alley – Third Floor

Tuesday, May 28: 6:00–7:30 p.m.

Wednesday May 29: 11:45 a.m.–12:45 p.m.

Thursday, May 30: 7:00–8:30 p.m.

Friday, May 31: 7:45–8:45 a.m.

## NCORE® 2013 Sponsors

NCORE® 2013 would like to acknowledge the contributors who provided valuable support for successful implementation of this leading national forum. These contributions will allow NCORE® to continue to offer student scholarships and an opportunity for greater program elements at this unique national conference.

*Thank you for your contributions and support.*



# TUESDAY, MAY 28, 2013

**7:30 a.m.–5:00 p.m.**

EXHIBITION HALL

Second Floor

## REGISTRATION AND ON-SITE CHECK-IN

## PRE-CONFERENCE INSTITUTE SESSIONS

**101-126** For Pre-Conference Institute listings, see Pre-Conference Institutes at a Glance on pages 8-9 and for a description with time/day of all institutes, see pages 4-5.

**11:30 a.m.–1:15 p.m.**

GRAND BALLROOM

First Floor

## PRE-CONFERENCE INSTITUTE LUNCHEON

**127**

**7:00–8:00 p.m.**

GRAND SALON 7-10

First Floor

## SPECIAL EVENT

### **128 NCORE 101: Getting the Best Out of Your NCORE® Experience**

This session will give a brief introduction to the NCORE® Program Booklet and Resource Guide. Designed to help first time participants select NCORE® sessions that will best suit their needs, NCORE® 101 will help you get the most out of your NCORE® experience.

**Monica M. Green**, Associate Director of Admissions and Director of the Benjamin Templeton Scholarship Program, Hanover College - Hanover, IN  
**Carretta A. Cooke**, Beyond Boundaries Consulting Group - Chicago, IL  
**Quantá Taylor**, Graduate Administrative Associate, Ohio State University - Columbus, OH

**8:00–10:00 p.m.**

GRAND BALLROOM

First Floor

## FILM PREVIEW AND DISCUSSION

### **129 Cracking the Codes: The System of Racial Inequity Film and Community Dialogue Event**



From Shakti Butler, the director of *The Way Home: Women Talk about Race in America* and *Mirrors of Privilege: Making Whiteness Visible*, this new film asks America to talk about the causes and consequences of systemic racial inequity. This film reveals a self-perpetuating system of inequity in which internal factors play out in external structures: institutions, policy, and law. The

film features 23 leaders in the equity movement including including Tim Wise, Peggy McIntosh, and Ericka Huggins. A critical mass of stories is supported by original music by recording artist Amikeyla Gaston and spoken word by Oakland Poetry Slam finalist Y. Jelal Huyler. Designed for dialogue, education, and building community, *Cracking the Codes: The System of Racial Inequity* connects the head and the heart.

At the event, film segments will be braided with dialogue facilitated by filmmaker and racial justice educator Shakti Butler, PhD. The event is ideal for anyone yearning for change yet wary of conversation about race.

**Shakti Butler**, PhD, Founder and Creative Director, World Trust Educational Services, Inc. - Oakland, CA

**6:30 to 8:00 PM**

Lavin Bernick Center (Bldg 29) in the Kendal Cram Room, 2nd floor

## SPECIAL EVENT

### **130 2013 STUDENT RECEPTION**

HOSTED BY TULANE UNIVERSITY  
 HONORING THE COLLEGE BOARD/HILTON NCORE  
 Student Scholarship Recipients



NCORE® would like to acknowledge the contribution made by the College Board and Hilton Hotels in support of the scholarships.

NCORE® 2013 Student Scholars, student participants, and NCORE® National Advisory Committee members are invited to join Southwest Center for Human Relations Studies Executive Committee members for this reception to honor our student scholars and to discuss issues affecting students in higher education.

**Transportation:** Pick-up by bus at 6 PM, 2nd side drive doors on the 1st floor  
**Access Gained by:** NCORE name tag with student ribbon

# PRE-CONFERENCE INSTITUTES AT A GLANCE

## **101 Introduction to Undoing Racism/Community Organizing Workshop**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.
- PART III: Wednesday, May 29 – 8:30-11:30 a.m.

## **102 Writing for Social Justice**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.

## **103 Mentoring Students of Color: Ensuring and Investing in Their Success**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.

## **104 Women of Color and White Women in Conversation, Part II**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.

## **105 Social Justice Training Institute: The Student Experience**

- Part I: Tuesday, May 28 – 8:30-11:30 a.m.
- Part II: Tuesday, May 29 – 1:30-5:30 p.m.

## **106 Internationalization and Multiculturalism in Higher Education: Making Critical Connections to Realize Opportunities**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.
- PART III: Wednesday, May 29 – 8:30-11:30 a.m.

## **107 Triggering Events: Critical Competencies for Facilitating Difficult Dialogues**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.
- PART III: Wednesday, May 29 – 8:30-11:30 a.m.

## **108 Indian Identity: A Technological Revolution-- A Workshop for American Indian Students (20 students only)**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.
- PART III: Wednesday, May 29 – 8:30-11:30 a.m.

## **109 Identity Borders: Native Americans in Higher Education in the 21st Century-- Institutional Perspectives and Academic Ethnic Fraud**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.

## **110 The Social Justice Toolbox: Essential Concepts and Tools for Social Justice Educators**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.

## **111 Asian Americans and Pacific Islanders: Championing Change through the Voices of Diverse APPI Communities**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.

## **112 Cross-Racial Dialogue: “40 Years Later: Now Can We Talk?”**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.
- PART III: Wednesday, May 29 – 8:30-11:30 a.m.

## **113 Demystifying the Doctoral Process: Realities, Revelations, and Resources for Students and Early Career Professionals in the Academy**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.
- PART III: Wednesday, May 29 – 8:30-11:30 a.m.

## **114 A Student Affairs Approach to Developing a Multicultural Competence Strategic Plan**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.

## **115 Using National Data and Interviews to Conduct Mixed Method Research on Race/Ethnicity**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
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- PART III: Wednesday, May 29 – 8:30-11:30 a.m.

## **116 Chapter 7—Leadership, Women of Color, and Women in the Academy: Nuance of Being Stealth Social Justice Is not Enough!**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.

## **117 Institute for Chief Diversity Officers and Affiliates: Essential Procedures for Assessment and Success**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.

## **118 Hip Hop Education and Social Justice: Pedagogy, Praxis, and Engagement**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.



## PRE-CONFERENCE INSTITUTES AT A GLANCE

### **119 Intergroup Dialogues in Higher Education: Essential Principles and Methods for Preparing and Supporting Facilitators of Intergroup Dialogues**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.
- PART III: Wednesday, May 29 – 8:30-11:30 a.m.

### **120 Advancing Your Career: What You Need to Know to Advance in Higher Education – From Hair to Credentials**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.

### **121 Pipelines, Pathways, and Partnerships: Developing Sustainable Programs that Build Young Scholars**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.
- PART III: Wednesday, May 29 – 8:30-11:30 a.m.

### **122 Assessment and Evaluation of Programs for Inclusive Excellence: It Works if You Work It!**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.
- PART III: Wednesday, May 29 – 8:30-11:30 a.m.

### **123 Honoring Intersections of Identities: Cultural Centers and Programs as Campus Change Agents**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.
- PART III: Wednesday, May 29 – 8:30-11:30 a.m.

### **124 Cornell University: Institutional Commitment and Responsibility and the Toward New Destinations Initiative**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.
- PART III: Wednesday, May 29 – 8:30-11:30 a.m.

### **125 Latinos/Latinas in Higher Education**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.

### **126 Five Lenses for Educating and Accessing Cultural Competence**

- PART I: Tuesday, May 28 – 8:30-11:30 a.m.
- PART II: Tuesday, May 28 – 1:30-5:30 p.m.

# PRE-CONFERENCE INSTITUTES

A series of 26 Institutes is scheduled all day Tuesday, May 28, and the first half day of Wednesday, May 29. Participants may register for only ONE Institute of their choice. PRE-ENROLLMENT IS REQUIRED.

**A Certificate of Participation will be available for persons with documented attendance at all sessions of the ONE institute chosen. Admission priority for all Institute sessions will be given to those who are pursuing a Certificate of Participation.**

CAMBRIDGE  
Second Floor

## **101 Introduction to Undoing Racism/Community Organizing Workshop**

Through a Socratic approach participants will be involved in dialogue, reflection, role-playing, strategic planning, and an intensive process that challenges participants to analyze the structures of power and privilege that hinder social equity and prepares them to be effective organizers for justice. The Undoing Racism™/Community Organizing process is utilized by staff, volunteers, and constituents of a wide variety of organizations as well as the community at large.

**PART I: Tuesday, May 28—8:30-11:30 a.m.**

**PART II: Tuesday, May 28—1:30-5:30 p.m.**

**PART III: Wednesday, May 29—8:30-11:30 a.m.**

**Ron Chisom**, Co Founder and Executive Director, The People's Institute - New Orleans, LA

**Diana Dunn**, Core Trainer, People's Institute - New Orleans, LA

**Kimberley Richards**, PhD, Core Trainer, The People's Institute for Survival and Beyond - New Orleans, LA

GRAND SALON 13–16  
First Floor

## **102 Writing for Social Justice**

The sometimes solitary and isolating experience of writing can be energized by coming together with other people who are also attempting to capture their thoughts on paper. This daylong institute is designed for participants at all stages of the writing process who are currently working on a specific social justice-related writing project. Projects can include a case study, article, grant proposal narrative, book chapter, creative piece, or other written work. Participant-writers will have blocks of time to write, meet with the whole group, and consider the challenges of writing for social justice. Using resources and frameworks from the National Writing Project, participants will respond to each other's writing—and reflect on factors that support and block their writing—so that they can continue to move their projects forward after the institute.

Individuals joining us for this institute should have works in progress that will benefit from the structure and focus of the session. In order to make as much progress on your work as possible, please bring any materials you may need (e.g., field notes, drafts, references) and tools for writing (journals, tablets, and/or laptops with any power cords necessary to enable writing for extended periods). Access to electrical outlets will be provided; however, access to the Internet will not be available.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.**

**PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**Sharon Washington**, PhD, Executive Director, National Writing Project - Berkeley, CA  
**Charmaine L. Wijeyesinghe**, EdD, Consultant, Organizational Development and Social Justice Education - Delmar, NY

GRAND SALON 19–22  
First Floor

## **103 Mentoring Students of Color: Ensuring and Investing in Their Success**

There is no denying the overwhelming disparity in college retention of students of color as compared to their majority counterparts. Researchers and academia insiders often credit this disparity to the deficient K-12 foundation that students of color bring to their collegiate journey. Most institutions possess the ability to attract and matriculate students of color but the barriers of retention often appear insurmountable.

This day long pre-conference institute addresses the mentoring students of color and exploring its many pathways. Special attention will be given to the following areas: theories and expectations of mentoring models, scholarship programs that utilize mentoring to guard success, the role of staff and faculty of color and of ethnic majority in mentoring students of color, mentoring programs and the African American male, and interactive dialogue on best practices and individual institutional challenges.

This institute should be beneficial to those members of the higher education community who are searching for avenues to increase the retention, involvement, and academic success of their students of color population through the implementation of a comprehensive mentoring model.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.**

**PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**Monica M. Green**, Associate Director of Admissions and Director of the Benjamin Templeton Scholarship Program, Hanover College - Hanover, IN

**Taran McZee**, MEd, Director of Multicultural Affairs and International Programs Mentor for the Templeton Scholars, Hanover College - Hanover, IN

**Jane Stormer**, MFA, Associate Director of Admission, Hanover College - Hanover, IN

**Quantá Taylor**, Graduate Administrative Associate, Ohio State University - Columbus, OH

GRAND SALON 7–10  
First Floor

## **104 Women of Color and White Women in Conversation, Part II**

Participants and contributors from the 2012 NCORE® panel return to discuss their work featured in the Routledge book "Unlikely Allies in the Academy: Women of Color and White Women in Conversation". The initial session merely skimmed the surface of the issues that continue to separate women of color and white women on college campuses. There are many questions that remain unanswered and the hope is to provide greater clarity, enhance understanding, and give tools for women as they return to their campuses. The session includes interactive, timed exercises based on materials covered in the book where audience members work together to create shared understanding, effective dialogues, and outcomes that benefit everyone involved. In addition, session leaders will select scenarios from the text for group discussion, which will guide the afternoon activities.

Chicana, Indigenous, Asian American, African American, and White women contributors to the 2012 Routledge publication "Unlikely Allies in the Acad-

emy: Women of Color and White Women in Conversation,” continue the discussion began during last year’s two-hour workshop. Session participants are welcomed into the talking circle but are expected to actively engage the material and conversations working with other women in segregated and integrated groups to find, develop, or hone their voices and skills in order to return to their own campuses prepared to create cross-race alliances. In addition to exercises and discussions inspired by the book, participants play an active role identifying and tearing down the barriers to successful dialogue on their own campuses. Understanding that we are all vulnerable, we ask participants to join us in interactions and discussions that will feel familiar, uncomfortable, affirming, messy, empowering and perhaps scary in an effort to better understand our own role in creating real cross-race alliances between women in the academy.

There are many questions that remain unanswered and our hope is to, in a daylong session, provide greater clarity, enhance understanding, and give tools for women as they return to their campuses. The session includes interactive, timed exercises based on materials covered in the book where audience members work together to create shared understanding, effective dialogues and outcomes that benefit everyone involved. In addition, session leaders will select scenarios from the text for group discussion which will guide the afternoon activities.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.**

**PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**Malia V. Villegas**, PhD, Director, Policy Research Center, National Congress of American Indians - Washington, D.C.

**Ronald B. Scott**, PhD, Associate Vice President, Institutional Diversity, Miami University - Oxford, OH

**Liz Leckie**, PhD, Assistant Dean, Undergraduate Affairs, University of Utah - Salt Lake City, UT

**Karen L. Ashcraft**, PhD, Professor, Department of Communication, University of Colorado-Boulder - Boulder, CO

**Kristi Ryujin**, MS, Assistant Vice Chancellor, Division of Diversity, Access and Equity, University of Missouri Kansas City - Kansas City, MO

**Pam Chao**, PhD, Professor, Sociology, Director Community and Diversity Center, American River College - Sacramento, CA

**Frances E. Kendall**, PhD, Consultant, Kendall and Associates - Berkeley, CA

**Karen L. Dace**, PhD, Deputy Chancellor, Division of Diversity, Access and Equity, University of Missouri-Kansas City - Kansas City, MO

**Lisa Flores**, PhD, Associate Professor, Department of Communication, University of Colorado-Boulder - Boulder, CO

**Peggy McIntosh**, PhD, Associate Director, Center for Research on Women, Wellesley College - Wellesley, MA

**Marquita T Chamblee**, PhD, Director, Office of Diversity, Inclusion and Multicultural Education, George Mason University - Fairfax, VA

## GRAND SALON 3

First Floor

### **105 Social Justice Training Institute: The Student Experience**

The institute goal is to provide students with an intensive laboratory experience where they can focus on their own learning and development to increase their multicultural competencies as social justice change agents. The session objectives are: to deepen understanding of the dynamics of oppression at the individual, group, cultural, and systems levels; to explore dominant and subordinated group dynamics; to broaden understanding of the breadth and depth of institutionalized oppression; to examine the impact of oppression on ourselves as members of this global community; and to provide an opportunity for students to develop a Social Justice Commitment (SJC), which will focus on personal growth goals and an intervention that will impact their home campus or community.

This day long institute will provide an intensive developmental opportunity for students to examine the complex dynamics of oppression and to develop strategies to foster positive change on their campuses and in their Communities.

**Part I: Tuesday, May 28 – 8:30-11:30 a.m.**

**Part II: Tuesday, May 29 – 1:30-5:30 p.m.**

**Becky Martinez**, MS, Faculty, Social Justice Training Institute - Murieta, CA

**Jamie Washington**, PhD, Faculty, Social Justice Training Institute - Baltimore, MD

**Carmen Rivera**, MA, Director of College Access, Access Center, Colorado State University - Fort Collins, CO

**Vernon A. Wall**, MA, Founding Faculty, American College Personnel Association - Washington, D.C.

**Sam Offer**, VP and Senior Consultant, Washington Consulting Group - Pikesville, MD

## BELLE CHASSE

Third Floor

### **106 Internationalization and Multiculturalism in Higher Education: Making Critical Connections to Realize Opportunities**

We bring domestic students to our campuses from underrepresented groups and encourage students from other countries to study here, knowing that they are different from dominant group members in culturally and ethnically significant ways. They are mixed in, often without considering the particular challenges they will face, and a mark of their suitability is often based on whether they can adjust to the environment. What they bring of value to the academy is rarely discussed, beyond a vague notion of increasing the institution's diversity. And, in assuming the classrooms and campuses are experienced as inclusive, little space is left for alternative views, and any meaningful examination of these students' experiences and perspectives are often missed.

At the heart of the challenges in both areas – multiculturalism and internationalization – there could be lost opportunities to inform and reform policies, practices, and pedagogies. The intent during this institute is to build a space for critical questions and relevant discussion.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.**

**PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**PART III: Wednesday, May 29 – 8:30-11:30 a.m.**

**Zoila E Airall**, PhD, Assistant Vice President, Student Affairs, Duke University - Durham, NC

**Carl James**, PhD, Professor and Director, York Centre on Education and Community, York University - Toronto, ON

**Cris Cullinan**, PhD, Assistant Professor and Associate Director, Organizational Development and Training, University of Oregon - Eugene, OR

## JASPERWOOD

Third Floor

**107 Triggering Events: Critical Competencies for Facilitating Difficult Dialogues**

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 can become difficult when participants feel “triggered” and experience intense, unexpected emotional reactions to the comments and actions of others.

Well-managed, triggered 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 triggering moments is a critical multicultural competency for creating sustainable campus change. In this interactive session participants will identify their common triggers and reactions during discussions about creating inclusive campuses and explore strategies to use triggering events as teachable moments. This session should benefit participants interested in strategies to facilitate meaningful dialogue among campus constituencies and to increase their capacity to respond effectively when they feel triggered. Participants will receive a comprehensive packet of worksheets and tools and Dr. Obear’s article “Navigating Triggering Events.”

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.****PART II: Tuesday, May 28 – 1:30-5:30 p.m.****PART III: Wednesday, May 29 – 8:30-11:30 a.m.**

**Tanya O. Williams**, EdD, Deputy Vice President for Institutional Diversity and Community Engagement, Union Theological Seminary - New York, NY

**Kathy Obear**, EdD, President, Alliance for Change Consulting and Founding Faculty, Social Justice Training Institute - Brooklyn, NY

## EGLINTON WINTON

Second Floor

**108 Indian Identity: A Technological Revolution-- A Workshop for American Indian Students (20 students only)****Tuesday, May 28th, 8:30- 11:30 a.m.****PART I**

Today’s American Indian students are faced with overcoming the historical burdens of racism and marginalization and learning to experience and assert pride in their culture. Reservations and urban environments contain generations of American Indians who are forced to deal with the conflicting dilemma of assimilating into mainstream society versus living more traditional, indigenous ways of life. This dilemma leads us to the question: what does it mean to be an American Indian today? This institute will feature a brief introduction to diverse American Indian lifestyles—on and off the reservation; an overview of digital storytelling and its use in Indian country and the ways it can promote cultural identity; and a discussion of the digital videos followed by a dialogue on the impact of stereotypes of Native people perpetuated in film. This workshop will offer a forum for American Indian students to discuss the complexities of their cultural identities, while incorporating media technology to share their understanding of what it means to be an American Indian today.

**Tuesday, May 28 – 1:30-5:30 p.m.****PART II: Creating a Collective Digital Narrative**

Open forum for discussion: a story circle on cultural identity, followed by participants writing a collective narrative, drawing from their experiences as American Indians.

**Wednesday, May 29 – 8:30-11:30 a.m.****Part III: Grand showing of Collective Digital Video**

A 3-5 minute video will be shown, highlighting the participants’ experience in this interactive workshop. Each participant will receive a flash drive that includes this video.

**Ricardo Torres**, Faculty Counselor, California State University, Sacramento, CA

**Esther Lucero**, Director of Policy and Programs, Native American Health Center, San Francisco, CA

**Virgil Moorehead Jr.**, MFT, MA, Psychologist Intern, Community Wellness Department, Native American Health Center, Oakland, CA

## MAGNOLIA

Third Floor

**109 Identity Borders: Native Americans in Higher Education in the 21st Century-- Institutional Perspectives and Academic Ethnic Fraud**

Native Americans comprise less than one percent of the majority of mainstream colleges and universities and, within that there is a great range of diversity of tribes, mixed races, degrees of blood, cultural affinity, and political relationships with state and federal government entities. Population growths, shifts in power, and changes in demographics force us to ask the tough questions: who is Indian?; what and why is there ethnic fraud, and who benefits?; are the numbers and data collected by universities accurate?; and how do these phenomena impact the current trends, the philosophy, and strategies followed to maintain or create a critical mass of American Indians on college campuses?

This institute offers an open forum and small group discussion on the challenges of the use of race, ethnic identity, and tribal citizenship in college admissions. This session will bring in legal opinions, program models, and student affairs professionals to share a foundation and framework for best practices in admissions, data collection, verification, and student support; guidelines for student affairs professionals on how to handle and work with applicants who self-identify; and suggestions on how to successfully advocate for American Indian access, programs, and services.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.****PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**Ricardo Torres**, Faculty Counselor, California State University - Sacramento, CA

**Bridget Neconie**, Admission and Recruitment Specialist in the Office of Undergraduate Admission, University of California-- Berkeley - Berkeley, CA

**Sedelta Oosahwee**, MEd, Associate Director, White House Initiative on American Indian and Alaska Native Education Office - Washington, D.C.

## GRAND SALON 9

First Floor

**110 The Social Justice Toolbox: Essential Concepts and Tools for Social Justice Educators**

Through a variety of experiential activities, presentation, and discussion, participants will gain key concepts and tools for social justice education. Going beyond diversity or multiculturalism, this presentation will consider what it means to educate for social justice and will examine the dynamics of oppression and explore topics such as social identities and social groups, commonalities and differences among different forms of oppression, power and privilege, characteristics of dominant and subordinated groups, allies, racial (social) identity development and definitions of key terms. Since the institute will utilize participants’ own experiences, participants will gain personal awareness as well as theoretical knowledge. This institute will provide a foundation for engaging in social justice education and attending more advanced training. This session will particularly benefit those who are new to doing social justice work, have not had formal training in social justice issues, or want to move their diversity work to a new level.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.****PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**Diane Goodman**, EdD, Diversity Consultant and Adjunct Faculty, Diversity and Social Justice Training and Consulting, Nyack, NY



## GRAND SALON 12

First Floor

# 111 Asian Americans and Pacific Islanders: Championing Change through the Voices of Diverse AAPI Communities

Asian American culture, families, and emerging identity formation have had a rich and dynamic history in communities across the country and on college campuses. The presence and significant contributions of diverse Asian American and Pacific Islander (AAPI) communities in higher education is undeniable. Our AAPI history is multilayered and complex given the large number of populations represented and different, even contrasting experiences in the U.S. and in higher education. In 2012, a Pew Trust report provided a snapshot of Asian Americans. In many ways, a very happy picture emerged. On the other hand, in recent months there some high profile news events have underlined serious concerns among AAPI individuals. Reflecting on our intra-ethnic commonalities as well as differences provides a richness for dialogues and healthy debates.

An expert panel of Asian American and Pacific Islander educators, administrators, students, leaders, psychotherapists, along with other invited guests will address these complex, dynamic questions and more. This institute will be held in two parts:

I. Asian American and Pacific Islanders: Personal Narratives and Community History in Higher Education, including Perceptions, Needs, Misconceptions, and Future Perspectives

II. Asian American and Pacific Islanders: Validating Where AAPIs Have Been, Re-evaluating Where AAPIs Are Going

The panel will take into account the perspective of higher education professionals who work with or advise AAPI students. It will also benefit professionals, researchers, and individual students.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.**

**PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**Matthew R Mock**, PhD, LMSW, Professor, Masters of Counseling in Psychology, John F. Kennedy University - Pleasant Hill, CA

**My Linh Vo**, Doctoral Student, PsyD Program, John F. Kennedy University - Pleasant Hill, CA

**Meg Chang**, PhD, Faculty, California Institute of Integral Studies - San Francisco, CA

## GRAND SALON 24

First Floor

# 112 Cross-Racial Dialogue: “40 Years Later: Now Can We Talk?”

This day-and-a-half institute is designed for those interested in learning how to facilitate authentic cross-racial dialogue in educational and community settings. The institute will involve participants in cross-racial dialogue using the documentary film, *40 Years Later: Now Can We Talk?* as a prompt for writing, reflection, dialogue, and planning future action. The film provides an opportunity to consider cross-race dialogue from both a historical and contemporary perspective, examine what prevents authentic dialogue across difference, and identify factors that can more effectively sustain honest dialogue across diverse communities. The institute invites participants to build a counter-storytelling community in which genuine dialogue about race and racism is possible and productive.

**Tuesday, May 28 – 8:30-11:30 a.m.**

**Part I: Reflecting on the Past to Understand the Present**

The presenters will introduce a new documentary film *Forty Years Later: Now Can We Talk?*, in which black and white alumni from the first class to integrate their Mississippi Delta high school look back and reflect upon their experiences with integration. The film both illustrates cross race dialogue and acts as a prompt for a continuing dialogue among participants in the institute.

**Tuesday, May 28 – 1:30-5:30 p.m.**

**Part II: Creating Counter-Storytelling Communities for Honest Cross-race Dialogues**

The presenters will provide a model for creating counter-storytelling community drawn from the Storytelling Project. Participants will have the opportunity to engage in their own cross-race dialogue using examples and issues raised in the film as a starting point and drawing upon guidelines from the Storytelling Project as a framework.

**Wednesday, May 29 – 8:30-11:30 a.m.**

**Part III: Reflection and Action**

Building on the facilitated dialogue in Part II, participants and facilitators will reflect upon what we have learned that can guide such dialogues moving forward and develop concrete action plans for applying these principles in their home settings. Participants will leave with a clear plan and next steps to implement the plan.

**Lee Anne Bell**, PhD, Professor of Education, The Barbara Silver Horowitz Director of Education, Barnard College – New York, NY

**Yolanda Sealey-Ruiz**, PhD, Assistant Professor of English Education, Teachers College, Columbia University - New York, NY

## MARLBOROUGH A

Second Floor

# 113 Demystifying the Doctoral Process: Realities, Revelations, and Resources for Students and Early Career Professionals in the Academy

This day-and-a-half institute will provide real life lessons derived from the lived experiences of doctoral students and early career professionals of color. This interactive workshop will engage participants and provide insight into how to create a realistic working plan to triumphantly navigate through doctoral programs and successfully transition into a career in higher education. This session will benefit participants considering pursuing the doctoral degree, as well as those currently enrolled in a program. The session will also be of great assistance to early career faculty and administrators.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.**

**PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**PART III: Wednesday, May 29 – 8:30-11:30 a.m.**

**Carlton Pickron**, EdD, Vice President, Student Affairs, Westfield State University - Westfield, MA

**Christina Swaidan**, PhD, Assistant Professor/Art History Coordinator, Westfield State University - Westfield, MA

## GRAND SALON 15

First Floor

# 114 A Student Affairs Approach to Developing a Multicultural Competence Strategic Plan

This workshop will focus on essential elements in the strategic planning process for achieving multicultural competence as experienced in the Division of Student Affairs at the Georgia Institute of Technology. The first half of the workshop will review a blueprint based on a tripartite model for developing a multicultural competence strategic plan based on awareness, knowledge, and skills for individuals, departments, and the division. The second half of the workshop will focus on the review of assessment metrics used to evaluate the strategic plan. Participants in the workshop will have an opportunity to develop a draft outline of a multicultural competency strategic plan and sets of applicable metrics for use at their respective institutions. This session should benefit those interested in advancing diversity initiatives through practical application of theoretical knowledge and the development of specific strategies and tactics.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.**

**PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**Ruperto M Perez**, PhD, Director, Counseling Center, Georgia Institute of Technology - Atlanta, GA

**Stephanie Ray**, MA, Associate Dean of Students/Director of Diversity Programs, Georgia Institute of Technology - Atlanta, GA

## GRAND SALON 18

First Floor

**115 Using National Data and Interviews to Conduct Mixed Method Research on Race/Ethnicity**

The purpose of this daylong institute is to encourage the production of high quality research on race and ethnicity by instructing participants on the appropriate uses of national data and well designed interviews in conducting mixed methods research. This session will have three parts: Accessing and Analyzing National Databases, Collecting Qualitative Data in Race/Ethnicity Research, and Mixed Methods: Design and Implementation.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.****PART II: Tuesday, May 28 – 1:30-5:30 p.m.****PART III: Wednesday, May 29 – 8:30-11:30 a.m.**

**Terrell L. Strayhorn**, PhD, MEd, Associate Professor and Senior Research Associate, The Ohio State University - Columbus, OH

**Royel M. Johnson**, MA, Doctoral Student, University of Illinois at Urbana-Champaign - Savoy, IL

## FOUNTAIN ROOM

Third Floor

**116 Chapter 7—Leadership, Women of Color, and Women in the Academy: Nuance of Being Stealth Social Justice Is not Enough!**

The academy prepares us well for practicing, discovering, and sharing knowledge in our various disciplines but rarely or intentionally prepares women of color and women for the leadership that is expected. The progression through the ranks is professionally rigorous since the political climate at times is hostile and the risk is great if there is no strategy in place to navigate the dynamics of the unwritten rules and practices. This highly interactive daylong institute will engage participants in: analyzing the institutional environment/culture, conducting a historical assessment of own career paths, discovering our personal professional chapters that include the cultural wealth brought forth and the cultural capital developed through our community engagement, engaging the tools needed for sustainability and the replenishment of personal and professional resources, and preparing to recognize and seize opportunities that create intentional change practices.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.****PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**Patricia Lowrie**, Director Emeritus, Women's Resource Center and Senior Consultant to the Office of the Provost, Michigan State University - East Lansing, MI

**Cathy Wong**, Director of Urban Outreach Initiatives, Lynch School of Education, Boston College - Chestnut Hill, MA

**Jacquelyn V. Reza**, EdD, Director of Professional & Organizational Development, De Anza College - Cupertino, CA

## ROSEDOWN

Third Floor

**117 Institute for Chief Diversity Officers and Affiliates: Essential Procedures for Assessment and Success**

Chief Diversity Officers are known to wear many hats and to operate under different titles and job responsibilities. Some institutions have a centralized office for diversity and others operate under the decentralized mode. This institute will provide a comprehensive model to address diversity in all institutional settings and under all modes of operations. Furthermore, essential procedures and assessment tools will be reviewed for CDO's to be successful in the implementation and evaluation of programs and policies for their institutions with specifics for the development of a comprehensive diversity plan. The development, implementation, and evaluation of campus wide diversity seminars will also be presented. This institute is designed for one person diversity offices or diversity offices with multiple positions. The utilization of a campus wide diversity council and diversity committee will also be detailed.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.****PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**Sandra Moore**, Associate Provost for Diversity Planning, Eastern Kentucky University - Richmond, KY

## OAK ALLEY

Third Floor

**118 Hip Hop Education and Social Justice: Pedagogy, Praxis, and Engagement**

Hip hop culture has recently managed to 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, and engagement. Given the rise in interest and use of hip hop in education, this session aims to provide diverse perspectives on the intersections of hip hop culture, the academy, and activism and how hip hop can be effectively utilized as an educational pedagogy both in form and content. Participants will be engaged in critical dialogue through different hip hop related interactive and heuristic activities, including spoken word and poetry, music, photography, historic artifacts, art, reflective exercise, and multimedia analysis to explore issues of oppression, privilege, equity, and knowledge representation in education.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.****PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**Khalid El-Hakim**, Founder, Black History 101 Mobile Museum - Detroit, MI

**Amer F. Ahmed**, Associate Director, Multi-Ethnic Student Affairs, University of Michigan - Ann Arbor, MI

**Michael Benitez Jr.**, Dean of Diversity and Inclusion, Chief Diversity Officer, Office of Diversity and Inclusion, University of Puget Sound - Tacoma, WA

**Martha Diaz**, PhD, Adjunct Professor, Gallatin School, New York University - New York City, NY

## ELMWOOD

Third Floor

**119 Intergroup Dialogues in Higher Education: Essential Principles and Methods for Preparing and Supporting Facilitators of Intergroup Dialogues**

Intergroup dialogue is considered a high impact practice in higher education, particularly in the areas of student engagement, social justice learning, and civic learning. However, skilled facilitation is crucial to support meaningful conversations across differences. This day-and-a-half institute will introduce participants to practices and methods used to build capacity for facilitating dialogues across race/ethnicity, gender, rank and class, and religion, drawing from our experiences in developing intergroup dialogue initiatives for students, faculty, and staff in the Five Colleges consortium (Amherst, Hampshire, Mt. Holyoke, Smith, and UMass Amherst).

This institute will introduce participants to the conceptual and empirical frameworks that guide intergroup dialogue practice; the learning sequence that students, faculty, and staff engage in to become prepared to facilitate dialogues; and outcome research suggesting that developing dialogue facilitation capabilities increases multi-cultural competencies, confidence, and capacity to create transformative change in the workplace.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.****PART II: Tuesday, May 28 – 1:30-5:30 p.m.****PART III: Wednesday, May 29 – 8:30-11:30 a.m.**

**Linda S. Marchesani**, EdD, Director, Workplace Learning and Development, University of Massachusetts-Amherst - Amherst, MA

**Gladys G. Moore**, MEd, Dean of Religious and Spiritual Life and Director of Diversity and Inclusion, Mount Holyoke College - South Hadley, MA

**Elaine Brigham**, MEd, Doctoral Student, University of Massachusetts-Amherst - Amherst, MA

**Taj P. Smith**, MEd, Assistant Director of Multicultural Center, Williams College - Williamstown, MA

**Jaime Dávila**, PhD, Special Presidential Assistant for Diversity and Associate Professor of Computer, School of Cognitive Science, Hampshire College - Amherst, MA

**Ximena Zúñiga**, PhD, Associate Professor of Education, University of Massachusetts Amherst - Amherst, MA

**Keri L. DeJong**, MEd, ABD, Instructor & Doctoral Candidate, University of Massachusetts Amherst - Holyoke, MA

**Dave Neely**, MA, Doctoral Candidate, University of Massachusetts Amherst - Amherst, MA

#### GRAND SALON 4

First Floor

### **120 Advancing Your Career: What You Need to Know to Advance in Higher Education – From Hair to Credentials**

This intense full day working institute is dedicated to teaching how to successfully navigate the system to obtain upward mobility and advance one's career. The focus of the institute will be on the techniques and discipline needed to transition into a higher position, whether as college president or from a dean to a vice president or from entry level to middle management. The presenter is an expert who has worked with more than 400 presidents and has inside knowledge to about properly managing careers.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.**

**PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**Narcisa Polonio**, EdD, Executive Vice President of Education, Research and Board Leadership Services, Association of Community College Trustees - Washington, D.C.

#### GRAND SALON 21

First Floor

### **121 Pipelines, Pathways, and Partnerships: Developing Sustainable Programs that Build Young Scholars**

This day-and-a-half institute is designed for professionals who are either interested in developing, or are already operating, programs that construct effective and resilient pathways to successfully carry underserved student populations—including low income, first generation, and/or communities of color—from K–8 systems through higher education. At a time when federal and state support for such programs is uncertain and the critical needs for them are expanding, this institute will help attendees identify and analyze weaknesses in program planning to build stronger, sustainable programs. The presenters have decades of experience in developing and implementing such programs, including a current Young Scholars Program, that have been highly successful in building student engagement and success in higher education.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.**

**PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**PART III: Wednesday, May 29 – 8:30-11:30 a.m.**

**Carla Gary**, JD, Assistant Vice President, Office of Institutional Equity, University of Oregon - Eugene, OR

**Hazel Rountree**, JD, PhD, Assistant Director, Affirmative Action, Wright State University - Dayton, OH

#### ASCOT-NEWBERRY

First Floor

### **122 Assessment and Evaluation of Programs for Inclusive Excellence: It Works if You Work It!**

Unleash the illuminative powers of assessment and evaluation as rich natural resources for enacting and documenting progress on our success visions. Doing so requires responsive uses of assessment as and for learning and not simply post-mortems of learning. They emerge as generative resources for relevant knowledge creation and continuous development towards excellence, in addition to conventional accountability compliance documentation. They become vehicles that inform and improve as well as prove.

Inclusive excellence demands that we know the success vision from multiple vantage points so that we can more fully track its emergence. The ultimate

prize resides in students, vis a vis our outcome promises. In what ways and to what extent are your curricular, co-curricular, and instructional activities breathing life into success visions for all students? How do you know your accomplishments and the extent to which your evaluative judgments resonate with the lived realities of persons that you assess—experiential validity? Addressing these questions spotlights empathic perspective-taking competencies and interpersonal validity issues: notably, the soundness and trustworthiness of diversity-conscious uses of self as knower, inquirer and engager of the full array of relevant voices, views, and vantage points. Increasing these pivotal sources of validity summons a lifelong learning and reflective practice journey that everyone can explore together.

**Tuesday, May 28 – 8:30-11:30 a.m.**

**Part I: Foundational Concepts for Unleashing Inclusive Excellence and Equity**

**Tuesday, May 28 – 1:30-5:30 p.m.**

**Part II: Working It: Maximizing the Value and Utility of Assessment/Evaluation Practices**

**Wednesday, May 29 – 8:30-11:30 a.m.**

**Part III: Assessment Works: From Data -> Information -> Insight to Action for Social Justice**

**Hazel Symonette**, Program Development and Assessment Specialist, University of Wisconsin - Madison, WI

#### MARLBOROUGH B

Second Floor

### **123 Honoring Intersections of Identities: Cultural Centers and Programs as Campus Change Agents**

This three-part interactive institute is designed to explore the critical role, successful establishment, and dynamic development of cultural centers on college campuses while working with, and honoring, issues of intersectionality. The Cultural Center Establishment and Growth Model, developed by the California Council of Cultural Centers in Higher Education, will be presented and utilized. The scope of this innovative model incorporates all of the critical stages necessary for the establishment and successful growth of cultural centers. Through dialogue, experiential activities, and case studies, this institute will provide participants with tools and strategies for the application of the model on their campus. This session should benefit directors and staff of cultural centers and programs, coordinators of diversity and equity initiatives, directors of student life programs, and faculty and administrators interested in moving their campuses forward in establishing cultural centers and those seeking to enhance already existing centers and programs.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.**

**PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**PART III: Wednesday, May 29 – 8:30-11:30 a.m.**

**Adan Sanchez**, Assistant Director, United Front Multicultural Center, University of San Diego - San Diego, CA

**Leela MadhavaRau**, Advisor to the President and Associate Dean for Campus Diversity and Inclusion, University of Redlands - Redlands, CA

PRINCE OF WALES  
Second Floor

### **124 Cornell University: Institutional Commitment and Responsibility and the Toward New Destinations Initiative**

This three-part interactive institute is meant to share the planning and design of very broad based institutional change at a large university and give participants the opportunity to develop plans and resources for their own institutions. The presenters will share models and documents, discuss pitfalls and dilemmas, and work with colleagues on assessing applicability and adaptability to their home campuses and within various units. The session should be helpful for those who sit on college or university diversity councils or planning committees or who serve in policy and program positions in diversity offices.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.**

**PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**PART III: Wednesday, May 29 – 8:30-11:30 a.m.**

**Renee Alexander**, Associate Dean and Director of Intercultural Programs, Cornell University - Ithaca, NY

**Patricia Chau Nguyen**, MEd, Assistant Dean of Students, Cornell University - Ithaca, NY

**A.T. Miller**, PhD, Associate Vice Provost for Academic Diversity Initiatives, Cornell University - Ithaca, NY

**Lynette Chappell-Williams**, JD, Associate Vice President for Inclusion and Workforce Diversity, Cornell University - Ithaca, NY

**Yael Levitte**, PhD, Associate Vice Provost for Faculty Diversity and Development, Cornell University - Ithaca, NY

**Yve-Car Momperousse**, Director, Alumni Diversity Relations and Programming, Cornell University - Ithaca, NY

**Marcia Fort**, Executive Director, Greater Ithaca Activities Center - Ithaca, NY

**Ulysses Smith**, President of the Cornell Student Assembly, Cornell University - Ithaca, NY

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MELROSE  
Third Floor

### **125 Latinos/Latinas in Higher Education**

This full-day institute explores best practices and resources through active dialogue with expert panels and keynote presenters. The focus is on making institutions more responsive and effective in advancing Latino student recruitment, retention, and graduation.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.**

**PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**Guadalupe Corona**, EdD, Systemwide Director, Latino/a Achievement Initiative, Alliant International University - San Diego, CA

**Thomas Martinez**, PhD, Chair, Department of Public Policy and Administration, California State University, Bakersfield – Bakersfield, CA

**Samuel T. Lopez**, PhD, DPT, Director, Office of Multicultural Academic Services, University of North Carolina at Charlotte - Charlotte, NC

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CHEQUERS  
Second Floor

### **126 Five Lenses for Educating and Accessing Cultural Competence**

This institute will engage participants in exploring two questions: “Is there one best approach to educating for cultural competence?” and “Is cultural competence measurable?” Goals for the institute are to introduce five distinct approaches to educating for cultural competency along with a sampling of corresponding assessment instruments, to provide participants an opportunity to identify their own preferred “lens(s)” on cultural competence, and to explore some comparative strengths and limitations of each lens and discuss the implications of the institute to participants’ own work at home. This institute should benefit faculty, faculty developers, staff, students, administrators, trainers, and consultants interested in examining the strengths and limitations of various approaches to cultural competence, addressing resistance to tackling issues of diversity in the myriad settings, and/or designing and assessing learning outcomes for cultural competence.

**PART I: Tuesday, May 28 – 8:30-11:30 a.m.**


**PART II: Tuesday, May 28 – 1:30-5:30 p.m.**

**Leah Lindeman**, MA, Research Assistant and Graduate Student, Hamline University – St. Paul, MN

**James Francisco Bonilla**, PhD, Associate Professor, Conflict Studies, School of Business, Hamline University - St. Paul, MN

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*"I am a NADOHE member because NADOHE provides the information and resources I need to advance inclusive excellence on my campus."*

Aaron I. Bruce, Ph.D.  
Chief Diversity Officer,  
San Diego State University,  
is leading higher education towards  
inclusive excellence.

# NADOHE

National Association of Diversity Officers in Higher Education

*Leading Higher Education Towards Inclusive Excellence*

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- Webinars on topics of interest to CDO's; and
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National Association of Diversity Officers in Higher Education  
4440 PGA Boulevard, #600 Palm Beach Gardens, FL 33410  
561-472-8479; [www.nadohe.org](http://www.nadohe.org)

# DAY AT A GLANCE • WEDNESDAY, MAY 29

## 7:30 a.m. – 5:00 p.m.

### REGISTRATION AND ON-SITE CHECK-IN

EXHIBITION HALL

Second Floor

## 8:30 – 11:30 a.m.

### 201. MAJOR WORKSHOP

At Home in the World: Building Collaboration between Diversity and Internationalization

### 202. MAJOR WORKSHOP

Developing Leaders: Implications of Multicultural Inclusiveness

### 203. MAJOR WORKSHOP

Finely Tuning Ourselves as Instruments of Change: Using Where We Came from to Get to Where We Want to Be

### 3-HOUR CONCURRENT SESSIONS

**204.** Building a Dynamic Diversity Division and Campus-Wide Infrastructure: Featuring the University of Wisconsin-Madison Office of the Vice Provost and Chief Diversity Officer (VPCDO) and the Division of Diversity, Equity, and Educational Achievement (DDEEA)

**205.** Getting out of the Box: Critical Competencies for Confronting the Claims of Post-racialism

**206.** Navigating our Emotions as Facilitators for Multicultural Change

**207.** Social Justice Self Awareness for Educators

## 9:00 – 11:00 a.m.

### 208. SPECIAL FEATURE

Advocating for AAPIS in Higher Education: Case Study of the PEER Project

### 209. SPECIAL FEATURE

Making our Invisibility Visible: People of Color Across Gender and Sexuality Within the College Community

### 210. MEET THE AUTHOR

Presumed Incompetent: The Intersections of Race and Class for Women in Academia

## 9:00 – 11:30 a.m.

### 211. MAJOR WORKSHOP

Core Principles of Intersectionality and Their Relation to Racial Identity Models

### 212. MAJOR WORKSHOP

Lessons Learned from Katrina, Rita, Isaac, and Beyond: Implications for Public and Private P-12 Schools and Higher Education

### 213. FILM PREVIEW AND DISCUSSION

"If These Halls Could Talk": Film Preview and Diversity Dialogue

## 10:00 – 11:30 a.m.

### 214. A CONVERSATION WITH

Creating Community in the City, Campus, and Beyond

## 12:50 – 2:15 p.m.

### 215. CONFERENCE OPENING AND WELCOMING REMARKS

Dr. Belinda P. Biscoe

### 216. INTRODUCTION OF THE OPENING KEYNOTE SPEAKER

Dr. James P. Pappas

### 217. PARI SHAHABI-NABAVI OPENING ADDRESS

Why Teaching "Race" Requires Active Pedagogy-Melissa Harris Perry

## 2:30 – 4:00 p.m.

### 220. A CONVERSATION WITH

White Privilege and Power in the Deaf Community

### 90-MINUTE CONCURRENT SESSIONS

**221.** Color by Number: Understanding Racism through Facts and Stats on Children

**222.** How Do Biracial College Students Self-Identify and What Attitudes Do They Hold toward Race and Ethnicity?

**223.** Navigating Southern Capitals, Greek Columns, and Antebellum Culture: The Challenges of a Transformative Liberal Arts Education

**224.** Project Civility at Rutgers: Three-Year Commitment to Civility, Respect, Cultural Sensitivity, and Global Citizenship

**225.** The Key Ingredients to Retaining and Graduating Multicultural Males

**226.** Unmasking Whiteness: A Framework for Understanding Inclusive Leadership

**227.** Finding Your Voice: The Keys to Your Greatest Potential

**228.** The Cultural Politics of Access and Diversity: A Case Study of the University of Minnesota's Access to Success Program

## 2:30 – 4:30 p.m.

### 229. SPECIAL FEATURE

Current Issues in Black Studies

### 230. SPECIAL FEATURE

Balancing Innovation and Equity in Planning for New Orleans Recovery

### 231. SPECIAL FEATURE

The Growing Influence of Latinos in Higher Education

### 232. MAJOR WORKSHOP

Debunking the Myths about People of Color and the Environment: Higher Education's Role in Making the Green Movement Multicultural

### 233. MAJOR WORKSHOP

Effects of Ethnicity, Gender, Race, and Sexual Orientation on Social Identity of GLBT Asian Americans

### 234. MAJOR WORKSHOP

Faculty in the Forefront?: A Forum for Discussion of Critical and Emerging Issues of Demographics, Economics, and Politics in the Academy

### 235. MAJOR WORKSHOP

Transformative Learning for Social Justice: Dialogical Learning across Difference in Blended Education

### 236. FILM PREVIEW AND DISCUSSION

A Village Called Versailles

### 237. MEET THE AUTHOR

Beyond the Asterisk: Understanding Native Students in Higher Education

### 2-HOUR CONCURRENT SESSIONS

**238.** I AM Posse: Integrating Administration/Advising and Mentoring for Posse Scholar Achievement

## DAY AT A GLANCE • WEDNESDAY, MAY 29

- 239. A "Diversity Monologues" Campus Initiative: Enhancing Community and Inclusion through Critical Spoken Word
- 240. Adulthood, Racism, and Critical Liberation Theory
- 241. Diversity and Social Justice: Preparing Mental Health Professionals as Change Agents in a Brave New World
- 242. Fictional Feathers and Cultural Norms: Exploring the Historic Context of Native American Mascots, the Mythology of Thanksgiving, and Other Issues to Support Non-Native Allies as Advocates for Justice
- 243. Students Organizing Against Racism @ Tulane University
- 244. Study Abroad Programs and Diversity in Higher Education
- 245. The World Is All Around Us: Creating a Culturally Responsive Classroom and School Community
- 246. What Hurts the Most? An Exploration of Cultural Stereotypes

**4:45 – 5:45 p.m.**

**247. KEYNOTE ADDRESS**

Not Waiting for Superman: Cross-racial Coalitions and Transformative Youth Resistance for Education Equity

**6:30 – 8:30 p.m.**

**248. WELCOMING RECEPTION**

# WEDNESDAY, MAY 29, 2013

**8:30–11:30 a.m.**

GRAND SALON 18

First Floor

## MAJOR WORKSHOP

### **201 At Home in the World: Building Collaboration between Diversity and Internationalization**

This session will allow participants to explore the intersection of diversity and internationalization in higher education. Information on the background, rationale, and general insights gained from the American Council on Education's (ACE) At Home in the World initiative – an initiative focused on exploring the synergy between domestic diversity and internationalization efforts on campuses – will be presented. Participants will engage in interactive discussions on the benefits of and challenges to collaborative relationships and a framework for exploring possible areas of collaboration on their campuses. Additionally, representatives from three institutions in the current ACE demonstration project will share lessons learned, challenges faced, and strategies employed during their efforts to engage campus constituents in the current ACE demonstration project on this topic.

**Gailda Davis**, Associate Director, Inclusive Excellence Group, American Council on Education - Washington, D.C.

**Sheila J. Henderson**, Interim Associate Provost, I-MERIT and Adjunct Associate Professor, CSPP Clinical Psychology PhD Program, Alliant International University - Alhambra, CA

**Gwendolyn Bookman**, Director, Center for Global Studies and External Partnerships and Associate Prof Political Science, Bennett College for Women - Greensboro, NC

**Danene Brown**, Interim Vice President of Instruction, Cuyamaca College, Grossmont-Cuyamaca Community College District - El Cajon, CA

**8:30–11:30 a.m.**

GRAND SALON 15

First Floor

## MAJOR WORKSHOP

### **202 Developing Leaders: Implications of Multicultural Inclusiveness**

A permissive culture that tolerates aberrant behavior threatens worker self-esteem and contributes to degradation of individual, team, and organizational performance. In accordance with CNO's goal to institutionalize diversity from the perspective of peak performance, it is time to examine some of those factors that affect performance. Most overt discriminatory or even criminal behaviors are categorically rejected by our workforce, however, there are other covert or more subtle behaviors that can be identified and modulated to avert a negative outcome. For example, measures of productivity can include innovation and imagination, problem solving, time saving, and accident-free workdays. However, other indicators of performance such as missed work days, production delays, increased errors, and increased health care costs may also suggest adverse working conditions. Members of minority groupings and women are disproportionately affected by these behaviors, which have been termed microaggression. This session will introduce three key concepts – cultural competency, microaggression, and stereotype threat and show how recognition of these interactions can lead to a systematic modulation of negative behaviors to improve the work environment, enhance career progression for all workers, and decrease interpersonal sexual violence, sexual assault, hazing, and suicide.

**Cynthia I. Macri**, MD, Special Assistant to the Chief of Naval Operations (Diversity), U.S. Navy - Washington, D.C.

**8:30–11:30 a.m.**

GRAND SALON 9

First Floor

## MAJOR WORKSHOP

### **203 Finely Tuning Ourselves as Instruments of Change: Using Where We Came from to Get to Where We Want to Be**

This session will examine strands of our early histories such as where we grew up and messages we received about the Other to better understand how we are moving toward being the best change agents we can be. We will identify threads that we might use for our continuing journey as well as for working with other people struggling to break out of cluelessness. By exploring how we were able to make small mutations in who we might have been to become who we are and by being able to talk about the choices we made to take a different path, others might glean clues to how they might move forward. Remember: we can't help others go to places we haven't been or aren't willing to go.

**Frances Kendall**, PhD, Consultant, Kendall and Associates - Berkeley, CA

**8:30–11:30 a.m.**

GRAND SALON 7–10

First Floor

Case Studies/Model Programs

## CONCURRENT SESSION

### **204 Building a Dynamic Diversity Division and Campus-Wide Infrastructure: Featuring the University of Wisconsin-Madison Office of the Vice Provost and Chief Diversity Officer (VPCDO) and the Division of Diversity, Equity, and Educational Achievement (DDEEA)**

This session debunks myths of diversity ghettoization and placing total responsibility for diversity on one person, office, or division to present a case study of strategic diversity leadership in action. Participants will engage in an interactive discussion with leaders of the UW-Madison VPCDO/DDEEA to examine one of the nation's most dynamic diversity infrastructures for leveraging cutting-edge scholarship, diversity-themed leadership, academic excellence, artistic/creative, K-16 talent development, and research-based offices and units. The session will provide an overview of best practices and challenges, while creating a learning context that allows session participants to discuss where they are on their higher education diversity infrastructure development journey. For participants ready to delve into the challenges, opportunities, and realities of creating a more integrated diversity infrastructure in the academy, each will leave with comprehensive toolkit including an overview of the Chief Diversity Officer Development Framework (CDODF), detailed information regarding each office and unit featured, relevant articles on the topic, and the division's most recent campus-wide diversity impact report. Above all, this session presents several key themes for institutions to consider regardless of size, geographic location, mission, and control. It will illustrate how UW-Madison is building dynamic capacity by bridging hip-hop into the academy, creating powerful K-16 partnership programs, establishing novel approaches to intergroup dialogue, investing in faculty diversification initiatives, building innovative approaches to improving campus climate, and engaging faculty in leading diversity-themed change as scholar-practitioners.

**Damon A. Williams**, PhD, Associate Vice Chancellor, Vice Provost and Chief Diversity Officer, University of Wisconsin-Madison, --Madison, WI

**Carl Hampton**, Special Assistant to Vice Provost and Chief Diversity Officer, University of Wisconsin-Madison--Madison, WI



**Eric Williams**, PhD, Assistant Vice Chancellor, University of Wisconsin-Madison-Madison, WI

**Jacqueline Dewalt**, Director, PEOPLE Program - High School, University of Wisconsin-Madison-Madison, WI

**Deidra Gardner**, Communications Specialist, Office of Vice Provost and Chief Diversity Officer, University of Wisconsin-Madison-Madison, WI

**Jerlando F. L. Jackson**, PhD, Professor, University of Wisconsin-Madison-Madison, WI

**Kirk Malnor**, Director, Center for Educational Opportunity, University of Wisconsin-Madison-Madison, WI

**Albert Muniz**, MA, Director, University of Wisconsin-Madison-Madison, WI

8:30–11:30 a.m.

### 3-HOUR CONCURRENT SESSIONS

8:30–11:30 a.m.

FOUNTAIN

Third Floor

◆◆Theoretical Model◆◆

#### **205 Getting out of the Box: Critical Competencies for Confronting the Claims of Post-racialism**

The increasing diversity of students in American universities has given rise to the claim that racism no longer undermines the achievement of any racial group in particular or the pedagogical integrity of the institution in general. Indeed, the proponents of this claim seem to suggest that the complexity of racialized experience can be reduced to a checked box on a census form. Racism is thus contained as an historical aberration, not as a relational dynamic that evolves to fit the contours of extant power relations. This session will highlight competencies required to recast the terms of the conversation, taking it out of the "checked boxes" that render racialized experience irrelevant or invisible. This session should benefit graduate faculty, staff, and students who wish to increase their competence in connecting across these emotionally and politically charged differences. Participants will examine racism as morphing systems of stratification, grounded in the ideologies of white supremacy, and misaligned power arrangements. Empathy, authenticity, and mutuality will be examined as critical competencies that transform conversations about racialized realities. The ultimate aim of the workshop is to foster the courage and capabilities to have transformative conversations about race, thus enlarging relational possibilities and organizational capacity.

**Maureen Walker**, PhD, Associate Director, MBA Program, Director of Program Development, Harvard Business School--Boston, MA

8:30–11:30 a.m.

OAK ALLEY

Third Floor

◆◆Interactive Training◆◆

#### **206 Navigating our Emotions as Facilitators for Multicultural Change**

Emotions are ever present in our lives and can be heightened as we engage in and provide leadership or facilitation of educational programs related to issues of diversity, multiculturalism, equity, inclusion, or change. The range of emotions--from mad, sad, and scared to peaceful, powerful or joyful--can be a source of important information for us and our participants. As we engage individuals in transformational learning opportunities across a range of differences, it may be helpful to better understand what messages are feelings/emotions are providing us and what we may need in response. Furthermore, it may also be helpful to use our emotional intelligence to become more aware of our thoughts, emotions, and needs as we do our best to individually navigate our feelings and provide support to those around us. This interactive session will provide an opportunity to engage in a facilitated dialogue about emotions, feelings, emotional intelligence, and the impact of differences to develop skills that may be helpful as we navigate through change. This session should benefit those providing leadership to diversity/multicultural initiatives and training programs within departments and units, human resource professionals, and

those interested in multicultural training curriculum development.

**Dionardo Pizaña**, MA, Diversity and Personnel Specialist, Michigan State University Extension--East Lansing, MI

8:30–11:30 a.m.

Grand Salon 4

First Level

◆◆ Interactive Training ◆◆

#### **207 Social Justice Self Awareness for Educators**

This session will provide an opportunity for educators to examine intrapersonal issues of self-knowledge and personal development related to social justice issues. Participants will identify and assess personal efficacy in the management of the self on issues of social justice and increase their capacity to understand and manage the social justice consequences for their personal and professional practice. The institute will emphasize individual "ism" awareness, negotiation of one's multiple identities and their intersection with one's work as an educator, and one's personal style for responding to specific arenas of self-knowledge when triggered by social justice issues such as racism, sexism, classism, heterosexism, ableism, ageism, adultism, and ethno-religious oppression. Participants will develop a plan for continuing their own social justice self-awareness development.

**Barbara J. Love**, PhD, Professor of Education Emerita, Social Justice Education, UMASS-Amherst/The AKAR Institute--Amherst, MA

9:00–11:00 a.m.

MELROSE

Third Floor

### SPECIAL FEATURE

#### **208 Advocating for AAPIS in Higher Education: Case Study of the PEER Project**

This session on Asian American Native American Pacific Islander Serving Institutions (AANAPISIs) will have representation of scholars, advocates, and institutional leaders engaged in a discussion about the importance of a program to advocate for AAPIS in higher education. It will be centered around a three-year, \$2 million project titled the Partnership for Equity in Education through Research (PEER), which is a collaborative effort between the National Commission on Asian American and Pacific Islander Research in Education (CARE), the Asian Pacific Islander American Scholarship Fund (APIASF), and three campus partners -- De Anza Community College, City College of San Francisco, and South Seattle Community College. These institutions, all community colleges, are Asian American, Native American Pacific Islander-Serving Institutions (AANAPISIs) -- minority-serving institutions that enroll 75 percent of the nation's low income AAPI students.

The PEER Project utilizes a research based approach to equip AANAPISIs to realize the full degree earning potential of the AAPI student population by capturing and monitoring data to identify promising practices, implement targeted interventions, and mobilize campus leaders.

**Brian Murphy**, PhD, President of De Anza College, De Anza College - Cupertino, CA  
**Bob Suzuki**, PhD, President Emeritus, California State Polytechnic University - Pomona, CA

**Robert Teranishi**, PhD, Associate Professor of Higher Education, Director of the PEER, New York University - New York, NY

**Neil Horikoshi**, JD, MBA, President, Asian Pacific Islander American Scholarship Fund - Washington, D.C.

**9:00–11:00 a.m.**

GRAND SALON 3

First Floor

## SPECIAL FEATURE

### **209 Making our Invisibility Visible: People of Color Across Gender and Sexuality Within the College Community**

The purpose of this panel discussion is to share stories, testimonials, and experiences from LGBTQ students, faculty, and administrators of color on college campuses. These stories are often invisible within the larger discourse about race on campus. As a result, the panelists are attempting to highlight the complexities and realities associated with being “OUT” in our environments. The following questions will inform the presentation: what is at stake for us as LGBTQ POC? what are the consequences for our careers and relationships within the institution? how do we navigate the murky waters surrounding the intersection of race and sexuality in our lives and careers?

**Marta Esquilin**, MA, Senior Associate Director of Multicultural Affairs and Manager of the Intercultural Resource Center, Columbia University - New York City, NY

**Tikeshia R Morgan**, Director of Multicultural Student Affairs and GLBTQ Resources, Emerson College - Boston, MA

**Dafina Stewart**, PhD, Associate Professor, Higher Education and Student Affairs, Bowling Green State University - Bowling Green, KY

**9:00–11:00 a.m.**

GRAND SALON 6

First Floor

## MEET THE AUTHOR

### **210 Presumed Incompetent: The Intersections of Race and Class for Women in Academia**

Women faculty of color continue to face daunting obstacles as they navigate the often hostile terrain of higher education on the road to tenure, promotion, and beyond. This session will feature the editors of a recently published book about the working lives of women faculty of color, *Presumed Incompetent: The Intersections of Race and Class for Women in Academia* (Utah State University Press, 2012). The panelists will summarize the patterns of workplace bias described in the book and will discuss strategies of resistance and empowerment. The session will provide validation, support, and practical advice for women faculty of color, graduate students, faculty who seek to serve as allies, and deans, provosts, and other administrators. The session will also be of interest to women of color in a variety of professions who are struggling with the presumption of incompetence.

**Carmen Gonzalez**, JD, Professor, Seattle University School of Law - Seattle, WA

**Gabriella Gutierrez Y Muhs**, MA, PhD, Professor, Modern Languages and Women's Studies, Seattle University - Seattle, WA

**Angela P Harris**, JD, Professor of Law, University of California, Davis - Davis, CA

**9:00–11:30 a.m.**

GRAND SALON 12

First Floor

## MAJOR WORKSHOP

### **211 Core Principles of Intersectionality and Their Relation to Racial Identity Models**

The framework of intersectionality explores how multiple social identities (such as race, gender, sexual orientation, and class) interact in identity development and in the personal experience of any particular identity. Educators and scholars are creating new models of racial and social identity that reflect an intersectional perspective. These models can inform and guide our teaching, training, research, and supervision. In a broader sense, they represent new ways of depicting the holistic and interactive nature of social identities.

This session provides an overview of some of the core tenets of intersectionality, including the framework's representation of identity as holistic and

multi-layered, connected to systems of power and privilege, and reflective of both the personal level of identity and the experience of social groups within a larger institutional context. The relationships between intersectionality, identity salience, and privileged and targeted social identities are also explored. Participants will examine the challenges and promises of integrating an intersectional perspective into models of racial and social identity development, as well as examples of models that bring us closer to this goal.

**Charmaine L. Wijeyesinghe**, EdD, Consultant, Organizational Development and Social Justice Education - Delmar, NY

**Diane Goodman**, EdD, Diversity Consultant and Adjunct Faculty, Diversity and Social Justice Training and Consulting - Nyack, NY

**9:00–11:30 a.m.**

GRAND SALON 19–22

First Floor

## MAJOR WORKSHOP

### **212 Lessons Learned from Katrina, Rita, Isaac, and Beyond: Implications for Public and Private P-12 Schools and Higher Education**

This session will revisit the devastation of these three tragic hurricanes and presenters will explore the disaster preparations on national, state, and local levels, specifically as they related to educational institutions in the greater New Orleans area – public and private P-12 schools and higher education institutions.

These lessons will provide the unique opportunity to reflect on and critically analyze the improvements in these systems – what worked, what did not, and where to go from here. This in-depth perspective will include testimonials from residents living and working in the parishes that were directly impacted by these Gulf disasters.

Finally, presenters will engage the participants in a discussion with a group of educational leaders, teachers, and/or students who survived, readjusted, and improved the outcomes for students through dedication, collaboration, and a deep sense of gratitude and appreciation for this resilient community.

This session will benefit administrators, teachers, parents, and members of the greater educational community, those who are committed to understanding the social justice of disaster preparedness and the resources to maintain it.

**Sheila Gregory**, PhD, Professor, Educational Leadership, Clark Atlanta University - Atlanta, GA

**Fatemah Bicksler**, Professor of Mathematics, Delgado Community College - New Orleans, LA

**Angela Breckenridge**, Director, Faculty and Staff Development, Delgado Community College - New Orleans, LA

**9:00–11:30 a.m.**

ROSEDOWN

Third Floor

## FILM PREVIEW AND DISCUSSION

### **213 “If These Halls Could Talk”: Film Preview and Diversity Dialogue**

If our halls could talk, what would they say about the alarming rates of students of color leaving our colleges? What would they say are some of the causes for their departures? What would our students say it is like to be a minority student at a predominantly white campus? Are faculties and staff prepared for this influx of students from different backgrounds? When conflicts arise around diversity issues on the campuses and in the classroom, are administrators and teachers prepared to handle them? What are some of the solutions needed to confront these problems?

In the summer of 2010, the presenter filmed eleven college students from around the country to answer some of their questions. In the process of sharing their stories and different life experiences with each other, they discover

and expose the complexity and anguish that accompany those experiences, while trying to be understood and validated in a predominantly white environment.

This experiential film showing and diversity dialogue addresses the issues of cultural and personal bias, racism and other forms of oppression in our educational institutions, and, through dialogue and group exercises, teaches and cultivates numerous multicultural communication, conflict resolution, and facilitation skills for use in a variety of diverse environments.

**Lee Mun Wah**, Director, StirFry Seminars and Consulting, Berkeley, CA

**10:00–11:30 a.m.**

GRAND SALON 13-16

First Floor

## A CONVERSATION WITH

### 214 Creating Community in the City, Campus, and Beyond

Candy Chang is co-founder of Neighborland.com—a website that allows people to share their suggestions about improving the public spaces in their cities with others who have similar goals. This new digital tool, partnered with Change.org, provides residents with the resources needed to enact the changes they've suggested and even brings some of projects directly to the attention of policy makers.

Chang was chosen as one of six Community Advocates to speak on behalf of the 2012 TED Prize winner, "The City 2.0." During the ceremony, she spoke about her dreams for future cities. Chang's experience working with residents, community organizations, companies, and governments in cities around the world—on projects about street vendors' rights, criminal justice, housing costs, career choices, downtown revitalization, economic development, and personal goals—gives her speeches a unique perspective for improving lives. She is creating a book on the "Before I Die" project that will include lots of walls from around the world, personal stories, and visual insights into our aspirations for urban living.

Fast Company named Candy Chang an Emerging Master of Design, and TED made her a Senior Fellow for 2011-2012. A former art director at The New York Times, and a 2011 Tulane/Rockefeller Foundation Urban Innovation Fellow, Chang has exhibited her work at the National Design Triennial at the Cooper-Hewitt Design Museum, and has created public art commissions for civic institutions, airports, and creative organizations. She has also been selected as a World Economic Forum Young Global Leader.

Interactive display located in the exhibit hall.

**Candy Chang**, Public Space Artist and Activist - New Orleans, LA

**12:50–1:30 p.m.**

GRAND BALLROOM

First Floor

## CONFERENCE OPENING AND WELCOMING REMARKS

### 215 Welcoming Remarks

**Belinda P. Biscoe**, PhD, Director, Mid-Continent Comprehensive Center; Associate Vice President, University Outreach, Public and Community Services, College of Continuing Education, The University of Oklahoma—Norman, OK

### 216 Introduction of the Opening Keynote Speaker

**James P. Pappas**, PhD, Vice President for Outreach and Dean, College of Liberal Studies, The University of Oklahoma—Norman, OK

**1:30–2:15 p.m.**

GRAND BALLROOM

First Floor

## PARI SHAHABI-NABAVI OPENING ADDRESS

### 217 Why Teaching "Race" Requires Active Pedagogy

Melissa V. Harris-Perry is host of MSNBC's "Melissa Harris-Perry." The show airs on Saturdays and Sundays from 10AM to noon ET.

Harris-Perry is also professor of political science at Tulane University, where she is founding director of the Anna Julia Cooper Project on Gender, Race, and Politics in the South. She previously served on the faculties of the University of Chicago and Princeton University.

Her academic research is inspired by a desire to investigate the challenges facing contemporary black Americans and to better understand the multiple, creative ways that African Americans respond to these challenges. Her work is published in scholarly journals and edited volumes and her interests include the study of African American political thought, black religious ideas and practice, and social and clinical psychology.

**Melissa Harris-Perry**, PhD, Professor, Political Science, Tulane University - New Orleans, LA

**2:30–4:00 p.m.**

GRAND SALON 13-16

First Floor

## A CONVERSATION WITH

### 220 White Privilege and Power in the Deaf Community

Jane Kelleher Fernandes is an academic leader and educator of national prominence. Her life's work—creating inclusive academic excellence in education at all levels—has taken her from Hawaii to the Atlantic seaboard. Her scholarship and service have been dedicated to fostering bilingual American Sign Language-English literacy in all deaf students, promoting interdisciplinary teaching and learning practices, and advocating for racial justice. Following eight years as an academic leader in both pre-college and higher education settings, she became Vice President and then Provost at Gallaudet University, an institution for deaf students, in Washington, D.C. While there, she led academic strategic planning to raise enrollment, retention, and graduation rates; to strengthen academic standards; and to achieve equitable outcomes for students across race and among the many ways there are to be deaf. Dr. Fernandes, who is deaf, had been raised in the oral tradition to speak English and attended public schools in Worcester, Massachusetts, long before the passage of state and federal laws requiring accommodations to be made for equal access.

In 2006, the Gallaudet University Board of Trustees appointed her as the institution's ninth president. A worldwide protest ensued because she considered "not deaf enough." Ultimately, the Gallaudet Board of Trustees relented to the protestors.

In July 2008, Dr. Fernandes joined UNC Asheville as Provost and Vice Chancellor for Academic Affairs. In addition to her position as Provost, Dr. Fernandes is a tenured professor of education and has served as a Senior Fellow with the Johnnetta B. Cole Global Diversity and Inclusion Institute, founded at Bennett College for Women in Greensboro, North Carolina. She is on the Board of Directors of the Martin Luther King, Jr. Association of Asheville and Buncombe County, Inc. and the Center for Diversity Education. She also serves as a co-facilitator of Building Bridges of Asheville.

With NCORE participants she will discuss the racist and audist roots of the 2006 protest against her presidency at Gallaudet.

**Jane Fernandes**, PhD, Provost and Vice Chancellor for Academic Affairs, University of North Carolina at Asheville - Asheville, NC



2:30-4:00 p.m.

**90-MINUTE CONCURRENT SESSIONS**

2:30-4:00 p.m.

Marlborough A  
Second Floor

◆◆Training of Trainers◆◆

**221 Color by Number: Understanding Racism through Facts and Stats on Children**

This interactive workshop reframes diversity education by presenting a fact-based, antiracism resource on topics including health care, environmental justice, juvenile justice, K-12, and higher education. Sadly, educators must still prove racism exists, defend their work, and hold off attacks on their programs. This newly published resource provides the facts and stats proving the pervasiveness and interconnectedness of racism as well as a new educational praxis needed to continue advancing diversity education. This session should particularly benefit colleagues with at least intermediate experience and those who wish to be challenged with a different way of teaching diversity education.

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**Art Munin**, PhD, Dean of Students, DePaul University--Chicago, IL

2:30-4:00 p.m.

Eglinton Winton  
Second Floor

◆◆Research/Assessment/Evaluation◆◆

**222 How Do Biracial College Students Self-Identify and What Attitudes Do They Hold toward Race and Ethnicity?**

One of the fastest growing sub-groups of students of color at today's colleges and universities is the bi-racial/multiracial population. This trend is predicted to continue. In fact, it is estimated that one in five new students will identify as bi/multiracial by 2050. A number of studies have focused on the Black/White biracial population while fewer studies have considered the variety of multi-racial mixtures. Additionally, studies that have focused on the biracial college student population are limited. This session will present the results of a descriptive study which explored the experiences of biracial students attending a predominately white research university. This session should benefit those interested in exploring the attitudes, beliefs, and recommendations of biracial students regarding parental upbringing and the creation of a welcoming environment on college and university campuses. A significant amount of time will be devoted to an open discussion about this topic among session participants.

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**Patreese Ingram**, EdD, Assistant Dean for Multicultural Affairs and Professor, The Pennsylvania State University--University Park, PA

2:30-4:00 p.m.

GRAND SALON 21  
First Floor

◆◆Interactive Training◆◆

**223 Navigating Southern Capitals, Greek Columns, and Antebellum Culture: The Challenges of a Transformative Liberal Arts Education**

This session will engage participants in candid dialogues of challenges in creating and sustaining a culture of inclusiveness. Using a travel motif (complete with road signs, construction barriers, and similar conventions) as an organizing principle, strategies and programs will be shared. Additionally, participants will share and reflect on their own experiences. This session appeals to participants from many institutions, as our own campus began as a Southern women's institution and took on varying missions over time, including its present designation as the Public Liberal Arts College of Georgia, which re-

sulted in a less diverse and more privileged student body economically. These demographics contrast with the state and community in which the university resides. Despite this milieu, a diversity taskforce was formed, resulting in the development of an office focused on diversity on campus. Yet the journey toward diversity and inclusion has presented significant challenges and major leadership changes. This session showcases the efforts to sustain inclusive transformations while attempting to increase our national reputation and academic ranking. Serving as a case study, our experiences and insights offer challenges and successes to other institutions on how to address current issues and chart a course toward diversity excellence.

**Rosalie Richards**, Kaolin Endowed Chair in Science and Director, Science Education Center, Georgia Eminent Scholar, Professor of Chemistry, Physics and Astronomy, Georgia College and State University--Milledgeville, GA

**Veronica L. Womack**, PhD, Interim Director, Office of Institutional Equity and Diversity, Associate Professor of Political Science and Public Administration Government and Sociology, Georgia College and State University--Milledgeville, GA

**Olufunke A. Fontenot**, PhD, Professor of Criminal Justice, Associate Dean of College of Arts and Sciences, Georgia College and State University--Milledgeville, GA

**Dan Bauer**, PhD, Associate Professor of Middle Grades Education and English, Georgia College and State University--Milledgeville, GA

**Tsu-Ming Chiang**, PhD, Professor of Psychology, Georgia College and State University--Milledgeville, GA

**Candace E. Maddox**, PhD, Associate Director for Student Development, University Housing, Georgia College and State University--Milledgeville, GA

2:30-4:00 p.m.

PRINCE OF WALES

Second Floor

◆◆Long- and Short-Range Planning◆◆

**224 Project Civility at Rutgers: Three-Year Commitment to Civility, Respect, Cultural Sensitivity, and Global Citizenship**

A university initiative to mitigate increasing acts of incivility and student misconduct has become a national model of encouraging interactive dialectics at every level of the institution. More than 10 mini-docs of digital videos documented the journey and discovery process. The panel will discuss how one of the largest, most diverse, and most complex universities struggled to create a more inclusive concept than simply diversity, multiculturalism, and social justice. Five formal debates resulted each semester, featuring more than 70 major programs, 30 expert speakers, and 45 faculty presenters, panelists, and facilitators. Collaborations from faculty, staff, students, and parents from almost every department and unit at the university resulted in the engagement and participation of more than 7,500 members of the Rutgers community. The website [projectcivility.rutgers.edu](http://projectcivility.rutgers.edu) continues to be a resource and teaching tool of videos, programs, flyers, and the current student initiative, Project Civility Ambassadors.

**Mark Schuster**, MS, PhD, Co-Founder of Project Civility and Senior Dean of Students, Rutgers University--New Brunswick, NJ

**Ji Lee**, Director of the Asian American Cultural Center, Director, Committee to Advance Our Common Purposes, Rutgers University--Piscataway, NJ

**Anna Phung**, Undergraduate Intern, Asian American Cultural Center, Rutgers University--Piscataway, NJ

**Ana Nye**, MA, Graduate Intern, Asian American Cultural Center and Our Committee to Advance Our Common Purposes, Rutgers University--Piscataway, NJ

**Nancy Cintron**, MSW, Assistant Dean, Ernest Mario School of Pharmacy--Piscataway, NJ

**Rocio Castro**, Dean of Students, Busch Campus, Rutgers University--New Brunswick, NJ



**2:30-4:00 p.m.**

CHEQUERS

Second Floor

◆◆Training of Trainers◆◆

**225 The Key Ingredients to Retaining and Graduating Multicultural Males**

This workshop will address the trends of retention and graduation of multicultural male students at colleges and universities across the country. Among the lowest rates of retention and graduation are those for African American and Hispanic males. This session will investigate why this is happening on college campuses and what can be done in order to stem the tide of males not graduating with their degrees. In this interactive workshop, participants will have the opportunity to participate in a hands-on examination of whether the campus culture at the institution is conducive in allowing multicultural males to succeed academically and socially at the institution. This workshop will also provide the opportunity to begin the work of designing new programs and initiatives to address the retention of African American and Hispanic males on campus. This session will benefit those interested in implementing or improving the retention and graduation rate of multicultural males on the college/university campus.

**Wayne Jackson**, MA, Director, Multicultural Academic and Support Services, University of Central Florida--Orlando, FL

**Maurice Tony Davis**, MA, Counselor, Montgomery County Community College--Blue Bell, PA

**2:30-4:00 p.m.**

GRAND SALON 6

First Floor

◆◆Interactive Training◆◆

**226 Unmasking Whiteness: A Framework for Understanding Inclusive Leadership**

This interactive session will engage participants in the different phases of the Inclusive Leadership Framework that emerged from dissertation research for White College Administrators. This framework connects the mind and the heart together as White Administrators take shared ownership and shared responsibility for creating more inclusive environments, in particular at Predominately White Institutions (PWI). This study explored the personal journey of 11 White administrators who were identified as inclusive leaders at a PWI. One overall question guided this study: how do White College Administrators describe their journey to become successful inclusive leaders at a PWI? This question was explored from the perspective of Critical Race Theory; that is, inclusive leadership for White administrators could be achieved by intentionally examining their construction of Whiteness and their personal racial identity. Narrative inquiry was used to co-construct a developmental framework based on three face-to-face interviews and two focus groups: seven participants identified as female, four as male; four were senior level and five were middle-level. An inclusive leadership framework emerged that included three overarching categories of four developmental phases, four processes that contributed to the transition between the phases, and transformative life experiences that influenced the personal growth between phases.

**Niki Latino**, PhD, Executive Director-Academic Resources, University of Denver--Denver, CO

**2:30-4:00 p.m.**

GRAND SALON 12

First Floor

◆◆Empowerment and Leadership◆◆

**227 Finding Your Voice: The Keys to Your Greatest Potential**

This session underlines five key principles—community, excellence, equanimity, faith, and service—and how they relate to the growing dynamics of change within our environment and, more importantly, how the use and practice of these principles may enhance students' college experiences as well as their rate of post-graduate success. The discussion of these topics creates a platform that allows the student to look at how community, and its true es-

sence, is applied and demonstrated on campus. The questions that follow as a result of this observation or inquiry usually create an opportunity for the student not only to come to define what community looks like but what it can become. Inside of this definition, or in many cases, re-qualification, is yet another expanding chord that could prompt students to think about how they can become the demonstration of community in their campus environments. This learning then becomes a tool of empowerment--no longer is the student waiting for community to be demonstrated or become a real expression; they become leaders as they participate in how the true essence of community can unfold on their campus environments.

**Charles Holt**, Actor, Recording Artist, Keynote Speaker, Author, Charles Holt Productions--Los Angeles, CA

**2:30-4:00 p.m.**

GRAND SALON 15

First Level

◆◆Case Studies/Model Programs◆◆

**228 The Cultural Politics of Access and Diversity: A Case Study of the University of Minnesota's Access to Success Program**

This session offers a holistic case study of an innovative and multidimensional access and retention program for underrepresented students within the College of Liberal Arts at the University of Minnesota. The Access To Success (ATS) Program is characterized by a number of high-impact educational practices including a first-year seminar, learning cohorts, service learning, strength-based advising, and digital storytelling. Research suggests that these high impact practices increase rates of student retention and student engagement, especially for students from groups that have historically been underserved within higher education. Presenters will critically discuss information on the history and institutional logic of ATS and review major program components. The session will conclude with a review of assessment findings on how program components are impacting student learning and development, including the differential effects they have on distinct sub-populations of students: underrepresented students of color, low-income students, and first-generation college students. The session will include examples of student digital stories focused on their first semester experiences and second semester community engagement work. The session should particularly benefit academic advisers, instructors interested in developmental and multicultural curricula and pedagogy, service-learning professionals, as well as those working on first-year student and other retention initiatives.

**Andrew Williams**, MA, Director of Diversity Student Support Programs, College of Liberal Arts, University of Minnesota--Minneapolis, MN

**Leah Milojevic**, MA, Assistant Director, Diversity Student Support Programs, College of Liberal Arts, University of Minnesota--Minneapolis, MN

**Fred Williams**, MA, Academic Adviser, Access To Success Program, College of Liberal Arts, University of Minnesota--Minneapolis, MN

**Jamie Schumann**, MS, Academic Adviser, Access To Success Program, College of Liberal Arts, University of Minnesota--Minneapolis, MN

**Kathleen Matter**, Teaching Assistant, Access To Success Program, College of Liberal Arts, University of Minnesota--Minneapolis, MN

**2:30–4:30 p.m.**  
GRAND SALON 19–22  
First Floor

### SPECIAL FEATURE

#### **229 Current Issues in Black Studies**

This session will begin with an historical perspective of the impact of Africana Studies/Black Studies on U.S. Higher Education and the changing intercultural terrain. Discussion will also focus on the development, in our classes, of student awareness of racism, white privilege and racial consciousness. Further, there will be an examination of the many strengths and contributions of Africana Studies and their importance in relation to the academy at-large.

**Jeanette R Davidson**, PhD, ACSW, Professor, University of Oklahoma - Norman, OK  
**Sundiata Cha-Jua**, PhD, Associate Professor, African American Studies and History, University of Illinois at Urbana-Champaign - Champaign, IL  
**Helen A. Neville**, Professor, Department of Educational Psychology and African American Studies, The University of Illinois at Urbana-Champaign - Champaign, IL  
**Amilcar Shabazz**, PhD, Professor, W.E.B. Du Bois Department of Afro-American Studies, University Of Massachusetts- Amherst - Amherst, MA.

**2:30–4:30 p.m.**  
MELROSE  
Third Floor

### SPECIAL FEATURE

#### **230 Balancing Innovation and Equity in Planning for New Orleans Recovery**

Immediately following the near devastation of New Orleans after hurricane Katrina, a series of plans were developed for the city's recovery and rebuilding. These plans addressed various elements including the future of educational governance, programming, and infrastructure in the city. Other included elements addressed issues of equity and inclusion. This session will examine these planning efforts with respect to the inclusionary process and will review the current status of implementation.

This panel includes the insights of two key participants in the planning work: one an urban planner and the other the director of a local educational foundation. Included in their review will be a synopsis of the Unified New Orleans Plan (UNOP) that engaged more than 9,000 people in the recovery planning process; the Orleans Parish Education Network (OPEN) community-based dialogue on school governance, and the School Facilities Master Plan for Orleans Parish (SFMPPOP), which received a 30th anniversary "Game Changer" award from *Metropolis* magazine for, among other things, its focus on equitable and inclusionary solutions.

**Bob Suzuki**, PhD, President Emeritus, California State Polytechnic University - Pomona, CA  
**Frank Williams**, President, New Orleans Education Foundation - New Orleans, LA  
**Steven Bingler**, Founder and President, Concordia LLC - New Orleans, LA

**2:30–4:30 p.m.**  
GRAND SALON 7-10  
First Floor

### SPECIAL FEATURE

#### **231 The Growing Influence of Latinos in Higher Education**

The Latino community was recognized as the determining factor that greatly influenced the outcome of the 2012 Presidential election. Hear from national leaders on what has been achieved, future challenges, and the lessons learned. Find out about the real significance of the Dream Act for the nation and its impact on Latino/a student success transitioning from community colleges to four-year institutions.

**Narcisa Polonio**, EdD, Executive Vice President of Education, Research and Board Leadership Services, Association of Community College Trustees - Washington, D.C.  
**Monty Sullivan**, PhD, Chancellor, Delgado Community College - Covington, LA

**2:30–4:30 p.m.**  
BELLE CHASSE  
Third Floor

### MAJOR WORKSHOP

#### **232 Debunking the Myths about People of Color and the Environment: Higher Education's Role in Making the Green Movement Multicultural**

America has elected its first "green" and African American President. While it is clear that the stewardship of the environment is passing to a new generation of diverse Americans the question this session addresses is what can higher education do to better prepare all our students as future leaders? Since the release of Al Gore's documentary *An Inconvenient Truth*, campuses across the country have rightly embraced "going green" as the next wave of student activism. Yet Edmondson (2006) has observed a paucity of "black and brown faces in wild places." Also noticeable is the absence of diverse faces among environmental and outdoor educators (Taylor, 2000; James, 1995). This session briefly surveys the history of the environmental, outdoor education and emerging environmental justice movements. It then presents four prominent myths that have inhibited outreach to as well as greater participation by people of color. The presenter concludes with four strategies for addressing these myths, not only in the green movement in higher education but in the broader environmental and outdoor movements on and off-campus. This session should be of particular interest to deans, department chairs, student activities administrators, environmental science faculty, students and staff interested in infusing diversity into the environmental curriculum, and/or to those looking for strategies to grow the next generation of environmental leaders.

**James Francisco Bonilla**, PhD, Associate Professor, Conflict Studies, School of Business, Hamline University - St. Paul, MN

**2:30–4:30 p.m.**  
GRAND SALON 3  
First Floor

### MAJOR WORKSHOP

#### **233 Effects of Ethnicity, Gender, Race, and Sexual Orientation on Social Identity of GLBT Asian Americans**

This interactive session will examine the factors that influence the development and the management of social identity of GLBT Asian Americans. The intersectionality of various dimensions of social identity (e.g., race, ethnicity, gender, sexual orientation) is particularly complicated and challenging for GLBT Asian Americans. In addition to the effects of white racism, heterosexism, and sexism present in the USA on their social identity, GLBT Asian Americans also have to manage strong homophobia present in all Asian ethnic communities. Some questions to be explored during the session are: As members of two or more minority groups (e.g., race, gender, or sexual orientation), how do GLBT Asian Americans make sense of their social identity?; how do the challenges of managing homophobia within Asian culture, and white racism and sexism in America, influence the development of social identity for GLBT Asian Americans?; and what are the contextual issues that influence the saliency of ethnicity, race, or sexual orientation in managing one's social identity? In addition, the models of Asian American Racial Identity Development and the Lesbian Identity Development authored by the presenter will be compared and summaries of interviews with GLBT Asian American students will be analyzed.

**Jean Kim**, EdD, Vice Chancellor for Student Affairs, University of Massachusetts - Amherst, MA

2:30–4:30 p.m.

FOUNTAIN ROOM

Third Floor

**MAJOR WORKSHOP****234 Faculty in the Forefront?: A Forum for Discussion of Critical and Emerging Issues of Demographics, Economics, and Politics in the Academy**

The members of the NCORE National Advisory Council Faculty Interests and Needs Committee (FIN) invite you to join them for a dialogue on critical and emerging issues in the academy related to the roles and responsibilities of academic faculty. Questions for consideration might include: How are changing demographics affecting difficult dialogues in the classroom?; in what ways might there be a disconnect between teaching and learning challenges faculty are working with in the classroom and the institution's support of student learning?; what tensions emerge when the goal of "diversifying the faculty" has no shared meaning?; and how are state politics affecting classroom decisions and student success?

FIN members—who include representatives from public and private, as well as two-year, four-year, and research institutions—invite your participation in this forum where we all have something to learn.

**Cleopatria Martinez**, PhD, Professor of Mathematics, Phoenix College: Maricopa County Community Colleges - Phoenix, AZ

**Girija Shinde**, PhD, Associate Professor of Biology, Volunteer State Community College - Livingston, TN

**Ruby Paredes**, PhD, Assistant Vice Chancellor, University of Wisconsin-Madison - Madison, WI

**Becky Pettitt**, PhD, Associate Vice President for Diversity and Chief of Staff, Texas A&M University - College Station, TX

**Tonya Dixon**, RN, MSN, MBA, Nursing Professor, Harper College - Palatine, IL

**Zoila Airall**, PhD, Assistant Vice President, Student Affairs, Duke University - Durham, NC

**Miriam Gogol**, PhD, Dean, School of Liberal Arts, Mercy College - Dobbs Ferry, NY

**Greg Tanaka**, PhD, JD, MBA, Visiting Professor, Mills College of Education - Oakland, CA

**Cris Cullinan**, PhD, Assistant Professor and Associate Director, Organizational Development and Training, University of Oregon - Eugene, OR

2:30–4:30 p.m.

ELMWOOD

Third Floor

**MAJOR WORKSHOP****235 Transformative Learning for Social Justice: Dialogical Learning across Difference in Blended Education**

This session will explore the principles underlying the curriculum and pedagogy of our approach to teaching about structural inequality and diversity, blending online dialogue across multiple intersectional identities with face-to-face introductory and concluding meetings and integrating theory with personal reflection and action. In this session, presenters will explain and demonstrate the key elements of the curriculum and pedagogy of this model, including how to work with graduate students using an intersectional framework. This session will be useful for both faculty and staff teaching courses on various forms of social inequality, particularly in blended online and face-to-face contexts.

**Steven Schapiro**, EdD, Doctoral Faculty, School of Human and Organizational Development, Fielding Graduate University - Montpelier, VT

**Placida Gallegos**, PhD, Doctoral Faculty, School of Human and Organizational Development, Fielding Graduate University - Cedar Crest, CA

2:30–4:30 p.m.

ROSEDOWN

Third Floor

**FILM PREVIEW AND DISCUSSION****236 A Village Called Versailles**

More than three decades ago, Vietnamese refugees began to settle in Versailles, a then-isolated community in eastern New Orleans. By the early 2000s, this working-class enclave was home to 8,000 residents. But although the community had accomplished material successes, it remained divided between older immigrants and American-born youth. Many Versailles residents felt like perpetual outsiders in greater New Orleans, ignored by the local government.

*A Village Called Versailles* is the incredible story of this little-known, tight-knit community in the aftermath of Hurricane Katrina. When the storm devastated New Orleans in August 2005, Versailles residents rebuilt their neighborhood faster than most other damaged neighborhoods in the city, only to find themselves threatened by a new toxic landfill slated to open just two miles away. Forced out of Vietnam by the war 30 years ago, many residents felt their homes were being taken away from them once again. Versailles fought back. Residents protested at City Hall and crowded public hearings by the hundreds, making the Vietnamese community's presence felt in New Orleans for the first time. Legal battles were waged at the state and federal level. Tired of being passed around, the community decided to go for broke, staging a protest at the landfill to shut it down. As elders and youth fought side by side — chanting in English and Vietnamese — Versailles finally found a political voice that could no longer be ignored.

**Mary Y Danico**, PhD, Professor of Sociology and Vice-Chair of the Psychology and Sociology Department, California State Polytechnic University - Pomona, CA

**Leo Chiang**, MFA, Director, Walking Iris Films - San Francisco, CA

2:30–4:30 p.m.

MAGNOLIA

Third Floor

**MEET THE AUTHOR****237 Beyond the Asterisk: Understanding Native Students in Higher Education**

While the success of higher education and student affairs is predicated on understanding the students we serve, the reality is that where the Native American population is concerned, this knowledge is generally lacking. This lack may be attributed to this population's invisibility within the academy – it is often excluded from institutional data and reporting, and frequently noted as not statistically significant – and its relegation to what is referred to as the “American Indian research asterisk.”

The purpose of this book is to move beyond the asterisk in an effort to better understand Native students, challenge the status quo, and provide an informed base for leaders in student and academic affairs, and administrators concerned with the success of students on their campuses.

The authors of this book share their understanding of Native epistemologies, culture, and social structures, offering student affairs professionals and institutions a richer array of options, resources, and culturally-relevant and inclusive models to better serve this population. This book moves beyond the asterisk to provide important insights from Native American higher education leaders and non-Native practitioners who have made Native students a priority in their work.

While predominantly addressed to the student affairs profession – providing an understanding of the needs of the Native students it serves, describing the multi-faceted and unique issues, characteristics and experiences of this population, and sharing proven approaches to developing appropriate services – it also covers issues of broader administrative concern, such as collaboration with tribal colleges; as well academic issues, such as graduate and professional education.

The contributors are themselves products of colleges and universities where Native students are too often invisible, and who succeeded despite the odds. Their insights and the examples they provide add richness to this book. It will provide a catalyst for new higher education practices that lead to direct, and increased support for, Native Americans and others who are working to remove the Native American asterisk from research and practice.

**Adrienne Thunder**, Executive Director of the Department of Education, Ho-Chunk Nation - Black River Falls, WI

**Sedelta Oosahwee**, MEd, Associate Director, White House Initiative on American Indian and Alaska Native Education Office – Washington, D.C.

**Stephanie Waterman**, PhD, Assistant Professor Educational Leadership, University of Rochester - Rochester, NY

**Shelly Lowe**, Executive Director, Harvard University Native American Program, Harvard University - Cambridge, MA

2:30–4:30 p.m.

**2-HOUR CONCURRENT SESSIONS**

2:30–4:30 p.m.

GRAND SALON 4

First Floor

◆◆ Case Studies/Model Programs ◆◆

**238 I AM Posse: Integrating Administration/Advising and Mentoring for Posse Scholar Achievement**

This session will focus on innovative programming, advising, and relationships that are being implemented by a leadership scholarship program at the University of Wisconsin-Madison to assist scholars in their academic achievement. Information about the program will be provided by the program's multidisciplinary team. A main focus of this session will be the partnerships, relationships, and programming related to student success. This session will

benefit participants who are interested in the program administration, mentoring, retention, and advising in a scholarship program at a research-focused university.

**Albert Muniz**, MA, Director, Posse Program, University of Wisconsin-Madison--Madison, WI

**Ida Balderrama-Trudell**, MS, Assistant Director and Academic Adviser, UW Posse Program, University of Wisconsin-Madison--Madison, WI

**Emilie Hofacker**, MS, Posse Mentor, University of Wisconsin-Madison--Madison, WI

2:30–4:30 p.m.

ASCOT-NEWBERRY

Third Floor

◆◆ Curricular/Pedagogical Models ◆◆

**239 A "Diversity Monologues" Campus Initiative: Enhancing Community and Inclusion through Critical Spoken Word**

Adopted by institutions of higher education since the 1980s, spoken word has become quite popular across college campuses in 21st century America, making its way into cultural and social programming, residence and learning communities, and curricular content. Today most spoken word programs and initiatives are often presented as limited to social events and entertainment. Few known colleges and universities engage spoken word as a critical, transformative, and culturally relevant pedagogy integral to enhancing campus climate, diversity, and inclusion. This session highlights a multifaceted, student-centered, and innovative diversity monologues initiative institutionalized on two campuses grounded in social justice issues, intercultural engagement, and reflective self-narrative. Presenters will share strategies on navigating institutional culture to facilitate campus-wide collaboration; engage participants in discussion on leveraging spoken word as a medium for artistically engaging critical issues in student affairs; and present ideas, social media, examples, student voices, and a framework adaptable to different college contexts.

**Yazmin Monet Watkins**, Spoken Word Poet and Actress - Los Angeles, CA

**Rich Story**, Spoken Word Artist/ Actor/Teaching Artist - New York, NY

**Michael Benitez, Jr.**, Dean of Diversity and Inclusion, Chief Diversity Officer, Office of Diversity and Inclusion, University of Puget Sound – Tacoma, WA

**Rudy Mondragón**, MEd, Pre-College Programs Manager, University of Washington--Seattle, WA

2:30–4:30 p.m.

CAMBRIDGE

Second Floor

◆◆ Theoretical Model ◆◆

**240 Adulthood, Racism, and Critical Liberation Theory**

Eliminating adulthood is a necessary prerequisite for ending oppression. Through a three-way process that includes instillation, socialization, and colonization, young people learn the ideas, develop the attitudes, and acquire the behavior patterns that enable them to engage in the roles of oppressor and oppressed. For instance, people would be limited in their ability to practice racism without first having experienced adulthood. Eliminating oppression can increasingly happen as we create a theory that enables daily action toward liberation. Clarifying a theory of liberation provides the mechanism through which each of us can practice daily enactments of a liberatory society. In this session presenters will provide a theoretical and conceptual foundation for understanding adulthood as a building block of oppression and will discuss ending adulthood as a necessary element of liberation praxis.

**Barbara J. Love**, PhD, Professor of Education Emerita, Social Justice Education, UMass-Amherst/The AKAR Institute--Amherst, MA

**Keri DeJong**, MEd, ABD, Instructor and Doctoral Candidate, UMass Amherst--Holyoke, MA



**2:30-4:30 p.m.**

GRAND SALON 24

First Floor

◆◆ Interactive Training ◆◆

**241 Diversity and Social Justice: Preparing Mental Health Professionals as Change Agents in a Brave New World**

In this interactive workshop, the presenters will share their experiences in higher education. These experiences will be used as tools to highlight the importance of social justice in becoming effective change agents as mental health professionals in our evolving world. The presentation will address the concepts of disparities, societal inequities, and disproportionality that have been too frequently the foundation of traditional training in higher education. A new paradigm will be presented on how to effectively prepare change agents as future leaders in positions of decision making such as directors, academicians, and service providers in the mental health field. Presenters will discuss different models of social justice system change, both working within the system and/or challenging it. The presenters will facilitate a group process used successfully in training and discuss various strategies to address challenges in classroom teaching on diversity and social justice issues. Another component to this workshop is for participants to share their own experiences in teaching and/or working in the mental health field, fostering students' awareness, knowledge, and skills as new change agents. This session will benefit a wide range of professionals and/or students interested in and/or engaged in social justice and diversity work.

**Haydee Montenegro**, Diplomate, MA, PsyD, Professor, Doctoral Program in Psychology, John F. Kennedy University--Pleasant Hill, CA

**Matthew R. Mock**, PhD, LMSW, Professor, Master of Arts Counseling in Psychology, John F. Kennedy University--Pleasant Hill, CA

**Robin Rasbury**, PsyD, Assistant Professor, Master of Arts in Counseling Psychology, John F. Kennedy University--Pleasant Hill, CA

**2:30-4:30 p.m.**

JASPERWOOD

Third Floor

◆◆ Interactive Training ◆◆

**242 Fictional Feathers and Cultural Norms: Exploring the Historic Context of Native American Mascots, the Mythology of Thanksgiving, and Other Issues to Support Non-Native Allies as Advocates for Justice**

Join writer/performer Ariel Luckey in this provocative presentation on the intersections of race, land, white privilege, and cultural representation throughout U.S. history. Highlighting the Homestead Act, the Indian Wars, and westward expansion, this session will illustrate the historic roots and context of several current issues including Native American mascots in schools, the representation of Thanksgiving, and sacred site protection. Through a multi-media presentation, interactive exercises, a theater performance, and group discussion, participants will examine how institutional and intergenerational privilege and access, or lack thereof, influence day-to-day economic and political opportunities. An informative investigation of family histories, cultural narratives, and national myths, this session will benefit students, faculty, administrators, and staff ready to explore the dynamics of race and representation on their campuses and build strategic alliances for racial justice.

**Ariel Luckey**, Artistic Director, The Free Land Project--Oakland, CA

**2:30-4:30 p.m.**

OAK ALLEY

Third Floor

**243 Students Organizing Against Racism @ Tulane University**

Students Organizing Against Racism at Tulane is a multiracial, multicultural organization dedicated to anti-racist organizing at an individual, institutional, and cultural level. Their goals are to analyze and organize around issues of race and racism at Tulane, as well as to respond to specific problems on campus. They also strive to forge a meaningful relationship between Tulane and the greater New Orleans community. In this session, SOAR will share how they have and continue to meet their mission at Tulane. Members of the organization will speak from experience in using Anti-Racist principles and ask to hear about participants' experiences organizing on their home campus.

**Lauren Holtzman**, Undergraduate Student, Tulane University - New Orleans, LA

**Derek Anthony Rankins Jr.**, Undergraduate Student, Tulane University - New Orleans, LA

**2:30-4:30 p.m.**

GRAND SALON 9

First Floor

◆◆ Interactive Training ◆◆

**244 Study Abroad Programs and Diversity in Higher Education**

This session will provide information on how to start, improve, or expand a study abroad program. Specifically, this session will help faculty design and recruit minority students to attend these programs, as well as examine the benefits of the programs and how they can aid campus diversity initiatives. The examples to be given in this session are from the study abroad program at the University of Michigan.

**Charles G. Ransom**, MLS, Multicultural Studies Librarian, University of Michigan--Ann Arbor, MI

**T. Sha' Duncan-Smith**, MSW, Intercultural Programs Manager, Center for Global and Intercultural Study, University of Michigan--Ann Arbor, MI

**Loyd Gitari Mbabu**, PhD, African Studies Librarian, University of Michigan--Ann Arbor, MI

**Andrew Thompson (A.T.) Miller**, PhD, Associate Vice Provost for Academic Diversity Initiatives, Cornell University--Ithaca, NY

**2:30-4:30 p.m.**

MARLBOROUGH B

Second Floor

◆◆ Interactive Training ◆◆

**245 The World Is All Around Us: Creating a Culturally Responsive Classroom and School Community**

Often teachers, staff, and administrators want to have culturally responsive classrooms and schools but don't feel they have enough training or cultural knowledge. Through small and full group diversity exercises, discussion, role-play, and personal stories, this session explores what is needed to access the cultural richness inherent in the gifts and contributions of our diverse students and staff. Participants develop relationships by sharing/honoring spiritual, emotional, and traditional differences. This session will cover issues such as creating a school atmosphere where students and staff are valued, the necessary training to do so, and discovering one's own culture and how to celebrate the cultures of others in the process. To better serve students of color, participants will learn what makes it safe and unsafe for our students and educators to truly be themselves. This session should benefit teachers, teacher educators, and educational administrators and staff who want to further develop cultural competency and conflict resolution skills.

**Lee Mun Wah**, MA, MS, Director, StirFry Seminars and Consulting--Berkeley, CA

**2:30-4:30 p.m.**

GRAND SALON 18

First Floor

◆◆ Interactive Training ◆◆

**246 What Hurts the Most? An Exploration of Cultural Stereotypes**

This session gives participants the opportunity to explore cultural, racial, and religious stereotypes by confronting them on both societal and personal levels. This is a best practice used in residential camps for high school and college students for more than 17 years. Objectives of the exercise include learning the power of stereotypes, words, and how others feel. As an interactive training, session attendees will participate in the exercise and debrief as participants. The remainder of the session will include lesson plans and tips on how to facilitate to meet the objectives presented. This session will benefit any educator, student, para-educator, or manager looking for an interactive way to begin the conversation around the stereotypes that plague our schools and institutions.

**Amanda Yvon LeBlanc Freeman**, Education Director, Silicon Valley FACES--San Jose, CA

**4:45-5:45 p.m.**

GRAND BALLROOM

First Floor

**KEYNOTE ADDRESSES****247 Not Waiting for Superman: Cross-racial Coalitions and Transformative Youth Resistance for Education Equity**

This multimedia keynote presentation will highlight the possibilities of community-university research partnerships for democratic social justice change and education equity. Along with VAYLA youth from the New Orleans East community, Dr. OiYan Poon will share lessons of urban education reform, political youth empowerment, and civic engagement gained through an extensive 16-month youth participatory action research project that found persistent educational inequalities in New Orleans. Although New Orleans politicians, charter school proponents, and other educational entrepreneurs claim that the privatization of the city's schools has resulted in an education "miracle," youth at the Vietnamese American Young Leaders Association of New Orleans (VAYLA) and other local youth organizations are critically questioning these declarations. Politically empowered with data and evidence from an extensive youth-led, collaborative research project that evaluated six New Orleans high schools using community and youth defined evaluation criteria including college access and readiness, New Orleans youth-interests and voices are now being taken seriously in the city's education politics.

**OiYan Poon**, PhD, Assistant Professor of Education, Loyola Marymount University - Chicago, IL

**Cassandra Tran**, Vietnamese American Youth Leader and Organizer, Vietnamese American Young Leaders Association of New Orleans - New Orleans, LA

**6:30 - 8:30 p.m.**

GENERATIONS HALL

310 Andrew Higgins Drive, NOLA

**SPECIAL EVENT****248 NCORE 2013 Welcoming Reception**

Please join friends, colleagues, first-time attendees, and NCORE veterans.

**Generations Hall****310 Andrew Higgins Drive, NOLA**

Originally built in the early 1820s as a sugar refinery and decorated with artwork by prominent artists George Schmidt and Xavier de Callatay, depicting the history of New Orleans jazz, Generations Hall offers a glimpse into a bygone era. The facility is complete with state of the art audio and video technology with large video screens and monitors throughout the facility.

This year's reception will have an "Open Mic". In the spirit of part of NCORE's mission the Open Mic will be thematic in nature, reflecting issues revolving around, and situated in race and ethnicity that grant agency and commitment to artists doing this work.

**Walking Directions:**

1. Head west on Poydras Street toward Convention Center Boulevard.
2. Turn left onto South Peters Street (1/2 mile)
3. Turn right onto Andrew Higgins. Generations Hall will be on the left side of street.

**Transportation:**

Pick-up by bus at 6 PM, 2nd drive side doors on the 1st floor

**Access Gained by: NCORE name tag REQUIRED**

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## DRAWN TO DIVERSITY

- D2D is filming interviews for a documentary about diversity & race representation in children's toys.
- E-mail us at [D2D@alfred.edu](mailto:D2D@alfred.edu) or scan code below to schedule a 10-minute interview while at NCORE.
- Get a FREE STICKER (below left)
- Also check out our D2D workshop 1:30-4:30pm Friday at NCORE.



**Look for the  
toy exhibit &  
documentary  
January 2014!**

**[www.drawntodiversity.com](http://www.drawntodiversity.com)**





**The “It Gets Better” campaign is good and it isn’t doing enough.  
It doesn’t get better for everyone.**

**To make a difference,  
we need to examine ourselves,  
build, prepare, and support  
better LGBT Allies.**

**I am... Safe Zone is an answer.**

**I am... Safe Zone** develops LGBT Allies beyond “it gets better.” Become a part of the solution by actively working across difference and understanding your own story within heteronormativity, cisgender privilege, anti-racism, and other ways of advocating for others.

**“I am... Safe Zone is so accessible — high level learning but not intimidating. I cannot wait. I think this is so important.”**

Becca Tieder, OneStudent.org

Developed and facilitated by social justice speaker and consultant, Jessica Pettitt



**The training program includes three interactive DVDs:**

- **Sticks and Stones: LGBT 101**
- **Gender This!**
- **Messages I Learned**
- **Plus a bonus Resource Disc including:**  
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# DAY AT A GLANCE • THURSDAY, MAY 30

**8:00 a.m. – 5:00 p.m.**

## REGISTRATION AND ON-SITE CHECK-IN

EXHIBITION HALL

Second Floor

**7:30–9:00 a.m.**

## 300. CONTINENTAL BREAKFAST

**9:00 – 9:45 a.m.**

## 301. KEYNOTE ADDRESSES

Diversifying Science: Understanding the Student and Institutional Issues in Improving Degree Attainments in STEM

**10:00 – 11:30 a.m.**

## 302. A CONVERSATION WITH

Racism, New Racism, and the Sweet Enchantment of Post-racialism in Obamerica

## 303. A CONVERSATION WITH

Community Empowerment: Access to Higher Education, Access to Justice

## 304. SPECIAL FEATURE

Occupying the Academy: Just How Important Is Diversity Work in Higher Education?

## 305. MAJOR WORKSHOP

Retention and Success of African-American and Minority Students ASTEP/Math Academy

## 306. MEET THE AUTHOR

The New Talent Frontier: Integrating HR and Diversity Strategy

## 307. MEET THE AUTHOR

Dialogue Across Difference: Practice, Theory, and Research on Intergroup Dialogue

## 90-MINUTE CONCURRENT SESSIONS

**308.** “I’m not \_\_\_\_, but”: Exploring Fraudulence in the Ally Mind

**309.** Academe Maid Possible: The Contributions and Challenges of Service Employees in Higher Education

**310.** Creating Safe Spaces for Queer Students of Color

**311.** Creating The UNSTOPPABLE Leader!

**312.** The Good, the Bad, and the Ugly of Diversity Efforts

**313.** Diversity Training and Development for Faculty, Graduate, and Undergraduate Students: A Developing Model

**314.** Don’t Go It Alone: How to Create a Model National Diversity Advisory Board

**10:00 a.m. – 12:00 p.m.**

## 315. SPECIAL FEATURE

Asian Americans and the Fisher Supreme Court Case on Affirmative Action

## 316. SPECIAL FEATURE

Racial Identity Development and Intersectionality

## 317. MAJOR WORKSHOP

Building Monuments: African American Women Composers as Heralds

## 318. MAJOR WORKSHOP

Cultural Competence for Social Justice: A Model for Student, Staff and Faculty Development

## 319. MAJOR WORKSHOP

Now What Do I Do? Facilitating Thorny Conversations in the Classroom, with Peers and Colleagues, Part I

## 320. MAJOR WORKSHOP

Student Forum: Community in Conversation

## 2-HOUR CONCURRENT SESSIONS

**321.** For Black Males: When Simply Wanting a College Degree Is Not Enough –African American Male Initiatives at the University of Akron

**322.** Momentum in Spite of Minimal Movement: Strategies for Coping and Career Capital for Diversity Affairs Professionals

**323.** Race[ing] to the Border: The Colonial Legacy of American Immigration Policy

**324.** The Importance of Internships in the New Normative Economy: The University of Wisconsin-Madison’s Office of the Vice Provost and Chief Diversity Officer (OVPCDO) Internship Pilot Program

**325.** The Men in Me Show: Our Brothers, Our Sons, Our Fathers-- Understanding Male Challenges in Urban Society

**326.** Understanding Perceptions of Self and Our Biases: A Key Component to Eliminating Health Care Disparities

**10:00 a.m. – 4:30 p.m.**

## 327. MAJOR WORKSHOP

The NIGGA (ER) Word Certification Program – Part I and II

**10:30 a.m. – 12:00 p.m.**

## 90-MINUTE CONCURRENT SESSIONS

**328.** Have They Got the Fever? Is It Part of the Fabric?: Institutional Transformation in STEM from “Pioneers” Perspectives

**1:30-2:45 p.m.**

## 75-MINUTE CONCURRENT SESSIONS

**330.** Ally Promises

**331.** Bridging the Divide between Faculty and Staff: Strategies for Communication and Cooperation

**332.** Civil Rights Pilgrimage: The Impacts of Domestic Intercultural Immersion on Racial Identity Development

**333.** Crossing the Threshold: Examining High School to Community College Transition Programs for Underrepresented Students Using Race, Gender, and Class

**335.** Dream Bigger Reach Higher: Critical Thinking, Social Justice, and Activism through Spoken Word Poetry

**336.** Enhancing Race and Social Class Awareness in Service Learning Courses

**337.** Pedagogy, Process, and Praxis: How Students Complicate Student Development Theory to Inform Practice

**338.** Replacing Peer Mentorship with Peer Partnerships: The Latin@ Partnership for Success Program

**339.** Toward a Pedagogy of Dissertating: A Communal Approach to Writing the Dissertation

**340.** Using Critical Race Theory to Understand the “Lived Realities” of Black Male Collegians at PWIs

# DAY AT A GLANCE • THURSDAY, MAY 30

## 1:30–3:30 p.m.

### 341. SPECIAL FEATURE

Cross Racial Alliances in Educational Policy, Administration, and Pedagogy

### 342. MAJOR WORKSHOP

American Indian Perspectives on Race and Identity in the 21st century: An Emerging Post-colonial Paradigm amid Cultural and Political Change

### 343. MAJOR WORKSHOP

Multiracial Identity and Intersectionality: New Ways of Understanding Racial Identity in Ourselves and Our Students

### 344. SPECIAL FEATURE

The Impact of Fisher v. University of Texas on Affirmative Action Policy

## 1:30–4:30 p.m.

### 345. SPECIAL FEATURE

Creating Social Justice on Campus: Sharing Best Practices and Lessons Learned

### 346. MAJOR WORKSHOP

"Intersectionality" Re-considered: Re-inserting a Power Analysis

### 347. MAJOR WORKSHOP

Cracking the Codes: Connecting the Head and Heart-- Building the Case for Equity

### 348. MAJOR WORKSHOP

I Am Not My Hair: Honoring the Hairstory in Your History

### 349. MAJOR WORKSHOP

Including the "New Insiders": Exploring the Challenges and Possibilities for Effective and Inclusive Programming and Curriculum

### 350. MAJOR WORKSHOP

Interweaving Community Cultural Wealth into Service Learning and Graduate Capstone Projects

### 351. MAJOR WORKSHOP

Now What Do I Do? Facilitating Thorny Conversations in the Classroom, with Peers and Colleagues, Part II

### 3-HOUR CONCURRENT SESSIONS

352. Foundations of Intercultural Communication: A Toolkit for Culturally Competent Professionals

353. Shifting Discourse: An Exploration of White Speak and Color Analysis

## 3:00 – 4:30 p.m.

### 90-MINUTE CONCURRENT SESSIONS

354. Ensuring Success for Culturally-Diverse Learners and Their Instructors at a Predominantly White Rural Institution

355. Exploring the Paradox of Hip-Hop Culture: A Framework for Understanding the Experiences of Black Males through an Analysis of Hip-Hop Artists and Lyrics

356. From the Classroom to the Boardroom: A Synergistic Approach to Building Diverse Talent Pipelines between Universities and Businesses

357. Fruition of a New Path Forward: Successful Outcomes in Transforming Multi-Ethnic Student Affairs at University of Michigan–Ann Arbor

358. Graduate Student Quality of Life: Issues of Diversity

359. Joining Forces: A Multiple School-University Partnership to Increase Admission and Retention of Underrepresented Groups in Higher Education

360. Los Pioneros: Latin American Pilgrims and the Renovation of America

361. Mentoring That Works: How External Mentoring Communities Reduce Isolation and Increase Research Productivity for Underrepresented Faculty

362. Moving Your Diversity Dialogue from TALK to ACTION!

363. Sick and Tired of Being Sick and Tired: How Diversity Professionals Manage Racial Battle Fatigue

364. Sustaining Community: Retaining Native Students through a Cohort Model

365. The Sounds of Resistance: From Storytelling to Movement Building

## 4:45–6:15 p.m.

### 367. KEYNOTE ADDRESSES

The Challenges of Surviving Hurricane Katrina: Firsthand Reports by a Presidential Panel of NOLA Institutions

## 8:30–10:30 p.m.

### 371. SPECIAL EVENTS

Songs of My People, the Negro Spiritual

### 372. FILMS PREVIEW AND DISCUSSION

Mr. Cao Goes to Washington

### 373. FILMS PREVIEW AND DISCUSSION

White: A Memoir in Color

### 374. FILMS PREVIEW AND DISCUSSION

The N!GGER Word: Is there a Message in the Madness?

# THURSDAY, MAY 30, 2013

**7:30–9:00 a.m.**

HILTON EXHIBITION CENTER HALL

Second Floor

**300 Continental Breakfast**

**9:00–9:45 a.m.**

GRAND BALLROOM

First Floor

## KEYNOTE ADDRESS

### **301 Diversifying Science: Understanding the Student and Institutional Issues in Improving Degree Attainments in STEM**

There is renewed national interest in STEM education, and as institutions respond to calls for change, we are responsible for developing an inclusive agenda. Dr. Hurtado will address key diversity issues in the training the next generation of the scientific workforce at the macro level regarding the status and goals for URM degree completion, institutional level revealing how contexts matter, and individual level—what students and graduates say about the continuing barriers toward achieving progress toward a career in STEM. Her talk draws on nine years of research following a cohort of students attending a variety of institutions across the country, as well as site visits to multiple campuses. Implications of the research for continuing assessment and improving practice will be discussed.

**Sylvia Hurtado**, PhD, Director, Higher Education Research Institute, UCLA -- Los Angeles, CA

**10:00–11:30 a.m.**

JEFFERSON BALLROOM

Third Floor

## A CONVERSATION WITH

### **302 Racism, New Racism, and the Sweet Enchantment of Post-racism in Obamerica**

“We have a black president, so we are finally beyond race.” This is the way many Americans frame the election (and now, re-election) of the first African American to the highest office in the land. In this session, the presenter will make the controversial claim that Obama’s election does not represent a break with recent racial history but a continuation and intensification of trends that emerged in the 1970s. The presenter argues that racism is not mere prejudice but a system of race-based domination, following this claim with a description of the “new racism”—the racial regime that replaced Jim Crow in the 1970s and its accompanying ideology: color-blind racism. The presenter claims that Obama’s politics, racial views, racial policies, and even his persona fit the “new racism” era, hence, America’s race/class order may work best with a black man at the helm. The presenter will conclude the session by speculating on the racial import of Obama’s re-election and articulating things the progressive community might consider doing to get America back into the path of racial and social justice.

**Eduardo Bonilla-Silva**, PhD, Professor and Chair Sociology, Duke University - Durham, NC

**10:00–11:30 a.m.**

MAGNOLIA

Third Floor

## A CONVERSATION WITH

### **303 Community Empowerment: Access to Higher Education, Access to Justice**

In a climate of economic instability, students are being pressed more than ever to reconsider whether the pursuit of higher education, particularly graduate education, is a sound financial investment. Access to student loans, restriction of employment opportunities after graduation, and a backlash to university diversity initiatives create an environment that increasingly difficult to navigate, especially for first generation students and students from under-represented communities. This session will explore how access to higher education is an essential component to ensure social justice and community empowerment.

**Stacey Leeds**, JD, MBA, Dean, School of Law, University of Arkansas - Fayetteville, AR

**10:00–11:30 a.m.**

GRAND SALON 13-16

First Floor

## SPECIAL FEATURE

### **304 Occupying the Academy: Just How Important Is Diversity Work in Higher Education?**

This session discusses fifteen Critical Race Theory informed institutional case studies written by public higher education equity/diversity workers from across the United States. The cases are situated in the Obama era. The cases focus on equity/diversity work at the level of a chief diversity officer, across the broad range of mid-level administrators, and among faculty. The cases attest that equity/diversity workers have learned to negotiate, survive, and even thrive in their work against great odds but that they have done these things in greatly varied measure and that most equity/diversity work still remains survival in nature—equity/diversity workers are largely relegated to occupier status in academia. Accordingly, the cases take up the call to proactively “occupy the academy” in the ultimate quest to weave justice into the fabric of higher education. In doing so, these cases recharge our efforts as equity/diversity workers and re-affirm equity/diversity work.

**Christine Clark**, EdD, Professor, Sr. Scholar in Multicultural Education, Founding Vice President for Diversity and Inclusion, University of Nevada, Las Vegas - Las Vegas, NV

**Mark Brimhall-Vargas**, PhD, Associate Director and Visiting Scholar, Office of Diversity Education and Compliance, University of Maryland - College Park, MD

**Kenneth J Fasching-Varner**, PhD, Shirley B. Barton and Assistant Professor, School of Education, Louisiana State University - Baton Rouge, LA

**Mary Margaret Sulentic Dowell**, PhD, Associate Professor Literacy and Urban Education, School of Education, Louisiana State University - Baton Rouge, LA

**10:00–11:30 a.m.**

GRAND SALON 6

First Floor

## MAJOR WORKSHOP

### **305 Retention and Success of African-American and Minority Students ASTEP/Math Academy**

The session focuses on the success development and improvement of African American and minority students in the ASTEP/Math Academy at Skyline College San Bruno, California. Information and background on retaining African



American and minority students within the ASTEP/Math Academy program will provide insights and lessons learned from the program's implementation. Finally, this session will address current research efforts to measure the effectiveness of ASTEP/Math Academy for African American and minority students. ASTEP/Math Academy is a collaborative infrastructure, with the complete blend of instruction and student services, including the design and implementation of a casework model of counseling and advising components to enable students to experience success in mathematics. The goal is to transfer to four-year colleges and/or to pursue viable careers. This project directly contributes to improved teaching techniques using Computer Aided Instruction, a website, and student services support to positively impact student success. ASTEP/Math Academy is designed to improve the success rates of African American and minority students enrolled in the ASTEP/Math Academy program courses by creating layers of academic and student support in entry and midlevel math courses that represent traditional obstacles to college success for many students. This session should particularly benefit participants who are interested in the success of African American and minority students enrolled in math classes, practitioners who provide direct services to African American and minority students and students interested in taking an active role in their retention, success, and requirements needed to transfer to four-year colleges/ universities and complete an AA/AS degree to be successful in today's market of careers. Also, those who are concerned with retention issues related to African American and other minority populations' educational success.

**Patricia Deamer**, Professor of Mathematics, Skyline Community College - Oakland, CA  
**Pauline Wethington**, ASTEP/Math Academy Case Manager/Counselor, Skyline Community College - Oakland, CA

**10:00–11:30 a.m.**

GRAND SALON 3

First Floor

### MEET THE AUTHOR

#### **306 The New Talent Frontier: Integrating HR and Diversity Strategy**

Based on first hand interviews with diversity and HR thought leaders in the public, private, non-profit, and education sectors, this workshop offers research-based strategies and tools for implementing synergistic HR and diversity talent practices in a competitive global environment. The workshop will compare and contrast leading-edge, integrated diversity and HR approaches across all sectors and address key components that differentiate organizational talent strategy. To answer the question of why organizations are not making more diversity progress, the workshop will share practical tools for assessing integrated HR/diversity strategic planning.

**Edna Chun**, PhD, Associate Vice Chancellor for Human Resources, University North Carolina Greensboro - Greensboro, NC

**10:00–11:30 a.m.**

GRAND SALON 19-22

First Floor

### MEET THE AUTHOR

#### **307 Dialogue Across Difference: Practice, Theory, and Research on Intergroup Dialogue**

How can we help diverse students learn from each other and gain the competencies they will need in an increasingly multicultural America? The authors will share the main lessons from their book, "Dialogue Across Difference," which synthesizes three years' worth of research from an innovative field experiment focused on improving intergroup understanding, relationships, and collaboration. To test the possible impact of such courses and to develop a standard of best practice, the authors of "Dialogue Across Difference" incorporated various theories of social psychology, higher education, communication studies, and social work to design and implement a uniform curriculum in nine universities across the country. The authors tracked students' progress using

a mixed-method approach, including longitudinal surveys, content analyses of student papers, interviews of students, and videotapes of sessions. The results show that over the course of a term, students who participated in intergroup dialogues developed more insight into how members of other groups perceive the world. They also became more thoughtful about the structural underpinnings of inequality, increased their motivation to bridge differences and intergroup empathy, and placed a greater value on diversity and collaborative action. Overall, the results are remarkably consistent and point to an optimistic conclusion: intergroup dialogue is more than mere talk. It fosters productive communication about and across differences in the service of greater collaboration for equity and justice. The authors will contextualize their work in the local-global challenges that face higher education, how intergroup dialogue is one demonstrably effective way of addressing these challenges, and implications of their research for the role of higher education in preparing students for greater local-global social justice leadership.

**Ratnesh Nagda**, Associate Professor of Social Work, Director of the Intergroup Dialogue, Education and Action (IDEA), University of Washington - Seattle, WA  
**Patricia Gurin**, PhD, Nancy Cantor Distinguished University Professor Emerita of Psychology and Women's Studies, University of Michigan - Ann Arbor, MI  
**Ximena Zúñiga**, PhD, Associate Professor of Education, University of Massachusetts Amherst - Amherst, MA

**10:00–11:30 a.m.**

### 90-MINUTE CONCURRENT SESSIONS

**10:00–11:30 a.m.**

GRAND SALON 21

First Floor

◆◆ Training of Trainers ◆◆

#### **308 "I'm not \_\_\_, but": Exploring Fraudulence in the Ally Mind**

This session will explore feelings of insecurity and illegitimacy experienced by social justice educators, advocates, and activists who belong to one or more dominant social groups. Characterized as allies, these people may suffer from feelings of misplacement, incompetency, and severe discomfort when engaging with students, colleagues, audiences, and other persons in social justice contexts. The causes of these feelings will be examined at interpersonal, institutional, and cultural levels. Common strategies for overcoming these experiences will be presented, as well as ways in which allies can utilize them as an educational motivator. Both types of strategies coincide with the notion of using one's privilege as a tool for social justice work, whether it be education, advocacy, activism, service, and/or research, and to serve as a voice for those who do not have the privilege to be heard and to function more effectively in allyship roles. This session should benefit all social justice educators, advocates, and activists who are members of dominant social groups and who wish to acquire strategies by which these feelings of insecurity and illegitimacy can be both overcome and utilized as productive tools in social justice education, advocacy, and activism.

**Kenneth C. Tsang**, BA, Chairperson for Administration, ACT, Villanova University--Villanova, PA

**10:00–11:30 a.m.**

PRINCE OF WALES

Second Floor

◆◆ Research/Assessment/Evaluation ◆◆

**309 Academe Maid Possible: The Contributions and Challenges of Service Employees in Higher Education**

The lives of those employed as custodial workers at our colleges and universities are largely unremarked and undocumented, and the ways in which their work serves to make the academy possible have been unacknowledged. In this session, the presenter will share results of a qualitative study that sought to understand the ways classism, as it intersects with racism and sexism, affects how low wage-earning women negotiate their work world in the academy and the way the academy creates, maintains, and reproduces the context within which oppression is able to emerge. This study found that the job of cleaning in the traditional higher education environment is laced with challenges. The nature of the academy and the interlocking systems of classism, racism, and sexism fuse together arrangements of power that simultaneously obliterate and render these women agonizingly visible through systems of oppression. In an environment where honor is conferred upon “the educated,” the custodial participants, whose opportunities were limited due to their social locations, exist on the border of the academy. Their marginality is reinforced daily, as they are in constant contact with higher-status individuals who perform raced, classed, and gendered behaviors that are woven into the fabric of our society. The multiple roles custodians play to advance the university's mission, the realm of indignities they experience, the impact on their bodies and souls, and their strategies for survival will be discussed. The session will conclude with implications and recommendations that will benefit institutional leaders, chief diversity officers, and human resource practitioners.

**Becky Petitt**, PhD, Associate Vice President for Diversity and Chief of Staff, Texas A&M University--College Station, TX

**10:00–11:30 a.m.**

MARLBOROUGH A

Second Floor

**310 Creating Safe Spaces for Queer Students of Color**

This workshop will explore the creation and implementation of rXs (race intersecting sexuality), an intragroup dialogue program launched two years ago at the University of Michigan- Ann Arbor. Now in its fourth iteration, rXs has become a staple program for queer and transgender students of color who are interested in navigating their racial and/or sexual identity with consideration of culturally specific concerns. rXs also serves as a safe, confidential space for queer students of color to build community amongst themselves. Additionally, facilitators will share data from the rXs program evaluations and offer recommendations about how to create similar programs at other colleges and universities. The goals of this workshop are to identify results of an intragroup program for queer and transgender students of color, recognize the importance of programming that bridges issues of race, sexuality, and gender, and finally, offer strategies for how students and administrators can work together to develop intersectional programming.

**Jaimée Marsh**, MSW, Program Manager, University of Michigan, Ann Arbor - Ann Arbor, MI

**Amer F. Ahmed**, Associate Director, Multi-Ethnic Student Affairs, University of Michigan - Ann Arbor, MI

**Noël Gordon**, BA Candidate, University of Michigan, Ann Arbor - Ann Arbor, MI

**10:00–11:30 a.m.**

GRAND SALON 24

First Floor

◆◆ Training of Trainers ◆◆

**311 Creating The UNSTOPPABLE Leader!**

This life-changing, dynamic, holistic, open, honest, comedic, REAL, interactive, and thought-provoking workshop will develop the necessary skills needed to keep us motivated and stimulated to achieve our life ambitions. It offers hands on leadership development skills on a number

of topics: diversity, multiculturalism, focus, problem solving, defining leadership, courage, unity, expectations, motivation, creativity, goal setting, honesty, etc. This workshop is for anyone interested in nurturing strong, positive leaders who value diversity and multiculturalism. Key points will be reinforced with dynamic, fast paced interactive exercises. It asks the difficult questions that require a shifting of our thinking and actions.

**Steve Birdine**, MS, President-CEO-Founder, Affirmations In Action!--Omaha, NE

**10:00–11:30 a.m.**

CHEQUERS

Second Floor

◆◆ Interactive and Assessment ◆◆

**312 The Good, the Bad, and the Ugly of Diversity Efforts**

This presentation will review successful diversity education program accomplishments and challenges at specific universities and share results of recent diversity program assessment that utilized the EBI Faculty/Staff Organizational Climate/Diversity Assessment. Participants will have the opportunity to share experiences and successful strategies for sustained and effective forward moving positive change that advocates for full inclusion versus tokenism in our respective campus environments.

**Philemon Brown**, MBA, Senior Program Coordinator for Organizational Diversity and Development, University of Texas--Austin, TX

**Gloria M. Allen**, MS, Director, Organizational Diversity and Development, University of Texas--Austin, TX

**10:00–11:30 a.m.**

EGLINTON WINTON

Second Floor

◆◆ Case Studies/Model Programs ◆◆

**313 Diversity Training and Development for Faculty, Graduate, and Undergraduate Students: A Developing Model**

This session examines a three-day workshop that was developed by the Baruch College, CUNY Honors Program. The first half of the session will focus on best practices and alternative models of faculty development depending on the type of diversity represented (ethnicity, language, gender, religion, region, disability, sexuality, etc.). The second half will address the ways to involve graduate and undergraduate students in the process so they may provide feedback on proposed teaching methods that are intended to be more inclusive. Details about the workshop goals, participants, and format will be reviewed. More discussion will be provided about the assigned readings, including legal cases involved and issues confronted. Given the continuing legal challenges to diversity and affirmative action programs in the academy, students experiencing diverse classrooms are uniquely situated to provide real world data on the value and challenge of diversity. This session will particularly benefit educators who appreciate constructive suggestions on how to develop more inclusive class materials and those who have dealt with classroom conflicts arising from differing backgrounds and experiences.

**Sonia R Jarvis**, JD, Professor, Distinguished Lecturer, Baruch College, City University of New York--New York, NY

**Elizabeth Castle**, PhD, Assistant Professor, Native Studies, University of South Dakota--Vermillion, SD

**10:00–11:30 a.m.**

ROSEDOWN

Third Floor

◆◆ Case Studies/Model Programs ◆◆

**314 Don't Go It Alone: How to Create a Model National Diversity Advisory Board**

Diversity offices in higher education have assets in community members who are willing to make recommendations, offer advice, support, cajole, and champion the very notion of driving a diversity agenda. Advisory boards usually

work toward a specific set of goals and its members have skills that complement the needs of the professional staff. This session will offer a process for creating model advisory boards for diversity offices in higher education.

**Katrice A. Albert**, PhD, Vice Provost for Equity, Diversity and Community Outreach, Louisiana State University-- Baton Rouge, LA

**Chaunda M. Allen**, MPA, ABD, Assistant to the Vice Provost and Director of the Office of Multicultural Affairs Louisiana State University-- Baton Rouge, LA

**10:00 a.m. – 12:00 p.m.**

MELROSE

Third Floor

### SPECIAL FEATURE

#### **315 Asian Americans and the Fisher Supreme Court Case on Affirmative Action**

In the United States Supreme Court case Fisher v. University of Texas at Austin, the Asian American community found itself in the center of the debate on affirmative action. This session will address how affirmative action impacts Asian American students – in higher education practice and relative to public opinion – as diversity considerations in higher education hang in the balance. Through a thoughtful discussion about the future of race-based admissions practices, panelists will highlight the racial positioning of Asian Americans from a legal, political, and research perspective. Additionally, presenters will engage the audience about how the Asian American community, alongside other communities of color, should mobilize in response to these changes in how race is a factor in educational practice, policy, and research.

**Bob Suzuki**, PhD, President Emeritus, California State Polytechnic University - Pomona, CA

**Robert Teranishi**, PhD, Associate Professor of Higher Education, Director of the PEER, New York University - New York, NY

**OiYan Poon**, PhD, Assistant Professor of Education, Loyola Marymount University - Chicago, IL

**Thomas Mariadason**, JD, Staff Attorney, Educational Equity and Youth Rights Project, Asian American Legal Defense and Education Fund - New York City, NY

**10:00 a.m. – 12:00 p.m.**

FOUNTAIN

Third Floor

### SPECIAL FEATURE

#### **316 Racial Identity Development and Intersectionality**

This session promises a lively and engaging dialogue on how the framework of intersectionality may affect how we understand, describe, and work with the concept of racial identity in general and identity development within specific racial groups. First, authors of foundational models of racial identity development offer perspectives on the relationship between racial identity and intersectionality, and how their ongoing work affects the understanding of both disciplines. Panelists will engage in a dialogue with each other and the audience on questions that arise when racial identity and intersectionality are considered, such as: are there new, more holistic ways to think about and represent racial identity than previous models suggest; are there aspects of racial identity that are unique to a particular racial group; and how can scholars who study racial identity in different groups collaborate to develop new perspectives of racial and social identity development.

**Placida V Gallegos**, PhD, Doctoral Faculty, School of Human and Organizational Development, Fielding Graduate University – Cedar Crest, CA

**Jean Kim**, EdD, Vice Chancellor for Student Affairs, University of Massachusetts - Amherst, MA

**Rita Hardiman**, EdD, Executive Director of Human Resources, Chief Diversity Officer, Greenfield Community College – Greenfield, MA

**Perry Horse**, PhD, Community College Leadership Coach, Achieving The Dream - Albuquerque, NM

**William E Cross Jr.**, PhD, Professor and Coordinator of Counselor Education, Coordinator of CEP Graduate Studies, School of Education, University of Nevada Las

Vegas - Las Vegas, NV

**Charmaine L. Wijeyesinghe**, EdD, Consultant, Organizational Development and Social Justice Education - Delmar, NY

**Bailey W Jackson**, EdD, Professor Emeritus, School of Education, University Of Massachusetts-Amherst - Amherst, MA

**10:00 a.m. – 12:00 p.m.**

CAMBRIDGE

Second Floor

### MAJOR WORKSHOP

#### **317 Building Monuments: African American Women Composers as Heralds**

This session will explore the rich heritage of song by African American women composers--Undine Smith Moore, Margaret Bonds, Betty Jackson King, and Lena Johnson McLin--heralds whose works chronicled the times in which they lived. Their values and experiences resonate in their music and the stories behind them. As a result, their voices stand as a metaphor for all women and for all oppressed people. The session will introduce the women as monument builders, people anchored in their past but whose works stand as reminders of the power in legacy. Participants will be invited to consider their own legacies and monuments for those without voice or for future generations. This session should benefit those students, staff, and faculty who need to be refreshed as they think of their personal commitment to the work of diversity and the lasting value of this work.

**Donna Cox**, PhD, MM, Professor of Music, Washington University in St. Louis - St. Louis, MO

**10:00 a.m. – 12:00 p.m.**

ASCOT-NEWBERRY

First Floor

### MAJOR WORKSHOP

#### **318 Cultural Competence for Social Justice: A Model for Student, Staff and Faculty Development**

This workshop will address a model of cultural competence for social justice that focuses on developing awareness, knowledge, and skills to live and work effectively in culturally diverse environments and enact a commitment to social justice. Going beyond just understanding cultural differences, it encompasses how to foster equity and inclusion. This cultural competency for social justice framework addresses the larger dynamics of power, privilege, and inequality that may affect one's ability to meet the needs of people from marginalized groups and create campus environments where everyone feels valued and included. Participants will become familiar with this model and some activities/experiences that can address the different components. The presenters will discuss how this framework can be used in staff/faculty and student development training, programming, and campus change efforts.

**Diane Goodman**, EdD, Diversity Consultant and Adjunct Faculty, Diversity and Social Justice Training and Consulting – Nyack, NY

**Ann Marie Garran**, PhD, Assistant Professor of Social Work, University Of Connecticut - West Hartford, CT



**10:00 a.m. – 12:00 p.m.**

OAK ALLEY

Third Floor

## MAJOR WORKSHOP

### **319 Now What Do I Do? Facilitating Thorny Conversations in the Classroom, with Peers and Colleagues, Part I**

Too regularly, important issues are pushed aside in organizations because of the concern that interactions will become divisive, as if divisions don't exist already. There is also fear that conversations will blow up and irreparable damage will be done. This full-day session will provide a variety of approaches and concrete skills for facilitating thorny conversations about identity-based issues: class, race, gender, sexual orientation, and religion. There is no way to guarantee that a blow up won't occur. And there are ways to use those thorny conversations as learning experiences by better understanding context and experience that begin to build authentic relationships across differences.

**Frances Kendall**, PhD, Consultant, Kendall and Associates - Berkeley, CA

**10:00 a.m. – 12:00 p.m.**

JASPERWOOD

Third Floor

## MAJOR WORKSHOP

### **320 Student Forum: Community in Conversation**

Peer Mentors at the Community and Diversity Center at American River College are offering regularly scheduled workshops designed to create a stronger sense of community through opportunities to engage in conversations. Join our Peer Mentors as they talk about the process of starting up the Community in Conversation workshop series and then participate in the conversation building interactive workshop designed to build community through diversity

**Pam Chao**, PhD, Professor, Director, Community and Diversity Center, American River College-- Sacramento, CA

**Brett Spencer**, Community and Diversity Center Peer Mentor, American River College-- Sacramento, CA

**Paula Curry**, Community and Diversity Center Peer Mentor, American River College--Sacramento, CA

**Nick Wong**, Community and Diversity Center Peer Mentor, American River College--Sacramento, CA

**10:00 a.m. – 12:00 p.m.**

## 2-HOUR CONCURRENT SESSIONS

**10:00 a.m. – 12:00 p.m.**

GRAND SALON 18

First Floor

◆◆ Case Studies/Model Programs ◆◆

### **321 For Black Males: When Simply Wanting a College Degree Is Not Enough –African American Male Initiatives at the University of Akron**

The recruitment, retention, and graduation of African American males at institutions of higher education have received increased attention. Although some institutions have responded with programs to reverse the current trend of African American males being increasingly absent from college campuses, it is believed that the issues of African American males and higher education need to be examined within the larger historical context of Africans in America. The presenters will provide a conceptual framework to understand the current crisis of African Americans within a historical context, utilizing the works of Hilliard (1998) and Myers (1998). In addition, they will discuss a comprehensive program at The University of Akron designed to successfully increase the recruitment, retention, and graduation of African American males and outline the process for implementing Black Male Initiatives at that institution, includ-

ing strategies for collaboration and funding. This session should benefit participants interested in strategies successfully related to the success, retention, and graduation of African American males.

**Fedearia A. Nicholson**, MPA, Assistant Vice President for Student Success, University of Akron--Akron, OH

**Sheldon Wrice**, EdD, Chair, Department of Associate Studies, Professor of Technical Writing and Composition, University of Akron--Akron, OH

**John E. Queener**, PhD, Professor, Collaborative Program in Counseling Psychology, University of Akron--Akron, OH

**Patrick Jackson**, MS, Coordinator of African American Male Initiatives, Office of Multicultural Development, University of Akron--Akron, OH

**10:00 a.m. – 12:00 p.m.**

GRAND SALON 12

First Floor

◆◆ Theoretical Model ◆◆

### **322 Momentum in Spite of Minimal Movement: Strategies for Coping and Career Capital for Diversity Affairs Professionals**

The focus of this session explores the ideas and avenues related to creating and maneuvering career development and advancement paths and effective networking for diversity affairs professionals. The presenters will provide insights, perspectives, and strategies to build and enhance career capital, the professional investment an individual possesses or acquires over time, and methods to cope when efforts are minimal. This session will also provide an outline of theoretical knowledge and include constructive dialogue and exercises to promote participants' introspection as well as encourage the development of a personal inventory of career-related skills and tools and identify opportunities available to build career capital. This session should benefit mid-level professionals (coordinators, assistant/associate directors, directors) but should also prove beneficial to graduate students and new and seasoned professionals. Participants will gain skills and knowledge which will encourage promotion either at their present institution or by utilizing personal and professional capital to maximize their market value for future career opportunities.

**U. Monique Robinson-Wright**, EdD, Assistant Dean, Peabody Student Affairs, Vanderbilt University--Nashville, TN

**Monica Galloway Burke**, PhD, Assistant Professor, Department of Counseling and Student Affairs, Western Kentucky University--Bowling Green, KY

**Joelle Davis Carter**, PhD, Assistant Vice President for Retention and Student Services, Western Kentucky University--Bowling Green, KY

**Michael T. Snowden**, PhD, Chief Diversity Officer, McNeese State University--Lake Charles, LA

**10:00 a.m. – 12:00 p.m.**

BELLE CHASSE

Third Floor

◆◆ Curricular/Pedagogical Models ◆◆

### **323 Race[ing] to the Border: The Colonial Legacy of American Immigration Policy**

More migrating people have been deported under the Obama Administration than any other presidential administration. Scholars and activists alike have deemed current immigration practices one of the most important civil rights issues of the 21st century, disproportionately impacting Latinas in the United States. This session provides critical historical context and challenges the dominant narratives of U.S. citizenship and immigration policy through a combination of multimedia presentation, spoken word poetry, and interactive discussion. Participants will be asked to reflect on societal discourse around immigration and discuss how campuses across the country can engage their respective communities in much needed dialogue about the historic roots and future possibilities for immigration in America.

**Michael Benitez Jr.**, Dean of Diversity and Inclusion, Chief Diversity Officer, Office of Diversity and Inclusion, University of Puget Sound – Tacoma, WA

**Ariel Luckey**, Artistic Director, The Free Land Project--Oakland, CA



**10:00 a.m. – 12:00 p.m.**

GRAND SALON 9

First Floor

◆◆ Case Studies/Model Programs ◆◆

**324 The Importance of Internships in the New Normative Economy: The University of Wisconsin-Madison's Office of the Vice Provost and Chief Diversity Officer (OVPCDO) Internship Pilot Program**

The Office of the Vice Provost and Chief Diversity Officer (OVPCDO) has spent the past year redoubling its efforts to help students prepare to face the professional challenges of today's job market. It is within this context that Dr. Damon A. Williams, Vice Provost and Chief Diversity Officer at the University of Wisconsin-Madison, has launched the OVPCDO Internship Pilot Program. This session will focus on the process OVPCDO took to elevate all office student hourly positions into an intense yet rewarding internship program. It will outline the challenges and benefits associated with moving from a student hourly model to a highly structured internship program model. It will also discuss why all students should seek internships as opportunities to hone their professional credentials while working toward degree completion. This session should particularly benefit any professional in academia who oversees the hiring and training of student employees, those interested in the effectiveness of strategically designed internship programs, and student participants who wish to learn more about professional development opportunities.

**Damon A Williams**, PhD, Associate Vice Chancellor, Vice Provost and Chief Diversity Officer, University of Wisconsin-Madison--Madison, WI

**Deiandra Gardner**, Communications Specialist, Office of Vice Provost and Chief Diversity Officer, University of Wisconsin-Madison--Madison, WI

**Jonathan Harris II**, UW-Madison Undergraduate Student, OVPCDO Intern, University of Wisconsin-Madison--Madison, WI

**Niki Nolan**, UW-Madison Undergraduate, OVPCDO Intern, University of Wisconsin-Madison--Madison, WI

**Daniel Abankwa**, UW-Madison Undergraduate, OVPCDO Intern, University of Wisconsin-Madison--Madison, WI

**Maggie Sampe**, MS, University of Wisconsin-Madison, OVPCDO Intern, University of Wisconsin-Madison--Madison, WI

**Rubie Vang**, UW-Madison Undergraduate, OVPCDO Intern, University of Wisconsin-Madison--Madison, WI

**10:00 a.m. – 12:00 p.m.**

ELMWOOD

Third Floor

◆◆ Interactive Training ◆◆

**325 The Men in Me Show: Our Brothers, Our Sons, Our Fathers--Understanding Male Challenges in Urban Society**

This session examines males in an urban setting and how their lifestyles affect the choices of those in their community and, in particular, the women in their lives. Information on the background of the 11 male characters based on real people and the rationale for their life choices will be examined from a fifth grader's homework and incarceration letters. Insights and lessons learned from performances of *The Men in Me* by a solo performer will also be provided. This session's multidimensional, audience-interactive experience will be brought to life on stage through a one-woman theater piece that the audience will experience live. Yet in this bleak environment, the narrator connects with her future husband, discovering the regenerative power of a healthy relationship after having endured domestic violence. Woodley shows how these men shaped her life, including helping her narrowly avoid being sold into prostitution. This session should benefit the novice and intermediate participant interested in understanding the role of active listening to cultural differences concerning health, language, and body image in urban communities. Also, advanced participants with ties to diversity relations, student government, leadership, and minority student groups and anyone who provides educational entertainment will find this session meaningful.

**Anita Woodley**, Award Winning Journalist and Solo Performer, Princess Dragon Productions LLC--Chapel Hill, NC

**10:00 a.m. – 12:00 p.m.**

GRAND SALON 15

First Floor

◆◆ Interactive Training ◆◆

**326 Understanding Perceptions of Self and Our Biases: A Key Component to Eliminating Health Care Disparities**

Research suggests that a culturally sensitive approach can produce effective partnerships between physicians and patients that can lead to better patients' adherence to treatment, health literacy, and trust and satisfaction. These, in turn, can contribute to better health outcomes, such as lower morbidity rates, lower cost of health care, and equity of services. This interactive workshop will offer a culturally sensitive and patient-centered approach with the following goals: provide models for thinking about culture and its various dimensions, understand how social position affects the patient/doctor relationship, and translate awareness into culturally competent skills when communicating with patients from diverse backgrounds. This session will benefit those involved with health care delivery or training health professionals (e.g., students, residents/interns, faculty) to be culturally competent.

**Daniel Hiroyuki Teraguchi**, EdD, Assistant Dean for Student Affairs, Director of the Office for Student Diversity, Assistant Professor of Pediatrics, and Leader for Cultural Competency in Medical Education, The Johns Hopkins University School of Medicine--Baltimore, MD

**10:00 a.m. – 4:30 p.m.**

MARLBOROUGH B

Second Floor

**MAJOR WORKSHOP**

**327 The N!GGA (ER) Word Certification Program – Part I and II**

This seminar's objective is to provide a format for educators, administrators, parents and community members to critically engage the "N!gga (er)" word and its place/impact within American culture, education, communities and mainstream society. Participants will leave this session having received an experiential-based curriculum to substantively analyze the meaning of "N!gga (er)" in the everyday lives of the educators, students and campuses (communities) they serve; an opportunity to engage in dialogue regarding the pain or guilty pleasure associated with the use of N!gga (er); and a concrete understanding of what the "N!gga (er)" word means, the implications of its everyday use and concrete strategies for addressing the variety of ways it appears on campus, in literature, music, movies, communities and families. This session allows for thought-provoking dialogue about a challenging topic within education and allows participants to gain some skills and experience engaging different perspectives related to the word. It is complex, emotional, challenging, comprehensive and interactive – even for seasoned participants.

**PART I: 10:00 a.m.-12:00 p.m.**

**PART II: 1:30-4:30 p.m.**

**Eddie Moore Jr.**, PhD, Director of Diversity, Brooklyn Friends School - Brooklyn, NY

10:30 a.m. – 12:00 p.m.

**90-MINUTE CONCURRENT SESSIONS**

10:30 a.m. – 12:00 p.m.

GRAND SALON 7-10

First Floor

◆◆ Research/Assessment/Evaluation ◆◆

**328 Have They Got the Fever? Is It Part of the Fabric?: Institutional Transformation in STEM from “Pioneers” Perspectives**

This session applies Kezar and Eckel's (2002) five core strategies for institutional transformation to data collected from interviews with 32 female and underrepresented minority “pioneers” in science, technology, engineering, and math (STEM). These nationally recognized faculty and administrators are uniquely positioned to transform STEM education through their individual efforts. Lessons learned from these pioneers' experiences at implementing institutional change will be discussed, and areas where data diverge from Kezar and Eckel's model will be identified. This session should benefit participants interested in the success of underrepresented minority students in STEM, campus leaders and administrators focused on creating change in STEM on their own campuses, practitioners seeking to be partners in this campus change, students interested in understanding the possibilities for transforming STEM education, and those generally interested in the experiences of these pioneers.

**Sylvia Hurtado**, PhD, Director, Higher Education Research Institute, UCLA--Los Angeles, CA

**Josephine Gasiewski**, PhD, Postdoctoral Research Fellow, UCLA--Los Angeles, CA

**Bryce Hughes**, MA, Graduate Student Researcher, UCLA--Los Angeles, CA

1:30-2:45 p.m.

**75-MINUTE CONCURRENT SESSIONS**

1:30-2:45 p.m.

MARLBOROUGH A

Second Floor

◆◆ Identity Development ◆◆

**330 Ally Promises**

Allies represent a crucial group in the work of social justice. As members of the dominant population who work with subordinate group members, they are able to challenge dominant norms in a unique and necessary way. This session explores promises social justice allies make in order to help sustain their commitment and foster their growth. Participants will be asked to reflect on their ally development and think of specific ways student affairs professionals can foster a community that develops and maintains social justice allies. This session should benefit participants wanting to explore or further develop their identities as allies, practitioners wishing to have conversations about ally development on their campuses, and practitioners who provide social justice education to dominant group members.

**Michele Enos**, MEd, Residence Director, University of Vermont--Burlington, VT

**Art Munin**, PhD, Dean of Students, DePaul University--Chicago, IL

1:30-2:45 p.m.

CAMBRIDGE

Second Floor

◆◆ Interactive Training ◆◆

**331 Bridging the Divide between Faculty and Staff: Strategies for Communication and Cooperation**

Faculty and staff members from three institutions from the Associated Colleges of the South (ACS) will facilitate a dialogue about strategies for negotiating challenges that can arise on small liberal arts campuses as faculty and staff members strive to work together to solve a range of issues. In particular, we will focus on our challenging and successful experiences in

collaboratively developing diversity initiatives on our campuses. This session will be relevant to participants who understand the importance of the systemic change necessary to develop diversity initiatives and the importance of improving faculty and staff relations to be able to make a difference on our campuses. This session will have an active discussion that utilizes experiences and ideas from all participants about how to draw on the various strengths of both faculty and staff members to increase multicultural awareness and civic engagement in our students and prepare them for a variety of careers and life in a global community.

**Chad Fulwider**, PhD, Assistant Professor, Centenary College of Louisiana--Shreveport, LA

**Kelly P. Weeks**, PhD, Associate Professor of Business, Centenary College of Louisiana--Shreveport, LA

**Idella Glenn**, PhD, Director of Multicultural Affairs, Furman University--Greenville, SC

**Chris Lavan**, MPA, Director of Global Engagement, Centenary College of Louisiana--Shreveport, LA

**Erica Brown**, Director of Multicultural Affairs, Birmingham-Southern College--Birmingham, AL

**Aaron Passell**, PhD, Professor of Sociology, Furman University--Greenville, SC

1:30-2:45 p.m.

GRAND SALON 18

First Floor

◆◆ Research/Assessment/Evaluation ◆◆

**332 Civil Rights Pilgrimage: The Impacts of Domestic Intercultural Immersion on Racial Identity Development**

This session will outline the creation and development of a civil rights domestic intercultural immersion experience at the University of Wisconsin--Eau Claire, followed by a comprehensive explanation of the graduate research conducted on this program. The discussion will center on the impacts of the trip, particularly on students' racial identity development and their understanding of diverse others. The session will conclude with information on creating and sustaining a similar program at any institution of higher learning.

**Nicholas J. Severson**, MS, Graduate Student, Higher Education Administration and Policy, Northwestern University--Chicago, IL

**Jacqueline Lee**, Undergraduate Student, University of Wisconsin-Eau Claire -- Eau Claire, WI

1:30-2:45 p.m.

PRINCE OF WALES

Second Floor

◆◆ Case Studies/Model Programs ◆◆

**333 Crossing the Threshold: Examining High School to Community College Transition Programs for Underrepresented Students Using Race, Gender, and Class**

This session focuses on research on California high school to college transition programs for economically-disadvantaged students in California, from statewide and local level perspectives. Social capital and social learning serves as the theoretical context for the research and was used as the lens to examine the social, cultural, and economic factors influencing participants' decisions to enroll in college. Analysis was then disaggregated by race and ethnicity and regression models were used to analyze the likelihood of students enrolling in college courses that lead to a college degree and to examine the grades students are likely to earn in those courses, while controlling for characteristics such as SES. Findings from this analysis provide a foundation to understanding how concurrent enrollment, precollegiate outreach, and recruitment transition programs function in California. Such knowledge is essential in developing state policy dedicated to the use of these programs as a strategy to help increase the rates at which underrepresented minority students pursue a postsecondary education.

**Joi Lin Blake**, EdD, Vice President of Student Services, Skyline Community College--San Bruno, CA

**David D. Ulate**, PhD, Dean of Planning, Research, and Institutional Effectiveness, Skyline Community College--San Bruno, CA

**1:30-2:45 p.m.**

ROSEDOWN

Third Floor

◆◆ Interactive Training ◆◆

**335 Dream Bigger Reach Higher: Critical Thinking, Social Justice, and Activism through Spoken Word Poetry**

This session will include interactive discussion, reflection, and spoken word performance. Participants will be motivated to create solutions and actively discuss issues of activism, community organizing, and social justice. The presenter will give stories of resistance and activism using spoken word and hip hop. During the session, participants will openly discuss issues of colonialism, racism, multicultural identity, and sexism. Participants will be asked to outline solutions and discuss ideas to inspire and motivate others on their campuses and communities. Further, the session helps participants develop goals, build self-esteem, discuss the characteristics of a critical thinker, and identifying the qualities of a leader. Using their words to develop and create a mission statement that fits who they are, participants will participate in an exercise and discussion in order to create a plan and mission to help guide them in addressing issues of social justice on their campuses and communities. This session should benefit participants interested in issues of social justice and students and faculty interested in arts, activism, and community organizing.

**Michael Reyes**, Educator, Spoken Word Artist and Activist, Reyespoetry.com--Chicago, IL

**1:30-2:45 p.m.**

GRAND SALON 9

First Floor

◆◆ Curricular/Pedagogical Models ◆◆

**336 Enhancing Race and Social Class Awareness in Service Learning Courses**

This session explores the creation of a pilot diversity workshop curriculum aimed at increasing student awareness and ownership of their race-based and social class-based values when participating in community-based service learning experiences. Session participants will discuss the scholarly literature regarding diversity and service learning, the pilot diversity workshop curriculum and how it was implemented, and the evaluation results of the pilot workshop curriculum. Evaluation results indicated statistically significant increases in students' awareness of racial/ethnic values, social class values, and students' critical reflection on culturally based values in general and were recently published in the *Journal of Transformative Education*. This session should benefit professionals who design or facilitate student service learning programs; design, implement, or evaluate diversity training for students; and those interested in skill-based diversity training.

**D. Scott Tharp**, MSW, Interim Director of the Center for Intercultural Programs, DePaul University--Chicago, IL

**1:30-2:45 p.m.**

JASPERWOOD

Third Floor

◆◆ Curricular/Pedagogical Models ◆◆

**337 Pedagogy, Process, and Praxis: How Students Complicate Student Development Theory to Inform Practice**

This session examines an immersion experience assignment (The Identity Project) as experienced by student affairs graduate students. Particularly, this session will examine how students complicate and grapple with their own professional identity and social identity development and implications for practice within immersion experiences. An overview of The Identity Project as well as basic concepts of critical pedagogical practices will be provided. A panel consisting of current graduate students will provide insights and lessons learned from participating in The Identity Project. This session will interest those who teach courses that promote critical analysis of how identities are constructed.

Finally, this session will address current research efforts to enhance praxis and practice in higher education.

**Natasha Croom**, PhD, Assistant Professor, Iowa State University--Ames, IA

**Susana M. Munoz**, PhD, Assistant Professor, University of Wisconsin-Milwaukee--Milwaukee, WI

**Melissa Marthol**, Sales Marketing Manager, University of Wisconsin-Milwaukee--Milwaukee, WI

**Amanda-Rae Barboza**, Graduate Hall Director, Iowa State University--Ames, IA

**Elliot DeVore**, Graduate Student, Iowa State University--Ames, IA

**1:30-2:45 p.m.**

GRAND SALON 21

First Floor

◆◆ Case Studies/Model Programs ◆◆

**338 Replacing Peer Mentorship with Peer Partnerships: The Latin@ Partnership for Success Program**

This session should particularly benefit those wanting to improve current peer-mentorship programs or to create new and accountable programs that go beyond the mentorship model. The Latin@ Partnership for Success (LPS) is Dartmouth College program aimed at increasing effective use of campus resources by Latina/o students on campus. LPS pairs first-year students with upperclassmen in a partnership designed to explore the resources and opportunities available at the college. In this session, presenters will discuss how to shift from mentorship to partnership, how to add accountability to the program and to each other by creative incentive based program, and how to effectively assess its success.

**Rodrigo Ramirez**, Assistant Dean and Adviser to Latina/o Students, Dartmouth College--Hanover, NH

**1:30-2:45 p.m.**

GRAND SALON 12

First Floor

◆◆ Curricular/Pedagogical Models ◆◆

**339 Toward a Pedagogy of Dissertating: A Communal Approach to Writing the Dissertation**

A significant aspect of embracing the freedom to learn is demystifying processes, practices, and hidden bodies of knowledge so that it is made accessible to those who want to learn. For doctoral students, the dissertation is a critical juncture that determines whether one has successfully developed into a scholar in his or her field of study. But the dissertation is not just a project; the act of dissertating is a process or journey that one takes when in pursuit of creating new knowledge in his or her field through apprenticeship, peer teaching, and learning. Unfortunately, for many, this process is filled with ambiguity, confusion, and isolation (Thomas, Willis, & Davis, 2007). This session will clarify and build upon best practices for dissertating, particularly for students of color. The primary goal is to begin a conversation on this community act of birthing knowledge by exploring what is learned, what is taught, and what knowledge is created between student and committee chairs from the perspectives of faculty and dissertating students. This panel will highlight the power of writing groups, which teaches students how to develop new communities in which information is shared and newly created. Finally, this session will emphasize the importance of acknowledging that dissertating is truly a communal act that needs more institutional attention and scholarly inquiry if higher education intends to support persistence for doctoral students of color.

**Blanca E. Vega**, Doctoral Candidate, Teachers College, Columbia University--New York, NY

**Sosanya Jones**, Doctoral Candidate, Teachers College, Columbia University--New York, NY

**Yolanda Sealey-Ruiz**, PhD, Assistant Professor of English Education, Teachers College, Columbia University--New York, NY

**Stephanie Waterman**, PhD, Assistant Professor Educational Leadership, University of Rochester--Rochester, NY

**Pamela Felder**, PhD, Program Manager, Higher Education Division, University of Pennsylvania--Philadelphia, PA



**1:30-2:45 p.m.**

GRAND SALON 24

First Floor

◆◆ Theoretical Model ◆◆

**340 Using Critical Race Theory to Understand the “Lived Realities” of Black Male Collegians at PWIs**

In recent years, scholarship on Black males in higher education has grown considerably, providing valuable insights to the factors that contribute to the success of Black males in college. However, much of the research understates the ways in which race and racism shape Black males' experiences in the academy. Noticeably absent from the literature are theoretically-grounded analyses that expose the perspectives and structures that influence their academic and social experiences. In this session, presenters will employ critical race theory (CRT) to examine the lived realities of Black male collegians attending PWIs in the United States, in hopes of answering questions about their achievement, engagement, and representation in college. This session should benefit participants interested in disrupting institutional cultures, policies, and practices that continue to marginalize and minoritize Black males and thwart their academic and social success in college. Information may be useful in reducing, if not eliminating, the Black male crisis in higher education.

**Royel M. Johnson**, MEd, Doctoral Student, University of Illinois at Urbana-Champaign--Savoy, IL

**Terrell L. Strayhorn**, PhD, MEd, Associate Professor and Senior Research Associate, The Ohio State University--Columbus, OH

**1:30-3:30 p.m.**

GRAND SALON 13-16

First Floor

**SPECIAL FEATURE****341 Cross Racial Alliances in Educational Policy, Administration, and Pedagogy**

This panel includes educators who will address the critical importance of broad collective and cooperative action in the pursuit of educational goals for a diverse student body. School policies have systematically targeted the recruitment, retention, and graduation of minority and underrepresented students. However, universities have focused on specific singular racial groups, which, while effective in addressing their unique situations, tend to overlook commonalities across groups, exacerbate the competitive effects of differential treatment, and limit the productive potentials of cross-group collaborations. There is value to policies that are single-race focused; however, as discussions of diversity and inclusion are debated, we seek to open up conversations regarding the prospects for cross-racial and multicultural alliances as complementary to discussions of policy, administration, and pedagogy for all groups. The panelists will discuss the importance of cross-racial alliances in educational policy, administration, and pedagogy especially in a period of scarce resources, greater student diversity in many schools, color-blind practices, and anti-affirmative action.

**Latricia Brand**, EdM, Associate Dean of Students, Director of Multicultural Affairs, Lewis & Clark College - Portland, OR

**Mary Y Danico**, PhD, Professor of Sociology and Vice-Chair of the Psychology and Sociology Department, California State Polytechnic University - Pomona, CA

**Rick Bonus**, PhD, Associate Professor of American Ethnic Studies, University of Washington - Seattle, WA

**Ileana M Rodriguez-Silva**, PhD, Assistant Professor of Latin American and Caribbean History, University of Washington - Seattle, WA

**Anthony Ocampo**, PhD, Assistant Professor, Sociology, California State Polytechnic University - Pomona, CA

**1:30 – 3:30 p.m.**

MAGNOLIA

Third Floor

**MAJOR WORKSHOP****342 American Indian Perspectives on Race and Identity in the 21st century: An Emerging Post-colonial Paradigm amid Cultural and Political Change**

This interactive session will explore the psychosocial dynamics that inform American Indian perspectives on ethnicity and race. Indian identity markers such as tribal language, culture, religion, political status, and the steady process of change as it affects those markers will be highlighted. Indian ancestry is not the same as citizenship in a federally recognized tribe. There are more than 500 federally recognized tribes and Alaska Natives in the USA and each is unique among all others. Each tribe is a sovereign political entity. Many of those tribes are emerging from an externally imposed sense of colonization to a more independent sense of recovery--that is, recovery from a debilitating paradigm of poverty and dependence. The question now is what does it mean to be “Indian” in the 21st century? A thematic framework for discussing that question will be provided followed by a question and answer session. The role of tribal colleges and universities, now numbering 38, will also be discussed.

**Perry Horse**, PhD, Community College Leadership Coach, Achieving The Dream, Albuquerque, NM

**1:30-3:30 p.m.**

ELMWOOD

Third Floor

**MAJOR WORKSHOP****343 Multiracial Identity and Intersectionality: New Ways of Understanding Racial Identity in Ourselves and Our Students**

This highly interactive session uses new models of multiracial identity and the framework of intersectionality to enhance our understanding of how race and identity are experienced by individuals. It presents an overview of shared, core characteristics found in the literature on multiracial identity and intersectionality. In addition, participants will examine models that represent identity as fluid, influenced by multiple factors, a process in which race, gender, sexual orientation, class, generation, and other social identities interact and influence each other. Using a range of approaches, participants will apply the material to their own experiences and examine the impact of other social identities (such as gender, age, and sexual orientation) and campus roles (faculty, counselor, student affairs staff, or student) on how we experience and enact our racial identity on campus. While highlighting the connection between self authorship and racial identity, this session positions racial identity development within larger social and institutional systems and dynamics of social power and privilege. Through discussion, dialogue, and creative arts activities, presenters and participants will explore ways of honoring our multiple racial heritages and our range of racial identities.

**Charmaine L. Wijeyesinghe**, EdD, Consultant, Organizational Development and Social Justice Education - Delmar, NY

**Meg Chang**, PhD, Faculty, California Institute of Integral Studies - San Francisco, CA

**1:30-3:30 p.m.**

JEFFERSON BALLROOM

Second Floor

**SPECIAL FEATURE****344 The Impact of Fisher v. University of Texas on Affirmative Action Policy**

A panel of key experts will discuss the implications of the forthcoming U.S. Supreme Court decision on *Fisher v. The University of Texas* on Affirmative Action Policy.



**Patricia Gurin**, PhD, Nancy Cantor Distinguished University Professor Emerita of Psychology and Women's Studies, University of Michigan - Ann Arbor, MI

**Sylvia Hurtado**, PhD, Director, Higher Education Research Institute, UCLA - Los Angeles, CA

**Ximena Zúñiga**, PhD, Associate Professor of Education, University of Massachusetts Amherst - Amherst, MA

**Stella Flores**, EdD, Assistant Professor, Department of Leadership, Policy and Organizations, Peabody College at Vanderbilt University - Nashville, TN

**Patricia Gandara**, PhD, Professor, UCLA Graduate School of Education; Co-Director, The Civil Rights Project at UCLA, University of California-Los Angeles - Los Angeles, CA

**Gary Orfield**, PhD, Co-Director, The Civil Rights Project, and Professor of Education, Law, Political Science and Urban Planning, University of California-Los Angeles - Los Angeles, CA

**1:30–4:30 p.m.**

GRAND SALON 19–22

First Floor

### SPECIAL FEATURE

#### **345 Creating Social Justice on Campus: Sharing Best Practices and Lessons Learned**

Well-intended diversity initiatives often fall short of desired outcomes. While increasing awareness, most do not create significant, sustainable organizational change. How can faculty, administrators, and student services professionals create inclusive, socially just campus communities through systemic, long-term culture change? Experienced organizational development consultants share best practices and lessons learned from strategic organizational change efforts to create inclusive, multicultural campus communities.

In this very interactive, thought-provoking session, participants will identify specific strategies and next steps targeted to the current climate and culture of their campus. This session should benefit participants with a moderate to advanced level of experience creating inclusion on college campuses and who are interested in increasing their capacity to partner across differences to create long-term, sustainable culture change on campus. Participants will receive a comprehensive packet of worksheets and handouts to use on their campus.

**Becky Pettitt**, PhD, Associate Vice President for Diversity and Chief of Staff, Texas A&M University - College Station, TX

**Jamie Washington**, PhD, Faculty, Social Justice Training Institute - Baltimore, MD

**Kathy Obear**, EdD, President, Alliance for Change Consulting and Founding Faculty, Social Justice Training Institute - Brooklyn, NY

**Vernon A. Wall**, MA, Founding Faculty, American College Personnel Association - Washington, D.C.

**1:30–4:30 p.m.**

MELROSE

Third Floor

### MAJOR WORKSHOP

#### **346 “Intersectionality” Re-considered: Re-inserting a Power Analysis**

The concept of intersectionality and its theoretical foundations are arguably one of the most important contributions by (women of color) feminist scholars and activists to the social sciences and to practice arenas, such as diversity education and organizational development. Since its popularization, the meaning of the concept has been diluted, too often used only to identify and acknowledge multiple identities and subjectivities.

This session will trace the origins of the concept and delineate the structural features that give significance to an individual's multiple identities and will identify various ways in which an intersectional analysis can provide fuller understanding of organizations, institutions, and social, economic, and political forces that shape the lives of people and affect communities in multiple, often contradictory ways.

**Steven Schapiro**, EdD, Doctoral Faculty, School of Human and Organizational Development, Fielding Graduate University - Montpelier, VT

**Placida V Gallegos**, PhD, Doctoral Faculty, School of Human and Organizational Development, Fielding Graduate University - Cedar Crest, CA

**Margo Okazawa-Rey**, EdD, Interim Dean and Professor, School of Human and Organizational Development, Fielding Graduate University - Santa Barbara, CA

**1:30–4:30 p.m.**

BELLE CHASSE

Third Floor

### MAJOR WORKSHOP

#### **347 Cracking the Codes: Connecting the Head and Heart-- Building the Case for Equity**

As a follow-up to the film/dialogue presentation of *Cracking the Codes*, this forum is designed to go deeper into understanding the inherent relationships that comprise the system of racial inequity. This workshop is for those who are, or want to be, advocates for fairness and equity, are hungry for community, and are building courage to face more deeply the internal and external work required to build a more equitable world. This presentation will promote and share learning, new tools, and ideas that can spark action. Through transformative learning processes and symbolic imagination, participants will engage in being a learning community advocating justice and democratic action that includes the knowledge of wisdom holders. Our collective engagement and adaptive leadership will illuminate potential pathways toward a more sustainable future.

**Shakti Butler**, PhD, Founder and Creative Director, World Trust Educational Services, Inc. - Oakland, CA

**1:30–4:30 p.m.**

ASCOT-NEWBERRY

First Floor

### MAJOR WORKSHOP

#### **348 I Am Not My Hair: Honoring the Hairstory in Your History**

Does your hair define who you are to yourself and others, and potentially impact how you show up in the world? What is your history with your hair story? What stories are you telling yourself or others based on your hair or their hair? No matter if your hair is short, long, curly, straight, braided, locked, weaved, colored, or bald, there's likely a conscious and/or unconscious story underneath it. This interactive workshop will explore our innermost feelings about our hair and how we allow it to define us. Our hair textures, styles, colors, and lengths make a statement about how we identify with ourselves and the world. Is our hair a statement of privilege, freedom, beauty, fear, oppression, confidence, fear or a combination of it all? We will discuss issues about hair and use techniques to cleanse and empower ourselves individually and as a group through awareness and healing on this intimate topic. This session will benefit anyone at any level in learning more about your own sentiments on this topic and the role it continues to play in society that can create obstacles to growth and freedom. Together we can initiate healing and wholeness for ourselves, each other, and the world and lessen the divide amongst us through awareness and understanding.

**S. Michelle Coleman**, California Institute of Integral Studies - San Francisco, CA

1:30–4:30 p.m.

FOUNTAIN

Third Floor

**MAJOR WORKSHOP****349 Including the “New Insiders”: Exploring the Challenges and Possibilities for Effective and Inclusive Programming and Curriculum**

This workshop will use a practical, hands-on format to involve participants in analyzing and designing programming that values all our students, in all their various histories and identities. As higher education seeks to include, both in the classroom and on campus, many who were formerly excluded from the academy, it is critical to consider how practices, programming, and curriculum need to be scrutinized, analyzed, and redesigned. As we seek to attract and retain faculty, staff, and students, as well as educate and graduate students from under-represented groups and those from other countries, consideration has to be given for both the challenges involved and the possibilities for growth within the institution. This workshop will involve participants in a process of analyzing existing types of programs on campus, identifying the challenges to assumptions, structures, and practices involved in meaningfully including our new insiders, and discussing practical approaches for doing so.

**Carl James**, PhD, Professor and Director, York Centre on Education and Community, York University - Toronto, ON

**Cris Cullinan**, PhD, Assistant Professor and Associate Director, Organizational Development and Training, University of Oregon - Eugene, OR

1:30–4:30 p.m.

GRAND SALON 3

First Floor

**MAJOR WORKSHOP****350 Interweaving Community Cultural Wealth into Service Learning and Graduate Capstone Projects**

Engagement for learning's sake can take on many aspects. Service learning, the most recent of these methods to get students engaged and involved through academics, has surfaced, offering perhaps the most meaningful of outcomes and opportunities for students' futures. The nuts and bolts of developing a service learning course can be tricky and certainly not an easy task for faculty or students to undertake.

This workshop will present a framework that can be used by higher education faculty and professional staff to uniquely engage and strategically involve their students in worthwhile community action. The model will show how service learning meets the real needs of a given cultural heritage community, either one which surrounds the campus or a different cultural community less familiar to students; how it can tap into the cultural wealth that lives within those communities; and how it incorporates the course academics into the project selected.

The workshop will highlight key considerations to creating a service learning project for second-year students who are just learning to integrate various aspects of their early learning experiences and for third and fourth year Capstone students who are more concerned with participating in a comprehensive service learning project.

**Janice Mitchell**, EdD, CDP, Professor, Foreign Languages, Literatures and Cultures, Gallaudet University - Washington, D.C.

1:30–4:30 p.m.

OAK ALLEY

Third Floor

**MAJOR WORKSHOP****351 Now What Do I Do? Facilitating Thorny Conversations in the Classroom, with Peers and Colleagues, Part II**

Too regularly, important issues are pushed aside in organizations because of the concern that interactions will become divisive, as if divisions don't exist already. There is also fear that conversations will blow up and irreparable damage will be done. This full-day session will provide a variety of approaches and concrete skills for facilitating thorny conversations about identity-based issues: class, race, gender, sexual orientation, and religion. There is no way to guarantee that a blow up won't occur. And there are ways to use those thorny conversations as learning experiences by better understanding context and experience that begin to build authentic relationships across differences.

**Frances Kendall**, PhD, Consultant, Kendall and Associates - Berkeley, CA

1:30–4:30 p.m.

**3-HOUR CONCURRENT SESSIONS**

1:30–4:30 p.m.

EGLINTON WINTON

Second Floor

♦♦ Interactive Training ♦♦

**352 Foundations of Intercultural Communication: A Toolkit for Culturally Competent Professionals**

According to the Open Doors report, the number of international students attending colleges and universities in the United States increased to 723,277 during the 2010/11 academic year. This represents a record high number of international students in our institutions of higher education. One challenge of the rapid internationalization of our campuses is that higher education professionals no longer have the luxury of working with individuals who share the same worldview, cultural norms, or language. Cultural competence is, undoubtedly, an essential skill for higher education professionals today. That is, professionals need to be aware that cultural differences exist (in self and others), have an understanding of what those differences are, and have the skills to adjust behavior to work effectively with culturally diverse populations and issues. This interactive workshop will introduce participants to essential concepts in intercultural communication and their application to the school environment. This session should benefit individuals interested in developing cultural competence skills but have had little or no formal contact with the intercultural field.

**Luiza Dreasher**, PhD, Multicultural Liaison Officer and Academic Adviser, Iowa State University--Ames, IA

1:30–4:30 p.m.

CHEQUERS

Second Floor

♦♦ Interactive Training ♦♦

**353 Shifting Discourse: An Exploration of White Speak and Color Analysis**

The institutionalization of systems of oppression, including “normative” ways of communicating, has impacted all aspects of university and college life, including styles of discourse. In these systems of discourse, dominant cultural norms are transmitted, upheld, championed, and used to silence and render some communities invisible. Through analysis of our patterns of communication and shared conversation we can shift systems of oppression, complete limited narratives, reclaim our own voices, and give voice to the oppressed. To fully understand the distinction and impact of white talk and color commentary, we need to explore and name the aspects of dominant discourse

and move more intentionally into allied discourse and embrace color analysis. This session will explore how institutional normative discourse shapes and maintains institutional oppression. Participants will have an opportunity to unpack Glen Singleton's model of White Speak and Color Commentary, then move more deeply to analysis and creating discourses of engagement. This session will provide opportunities for self-reflection, practice real-plays, and action planning. By the end of this learning forum, participants will be able to define equity advocacy and how advocacy differs from monitoring (affirmative action) and support (sitting on hiring committees), describe the process of oppressive discourse, and describe and practice color interracial analysis and renegotiating intercultural dialogue.

**Jacquelyn V Reza**, EdD, Director of Professional and Organizational Development, De Anza College--Cupertino, CA

**Veronica Neal**, PhD, Director of the Office of Equity, Social Justice, and Multicultural Education, De Anza College--Cupertino, CA

**3:00-4:30 p.m.**

### 90-MINUTE CONCURRENT SESSIONS

**3:00-4:30 p.m.**

GRAND SALON 6

First Floor

◆◆ Curricular/Pedagogical Models ◆◆

#### **354 Ensuring Success for Culturally-Diverse Learners and Their Instructors at a Predominantly White Rural Institution**

This session explores four years of planning, success, and challenges in preparing culturally-diverse urban students for success in a predominantly white rural college, at the same time helping instructors, few of whom share their students' cultural backgrounds, teach for empowerment and high-level learning. Saint Mary's University has initiated three programs for college access and success of high-need students of color: Countdown to College, a four-summer academic boot camp for rising 9th through 11th grade students that features college credit for STEM water ecology experiences in rural and urban environments; FGI Scholars, a full-service, full-financial support program for 40 students; and Student Success Center, a one-stop shop for an array of student and faculty support services dedicated to academic success for all students, particularly those from under-resourced communities and schools. This session should benefit participants interested in developing and fundraising for pre-collegiate and college programs for first-generation Latino and African American students, practitioners who serve culturally diverse high school and college students, and those who work with college faculty to create welcoming learning environments, advising, and testing practices for culturally and linguistically diverse learners, particularly those who are first in their families to go to college.

**Jane Anderson**, PhD, Associate Director, First Generation Initiative, Director, Countdown to College, Saint Mary's University of Minnesota--Winona, MN

**Brother Ed Siderewicz**, Special Assistant to the President for Lasallian and First Generation Initiatives, Director, First Generation Initiative, Saint Mary's University of Minnesota--Winona, MN

**Esther Peralez**, PhD, Dean of Student Success, Saint Mary's University of Minnesota--Winona, MN

**Janet Willis**, MA, Literacy Specialist, First Generation Initiative, Saint Mary's University of Minnesota--Winona, MN

**Edith Galvez**, BA, Coordinator, Countdown to College, Saint Mary's University of Minnesota--Winona, MN

**3:00-4:30 p.m.**

CAMBRIDGE

Second Floor

◆◆ Theoretical Model ◆◆

#### **355 Exploring the Paradox of Hip-Hop Culture: A Framework for Understanding the Experiences of Black Males through an Analysis of Hip-Hop Artists and Lyrics**

This session explores the paradox of hip-hop culture by providing a rationale and analytical framework for understanding the experiences of Black males in schools and society, while simultaneously challenging advocates and critics of hip-hop music to embrace the complexity and multi-contextuality of the art form. Through the analysis of social structures that create unjust realities for Black males, legitimizing a revolutionary cultural art form, challenging responses to unjust realities, interrogating social meaning and being, and unpacking personal narrative, this session will use some of the best hip-hop lyrics and artists to advance a new way to think about, analyze, legitimate, and hold hip-hop accountable to its revolutionary origin. This session should benefit students and college personnel concerned about the plight and predicament of Black males in schools and society. This session should also benefit students and college personnel interested in exploring the emerging field of hip-hop studies.

**Daymond Glenn**, EdD, Vice President for Community Life and Chief Diversity Officer, Warner Pacific College--Portland, OR

**3:00-4:30 p.m.**

JASPERWOOD

Third Floor

◆◆ Long- and Short-Range Planning ◆◆

#### **356 From the Classroom to the Boardroom: A Synergistic Approach to Building Diverse Talent Pipelines between Universities and Businesses**

Statistically, minority professionals are not gaining access to the business sector at the same rate as their Anglo counterparts. Kaiser Permanente Northwest (a large health care organization) acknowledges these trends by implementing innovative programming, recruitment efforts, and workforce planning strategies to combat these disparities. Using Kaiser Permanente as a model, this session will analyze the importance of ethnic diversity to businesses and the growth of wealth in communities of color and will review evidence proving that businesses with diversity woven into their fabric outperform those without. The session will then transition into the challenges companies face when attempting to diversify their workforces and explore successful partnerships between colleges and businesses to overcome those challenges. Lastly, participants will discuss the innovative ways college diversity departments, offices, and groups can work with companies to ensure minority students are prepared to take on professional opportunities. This session will benefit higher education leaders seeking actionable solutions to obstacles facing minority students entering the job market. At the conclusion of this session, attendees will be equipped with strategies necessary to establish partnerships with businesses and understand how short-term changes in students' college experiences can lead to long-term professional gains.

**Serilda Summers-McGee**, MBA, MEd, Manager, Diverse Talent Planning, Kaiser Permanente--Portland, OR

**3:00-4:30 p.m.**

MARLBOROUGH A

Second Floor

◆◆ Long- and Short-Range Planning ◆◆

**357 Fruition of a New Path Forward: Successful Outcomes in Transforming Multi-Ethnic Student Affairs at University of Michigan–Ann Arbor**

For decades the Office of Multi-Ethnic Student Affairs (MESA) at University of Michigan–Ann Arbor utilized an ethnic-coordinator model with professional staff charged to support each of the four major ethnic/racial groups on campus (Black, Latino, Asian and Native). This model did not effectively support the increasingly diversifying identities of students on campus, nor the need to engage all students around issues of race, ethnicity, social justice and intercultural leadership. As a result, MESA transformed its approach by supporting and challenging students in a developmental manner that accounts for the complexity of their identities. In addition, this new approach transitioned the program to be legally compliant to changes resulting from the banning of Affirmative Action in the state of Michigan in 2006. In recent years, this transition has begun to bear fruit in our desired student learning outcomes and overall inclusion and increase in student engagement of the program. This session will particularly benefit participants interested in effective results that can emerge from a unique and innovative approach to Multicultural Student Development.

**Jaimée Marsh**, MSW, Program Manager, University of Michigan–Ann Arbor - Ann Arbor, MI

**Amer F. Ahmed**, Associate Director, Multi-Ethnic Student Affairs, University of Michigan–Ann Arbor, MI

**3:00-4:30 p.m.**

PRINCE OF WALES

Second Floor

**358 Graduate Student Quality of Life: Issues of Diversity**

This presentation focuses on selected diversity variables (related to race, ethnicity, gender and international status) in reference to graduate students' perceptions of quality of life. The findings to be presented are from a pilot study (n=1990) conducted at two large Midwestern universities in the spring of 2012. Participants responded to a new assessment instrument, the Graduate Student Quality of Life (GSQL) survey, created by one of the authors. The GSQL is built upon theories and research in the social sciences relating to quality of life, and upon insights gleaned from student interviews and focus groups. The GSQL is intended to give graduate students a voice regarding their objective circumstances, academic development and learning orientations, personal, social and environmental issues and special needs. There are twelve indices with good to excellent reliability measures in the GSQL, including one that measures students' perceptions of the climate for diversity in their graduate programs with, but not limited to, items on prejudice, perceptions of faculty sensitivity to race and ethnicity, and marginalization. This session should particularly benefit administrators, faculty members, and students with an interest in social well-being and academic progress for graduate students from diverse backgrounds.

**Jeanette Davidson**, PhD, ACSW, Professor, University of Oklahoma - Norman, OK

**Tim Davidson**, PhD, Associate Professor, University of Oklahoma - Norman, OK

**3:00-4:30 p.m.**

GRAND SALON 12

First Floor

◆◆ Case Studies/Model Programs ◆◆

**359 Joining Forces: A Multiple School-University Partnership to Increase Admission and Retention of Underrepresented Groups in Higher Education**

Recruiting and retaining underrepresented students in postsecondary institutions is impacted by systemic factors, including admission processes and campus cultures that present barriers to underrepresented groups. This session describes a unique seven-year (and counting) partnership between

educators from ten high schools and a predominantly white university whose primary goals are to increase the number of teacher education students admitted to college and complete degree programs and provide a learning community for the partners where challenges to underrepresented groups are identified and dismantled. Strategic planning, partnership funding, and program assessment will be emphasized. Specific partnership activities that will be described include monthly learning community days for educators, an annual campus professional conference for 300 students, residential experiences allowing high school students to see themselves as college students, navigating college admission processes, and creating a database of students from high school through college matriculation, including assistance strategies throughout college. The session will be of interest to teacher educators and K-12 and post-secondary faculty and staff working to increase college admission and retention for underrepresented populations and will include methods for strategic planning, funding, and assessment that can be used in varied institutions.

**Barbara Rose**, PhD, Associate Professor, Miami University--Oxford, OH

**Andre Rudolph**, Graduate Assistant, Teacher Academy-University Partnership, Miami University--Oxford, OH

**3:00-4:30 p.m.**

GRAND SALON 21

First Floor

◆◆ Latino immigration positive implications ◆◆

**360 Los Pioneros: Latin American Pilgrims and the Renovation of America**

In the history of the United States, successive waves of immigrants have brought with them cultures, ideas, and customs that have challenged the status quo and transformed the country. The new pilgrims of every epoch have been met with suspicion, rejection, and violence. In the end, a process of cultural diffusion has incorporated their spirit into the dominant ethos and they have reinvigorated the essence of the United States. The current Latin American pilgrims also have brought with them their values, beliefs, and traditions and they are transforming the soul of the nation. At the same time, they are reviving the foundational American values of family, hard work, entrepreneurship, and perseverance. In contrast to current immigration concerns, this session demonstrates how Los Pioneros are the center of the nation's future.

**Ricardo Castro-Salazar**, EdD, Political Science and History Faculty, Pima Community College Northwest, Associate Researcher, University of Arizona Center for Latin American Studies; External Adviser to the Mexican Government, Institute for Mexicans Abroad, Pima Community College, University of Arizona, Institute for Mexicans Abroad--Tucson, AZ

**3:00-4:30 p.m.**

GRAND SALON 18

First Floor

◆◆ Case Studies/Model Programs ◆◆

**361 Mentoring That Works: How External Mentoring Communities Reduce Isolation and Increase Research Productivity for Underrepresented Faculty**

This session highlights the National Center for Faculty Development and Diversity's Faculty Success Program as a case study (and external resource) for universities seeking to provide mentoring focused on reducing isolation, increasing research productivity, and improving the retention of underrepresented faculty. The Faculty Success Program is a 15-week virtual mentoring program in which faculty members commit to: a weekly professional development training (led by a national expert), a weekly one-hour small group coaching session (led by tenured faculty members trained as NCFDD coaches), tracking their writing and research time in an online community, and continual assessment and analysis of their progress with a network of both campus-based mentors and external mentors. The program has served 316 tenure-track faculty members and post-docs from 124 colleges and universities over the past two years. Ninety-three percent of participants reported increased research productivity and 84 percent of participants report increased work-life



balance as a result of the program. In addition to providing a concrete example of how a successful external mentoring works, this session will provide participants with a comparison of the empirically-documented challenges on the tenure track for all faculty and the unique challenges for underrepresented faculty, an overview of the conventional wisdom about mentoring and why most campus-based programs fail to meet the needs of underrepresented faculty, and a new framework for mentoring that is grounded in cross-institutional relationships, leveraged use of technology, and faculty-driven accountability structures.

**Kerry Ann Rockquemore**, PhD, President, National Center for Faculty Development and Diversity--Detroit, MI

**3:00-4:30 p.m.**

GRAND SALON 24

First Floor

◆◆ Interactive Training ◆◆

### **362 Moving Your Diversity Dialogue from TALK to ACTION!**

This nationally recognized, powerful, thought-provoking, humorous, interactive session addresses the diversity experience on our campuses. It takes an open and honest approach that challenges traditional thinking. Fast paced with insightful exercises, participants leave with an action plan for improving themselves and their environment. This session is for those who care about diversity issues. Interactive exercises will also allow participants to leave with a greater personal understanding of diversity issues and how they impact our daily lives. This session should benefit those who strive to create and/or nurture organizations and campuses that we can all call home.

**Steve Birdine**, MS, President-CEO-Founder, Affirmations In Action!—Omaha, NE

**3:00-4:30 p.m.**

GRAND SALON 15

First Floor

◆◆ Case Studies/Model Programs ◆◆

### **363 Sick and Tired of Being Sick and Tired: How Diversity Professionals Manage Racial Battle Fatigue**

This session examines the physiological and psychological stressors experienced by diversity professionals in higher education settings. William A. Smith coined the term Racial Battle Fatigue to describe the physical and psychological toll taken due to constant and unceasing discrimination, microaggressions, and stereotypes. Individuals who face chronic exposure to discrimination and microaggressions are more likely to suffer from forms of generalized anxiety manifested by both physical and emotional symptoms. This session will give voice to the constant pressure and negative experiences of chief diversity officers and other diversity professionals (e.g., multicultural affairs, cultural centers, student affairs, and community relations). Individual and institutional strategies to manage Racial Battle Fatigue will be offered.

**Katrice A. Albert**, PhD, Vice Provost for Equity, Diversity and Community Outreach, Louisiana State University--Baton Rouge, LA

**Monica Galloway Burke**, PhD, Assistant Professor, Department of Counseling and Student Affairs -- Western Kentucky University, Bowling Green, KY

**Chaunda M. Allen**, MPA, ABD, Assistant to the Vice Provost, Director of the Office of Multicultural Affairs, Louisiana State University--Baton Rouge, LA

**3:00-4:30 p.m.**

GRAND SALON 9

First Floor

◆◆ Case Studies/Model Programs ◆◆

### **364 Sustaining Community: Retaining Native Students through a Cohort Model**

This session examines the development and implementation of the Indigenous Student Cohort Model through the American Indian Studies and Support Program at Eastern Washington University. Drawing on both qualitative and quantitative data, the presenters will discuss how the cohort model has

enriched the recruitment and retention of students from both urban and rural communities. In addition to recounting the history of the program through firsthand experiences of students, faculty, and staff, this presentation will explain the structure and organization of the model, which, unlike many university practices, is multi-faceted, utilizing early outreach strategies, community engagement, and collaboration, in addition to mainstream recruitment and retention methods. Moreover, once identified and placed into a cohort, administrators cultivate students' ability to navigate the university system while developing their academic and social engagement at the postsecondary level. This session should particularly benefit staff, faculty, and administrators who want to develop community-centered recruitment and retention programs aimed toward the unique needs of indigenous students.

**Nicole DeVon**, MEd, Counselor/Outreach Coordinator American Indian Studies and Support Program, Eastern Washington University--Cheney, WA

**Kim Richards**, ABD, Lecturer, Eastern Washington University, American Indian Studies, UC Berkeley and Eastern Washington University--Cheney, WA

**3:00-4:30 p.m.**

ROSEDOWN

Third Floor

◆◆ Interactive Training ◆◆

### **365 The Sounds of Resistance: From Storytelling to Movement Building**

People of color have historically survived their histories through intergenerational narrative-sharing and continue to do so through storytelling and protest songs. Los Angeles-based musicians and community activists Las Cafeteras will guide participants through energetic discussions around community consciousness-building and the value of storytelling. Learn how Las Cafeteras have utilized Son Jarocho\* (Afro-Mexican music) as contemporary "protest music" and have joined a legacy of resistance led by artists who devote their art toward challenging oppression across the nation. Moving beyond making music as a mode of entertainment, Las Cafeteras promote giving voice and value to experience in the intersectionality of struggle across race, class, gender, economic class, and citizenship status. Participants will be guided through a "People of Color" timeline, gain storytelling techniques for development of self-identity, and acquire tools to navigate and empower communities of color through a context of struggle, discrimination, and solidarity-building through music.

**Denise Carlos**, MSW, Community Musician, Las Cafeteras--Los Angeles, CA

**Hector Flores**, Las Cafeteras/InnerCity Struggle--Los Angeles, CA

**4:45–6:15 p.m.**  
GRAND BALLROOM  
First Floor

### KEYNOTE ADDRESSES

#### **367 The Challenges of Surviving Hurricane Katrina: Firsthand Reports by a Presidential Panel of NOLA Institutions**

Hurricane Katrina, which struck New Orleans in August 2005, was undoubtedly one of the greatest natural disasters ever to occur in the United States. It not only had a devastating impact on the city of New Orleans but also on its institutions of higher education, which were faced with monumental challenges in order to survive. The disaster not only deprived the affected institutions of usable facilities; it severely reduced their student populations, left many faculty and staff homeless and teaching hospitals without patients, and presented them with a host of other major problems. A large proportion of the people affected in these institutions were African Americans, Latinos, and Southeast Asians, especially in the three HBCUs. The five presidents on this panel had the primary responsibility to lead their institutions' efforts to meet the numerous challenges of this disaster.

**Scott Cowen**, MBA, DBA, President, Tulane University - New Orleans, LA  
**Norman Francis**, PhD, President, Xavier University - New Orleans, LA  
**Marvalene Hughes**, PhD, Former President, Dillard University - New Orleans, LA  
**Victor Ukpolo**, PhD, Chancellor, Southern University of New Orleans - New Orleans, LA  
**Kevin Wildes**, PhD, President, Loyola University - New Orleans, LA  
**Sidney A. Ribeau**, PhD, President, Howard University, Washington, DC

**8:30–10:30 p.m.**  
GRAND BALLROOM  
First Floor

### SPECIAL EVENT

#### **371 Songs of My People, the Negro Spiritual**

Blanchard's music can best be described as a masterful fusion of the Negro Spiritual, Jazz, and Funk.

Jonathan Blanchard's, majestic bass voice reminiscent of Paul Robeson and William Warfield, weaves stories like an ancient African griot delivering messages of freedom.

**Jonathan Blanchard**, MS, Artist and Performer, Lincoln Center Teaching Artist - Olive Branch, MS

**8:30–10:30 p.m.**  
MELROSE  
Third Floor

### FILM PREVIEW AND DISCUSSION

#### **372 Mr. Cao Goes to Washington**

What happens when the naiveté of a political rookie clashes with the realities of racial politics of the American South and ultra-partisan struggles in Washington, D.C.? *Mr. Cao Goes to Washington* follows the unexpected journey of Rep. Joseph Cao, the first Vietnamese American elected to the U.S. Congress, the only non-white House Republican of the 111th Congress, and the only Republican to vote for President Obama's Health Care Reform Bill. A former seminarian and lawyer, from the Versailles neighborhood in New Orleans, Anh "Joseph" Cao decided to join the public sector to do greater good. During his tenure, Cao begins to build a record as the most liberal Republican in the House, angering fellow Republicans by befriending President Obama and insisting that his voting record is based solely on personal principle and the needs of his district. Yet later, he alienates the President by voting with the Republicans against Health Care Reform, citing inadequate language to prevent funding for abortion. Then when Cao's reelection campaign gains momentum, he is again haunted by partisan politics and must

come to terms with the temporal nature of friendships in congressional politics. Is bipartisanship a worthy cause for this rookie congressman?

*Mr. Cao Goes to Washington* is an engaging portrait of a complex individual navigating the fascinating, high stakes world of electoral politics, New Orleans style. The film will be followed by a question and answer session with the director, Leo Chiang.

**Mary Y Danico**, PhD, Professor of Sociology and Vice-Chair of the Psychology and Sociology Department, California State Polytechnic University - Pomona, CA  
**Leo Chiang**, MFA, Director, Walking Iris Films - San Francisco, CA

**8:30–10:30 p.m.**  
GRAND SALON 7-10  
First Floor

### FILM PREVIEW AND DISCUSSION

#### **373 White: A Memoir in Color**

In this personal documentary, Joel Katz (*Strange Fruit*, NYJFF 2002) explores what it means to be white in America through the story of his own family across generations. His father's role as a white professor at Howard University, a traditionally black college, during the civil rights era comes to bear on his and his wife's decisions about race and adoption. Original score by Don Byron.

**Joel Katz**, Associate Professor, Media Arts Department, New Jersey City University - New Jersey City, NJ

**8:30–10:30 p.m.**  
GRAND SALON 19–22  
First Floor

### FILM PREVIEW AND DISCUSSION

#### **374 The N!GGER Word: Is there a Message in the Madness?**

The N!GGER Word video uses interviews and commentary from a wide range of people to discuss the shocking, confusing, painful, and sometimes comforting term that is seeing a resurgent use in our society and in many different cultures. Many viewpoints are heard and some challenging questions are posed as the "N!GGER Word" is explained, examined and through different perspectives and personal testimony especially its influence on the millennial generation. What is the state of the N!GGER word in our society today? Will it become obsolete or eventually lose it power? Is there a message in the madness? Can something designed to kill you, be turned into something uplifting? This film discussion will attempt to answer these questions and more.

**Eddie Moore Jr.**, PhD, Director of Diversity, Brooklyn Friends School - Brooklyn, NY

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**THURSDAY, MAY 30**





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The Social Justice Training Institute was founded in 1998 by Jamie Washington, Kathy Obear, Vernon Wall, and Maura Cullen to provide diversity trainers and practitioners an intensive experience focused on personal development to increase multicultural competencies as social justice educators.

#### **Social Justice Training Institute (SJTI) – The Professional Experience**

Through community activities, race caucus work, core group discussions and exploration of the impact of in-the-moment situations, participants expand their competencies as social justice educators and change agents.

*“SJTI was as impactful and important as my entire graduate school experience. The work I did at SJTI has made me a better professional, a better educator, a better partner, and a better all around person.” Hannah Lozon*

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Through facilitated exercises combined with small group dialogue, participants will engage in conversations to support and challenge them in understanding the ways they can each impact our global community.

*“Since SJTI, I can’t go back to my naive view of the world, nor do I want to. SJTI ignited the flame which gave me knowledge, curiosity, and courage to expose injustice in order to move toward a better community.” Alycia Mccullough*

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# OUTSTANDING TOOLS FOR CREATING CHANGE



## BOOK SIGNING

- Thursday, May 30 at 12:00 & 4:30 immediately after session
- Friday, May 31 at 11:30 Stylus Booth

Dr. J.W. Wiley

**NEW**

### THE NIGGER IN YOU

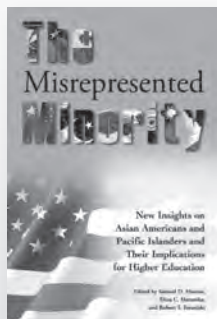
*Challenging Dysfunctional Language, Engaging Leadership Moments*

Dr. J.W. Wiley

"A spellbinding book that will challenge both the newcomer to diversity studies as well as the veteran of social justice."—THOMAS KEITH, Professor, California State Polytechnic University-Pomona, and Filmmaker

"Inspiring, challenging, informative and a timeless resource for educators, parents and community leaders. It's the real deal. You'll learn something every time you read it."—EDDIE MOORE, JR., Founder/Director, The White Privilege Conference

\$21.00 / paper



## BOOK SIGNING

- Thursday, May 30 at 12:00 Stylus Booth

Dina C. Maramba & Robert T. Teranishi

**NEW**

### THE MISREPRESENTED MINORITY

*New Insights on Asian Americans and Pacific Islanders and Their Implications for Higher Education*

Dina C. Maramba & Robert T. Teranishi

"An outstanding effort to overcome the disregard and invisibility of AAPIs in higher education and provides a more authentic and nuanced view that strongly challenges many pervasive stereotypes about this widely misunderstood but increasingly significant group."—BOB H. SUZUKI, President Emeritus, California State Polytechnic University, Pomona

\$29.95 / paper



### BUILDING CULTURAL COMPETENCE

*Innovative Activities and Models*

Edited by Kate Berardo and Darla K. Deardorff

Foreword by Fons Trompenaars  
\$55.00 / paper



## BOOK SIGNING

- Wednesday, May 29 at 11:30 immediately after session

Damon A. Williams

**NEW**

### STRATEGIC DIVERSITY LEADERSHIP

*Activating Change and Transformation in Higher Education*

Damon A. Williams

Foreword by William G. Tierney

"It is one of the most significant books ever published on diversity in the academy, and one that will remain pivotal reading for years to come."—RONALD A. CRUTCHER, President, Wheaton College (MA)

"This is an important book, which harnesses research and theory to lead real world change."—MOLLY CORBETT BROAD, President, American Council of Education

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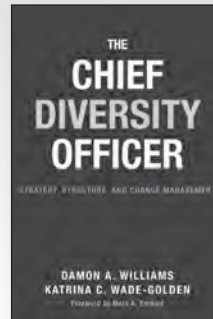
**NEW**

### THE CHIEF DIVERSITY OFFICER

*Strategy, Structure, and Change Management*

Damon A. Williams and Katrina C. Wade-Golden

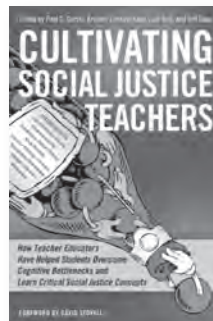
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### THE DIVERSITY LEADERSHIP SET

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**NEW**

### CULTIVATING SOCIAL JUSTICE TEACHERS

*How Teacher Educators Have Helped Students Overcome Cognitive Bottlenecks and Learn Critical Social Justice Concepts*

Edited by Paul C. Gorski, Nana Osei-Kofi, Jeff Sapp, and Kristien Zenkov

Foreword by David O. Stovall  
\$27.50 / paper



## BOOK SIGNING

- Wednesday, May 29 at 4:15 Stylus Booth

Art Munin

### COLOR BY NUMBER

*Understanding Racism Through Facts and Stats on Children*

Art Munin

Foreword by Timothy A. Wise

"[Provides] us with the factual information needed to go forth and mobilize others to the cause, not to mention reminding us of just how important is the task which lay ahead. I welcome this addition to the literature already extant on race and racism. It is long overdue."—TIM WISE, Author, *White Like Me: Reflections on Race from a Privileged Son*, and *Dear White America*

\$22.50 / paper



## BOOK SIGNING

- Wednesday, May 29 at 4:30 Stylus Booth

Shelly C. Lowe and Stephanie J. Waterman

**NEW**

### BEYOND THE ASTERISK

*Understanding Native Students in Higher Education*

Shelly C. Lowe and Stephanie J. Waterman

Foreword by John Garland

"My hope is that this book becomes a catalyst for new higher education practices that lead to direct, and increased support for, Native Americans and others who are vigorously working to remove the Native American asterisk from research and practice."—JOHN GARLAND

\$37.50 / paper



**NEW**

### TALKING ABOUT RACE

*Alleviating the Fear*

Edited by Steven Grineski, Julie Landsman, and Robert Simmons III

Foreword by William Ayers  
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# DAY AT A GLANCE • FRIDAY, MAY 31

## “SCHOOL SPIRIT DAY”

All Conference Participants are Encouraged to Wear Apparel that Represents and Celebrates Their School Spirit

**8:00 a.m. – 5:00 p.m.**

### REGISTRATION AND ON-SITE CHECK-IN

EXHIBITION HALL  
Second Floor

**7:30–9:00 a.m.**

### 400. CONTINENTAL BREAKFAST

**9:00–9:45 a.m.**

### 401. KEYNOTE ADDRESS

The Jazz of Change in the Academic House of Blues

**10:00–11:30 a.m.**

### 402. A CONVERSATION WITH

Contemporary Native Music and Identity

### 403. A CONVERSATION WITH

The White Racial Frame: Reconceptualizing and Fighting Racism

### 404. MAJOR WORKSHOP

Latino Males in Higher Education

### 405. MEET THE AUTHOR

The NIGGER in You: Challenging Dysfunctional Language, Engaging Leadership Moments

### 90-MINUTE CONCURRENT SESSIONS

406. Ain't I a Woman: Supporting African American Women in Higher Education

407. Dispelling the Myth of Formal Mentoring in the Success of Students of Color

408. Diverse Acts of Development and Retention: The Impact of Supportive Spaces for Staff and Faculty of Color

409. Diversity in a Box: Diversity Officers Speak Out about Doing Diversity Work at Small, Selective, Privates Colleges in the South

410. From the Classroom to the Boardroom: A Synergistic Approach to Building Diverse Talent Pipelines between Universities and Businesses

411. Gates Millennium Scholars Program: More Than Just a Scholarship!

412. Power and Pearls: A Conversation on Women and Career Advancement in Higher Education Administration

**10:00 a.m. – 12:00 p.m.**

### 413. SPECIAL FEATURE

Increasing Minority Participation in the STEM Disciplines

### 414. SPECIAL FEATURE

Reaching across Disciplines: Common Threads for Building New Ways of Understanding Social Identity

### 415. MAJOR WORKSHOP

Diagnosis, Design, and Delivery: Training and Strategic Organizational Development to Increase Cultural Competency

### 416. MAJOR WORKSHOP

Dismantling Internalized Dominance: Increasing the Capacity of Whites to Partner to Create Meaningful Change

### 417. MAJOR WORKSHOP

Facilitating Discussions about Diversity Issues

### 418. MAJOR WORKSHOP

Part 1: Understanding and Challenging Christian Hegemony

### 419. MAJOR WORKSHOP

Creating Global Citizens: Internationalization at HBCUs

### 420. MAJOR WORKSHOP

Update on Affirmative Action in Higher Education in the Wake of the Latest Supreme Court Decision

### 2-HOUR CONCURRENT SESSIONS

421. “ACT-tion” for Change: Improvisation as a Modality for Addressing Cultural and Social Issues on Campus

422. Silence in the Margins: Responding to Sexual Violence in Communities of Color on College Campuses

423. Claim/Combat/Canta! Your Poetic History: A Poetry Writing/Identity Workshop

424. Keep It Real Diverse Game - an interactive high impact experience of authentic engagement, connection, diversity and inclusion. Makes challenging and complex dialogue dynamic and effortless.

425. Late to Class: Breaking the Class Taboo in Campus Diversity Conversations

426. Race Based Fear Mongering in Contemporary Discourse: Impact on the Culture and Climate of the Academy

427. Training Students to become Peer Facilitators for Intergroup Dialogue: Design, Implementation, and Institutional Support (Part 1)

**1:30-2:45 p.m.**

### 75-MINUTE CONCURRENT SESSIONS

430. Advancing Institutional Diversity and Inclusion: Challenges and Effective Practices from Medical Education

431. Asian American/Pacific Islander Student Experiences: The AAPI-Serving Institution in Action

432. Conjuring the Ordinary to Be Extraordinary: Organizing a Movement on Your Campus

433. DREAM: Directing Results through Educational and Academic Mentoring—An Innovative Mentoring Program for Retention of Students of Color and Limited English Speaking Students

434. It Takes a Village to Recruit: Using University and Community Resources with Financial Education to Recruit Urban Students

436. MENTAL Freedom: Breaking the Boundaries on Higher Education through Intensive Mentoring of Traditionally Under-Represented College Males

437. Overcoming Barriers to Academic Success for URM and Women in STEM: A Piaget-centered Learning Model

438. Power in Partnerships: The Southwestern Ohio Council for Higher Education

439. Resistance and Change: The Struggle to Foster a Culturally Engaged Community

# DAY AT A GLANCE • FRIDAY, MAY 31

**440.** Strategic Diversity Action Planning: A Model to Move from Rhetoric to Impact

**441.** Top Ten Micro-Inequities: The Barriers to Inclusion

**442.** What Do White Educators Need to Learn? Autoethnographies and Conversation around Race and Epistemologies of Ignorance

## 1:30–3:00 p.m.

**445. A CONVERSATION WITH**  
A Conversation With William Mendoza

**446. MEET THE AUTHOR**  
Mentoring Faculty of Color: Essays on Professional Development and Advancement in Colleges and Universities

**447. MAJOR WORKSHOP**  
The Relationship Model: Developing, Maintaining, and Strengthening K-12, Higher Ed, and Local Community Partnerships

## 1:30–4:30 p.m.

**448. FILMS PREVIEW AND DISCUSSION**  
Cracking the Codes: The System of Racial Inequity

**450. MAJOR WORKSHOP**  
Cognitive Errors and Biases in Academic Evaluations

**451. MAJOR WORKSHOP**  
Latina Wisdom Qualities: Understanding and Engaging the Complexity of Latina Students, Staff, and Faculty

**452. MAJOR WORKSHOP**  
Understanding and Challenging Christian Hegemony, Part II

**453. MAJOR WORKSHOP**  
Introduction to Undoing Racism®/Community Organizing Workshop

**454. MAJOR WORKSHOP**  
Seeking Cultural Competence in Hiring: Strategies for Attracting and Retaining the Faculty and Staff We Need

**455. MAJOR WORKSHOP**  
Surviving a Disaster: The Calm Before the Storm - The Renaissance Aftermath, Lessons Learned

## 3-HOUR CONCURRENT SESSIONS

**456.** A CAMPUS OF DIFFERENCE™: An Anti-Bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute

**457.** Drawn to Diversity: Exploring Equality through Art and Creativity

**458.** Engaging Social Identity(ies), Difference, and Social Justice through Intra-Group and Intergroup Dialogue

**459.** Race and Class Matters: The Ins and Outs

## 1:30–5:30 p.m.

## 4-HOUR CONCURRENT SESSION

**460.** Training Students to become Peer Facilitators for Intergroup Dialogue: Design, Implementation, and Institutional Support (Part 2)

## 3:15–4:30 p.m.

## 75-MINUTE CONCURRENT SESSIONS

**461.** Educational Inequity and Native Communities: A Panel Discussion

**462.** Interactive Theatre for Giving Voice to the Marginalized

**463.** Intercambio Cultural—Enmeshing the University and the Community

**464.** Retention Matters: The Importance of Utilizing Social Justice and Multicultural Counseling Approaches in Advising Black Students Attending Predominantly White Institutions

**465.** The 10 Myths of Social Justice

**466.** The Lumina Project: A Comprehensive Three year Study on the Retention and Collective Experiences of African American Male Undergraduates at UCLA

**467.** Two Decades with a Chief Diversity Office and Diversity Strategic Planning at Penn State: Where Are We Now and What's Next

## 3:15–4:45 p.m.

## 90-MINUTE CONCURRENT SESSIONS

**468.** Addressing Multicultural Perspectives on Whiteness in a Majority White Classroom: Faculty and Student Perspectives on Practice and Outcomes

**469.** Pipelines to Diversify Graduate Programs in Medicine at the University of Utah

## 3:15–5:15 p.m.

**470. SPECIAL FEATURE**  
American Indian Studies vs. Indigenous Studies

**471. SPECIAL FEATURE**  
Is It Time to Consider Class, along with Race, in Equity and Diversity Programs?

**472. SPECIAL FEATURE**  
It Takes a Village: Building Support Structures for Mixed Race Students in Higher Education

**473. MAJOR WORKSHOP**  
A Nation at Risk: Improving College Success Rates for Underprepared Students

**474. MAJOR WORKSHOP**  
Pedagogical Approaches to Teaching about Race and Racism from an Intersectional Perspective

**475. MAJOR WORKSHOP**  
Race-making through Everyday Conversation: The Continual Emergence of a Latino Racial Identity

## 2-HOUR CONCURRENT SESSION

**476.** Scripts: How Young Men Are Socialized into Society Images, Perceptions, and Role Models that Contribute to the Developing of Men

## 7:00–8:15 p.m.

**477. SPECIAL EVENT**  
Music Matters

## 8:30–10:00 p.m.

**478. SPECIAL EVENT**  
A Conversation With Tim Wise



# FRIDAY, MAY 31, 2013

## “SCHOOL SPIRIT DAY”

All Conference Participants are Encouraged to Wear Apparel that Represents and Celebrates Their School Spirit

**7:30–9:00 a.m.**

HILTON EXHIBITION CENTER HALL  
Second Floor

### 400 Continental Breakfast

**9:00–9:45 a.m.**

GRAND BALLROOM  
First Floor

### KEYNOTE ADDRESS

#### 401 The Jazz of Change in the Academic House of Blues

Joy Harjo was born in Tulsa, Oklahoma, and is an internationally known poet, performer, writer, and saxophone player of the Mvskoke/Creek Nation. Her seven books of poetry include such well-known titles as *How We Became Human: New and Selected Poems*, *The Woman Who Fell from the Sky*, and *She Had Some Horses*, all published by W.W. Norton. Her poetry has garnered many awards, including the New Mexico Governor's Award for Excellence in the Arts, the Lifetime Achievement Award from the Native Writers Circle of the Americas, 1998 Lila Wallace-Reader's Digest Award, and the William Carlos Williams Award from the Poetry Society of America.

Harjo's memoir, *Crazy Brave* (W.W. Norton, 2012), tells of her journey to becoming a poet and was called “the best kind of memoir, an unself-conscious mix of autobiography, spiritual rumination, cultural evaluation, history and political analysis told in simple but authoritative and deeply poetic prose” by *Ms Magazine*. *Soul Talk, Song Language* (2011), a collection of Harjo's essays and interviews, was published by Wesleyan Press. She co-edited an anthology of contemporary Native women's writing, *Reinventing the Enemy's Language: Native Women's Writing of North America*, one of the London Observer's Best Books of 1997. She wrote the award-winning children's book *The Good Luck Cat* (Harcourt) and in 2009 published a Young Adult, coming-of-age-book, *For a Girl Becoming*, which won a Moonbeam Award and a Silver Medal from the Independent Publishers Awards.

**Joy Harjo**, Poet, Musician, and Author, Blue Flower Arts, LLC - Millbrook, NY

**10:00–11:30 a.m.**

GRAND SALON 7-10  
First Floor

### A CONVERSATION WITH

#### 402 Contemporary Native Music and Identity

Native scholar, performer, composer Alan Lechusza Aquallo, PhD (Luiseno/Maidu), is currently the Native representative for the National Associate of Independent Schools (NAIS), Scholar-in-Residence for Young Native Scholars and Inter-Tribal Youth (YNS/ITY), and the Faculty Adviser for the Native American Student Alliance at Palomar College, in addition to sitting on many advisory boards for Native youth and education. Lechusza's interdisciplinary research has been received around the globe including: The American Technology and Music Instruction (ATMI), Queen's College (London), Southwest Popular Culture Conference, and The Society for Ethnomusicology (SEM) just to name a few. His groundbreaking work on Native hip hop has been followed up by numerous publications and guest lectures at universities/colleges throughout Canada, Europe, and the United States. Lechusza is an active performer and composer who can be heard on such major recording labels as Tzadik, 9Winds, and pFmentum Lira Productions.

**Alan Lechusza Aquallo**, PhD, Assistant Professor, Palomar College - Carlsbad, CA

**10:00–11:30 a.m.**

GRAND SALON 13-16  
First Floor

### A CONVERSATION WITH

#### 403 The White Racial Frame: Reconceptualizing and Fighting Racism

Joe Feagin, Ella C. McFadden Professor of Liberal Arts at Texas A&M University, acquired his PhD in sociology at Harvard University in 1966. Feagin also has taught at the University of Massachusetts, University of California, University of Texas, and University of Florida. He has done much research and conceptual work on racism and sexism issues and served as Scholar-in-Residence at the U.S. Commission on Civil Rights. He has written 60 scholarly books and more than 200 scholarly articles in his research areas, and one of his books (*Ghetto Revolts*) was nominated for a Pulitzer Prize. Among his recent books are *Systemic Racism* (Routledge 2006), *Two Faced Racism: Whites in the Backstage and Frontstage* (Routledge 2007, with L. Picca), *The White Racial Frame* (Routledge 2010), *Racist America* (2nd edition, Routledge 2010), and *White Party, White Government* (Routledge 2012). He is co-founder of the influential expert blog on race/racism issues, *RacismReview.com*. Feagin is the 2006 recipient of a Harvard alumni association lifetime achievement award and was the 1999-2000 president of the American Sociological Association.

**Joe Feagin**, PhD, Ella C. McFadden Professor of Liberal Arts, Texas A&M University - College Station, TX

**10:00–11:30 a.m.**

MAGNOLIA  
Third Floor

### MAJOR WORKSHOP

#### 404 Latino Males in Higher Education

The changing demographics in the United States give rise to pertinent questions related to Latino male educational achievement, resilience, and persistence along the P-16 pipeline. Researchers and practitioners alike are seeking answers to questions related to the widening educational attainment gap between Latino male students and their other male and female peers. This invited session seeks to complicate our understanding about the plight facing Latino males across the educational spectrum and elevate the topic to the level of national policy imperative.

**Victor Saenz**, PhD, Assistant Professor, Department of Educational Administration, University of Texas - Austin, TX

**Luis Ponjuan**, PhD, Associate Professor, Educational Administration and Human Resource Development, Texas A&M University - College Station, TX

**10:00–11:30 a.m.**

GRAND SALON 3  
First Floor

### MEET THE AUTHOR

#### 405 The NIGGER in You: Challenging Dysfunctional Language, Engaging Leadership Moments

Is there a “nigger” in you? If you have attempted to avoid and/or escape oppression, been made to feel as if you are a problem, been treated as “lesser than” or even like a criminal, all just because you are different in a given context, then what Dr. J.W. Wiley asserts through the title of this book inescapably applies to you. Through any of our multiple identities – stereotyped, marginal-



ized, or ostracized by our socio-economic class, level of education, gender, disability, age, race, sexual orientation, or religion – we are all potential victims as well as perpetrators of denigrating language and discrimination.

Dr. Wiley borrows the agency of *nigger*, arguably the quintessential term of disparagement of those negatively considered the Other, to re-frame the word as no longer just a racial term but one that symbolizes many of the ways we disrespect or bully one another, are inconsiderate of one another, prejudge one another, and internalize our demonization. He defines the word in a way that demonstrates its equivalence to other dysfunctional language (retard, bitch, fag, trailer-trash, etc.) that suggests that those so targeted are unworthy of consideration in our society.

Dr. Wiley leads us on a journey toward social justice, empowering us to embrace our leadership moments by engaging those who would perpetrate dysfunctional language/behavior. He also challenges us to assist in creating a world in which differences are respected, validated, and, when equipped with a newly heightened consciousness, celebrated.

**J. W. Wiley**, PhD, EdD, Director for the Center for Diversity and lecturer in Philosophy and Interdisciplinary Studies, SUNY – Plattsburgh, NY

**10:00–11:30 a.m.**

### 90-MINUTE CONCURRENT SESSIONS

**10:00–11:30 a.m.**

Grand Salon 24

First Floor

◆◆ Interactive Training ◆◆

#### **406 Ain't I a Woman: Supporting African American Women in Higher Education**

This interactive session includes a discussion of the intersectional identities of African American women, their roles in higher education, and the diversity initiatives that can support the retention of African American women in higher education. A panel of six African American women spearheading inclusion efforts in higher education will participate in dialogue and provide insight on African American women's experiences in colleges and universities across the nation. Participants will be given the opportunity to discuss in small groups their experiences as African American women or as allies to this population; they will also brainstorm ideas of how to support this population. This session should benefit participants interested in understanding the critical perspectives of African American women, practitioners who support African American women in higher education, and those anxious to discover and implement effective ways to make higher education inclusive of African American women.

**Lindsey Barclay**, MA, Area Coordinator in Residence Life, Notre Dame of Maryland University--Baltimore, MD

**Natalie Gillard**, MA, Notre Dame of Maryland University--Baltimore, MD

**Lisa Gray**, MA, Assistant Director of Student Life for Cultural and Spiritual Diversity, University of Maryland, Baltimore County--Baltimore, MD

**Joakina Modé Stone**, MEd, Community Director of Erickson Hall, University of Maryland, Baltimore County--Baltimore, MD

**Amber Wilburn**, PhD, Health Educator, Program Coordinator, Administrator--Los Angeles, CA

**Claudia Shields**, PhD, Chair of the Doctoral Program in Clinical Psychology, The Chicago School of Professional Psychology--Los Angeles, CA

**10:00–11:30 a.m.**

MARLBOROUGH B

Second Floor

◆◆ Theoretical Model ◆◆

#### **407 Dispelling the Myth of Formal Mentoring in the Success of Students of Color**

This session presents the findings of an ongoing empirical study (quantitative, qualitative, and mixed method) on males of color within the Urban Male Initiative program (UMI) of John Jay College of Criminal Justice (CUNY--New York).

The study illuminated processes and models through which African American and Latino males developed academic resilience, a relational sense of community through fictive kinships, directed coping strategies, redefined academic excellence goals, and a renewed reason for persistence. The above outcomes were seen through the dual lens of relational peer mentoring and the establishment of a safe space birthed from a relational sense of community.

**John L. Mason**, PhD, Adjunct Professor, Mercer University--Norcross, GA

**Shelia Hill**, EdD, Counseling Faculty, Cerritos College--Norwalk, CA

**10:00–11:30 a.m.**

Grand Salon 15

First Floor

◆◆ Research/Assessment/Evaluation ◆◆

#### **408 Diverse Acts of Development and Retention: The Impact of Supportive Spaces for Staff and Faculty of Color**

Ongoing discussions continue to occur regarding recruitment and retention of students of color; however, a need remains for creating a more diverse staff and faculty. Furthermore, a conversation needs to occur regarding establishing a more professional staff to serve the campus community. For their college and personal needs students interact with many different academic offices and departments within Student Affairs, such as Housing, Career Services, Financial Aid, Dean of Students, etc. A diverse professional staff, therefore, plays a vital role at institutions that seek to provide their students variable and substantive experiences both in and out of the classroom. This session presents the needs of staff and faculty of color and current practices and trends utilized to recruit and retain these professionals. Additionally, the presenters will engage in identifying new, innovative frameworks from which to explore recruiting and retaining staff and faculty of color as well as offering some culturally captivating ways of instilling such practices. Information sharing and exchanging of ideas will occur among participants and presenters.

**Thomandra Sam**, PhD, Psychologist, Counseling and Psychological Services, University of Houston--Houston, TX

**DuJuan Smith**, MEd, Assistant Dean of Students, University of Houston--Houston, TX

**Terence J. Turner**, MEd, Residence Life Coordinator, Student Housing and Residential Life, University of Houston--Houston, TX

**10:00–11:30 a.m.**

GRAND SALON 12

First Level

◆◆ Long- and Short-Range Planning ◆◆

#### **409 Diversity in a Box: Diversity Officers Speak Out about Doing Diversity Work at Small, Selective, Privates Colleges in the South**

A team of diversity officers representing the Associated Colleges of the South (ACS) will present on the challenges they face at their respective institutions. Due in large part to the history and size of their colleges/universities, they have essentially been assigned the responsibility of doing diversity work on campuses with shrinking budgets, limited staff, and growing number of constituencies falling into the minorities or multicultural purview (i.e., domestic racial minorities, ethnic minorities, international students, religious minorities, LGBTQ students, and first generation college students). The presenters will speak about the unprecedented demographic changes taking place in their student bodies and how effectively, or ineffectively, their institutions have been in addressing these changes in strategic planning, building faculty and staff diversity capital, curricular and co-curricular programming development, and bias-prevention and response plans.

**Tae-Sun Kim**, PhD, Director of Multicultural Affairs, Davidson College--Davidson, NC

**Idella Glenn**, PhD, Director of Multicultural Affairs, Furman University--Greenville, SC

**Ronald L. Swain**, EdD, Senior Adviser to the President for Strategic Planning and Assessment, Southwestern University--Georgetown, TX

**Kelly P. Weeks**, PhD, Associate Professor of Business, Centenary College of Louisiana--Shreveport, LA

**10:00–11:30 a.m.**

Grand Salon 18

First Floor

◆◆ Long- and Short-Range Planning ◆◆

**410 From the Classroom to the Boardroom: A Synergistic Approach to Building Diverse Talent Pipelines between Universities and Businesses**

Statistically, minority professionals are not gaining access to the business sector at the same rate as their Anglo counterparts. Kaiser Permanente Northwest (a large health care organization) acknowledges these trends by implementing innovative programming, recruitment efforts, and workforce planning strategies to combat these disparities. Using Kaiser Permanente as a model, this session will analyze the importance of ethnic diversity to businesses and the growth of wealth in communities of color and will review evidence proving that businesses with diversity woven into their fabric outperform those without. The session will then transition into the challenges companies face when attempting to diversify their workforces and explore successful partnerships between colleges and businesses to overcome those challenges. Lastly, participants will discuss the innovative ways college diversity departments, offices, and groups can work with companies to ensure minority students are prepared to take on professional opportunities. This session will benefit higher education leaders seeking actionable solutions to obstacles facing minority students entering the job market. At the conclusion of this session, attendees will be equipped with strategies necessary to establish partnerships with businesses and understand how short-term changes in students' college experiences can lead to long-term professional gains.

**Serilda Summers-McGee**, MBA, MEd, Manager, Diverse Talent Planning, Kaiser Permanente--Portland, OR

**10:00–11:30 a.m.**

MARLBOROUGH A

Second Floor

**411 Gates Millennium Scholars Program: More Than Just a Scholarship!**

The goal of the Gates Millennium Scholars Program (GMSP) is to promote academic excellence and to provide an opportunity for outstanding minority students with significant financial need to reach their highest potential by reducing financial barriers for African American, American Indian/Alaska Native, Asian Pacific Islander American, and Hispanic American students with high academic and leadership promise.

**Kelvin Harris**, Relationship Manager, Gates Millennium Scholars Program - Washington, D.C.

**Shederick McClendon**, Director of Leadership Development Programs and Scholar Relations, Gates Millennium Scholars Program - Washington, D.C.

**Russell Peek**, Senior Relationship Manager, Gates Millennium Scholars Program - Washington, D.C.

**10:00–11:30 a.m.**

GRAND SALON 19-22

First Floor

◆◆ Interactive Training ◆◆

**412 Power and Pearls: A Conversation on Women and Career Advancement in Higher Education Administration**

Women start their careers in higher education with the same level of intelligence, education, and drive as men, yet comparatively few reach top administrative roles (e.g., chief diversity officers, chancellors, presidents). This session will explore the traits and characteristics of successful women in higher education. Insights into how to navigate the path to leadership will be discussed. Ten "Power and Pearl Principles" to success will be offered as well as an interactive experiential career mapping exercise.

**Katrice A. Albert**, PhD, Vice Provost for Equity, Diversity and Community Outreach, Louisiana State University--Baton Rouge, LA

**10:00 a.m. – 12:00 p.m.**

FOUNTAIN ROOM

Third Floor

**SPECIAL FEATURE****413 Increasing Minority Participation in the STEM Disciplines**

Nearly 35 years ago, UC Berkeley sociologist Lucy Sells coined the term "critical filter" to describe required mathematics courses as gateways to keeping students out of mathematics-based fields. This has continued to be at the heart of a national conversation among those concerned with the marginalization of groups of students out of mathematics-based disciplines. Students from underrepresented minority groups who major in science, technology, engineering, and mathematics (STEM) fields are often discouraged by the hierarchical curricula that can prevent students from progressing to a degree in a timely way. For many of these students, some of whom may be first-generation college and/or transfer students, the culture shock of attending a large institution can have an adverse effect on student achievement, particularly during the first year at a four-year institution.

This session will examine some programs that have been proven to effectively support student success in STEM disciplines by providing meaningful structures for academic and personal support.

This session may be of interest to those in the educational community seeking to strengthen minority student participation and achievement in STEM disciplines at their institutions.

**Bob Suzuki**, PhD, President Emeritus, California State Polytechnic University - Pomona, CA

**Martin Bonsangue**, PhD, Professor of Mathematics, California State University-Fullerton - Fullerton, CA

**Carlos Gutierrez**, PhD, Professor of Chemistry, California State University - Los Angeles, CA

**10:00 a.m. – 12:00 p.m.**

MELROSE

Third Floor

**SPECIAL FEATURE****414 Reaching across Disciplines: Common Threads for Building New Ways of Understanding Social Identity**

This session brings together scholars from different branches of social identity development (race, gender, sexual orientation, and religion) for a dialogue about common themes that may inform emerging, holistic perspectives of social identity. In addition, the speakers will wrestle with areas that provide challenges to reaching across disciplines due to the unique histories and experiences of social groups in the United States. Participants will observe this conversation in action and then engage with the discussants through questions and answers.

**William E Cross Jr.**, PhD, Professor and Coordinator of Counselor Education, Coordinator of CEP Graduate Studies, School of Education, University of Nevada Las Vegas - Las Vegas, NV

**Ximena Zúñiga**, PhD, Associate Professor of Education, University of Massachusetts Amherst - Amherst, MA

**Maurianne Adams**, PhD, Professor Emerita, Social Justice Education, University of Massachusetts - Amherst - Amherst, MA

**Margo Okazawa-Rey**, EdD, Interim Dean, and Professor, School of Human and Organizational Development, Fielding Graduate University - Santa Barbara, CA

**10:00 a.m. – 12:00 p.m.**

JASPERWOOD

Third Floor

**MAJOR WORKSHOP****415 Diagnosis, Design, and Delivery: Training and Strategic Organizational Development to Increase Cultural Competency**

This workshop begins with the premise that all members of a campus community have an obligation to improve skills and abilities in working effectively, respectfully, and inclusively with all colleagues, constituents, students, and stakeholders on and off campus and that training and capacity building programs should reflect the importance of kind of professional development. Increasing our individual cultural competence is both a goal and a lifelong process. Designing and delivering effective capacity building programs that support rather than undermine efforts to increase cultural competence speak to an institution's commitment to supporting this process.

Whether one is bringing outside presenters and/or programs to campus or is presenting programs using existing faculty and staff, training and other organizational development programs are more effective when one has a clear idea of changes in knowledge, awareness, and skills being sought for a particular audience and has considered the design and delivery of programs based on these needs. Are our efforts moving us closer to or further away from increasing cultural competency in a particular context? How do we know?

**Cris Cullinan**, PhD, Assistant Professor and Associate Director, Organizational Development and Training, University of Oregon - Eugene, OR

**10:00 a.m. – 12:00 p.m.**

ROSEDOWN

Third Floor

**MAJOR WORKSHOP****416 Dismantling Internalized Dominance: Increasing the Capacity of Whites to Partner to Create Meaningful Change**

Too often, well-intentioned white staff, faculty, and other educators interact in ways that perpetuate and model racist dynamics among their colleagues and students. Most, if not all, whites have been socialized within white supremacist structures and have internalized messages and beliefs that white cultural values and practices are better and that whites are superior to people of color and those who identify as biracial or multiracial. Whether through conscious and/or unconscious actions, most whites act in ways that undermine effective partnering to dismantle institutional racism.

In this highly interactive, reflective session, participants will identify the types of behaviors and attitudes that maintain the racial/racist status quo on campuses, explore strategies to dismantle internalized dominance in themselves and others, and identify effective ways to partner with people of color to dismantle racism on campus.

**Kathy Obear**, EdD, President, Alliance for Change Consulting and Founding Faculty, Social Justice Training Institute – Brooklyn, NY

**Beth Yohe**, MS, Associate Director, Training and Curriculum, National Education Division, Anti-Defamation League - Denver, CO

**10:00 a.m. – 12:00 p.m.**

ASCOT-NEWBERRY

First Floor

**MAJOR WORKSHOP****417 Facilitating Discussions about Diversity Issues**

Effectively facilitating discussions about diversity is an essential skill for social justice education and leadership. How can we lead productive dialogues about challenging topics? In this workshop, participants will learn the "Straight A's Model" for facilitating diversity discussions and ways to deal with common group dynamics. There will be an opportunity to briefly practice some of these strategies. Participants will gain practical skills they can use and share with others.

**Diane Goodman**, EdD, Diversity Consultant and Adjunct Faculty, Diversity and Social Justice Training and Consulting – Nyack, NY

**Ann Marie Garran**, PhD, Assistant Professor of Social Work, University Of Connecticut - West Hartford, CT

**10:00 a.m. – 12:00 p.m.**

GRAND SALON 4

First Floor

**MAJOR WORKSHOP****418 Part 1: Understanding and Challenging Christian Hegemony**

This full-day workshop facilitates an examination and discussion of Christian hegemony, the institutionalized system of Christian dominance in U.S. society which interconnects with sexism, racism, heterosexism, able-bodism, Islamophobia, and anti-Arab and anti-Jewish oppression. The interactive discussion will look at how Christian hegemony looks today in the United States: its everyday impact, its foundational concepts, its historical development, and its influence on our behavior and public policy. The premise of this workshop is that one cannot accurately understand racism, sexism, or other systems of oppression without first coming to grips with the ways 1,700 years of Christian hegemony undergirds, shapes, supports, and obfuscates how power and violence work in our society.

**Paul Kivel**, Violence Prevention and Social Justice Educator, Activist and Writer - Oakland, CA

**Victor Lewis**, MA, Co-Director, Center for Diversity Leadership - Berkeley, CA

**Amer F. Ahmed**, Associate Director, Multi-Ethnic Student Affairs, University of Michigan - Ann Arbor, MI

**10:00 a.m. – 12:00 p.m.**

OAK ALLEY

Third Floor

**MAJOR WORKSHOP****419 Creating Global Citizens: Internationalization at HBCUs**

The American Council on Education's (ACE) Creating Global Citizens project has worked to deepen knowledge of how Historically Black Colleges and Universities (HBCUs) are internationalizing and ways to advance their progress. Over an 18-month period, ACE worked closely with seven HBCUs as part of this project. This session will provide insight into ACE's model of comprehensive internationalization, explore the findings of the project, and provide opportunities for participants to hear from representatives of participating institutions to better understand their internationalization efforts.

**Gailda Davis**, Associate Director, Inclusive Excellence Group, American Council on Education - Washington, D.C.

**Minnie Battle Mayes**, Director, International Programs, North Carolina Agricultural and Technical State University – Greensboro, NC

**Thierno Thiam**, PhD, Special Assistant to the President for Global Initiatives, Assistant Professor, Political Science, Tuskegee University - Tuskegee, AL



10:00 a.m. – 12:00 p.m.

ELMWOOD

Third Floor

**MAJOR WORKSHOP****420 Update on Affirmative Action in Higher Education in the Wake of the Latest Supreme Court Decision**

This workshop is designed to provide an update on the latest Supreme Court decision on Affirmative Action, ruling on the Fisher case. It is also an opportunity for participants to take stock of what Affirmative Action has accomplished since the late 1960s when President Johnson created it, to the present moment when it has come under relentless attack. How have colleges and universities responded? By retreating or by fighting back with new and novel initiatives, or both? Moreover, how has the idea and practice of diversity itself changed during this time? Is it still about restorative or reparative justice for American racialized minorities who have been historically blocked from many educational opportunities and significant upward social mobility? Is it still about gender as well as race? Is it about cultural and ethnic differences of all kinds, domestic as well as international? Where does sexuality and disability fit in? Participants are encouraged to bring any of their issues or dilemmas for open and honest debate and discussion.

**Evelyn Hu-DeHart**, PhD, Professor of History, Director of the Center for the Study of Race and Ethnicity in America, Brown University - Providence, RI

10:00 a.m.-12:00 p.m.

**2-HOUR CONCURRENT SESSIONS**

10:00 a.m.-12:00 p.m.

PRINCE OF WALES

Second Floor

◆◆ Theoretical Model ◆◆

**421 “ACT-tion” for Change: Improvisation as a Modality for Addressing Cultural and Social Issues on Campus**

Dialogues on Diversity, in partnership with Boston College's Office of AHANNA Student Programs, has developed a theatrical model for addressing the often complex issues of race, gender, and cultural inequities on campus. The ACT-tion Program is a social justice theater ensemble made up of students using improvisational theater techniques to illustrate real situations students encounter but are often mishandled or avoided outright because of lack the cultural language to address them appropriately. By developing compelling and engaging scenarios, the cast builds scenes to a dramatic peak. At this point they freeze the action and engage the audience in discussion and exploration of the content. Ultimately, audience members are invited to take the roles of key members of the scenes and try to resolve the conflict. The cast acts as peer facilitators on stage (aided by DOD staff) to help move and focus discussion in a healthy and productive direction. The ACT-tion Program is a training model that is not just open to students who desire to perform. It educates potential leaders in healthy group facilitation techniques, positive and reflective listening techniques, team building, and collective problem solving skills.

**Ron Jones**, Company Principle, Dialogues on Diversity--Winston-Salem, NC

**Andy Petigny**, MS, Associate Director, AHANA Student Programs, Boston College--Chestnut Hill, MA

**Barbie Papalios**, Graduate Student in Higher Education, Student Affairs track at Boston College--Boston, MA

10:00 a.m.-12:00 p.m.

EGLINTON WINTON

Second Floor

◆◆ Case Studies/Model Programs ◆◆

**422 Silence in the Margins: Responding to Sexual Violence in Communities of Color on College Campuses**

Practitioners across the nation have been grappling with ways to respond and minimize the occurrence of sexual assault on college campuses. From our scholarship to student affairs practices, complex issues oftentimes are overlooked in these seldom-held conversations that are commonly seen as White-centric. What are communities of color doing to minimize sexual assault on college campuses? How can practitioners working in race-based offices, services, and programs contribute to this campus-wide conversation? The session will offer strategies and tools for practitioners working in multicultural centers focused on race and ethnicity to proactively and reactively address issues of sexual violence to improve direct student services, build coalitions with gender-based centers, and promote institutional advocacy. This session will explore practices and lessons learned at Cornell University in addressing of sexual violence in the past year through the lens of two cultural center directors.

**Patricia Chau Nguyen**, MEd, Assistant Dean of Students, Director, Asian and Asian American Center, Cornell University-- Ithaca, NY

**Mark Houlemaarde**, MS, Director of the Latino Living Center, Cornell University-- Ithaca, NY

10:00 a.m.-12:00 p.m.

GRAND SALON 6

First Floor

◆◆ Interactive Training ◆◆

**423 Claim/Combat/Canta! Your Poetic History: A Poetry Writing/Identity Workshop**

In this session, participants will explore their many dimensions of identity through a collaborative writing and discussion based poetry and identity workshop. Participants will review revolutionary work by contemporary poets, such as Cornelius Eady, who utilize language to frame, dissect, and deconstruct concepts of identity. After encountering these writers, participants will utilize innovative, hands-on creative writing techniques to delve deeply into their individual concepts of identity. Participants will get to decide whether to claim, combat, or canta! (sing) their cultural, social, and creative narratives. This session is open to all and will benefit arts educators who wish to explore a framework that synthesizes cultural identity exploration with poetic craft techniques. Higher education professionals and educators wishing to explore creative approaches to cultural identity exploration will also benefit.

**Diana R Alvarez**, Assistant Director of Admission and Coordinator of Diversity Outreach, Mount Holyoke College -- Northampton, MA

**Victoria M. Rosen**, MFA, MBA, Educator and Sustainable Business Consultant, Antioch University--Northampton, MA

10:00 a.m.-12:00 p.m.

BELLE CHASSE

Third Floor

**424 Keep It Real Diverse Game - An Interactive High Impact Experience of Authentic Engagement, Connection, Diversity and Inclusion. Makes challenging and complex dialogue dynamic and effortless.**

The ultimate CONNECTION workshop! This is an interactive high impact training opportunity for student leaders, diversity officers, and new students to be provided with proven, dynamic, and highly effective tools through which to begin building the foundation of their diversity programming. Consistently proven to immediately break down barriers across racial, class, religious, eth-



nic, and ALL divides while building trust, solid bridges, and building community, the Keep It Real Diverse board game is truly revolutionary in its impact. Not a talk, playing this game provides students and faculty with a powerful and enjoyable interactive experience of inclusion and bonding while it facilitates a positive, egalitarian, and productive environment.

Training will begin with an exercise called "Walk in My Shoes." This exercise is designed to lead seamlessly into Keep It Real Diverse game play. Through game play, all preconceived barriers quickly disappear as participants find themselves effortlessly opening their hearts and minds to one another as they explore the depths of their inner worlds together. Through questions and interactions which range from fun to outrageous, to deeply profound and eternal, participants will be amazed at how quickly they connect in profound, transformative, and lasting ways with one another. The workshop will conclude with an exercise called "Walking The Line". Participants will leave this session with field-tested tools they can immediately put to use on their own campuses. This workshop makes programming on diversity and inclusion extraordinarily fun and easy. We guarantee that those who don't know one another (and might never engage with one another) will form genuine connections, and those who do know one another will grow closer in understanding and friendship.

**Leslie Robinson**, President, Trance4mation Nation – New York City, NY  
**Ralph Newell**, Vice President, Business Development and Technology, Diverse: Issues In Higher Education - Fairfax, VA

**10:00 a.m.-12:00 p.m.**

CHEQUERS

Second Level

◆◆ Interactive Training ◆◆

#### **425 Late to Class: Breaking the Class Taboo in Campus Diversity Conversations**

This interactive workshop uses Freirian popular education methodology to spark a discussion about how participants can include social class in their campus diversity programs. The two contexts, macro and micro, of growing economic inequality and participants' own life experience with the class system, will ground the discussion in class realities and race/class intersections. Participants will leave with clear definitions and terms for talking about class and with action steps for introducing class discussions on their campuses.

**Anne Phillips**, Outreach & Development Director, Associate Trainer, Class Action – Jamaica Plain, MA

**Tanya O. Williams**, PhD, Deputy Vice President for Institutional Diversity and Community Engagement, Union Theological Seminary--Florence, MA

**Rachel Rybaczuk**, MS, Instructor, University of Massachusetts and Hampshire College--Northampton, MA

**10:00 a.m.-12:00 p.m.**

GRAND SALON 9

First Floor

◆◆ Policy Issues ◆◆

#### **426 Race Based Fear Mongering in Contemporary Discourse: Impact on the Culture and Climate of the Academy**

This session will provide a description of race-based fear mongering as a highly contentious social justice phenomena, visible in contemporary U.S. discourse. A discussion of the origins of race-based fear and how it became embedded in U.S. culture will be included. Examples of race-based fear mongering in contemporary society and in educational discourse will be discussed along with some of the ways that race-based fear mongering affects the culture and climate of the academy. This session will benefit education and other professionals concerned with factors that shape social and civic discourse, including professionals who work with students on campus and faculty who teach about issues of social justice and diversity. Faculty and staff who want to increase their capacity to identify and address issues of social justice that might arise on campus or in the classroom will also benefit from this ses-

sion. Participants will have the opportunity to developing skills in identifying, analyzing the consequences of, and interrupting race-based fear mongering. Working in teams, participants will develop strategies for effectively responding to race-based fear mongering.

**Barbara J. Love**, PhD, Professor of Education Emerita, Social Justice Education, UMASS-Amherst/The AKAR Institute--Amherst, MA

**10:00 a.m.-12:00 p.m.**

CAMBRIDGE

Second Floor

#### **427 Training Students to become Peer Facilitators for Intergroup Dialogue: Design, Implementation, and Institutional Support (Part 1)**

This all-day session describes, outlines and models an innovative course designed to train undergraduate students to lead peer dialogues on topics such as racism, sexism, heterosexism, religion oppression, classism and ableism at a small, Catholic, liberal arts college. In the first part, the presenters will go over the syllabus and activities of the course, discuss how the course was developed and what institutional support was secured, and the building of cross-departmental collaborations so students could utilize their facilitation skills in a variety of campus settings (residence halls; first-year advising program; all-faculty day presentations; other courses). Student presenters will share what they learned during the course, their experience of moving from participant to co-facilitator, and their success and challenges in co-facilitating on campus through the spring term. Lessons learned from the first offering of this course will be shared, including the process of co-learning by faculty and students. This session should particularly benefit faculty and staff who are interested in the development of student leaders in campus anti-bias work and students interested in taking on this kind of leadership role at their respective schools.

**Joan Iva C Fawcett**, MA, Director, Intercultural Center, Saint Mary's College of California - Moraga, CA

**Corliss Watkins**, Academic Advisor, Saint Mary's College of California - Moraga, CA

**1:30-2:45 p.m.**

#### **75-MINUTE CONCURRENT SESSIONS**

**1:30-2:45 p.m.**

GRAND SALON 9

First Floor

◆◆ Case Studies/Model Programs ◆◆

#### **430 Advancing Institutional Diversity and Inclusion: Challenges and Effective Practices from Medical Education**

This session will showcase the latest programs and resources emerging from the diversity office of the Association of American Medical Colleges (AAMC), one of the largest national-level diversity departments active in the field of higher education. Case studies will cover developments in our approach to pipeline programs, faculty and leadership development, and fostering an institutional climate of inclusion. This session should benefit higher education administrators, diversity officers, student affairs and faculty development professionals, and pipeline program managers. A dynamic discussion about experiences with innovative initiatives and remaining challenges will be welcomed.

**Laura Castillo-Page**, PhD, Senior Director, Diversity Policy and Programs and Organizational Capacity Building Portfolio, Association of American Medical Colleges--Washington, D.C.

**Norma Poll-Hunter**, PhD, Director, Human Capital Portfolio, Association of American Medical Colleges--Washington, D.C.

**Anne Berlin**, MA, Diversity Research Specialist, Association of American Medical Colleges--Washington, D.C.

**1:30-2:45 p.m.**

GRAND SALON 6

First Floor

◆◆ Case Studies/Model Programs ◆◆

**431 Asian American/Pacific Islander Student Experiences: The AAPI-Serving Institution in Action**

In 2007, legislation passed to fund a new kind of minority-serving institution: the Asian American Native American Pacific Islander-serving institution (AANAPISI). The University of Maryland-College Park was one of the first recipients of the federal grant to enhance recruitment and retention services for Asian American/Pacific Islander (AAPI) students. However, is the University of Maryland an AANAPISI in name only? This session aims to examine the experiences of AAPI students through their firsthand narratives, as well as share practices that formed before and during AANAPISI legislation to support AAPIs. Learning outcomes include greater awareness of AAPI college student experiences, connections between AAPIs and other marginalized identities, and student and staff driven practices to support AAPI students. This session should benefit participants interested in the success of AAPI students, practitioners who provide direct services to AAPI students and other students of color, students interested in taking an active role in retention, and those concerned with issues relating to AAPIs and other students of color.

**Jude Paul Dizon**, MEd, Coordinator for Asian Pacific American Student Involvement and Advocacy, University of Maryland-College Park--College Park, MD

**1:30-2:45 p.m.**

MARLBOROUGH A

Second Level

◆◆ Interactive Training ◆◆

**432 Conjuring the Ordinary to Be Extraordinary: Organizing a Movement on Your Campus**

Student-led activism has been perceived by many to be on a steady decline. We know this to be untrue. Involvement in university and community policy making has increased our consciousness and ability to voice our concerns and opinions. As witnesses to the power of activism, we believe that other students can reap the same fruits of community participation, as well as the power and effectiveness of the student voice. We believe that as a byproduct of activism students will internalize and embody greater levels of agency as well as self-efficacy. Through presentation, discussion, and brainstorming, this session will provide the tools to create similar climates of activism through instruments of self-efficacy and agency. This will be accomplished by sharing experiences of a student-initiated student group at Hamline University in St. Paul, MN: Educate. Inform. Organize. And Occupy. (EIOO). Examples of this work include an awareness campaign regarding financial holds, which prevented students from participating in room selection processes as well as registration at the university, and a campus-wide campaign for diversity. As a result of this work, the campus administration has integrated monthly forums dedicated to concerns of diversity on Hamline's campus.

**Salisa Grant**, Student/Student Leader/Student Activist, Hamline University--St. Paul, MN  
**Yakasih Wehyee**, Student/Student Leader/Student Activist, Hamline University--St. Paul, MN

**Keyonis Johnson**, Student, Hamline University--St. Paul, MN

**1:30-2:45 p.m.**

GRAND SALON 21

First Level

◆◆ Training of Trainers ◆◆

**433 DREAM: Directing Results through Educational and Academic Mentoring--An Innovative Mentoring Program for Retention of Students of Color and Limited English Speaking Students**

This session will benefit institutions looking for a creative and effective mentoring program for students of color and/or limited English speaking students.

This mentoring program will provide the implementer with steps to create a mentoring program, recruitment of mentors and mentees, advising techniques, course wellness check-ins, and other tools and workshops for retaining students at the point of entry through graduation.

**Adrienne Stewart**, MA, Director, Multicultural Student Affairs and English Language Learner Center, Moraine Valley Community College--Palos Hills, IL

**Alexandria Elvira**, MBA, Coordinator of Minority Achievement, Moraine Valley Community College--Palos Hills, IL

**1:30-2:45 p.m.**

GRAND SALON 24

First Level

◆◆ Curricular/Pedagogical Models ◆◆

**434 It Takes a Village to Recruit: Using University and Community Resources with Financial Education to Recruit Urban Students**

This session examines a holistic approach to recruiting students from urban areas to the University of Oklahoma with a focus on identifying capable first generation, minority, and underrepresented student populations and effectively preparing them for college. Participants will explore the concept of using the village (community resources) to aid in this process. This session should benefit participants interested not only in recruiting students from diverse urban backgrounds but who wish to retain them as well. Also to be addressed are the physical, cultural, and socioeconomic issues that sometimes prevent these students from succeeding.

**Clyde Moore III (Trey)**, MEd, Assistant Director for Prospective Student Services, Coordinator for Diversity Enrichment Programs for Northeastern Oklahoma, University of Oklahoma--Tulsa, OK

**Paola C. Lopez**, Director, Diversity Enrichment Programs, University of Oklahoma--Norman, OK

**1:30-2:45 p.m.**

GRAND SALON 15

First Level

◆◆ Case Studies/Model Programs ◆◆

**436 MENTal Freedom: Breaking the Boundaries on Higher Education through Intensive Mentoring of Traditionally Under-Represented College Males**

This session should particularly benefit those seeking to provide a targeted mentoring program to increase the graduation rate of African American and Latino males in college. Graduation rates for traditionally underrepresented males (primarily Latino and African American males) are lower than other ethnic groups. This program, MENTal Freedom, was created to target the graduation rate disparity through intensive, targeted mentoring. MENTal Freedom has three primary areas of emphasis: academic, professional, and interpersonal development. This panel explores the graduation rate gap and ways to create, implement, and manage an intensive mentoring program while addressing the key benefits and challenges of the program. This session will specifically benefit those participants seeking to provide increased opportunities to minorities and/or males in terms of retention rates, graduation rates, and academic success.

**Reggie Hall**, MS, Assistant Professor, COBA, Management, Marketing and Administrative Systems-- Tarleton State University, Stephenville, TX

**1:30-2:45 p.m.**

ASCOT-NEWBERRY

Third Level

◆◆ Curricular/Pedagogical Models ◆◆

#### **437 Overcoming Barriers to Academic Success for URMs and Women in STEM: A Piaget-centered Learning Model**

Much of the current educational research documents how women, as well as underrepresented minorities (URMs), are disproportionately leaving the fields of science, technology, engineering, and math (STEM). While it is clear that much of this dilemma rests with science and math education at the K-12 levels, the fact remains that a tremendous amount of this attrition occurs during the college years and especially at selective institutions. This begs the following questions: what college teaching and learning practices prevent the success of URMs in STEM?; and what can universities do to support the STEM retention of URMs? This presentation will focus on findings from a research project conducted in 2011-12 involving a series of interviews and focus groups with STEM students at an elite, private, selective university. The remaining time will provide attendees a chance to offer responses to the presentation and discuss ways to implement some of the research recommendations. This session should benefit STEM faculty, academic advisers, and administrators who work closely on issues of STEM learning with women and underrepresented populations at selective institutions.

**Yvorn Aswad-Thomas**, Research Assistant, Stanford University--Stanford, CA

**Warren Chiang**, EdM, PhD, Director, Leland Scholars Program, Stanford University--Stanford, CA

**1:30-2:45 p.m.**

ELMWOOD

Third Level

◆◆ Case Studies/Model Programs ◆◆

#### **438 Power in Partnerships: The Southwestern Ohio Council for Higher Education**

This session will demonstrate the power in partnerships. The Southwestern Ohio Council for Higher Education (SOCHE) is a consortium of 23 colleges and universities dedicated to advancing higher education through collaboration, knowledge sharing, and professional development. Presenters will share the successes and challenges of constructing a group from institutions that have multiple missions and areas of focus. Presenters will share how programs and opportunities are uniquely cross-promoted to encourage engagement and develop connections across southwestern Ohio. Information on the design and the implementation of the programs will also be discussed. Three members of the Diversity Initiatives Committee will share how collaborations in diversity work have developed a partnership approach to addressing the needs of creating educational equity. Participants interested in constructing a similar partnership in their region will benefit from this session.

**Daria-Yvonne Graham**, MEd, Associate Director of Office of Multicultural Affairs, University of Dayton--Dayton, OH

**Corey T. Holliday**, MEd, Director of Admissions, Clark State Community--Springfield, OH

**Rev. Derrick L. Weston**, MDiv, Director of the Coretta Scott King Center for Cultural and Intellectual Freedom, Antioch College--Yellow Springs, OH

**1:30-2:45 p.m.**

GRAND SALON 12

First Level

◆◆ Curricular/Pedagogical Models ◆◆

#### **439 Resistance and Change: The Struggle to Foster a Culturally Engaged Community**

This session examines the intense work of re-envisioning the mission of the Department of Education at the University of North Carolina at Asheville. Over the past two years, faculty members within the department have initiated

several programs and course changes to foster racial, ethnic, and cultural tolerance. Information on the historical background of the Department of Education's efforts to increase diversity awareness among faculty, staff, and students will be provided. Despite positive outcomes from various programmatic changes, including the development of a diversity committee and professional development for faculty in the area of culturally responsive pedagogy, challenges remain. This panel presentation will consider the current state of affairs in the department by offering faculty testimonials built around the lived reality of implementing diversity initiatives at a predominantly white institution. These testimonials are meant to illuminate voices of resistance, while also considering new directions for fostering culturally relevant educators at both the faculty and student levels. This session should benefit participants who share in the struggle of fostering a culturally engaged community and implementing best practices related to culturally responsive pedagogy.

**Trey Adcock**, PhD, Assistant Professor and Coordinator of American Indian Outreach Efforts, University of North Carolina at Asheville--Asheville, NC

**Jerad Crave**, MA, Lecturer, K-6 Elementary Education, University of North Carolina at Asheville--Asheville, NC

**Kim Kessar**, Outreach Coordinator (Avid Tutoring Coordinator), University of North Carolina at Asheville--Asheville, NC

**Lise Kloeppel**, MFA, Assistant Professor of Drama, K-12 Theatre Arts Licensure Program Coordinator, Director, Key Center for Service-Learning and Community Citizenship, University of North Carolina at Asheville--Asheville, NC

**Andrea Martinez**, MA, Teacher Recruitment and Retention Coordinator, Director, University School Teacher Education Partnership (USTEP), University of North Carolina at Asheville--Asheville, NC

**Tiece Ruffin**, PhD, Assistant Professor, Diversity Outreach Coordinator in the Department of Education, University of North Carolina at Asheville--Asheville, NC

**1:30-2:45 p.m.**

FOUNTAIN ROOM

Third Floor

◆◆ Case Studies/Model Programs ◆◆

#### **440 Strategic Diversity Action Planning: A Model to Move from Rhetoric to Impact**

The Purdue University College of Veterinary Medicine (PVM) has launched an ambitious and comprehensive strategic plan for diversity and inclusion designed to help meet the challenges of workforce shortages and lack of diversity within the veterinary medical profession. Multiple novel initiatives have been established, including a USDA Multicultural Scholars Program (MSP), and PVM has seen a 15.8 percent increase in historically underrepresented students in the incoming first year DVM class over the past five years. The PVM strategic approach will be presented as a model for other academic programs seeking success in increasing diversity and inclusion. While the strategies presented and lessons learned are discussed within the framework of academic veterinary medicine, many of them can easily be adapted to a wide array of STEM fields.

**Kauline Cipriani Davis**, PhD, Director of Diversity Initiatives, Purdue University College of Veterinary Medicine--West Lafayette, IN

**Henry Green**, DVM, Associate Professor, Cardiology, Purdue University College of Veterinary Medicine--West Lafayette, IN

**Sandra San Miguel**, PhD, Associate Dean for Engagement, Professor, Food Animal Production Medicine, Purdue University College of Veterinary Medicine--West Lafayette, IN

**Willie M. Reed**, PhD, Dean, Purdue University College of Veterinary Medicine--West Lafayette, IN



**1:30-2:45 p.m.**

CHEQUERS

Second Level

◆◆ Interactive Training ◆◆

**441 Top Ten Micro-Inequities: The Barriers to Inclusion**

This session is a diversity in leadership training program that provides management strategies to help leaders create cultures of inclusion in their workplaces and on their campuses. Throughout the session, program participants learn how to identify micro-inequities, create strategies for removing micro-inequities, and understand the impact micro-inequities have on the ability to diversity recruitment, retention, and promotion.

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**Natalie Holder-Winfield**, Esq., JD, President, QUEST Diversity--Greenwich, CT

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**1:30-2:45 p.m.**

GRAND SALON 18

First Level

◆◆ Theoretical Model ◆◆

**442 What Do White Educators Need to Learn?****Autoethnographies and Conversation around Race and Epistemologies of Ignorance**

This session will engage the title question explicitly through lenses provided by Shannon Sullivan and Nancy Tuana's collection, *Race and Epistemologies of Ignorance* (2007). Through autoethnographic inquiries and in conversation with session participants, we begin theorizing a practice of self-examination centered in relationships—our relationships with other white racists, people of color, our professions, and institutions that appropriate our energies for racist purposes by cultivating our ignorance and stifling our anti-racist possibilities in diverse ways, overtly and covertly, thereby implicating us in racism. This practice of self-examination begins by acknowledging the particulars and the general shape of such circumstances, not as a duty to blame and shame, but as a call to claim our own responsibility and imagination for changing ourselves and the ways we do our work as educators. This anti-racist practice of self-examination offers no simple quick fix, but this session should benefit higher education faculty (and their students) and administrators and should be of interest to participants of any ethnicity.

**Susan Laird**, PhD, Professor of Educational Leadership and Policy Studies, Womens and Gender Studies; Human Relations, University of Oklahoma--Norman, OK

**Amy C. Bradshaw**, PhD, Associate Professor of Instructional Psychology and Technology, University of Oklahoma--Norman, OK

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**1:30-3:00 p.m.**

OAK ALLEY

Third Floor

**A CONVERSATION WITH****445 A Conversation With William Mendoza**

The White House Initiative on American Indian and Alaska Native Education seeks to support activities that will strengthen the Nation by expanding education opportunities and improving education outcomes for all American Indian and Alaska Native (AI/AN) students. Director Mendoza will be discussing the Obama Administration's efforts to strengthen tribal self-determination and ensure AI/AN students have an opportunity to learn their Native languages and histories and receive complete and competitive educations.

William (Bill) Mendoza was appointed as Executive Director of the White House Initiative on American Indian and Alaska Native Education in December 2011. Bill, Oglala-Sicangu Lakota, grew up on the Pine Ridge and Rosebud Sioux reservations in South Dakota.

Bill has experienced, firsthand, through his professional and life experiences, the multitude of challenges facing American Indian students, educators, and tribes. In addition to being a teacher and principal, Bill has worked at the school, professional and community level to help foster leadership development and civic engagement among American Indians. Integral to his professional and academic capacity has been his experiences as a tribal college stu-

dent at Haskell Indian Nations University, Sinte Gleska University, and Oglala Lakota College.

Bill previously served as the Deputy Director and Executive Director for the White House Initiative on Tribal Colleges. Since his appointment in January 2011, he has provided leadership to key administration initiatives including: Executive Order 13592, Tribal Leaders Speak - The State of Indian Education 2010 Report; State-Tribal Education Partnership Pilot; and 2012 ED-DOI Memorandum of Understanding. Before coming to Washington, DC, Bill was working towards a Doctorate in Education Leadership at Montana State University (MSU). He earned his Bachelor of Arts in Humanities from Fort Lewis College in 2005 and a Master of Education from MSU in 2010.

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**William Mendoza**, Director, White House Initiative on American Indian and Alaska Native Education, U.S. Department of Education - Washington, D.C.

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**1:30-3:00 p.m.**

GRAND SALON 13 - 16

First Floor

**MEET THE AUTHOR****446 Mentoring Faculty of Color: Essays on Professional Development and Advancement in Colleges and Universities**

In this professional development session, a diverse panel of faculty of color who teach at predominantly white colleges and universities will discuss the tenure and promotion experiences and strategies of underrepresented faculty. The session is not racial, ethnic, gender, cultural, or discipline specific. Moreover, the session is designed not only for aspiring graduate students of color and junior faculty of color desirous of outside mentoring but also for administrators and senior faculty interested in the professional development and dilemmas that faculty of color encounter. During the session, faculty of color will describe how they navigated the complex terrain of higher education to achieve tenure or promotion. Most of the panelists are at the full professor stage of their careers and will offer proven strategies for success in the academy.

**Dwayne Mack**, PhD, Carter G. Woodson Chair of African American History, Associate Professor of History, Berea College - Berea, KY

**Elwood D Watson**, PhD, Professor of History, East Tennessee State University - Johnson City, TN

**Toni Griego Jones**, PhD, Associate Professor, Department of Teaching and Teacher Education, University of Arizona - Tucson, AZ

**Judith Liu**, PhD, Full Professor, Sociology and Acting Chair, Theology and Religious Studies, University of San Diego - San Diego, CA

**Tasneem Khaleel**, PhD, Dean, College of Arts and Sciences, Montana State University - Billings - Billings, MT

**Michelle Madsen Camacho**, PhD, Professor and Department Chair, Sociology, University of San Diego - San Diego, CA

**Tom Otieno**, PhD, Associate Dean for Administrative Affairs and Research, College of Arts and Sciences, Eastern Kentucky University - Richmond, KY

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**1:30-3:00 p.m.**

BELLE CHASSE

Third Floor

**MAJOR WORKSHOP****447 The Relationship Model: Developing, Maintaining, and Strengthening K-12, Higher Ed, and Local Community Partnerships**

This workshop provides participants strategies and suggestions for building and/or deepening relationships among educational institutions, community organizations, local government, and national partners working to develop social justice leaders, establish long-term partnerships, and challenge issues of power, privilege, and oppression comprehensively across their communities/region. The presenters will share their experience in creating a diversity speak-



er series, a student leadership conference and preparing for, hosting, and organizing a national conference. All of these successful ventures have evolved and expanded to establish/strengthen critical partnerships related to diversity, privilege, leadership, and social justice locally, regionally, and nationally.

**Marguerite W Parks**, PhD, Professor, Chair Human Services and Educational Leadership, College of Education and Human Services, University of Wisconsin Oshkosh-- Oshkosh, WI

**Eddie Moore Jr.**, PhD, Director of Diversity, Brooklyn Friends School-- Brooklyn, NY  
**Thomas Harris**, MEd, Assistant Director, Multicultural Student Services, University of Wisconsin- La Crosse-- La Crosse, WI

**Jordan Johnson**, MSW, ABD, Assistant Professor, School of Social Work, Western New Mexico University-- Gallup-- Gallup, NM

**1:30 p.m. – 4:30 p.m.**

JEFFERSON BALLROOM  
 Second Floor

### FILMS PREVIEW AND DISCUSSION

#### 448 **Cracking the Codes: The System of Racial Inequity**

From Shakti Butler, the director of *The Way Home: Women Talk About Race in America* and *Mirrors of Privilege: Making Whiteness Visible*, comes a new film that asks America to talk about the causes and consequences of systemic racial inequity. This film reveals a self-perpetuating system of inequity in which internal factors play out in external structures: institutions, policy and law. The film features 23 leaders in the equity movement including including Tim Wise, Peggy McIntosh and Ericka Huggins. A critical mass of stories is supported by original music by recording artist Amikeyla Gaston and spoken word by Oakland Poetry Slam finalist Y. Jelal Huyler. Designed for dialogue and education, *Cracking the Codes: The System of Racial Inequity* connects the head and the heart. At the showing, film segments will be braided with dialogue facilitated by filmmaker and racial justice educator Shakti Butler, PhD. This film/dialogue process works to disentangle internal beliefs within, as it builds skills to recognize and address the external drivers of inequity. More info/clips at [crackingthecodes.org](http://crackingthecodes.org)

**Shakti Butler**, PhD, Founder and Creative Director, World Trust Educational Services, Inc - Oakland, CA

**1:30–4:00 p.m.**

ROSEDOWN  
 Third Floor

### MAJOR WORKSHOP

#### 450 **Cognitive Errors and Biases in Academic Evaluations**

Cognitive errors and biases frequently contaminate personnel evaluations and decision making in academe. Errors—such as longing to clone, elitism, and stereotyping based on gender or group membership—are made unwittingly by academics. These errors can easily compromise the equity and soundness of faculty and staff hiring, peer review, and other evaluation processes. To reduce such errors, a number of campuses and professional schools currently use consultant JoAnn Moody's booklet *Rising Above Cognitive Errors* with their search and other evaluation committees and with their department chairs and other power holders. Representatives from two campuses will share how the cognitive-errors approach has benefitted their institutions' evaluation practices and processes. In this highly interactive workshop, participants will be introduced not only to a dozen cognitive errors but also to methodical ways to decrease the occurrence of the errors.

**JoAnn Moody**, PhD, JD, Faculty Developer, National Higher Education Consultant, Diversity on Campus-- San Diego, CA

**Mia Tuan**, PhD, Associate Dean of the Graduate School, Director of the Center for Diversity and Community, University of Oregon, Eugene, OR

**Martha Wharton**, PhD, Assistant Vice President for Academic Affairs and Diversity, Loyola University-- Baltimore, MD

**1:30–4:30 p.m.**

MAGNOLIA  
 Third Floor

### MAJOR WORKSHOP

#### 451 **Latina Wisdom Qualities: Understanding and Engaging the Complexity of Latina Students, Staff, and Faculty**

As pioneers emerging from traditional backgrounds that proscribed narrow roles for women, Latinas entered academia and organizations without role models or support systems to guide their way. Viewed from an intersectional framework, Latinas constitute a diverse group, who encompass a wide range of differences including age, geography, generation, socio-economic status, national origin, etc. Based on data from 20 national focus groups that included 105 women, this workshop explores the dilemmas that Latinas encounter in society. A summary of the study and data is provided to illustrate the struggles participants faced, as well as the strategies they derived to address the barriers from within their culture and from the dominant society. The themes of resilience, adaptability, relational authenticity, collective concern, and strategic passion that emerged during data analysis will be presented and discussed. Rather than becoming victims of societal forces, these Latinas, the study demonstrates, developed unique approaches that made them valuable contributors to U.S. organizations and educational institutions. In discussing the research, participants will consider how the specific recommendations from the study may assist them to take fuller advantage of the resources Latinas bring to the classroom, workplace, and other parts of their college or university.

**Placida V Gallegos**, PhD, Doctoral Faculty, School of Human and Organizational Development, Fielding Graduate University-- Cedar Crest, CA

**1:30–4:30 p.m.**

GRAND SALON 4  
 First Floor

### MAJOR WORKSHOP

#### 452 **Understanding and Challenging Christian Hegemony, Part II**

This full-day workshop facilitates an examination and discussion of Christian hegemony, the institutionalized system of Christian dominance in U.S. society which interconnects with sexism, racism, heterosexism, able-bodism, Islamophobia, and anti-Arab and anti-Jewish oppression. The interactive discussion will look at how Christian hegemony looks today in the United States: its everyday impact, its foundational concepts, its historical development, and its influence on our behavior and public policy. The premise of this workshop is that one cannot accurately understand racism, sexism, or other systems of oppression without first coming to grips with the ways 1,700 years of Christian hegemony undergirds, shapes, supports, and obfuscates how power and violence work in our society.

**Paul Kivel**, Violence Prevention and Social Justice Educator, Activist and Writer-- Oakland, CA

**Victor Lewis**, MA, Co-Director, Center for Diversity Leadership-- Berkeley, CA

**Amer F. Ahmevd**, Associate Director, Multi-Ethnic Student Affairs, University of Michigan-- Ann Arbor, MI

**1:30–4:30 p.m.**  
GRAND SALON 7-10  
First Floor

### MAJOR WORKSHOP

#### **453 Introduction to Undoing Racism®/Community Organizing Workshop**

Through a Socratic approach, participants will be involved in dialogue, reflection, role-playing, strategic planning, and an intensive process that challenges them to analyze the structures of power and privilege that hinder social equity and prepares them to be effective organizers for justice. The Undoing Racism™/Community Organizing process is utilized by staff, volunteers, and constituents of a wide variety of organizations as well as the community at large.

**Ron Chisom**, Co-Founder and Executive Director, The People's Institute-- New Orleans, LA

**Kimberley Richards**, PhD, Core Trainer, The People's Institute for Survival and Beyond-- New Orleans, LA

**Diana Dunn**, Core Trainer, People's Institute-- New Orleans, LA

**1:30–4:30 p.m.**  
JASPERWOOD  
Third Floor

### MAJOR WORKSHOP

#### **454 Seeking Cultural Competence in Hiring: Strategies for Attracting and Retaining the Faculty and Staff We Need**

Colleges and universities can no longer afford to hire faculty, administrators, and other staff who are not culturally competent. Hiring for any position on campus – faculty, administrator, or staff– should be seen as an opportunity to improve the levels of knowledge and skill in needed areas of cultural competence. Hiring without cultural competence in mind leads directly to problems with retention, since a lack of shared responsibility for inclusion and equity often causes the overworked few with the necessary skills to leave as soon as other opportunities are available. No one template will work for all positions. Hiring processes, from advertising to screening candidates to interviewing and checking references, should include ways to evaluate candidates as to their potential and actual abilities to work effectively, respectfully, and inclusively with all current and future members of the campus community. Members of search communities and those making hiring decisions must learn to recognize when candidates have the knowledge and skills needed, as well as when their own biases might prevent the advancement of the most qualified culturally competent applicants. This workshop is designed to provide participants with practical methods and strategies they can adapt for use on their own campuses. Participants will work together to identify various dimensions of cultural competence and will focus on which of these represent the most critical needs for positions on their particular institutions. Participants will learn practical methods and strategies, which include designing appropriate advertisements, improving paper screening procedures, and writing effective interview and reference questions.

**Cris Cullinan**, PhD, Assistant Professor and Associate Director, Organizational Development and Training, University of Oregon-- Eugene, OR

**1:30–4:30 p.m.**  
MELROSE  
Third Floor

### MAJOR WORKSHOP

#### **455 Surviving a Disaster: The Calm Before the Storm - The Renaissance Aftermath, Lessons Learned**

This session will focus on the impact of Hurricane Katrina on a university campus. Events will be portrayed on the impact on the campus, however, emphasis will be placed on lessons learned and how the university handled the

various aspects of the campus during the beginning of the semester. Areas to be discussed will be the impact on students (safety and program of studies), university collaborations/agreements with other institutions, personal, professional, and psychological adjustments for faculty and students. Finally, a blueprint for lessons learned will be outlined.

A panel of New Orleans area higher education professionals will join Dr. Perkins.

**Ramona Perkins**, PhD, Faculty, Teacher Preparation and Certification Program, Tulane University-- New Orleans, LA

**1:30–4:30 p.m.**

### 3-HOUR CONCURRENT SESSIONS

**1:30–4:30 p.m.**  
EGLINTON WINTON  
Second Level

◆◆ Interactive Training ◆◆

#### **456 A CAMPUS OF DIFFERENCE™: An Anti-Bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute**

This interactive diversity training session will model and highlight the A CAMPUS OF DIFFERENCE™ anti-bias and diversity training program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute. The A WORLD OF DIFFERENCE® Institute is a market leader in the development and delivery of anti-bias education and diversity training resources. Human relations and education professionals design training modules and produce curricula that provide the necessary skills, knowledge, and awareness to promote and sustain inclusive and respectful school, college, work, and home environments. Customized to meet the changing needs of a wide range of audiences, programs are available to schools, universities, corporations, community organizations, and law enforcement agencies. A CAMPUS OF DIFFERENCE™ provides practical, experiential, hands-on training with skills to challenge prejudice, discrimination, and all forms of bigotry; to foster intergroup understanding; to equip participants to live and work in a diverse world; and to create inclusive learning environments. This session should benefit participants who have a deep commitment to diversity as part of their overall institutional mission and want to create an inclusive college campus community and learning environment for all faculty, staff, administrators, and students on campus.

**Beth Yohe**, MS, Associate Director, Training and Curriculum Department of the Anti-Defamation League's (ADL), Anti-Defamation League's A WORLD OF DIFFERENCE® Institute--Los Angeles, CA

**1:30–4:30 p.m.**  
PRINCE OF WALES  
Second Level

◆◆ Case Studies/Model Programs ◆◆

#### **457 Drawn to Diversity: Exploring Equality through Art and Creativity**

Alfred University's Drawn to Diversity uses creativity to address social justice issues with an emphasis on promoting equality, reducing violence, and strengthening communities. Session attendees will be drafted into the ranks of the ART FORCE FIVE, super heroes with the ultimate power of creativity. The session will train attendees to unleash their own creativity through our three methods of outreach- creativity workshops, community-based art, and engaging history exhibits (our diversity in comic book exhibit will be on display outside the room). Participants will acquire the skills necessary to create similar programs in their own communities. The presentation will be broken into three parts based on the three outreach programs. This unique program will be highly interactive and brings a fun approach to diversity education.

**Daniel J. Napolitano**, MEd, Director of Student Activities, Alfred University--Alfred, NY

**Craig Arno**, Coordinator of the Institute for Cultural Unity, Alfred University--Alfred, NY

**Maimoona Rahim**, Student, Alfred University--Alfred, NY

**Andrea Castro**, Student, Alfred University--Alfred, NY

**1:30–4:30 p.m.**

GRAND SALON 3

First Level

◆◆ Curricular/Pedagogical Models ◆◆

### **458 Engaging Social Identity(ies), Difference, and Social Justice through Intra-Group and Intergroup Dialogue**

This interactive and informative session explores the opportunities and challenges of designing, facilitating, and coaching intragroup and intergroup dialogues focused on race, ethnicity, and gender using various curricular formats. Building on what is already known through existing research about the positive outcomes of intergroup dialogue, this session will explore the unique challenges and prospects for learning related to intragroup dialogue within identity groups (e.g., all students of color or all white students). This session will focus on key distinctions between intragroup and intergroup dialogue, planning and facilitating intragroup and intergroup dialogue and coaching facilitators, and important design considerations when developing intergroup and intragroup dialogue curricula. This session should benefit those interested in developing intergroup dialogue programs on their campus or expanding existing intergroup dialogue programs to include intragroup dialogues.

**Ximena Zúñiga**, PhD, Associate Professor of Education, University of Massachusetts Amherst--Amherst, MA

**Elaine Brigham**, MEd, Doctoral Student, Social Justice Education, University of Massachusetts Amherst--Amherst, MA

**Javier Campos**, Doctoral Student: Social Justice Education, University of Massachusetts Amherst--Amherst, MA

**Oscar Collins**, MEd, Associate Director of Academic Support, Center for Multicultural Advancement and Student Success, University of Massachusetts Amherst--Amherst, MA

**Valerie Jiggetts**, Master's Degree Student, Social Justice Education, University of Massachusetts Amherst--Amherst, MA

**Beth Mattison**, BA, Master's Degree Student, Social Justice Education, University of Massachusetts Amherst--Amherst, MA

**Anders Minter**, BA, Master's Degree Student, Social Justice Education, University of Massachusetts Amherst--Amherst, MA

**Dave Neely**, MA, Doctoral Candidate, Higher Education, University of Massachusetts Amherst--Amherst, MA

**1:30–4:30 p.m.**

MARLBOROUGH B

Second Level

◆◆ Interactive Training ◆◆

### **459 Race and Class Matters: The Ins and Outs**

What works to recruit and retain students from less privileged backgrounds, and what institutional and cultural barriers get in the way? This interactive workshop will unpack the issues surrounding race and class affirmative action in higher education. Using an intersectional analysis and case studies from actual colleges, the workshop will give participants an opportunity to discuss policies at their own institutions and to learn from others best practices. Participants will help each other problem-solve and will leave the workshop with strategies to improve recruitment and to help students from all backgrounds thrive.

**Anne Phillips**, Outreach & Development Director, Associate Trainer, Class Action – Jamaica Plain, MA

**Tanya O. Williams**, PhD, Deputy Vice President for Institutional Diversity and Community Engagement, Union Theological Seminary--Florence, MA

**Rachel Rybaczuk**, MS, Instructor, University of Massachusetts and Hampshire College--Northampton, MA

**1:30–5:30 p.m.**

CAMBRIDGE

Second Floor

### **460 Training Students to become Peer Facilitators for Intergroup Dialogue: Design, Implementation, and Institutional Support (Part 2)**

This all-day session describes, outlines, and models an innovative course designed to train undergraduate students to lead peer dialogues on topics such as racism, sexism, heterosexism, religion oppression, classism and ableism at a small, Catholic, liberal arts college. In the morning, the presenters will go over the syllabus and activities of the course; discuss how the course was developed and what institutional support was secured; the building of cross-departmental collaborations so students could utilize their facilitation skills in a variety of campus settings (residence halls; first-year advising program; all-faculty day presentations; other courses). Student presenters will share what they learned during the course, their experience of moving from participant to co-facilitator, and their success and challenges in co-facilitating on campus through the spring term. Lessons learned from the first offering of this course will be shared, including the process of co-learning by faculty and students. This session should particularly benefit faculty and staff who are interested in the development of student leaders in campus anti-bias work and students interested in taking on this kind of leadership role at their respective schools.

**Joan Iva C. Fawcett**, MA, Director, Intercultural Center, Saint Mary's College of California--Moraga, CA

**Corliss Watkins**, Academic Advisor, Saint Mary's College of California--Moraga, CA

**3:15–4:30 p.m.**

### **75-MINUTE CONCURRENT SESSIONS**

**3:15–4:30 p.m.**

CHEQUERS

Second Level

◆◆ Case Studies/Model Programs ◆◆

### **461 Educational Inequity and Native Communities: A Panel Discussion**

This session should benefit participants interested in engaging in a dialogue focused on educational equity for Native communities and learning more about Teach For America's efforts through their Native Achievement Initiative (NAI) to help address the educational disparities affecting Native students. Participants will learn more about the initiative's efforts to provide an additional source of effective teachers in Native community schools with a focus on recruiting more American Indian, Alaska Native, and Native Hawaiian corps members and foster culturally responsive teaching in partnership with Native education experts and veteran teachers. This session should particularly benefit participants who work directly with Native students in primary, secondary, and university settings and who are concerned with educational disparities impacting Native students.

**Lakota Mowrer**, MSW, Assistant Director, Four Bands Community Fund, Teach For America--Los Angeles, CA

**Adam Wilson**, Recruitment Director, Teach For America--Los Angeles, CA



**3:15-4:30 p.m.**

GRAND SALON 12

First Level

◆◆ Interactive Training ◆◆

**462 Interactive Theatre for Giving Voice to the Marginalized**

Interactive Theater brings diversity training to a new level. An engaging approach to improving cultural competence, the games and exercises address issues of oppression, including micro-aggressions. This workshop is based on Augusto Boal's Theater of the Oppressed, a social-action theater form building on Paolo Freire's Pedagogy of the Oppressed. The exercises are designed to portray the complexities and challenges of everyday situations. This is done through scenarios that shed light on discrimination; this discrimination, once named, can be combated. The training provides a safe environment to confront our own biases and discuss their impact. A trained facilitator guides the participants through a series of exercises designed to help participants let go of reflexive thinking and acclimate to new paradigms in thinking. The session is structured to build from fun, safe, engaging games to challenging exercises that some participants may find uncomfortable as they face the realities and implications of stereotyping. This session should particularly benefit faculty, teaching assistants, and student or staff educational leaders.

**Carol J. Maples**, EdD, Associate Professor and Director of Giving Voice, Missouri State University--Springfield, MO

**3:15-4:30 p.m.**

GRAND SALON 21

First Level

◆◆ Long- and Short-Range Planning ◆◆

**463 Intercambio Cultural--Enmeshing the University and the Community**

The Center for Latin@ Studies (CLS) at Ferris State University is a new initiative that embodies a holistic approach in connecting the university, Latin@ communities, and Latin@ students. This workshop will detail the story of creating a "counterspace" of an intercambio culture, embedding the Latin@ community into the academic endeavors of the university, embedding the institution into the Latin@ community, and challenging the structural barriers of the university that limit these possibilities. Workshop participants will be encouraged to consider the larger question of how the university can be transformed into a community institution rather than a service provider to a community. This workshop will benefit participants who are creating new outreach programs to communities, especially Latin@ communities, as well as those wanting to connect academically to the resources of the community. It will also benefit those participants considering campus cultural centers to provide support for students of color.

**Tony Baker**, PhD, Founding Director, Center for Latino Studies, Ferris State University--Big Rapids, MI

**Jessica Cruz**, EdD, Associate Director, Center for Latino Studies, Ferris State University--Big Rapids, MI

**3:15-4:30 p.m.**

GRAND SALON 9

First Level

◆◆ Research/Assessment/Evaluation ◆◆

**464 Retention Matters: The Importance of Utilizing Social Justice and Multicultural Counseling Approaches in Advising Black Students Attending Predominantly White Institutions**

This session examines a research study of Black undergraduate students' experiences and perceptions of their college counseling centers at Predominantly White institutions (PWIs). Semi-structured interviews were conducted with Black students currently attending three public PWIs. The findings reflect barriers to accessing culturally competent academic advising and counsel-

ing services at their universities and the importance of targeted social media marketing in campus-wide and counseling center outreach efforts. The results also note that college counseling centers are in ideal positions to provide support and assist in the success and retention of Black students through forming support groups, campus partnerships, targeted outreach to student organizations, and a strong social media presence. Implications and resources for college counselors and campus administrators who provide direct services to Black students and other underrepresented groups will be discussed.

**T.M. Mosley**, MA, Assistant Dean and Adviser to Black Students, Dartmouth College--Hanover, NH

**3:15-4:30 p.m.**

MARLBOROUGH A

Second Level

◆◆ Theoretical Model ◆◆

**465 The 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 and what is a socially-just community? What are the characteristics of a campus community committed to social justice? How do conversations about race and racism fit into the social justice paradigm? In this program, the 10 myths of social justice will be shared as well as an assessment that can be used to measure one's campus commitment to inclusion, equity, and social justice. "Injustice anywhere is a threat to justice everywhere!"

**Vernon A. Wall**, MEd, Founding Faculty, Social Justice Training Institute--Washington, D.C.

**3:15-4:30 p.m.**

GRAND SALON 24

First Level

◆◆ Research/Assessment/Evaluation ◆◆

**466 The Lumina Project: A Comprehensive Three year Study on the Retention and Collective Experiences of African American Male Undergraduates at UCLA**

This presentation examines the work of the Lumina Project, a three-year initiative of the UCLA Black Male Institute focusing on the retention and campus experiences of African American males at UCLA. The project is grounded in both quantitative and qualitative analysis to address African American male retention on the campus. Lumina provides a quantitative analysis of retention trends at UCLA since 1998 with special emphasis on areas of origin, enrollment tracking, cohort retention, four-year v. six-year retention rates, and major upon graduation. The qualitative analysis originally comprised of interview assessments of four major retention programs on campus, focus groups for African American male seniors, athletes, transfers, freshmen, and dismissed students. Additional interviews of incoming first-year African American males about their experiences at UCLA were conducted as well. The initial data collection evolved into the current structure of Lumina, which is a research-practitioner based model, to assess the needs of African American male students and implement initiatives. The study highlights the trends in collective experiences, examines programmatic approaches, and highlights the impact of participation in the third annual "Blacklimate" course for first year, transfer, and nontraditional African American males at UCLA.

**Tyrone Howard**, PhD, Professor and Director of UCLA Black Male Institute, UCLA--Los Angeles, CA

**Brian Woodward**, MA, Graduate Student Researcher, UCLA--Los Angeles, CA

**Tr'vel Lyons**, Undergraduate Researcher, UCLA--Los Angeles, CA



**3:15-4:30 p.m.**

GRAND SALON 6

First Level

◆◆ Case Studies/Model Programs ◆◆

**467 Two Decades with a Chief Diversity Office and Diversity Strategic Planning at Penn State: Where Are We Now and What's Next**

Over the last 10 years, chief diversity offices and diversity strategic planning have emerged as important administrative structures in higher education. Today, many colleges and universities are beginning to adopt these structures to optimize their diversity efforts. The Pennsylvania State University has had a chief diversity office for more than 20 years and has engaged in diversity strategic planning since the 1990s. This presentation will review the history of these structures at Penn State and describe how they have impacted institutional diversity endeavors. Presenters will emphasize the synergies between the chief diversity office and diversity strategic planning. This session should benefit those considering strategies for developing one or both of these structures at their institutions or are interested in how theoretical models about these structures have been put into practice.

**Victoria Sanchez**, PhD, Assistant Vice Provost for Educational Equity, The Pennsylvania State University--University Park, PA

**Michael Blanco**, PhD, Senior Diversity Planning Analyst, The Pennsylvania State University--University Park, PA

**3:15-4:45 p.m.****90-MINUTE CONCURRENT SESSION****3:15-4:45 p.m.**

GRAND SALON 18

First Level

◆◆ Curricular/Pedagogical Models ◆◆

**468 Addressing Multicultural Perspectives on Whiteness in a Majority White Classroom: Faculty and Student Perspectives on Practice and Outcomes**

This session focuses on the classroom and tools for introducing developmental and race theory. It assumes a basic understanding of culture, race, and privilege. Participants can expect a presentation of a tool for raising awareness of white identity issues for students in the classroom, an explanation of pedagogical framework, and a demonstration of facilitation methods appropriate to the content, instructor's identity, and student audience. Examples of the outcomes of pedagogy from past students' analyses and reflections on the experience and content will be provided. Participants will learn methods for facilitating learning on white as race and ethnicity and connecting classroom experiences to appropriate theories and will have opportunities to discuss both curricular and pedagogical implications for faculty members and past students. This session will benefit teachers who wish to gain resources for addressing whiteness as a focus of inquiry for their learners.

**Sherwood Smith**, EdD, Lecturer, Department of Leadership and Developmental Sciences, Director, Center for Cultural Pluralism, University of Vermont--Burlington, VT

**3:15-4:45 p.m.**

GRAND SALON 15

First Level

◆◆ Case Studies/Model Programs ◆◆

**469 Pipelines to Diversify Graduate Programs in Medicine at the University of Utah**

This session will explore the ways in which the University of Utah School of Medicine is committed to creating a more diverse applicant pool, as well as making higher education in Utah more accessible. The undergraduate population at the University of Utah closely reflects the racial diversity of Utah; graduate programs, however, do not. The majority of each entering medical school class is predominantly male, white, heterosexual, and Christian. Over

the last 12 years the Office of Inclusion and Outreach has worked to diversify the applicant pool of the School of Medicine through pipeline programs for K-12, pre-med, and the community to change this dynamic. In 2011-2012, the OIO had more than 10,000 contacts with K-12 students in 29 of the 41 school districts in the state of Utah. The OIO also runs premedical enrichment programs each year for students under-represented in medicine and for the last two years the OIO has reached out to the community through a program called Partners in the Park, which impacted more than 2,500 community residents of all ages in the Salt Lake Valley.

**Melanie Hooten**, BS, Director Office of Inclusion and Outreach, University of Utah School of Medicine--Salt Lake City, UT

**Chris Harris**, BS, Administrative Program Coordinator Office of Inclusion and Outreach, University of Utah School of Medicine--Salt Lake City, UT

**Jay Moleck**, BS, Administrative Program Coordinator, Associate Vice President's Office Health Science Inclusion--Salt Lake City, UT

**Joel Arvizo-Zavala**, MEd, CHES, Associate Instructor Education, Culture and Society, The Urban Institute for Teacher Education, University of Utah, Salt Lake City, UT

**3:15 – 5:15 p.m.**

OAK ALLEY

Third Floor

**SPECIAL FEATURE****470 American Indian Studies vs. Indigenous Studies**

A panel of experts will discuss the issue of Indigenous Studies vs. American Indian Studies departments in higher education and the implications on the communities being defined by these definitions.

**Thomas Holm**, PhD, Faculty, University of Arizona – Tucson, AZ

**Jerry Bread**, PhD, Outreach Coordinator, Native American Studies, University of Oklahoma – Norman, OK

**Dirce Sturm**, PhD, Associate Professor, University of Texas – Austin, TX

**Richard Allen**, PhD, Policy Analyst, Cherokee Nation-- Tahlequah, OK

**3:15 – 5:15 p.m.**

GRAND SALON 19-22

First Floor

**SPECIAL FEATURE****471 Is It Time to Consider Class, along with Race, in Equity and Diversity Programs?**

The panelists for this session will examine whether race (versus class) will continue to be salient in the future development of equity and diversity programs in higher education. In his presentation, our first panelist, Dr. Richard Hilbert, will focus on the functional significance of "class" as an alternative to "race" as a factor in the decision by universities on who should be admitted. Addressing class inequality calls attention to the question of affordability, which may be more important than the question of admission, especially as the cost of American higher education continues to increase. As one observer put it, having an opportunity to attend a college or university means little if one cannot afford to take advantage of it.

Our second panelist, Professor Saul Landau, will deal with the history of persecuted people and how they have tried to overcome persecution through pride in racial identity (successfully up to a point) until the realities of class show up in the workplace, combining with race prejudice to set people back. Blacks are still the last hired and first fired, for example. Class solidarity might become the best ideological weapon in dealing with race. On many occasions it has proven its worth. Landau will examine the dynamics of the interaction of race and class in our political, educational, and social arenas.

**Saul Landau**, Senior Fellow and Vice Chair of the Institute, Institute for Policy Studies-- Washington, D.C.

**Bob Suzuki**, PhD, President Emeritus, California State Polytechnic University-- Pomona, CA

**Richard E. Hilbert**, PhD, Professor Emeritus, University of Oklahoma-- Norman, OK

**3:15 – 5:15 p.m.**

FOUNTAIN

Third Floor

## SPECIAL FEATURE

### **472 It Takes a Village: Building Support Structures for Mixed Race Students in Higher Education**

From Hunter College, CUNY, which has no mixed race student organization, to the University of San Diego, which has no services or resources for mixed race students whatsoever, many of our institutions of higher learning are unequipped to support our multiracial student populations, set to increase exponentially in the coming years. How can we help these young people, grappling with racial and cultural self identity, community belonging, isolation, confusion, and discrimination? How can we help our institutions develop proper services—and academic coursework? The Mixed Race Initiative (MRI) is a national project designed to provide precisely that help: in Fall 2013 MRI will connect more than 40 college and university classrooms, host a virtual conversation about race and mixed race, and build support structures for mixed race students across the country. This proposed workshop will bring together key participants in MRI to discuss the project and work with attendees on identifying key challenges for students, faculty, and student services; identifying key resources; building networks—opening channels of exchange across institutional spaces; employing multimedia and social media to best effect; developing and establishing mixed race courses; and tailoring resources and best practices for specific environments.

**Mary Y. Danico**, PhD, Professor of Sociology and Vice-Chair of the Psychology and Sociology Department, California State Polytechnic University--Pomona, CA

**Marc Johnston**, MA, Candidate, Higher Education and Organizational Change, UCLA--Los Angeles, CA

**Lawrence-Minh B. Davis**, Founding Co-Director, The Asian American Literary Review, Inc., Project Director of MRI--Crownsville, MD

**Jennifer Hayashida**, MFA, Professor and Director of Asian American Studies Program, Hunter College--New York City, NY

**3:15 – 5:15 p.m.**

ELMWOOD

Third Floor

## MAJOR WORKSHOP

### **473 A Nation at Risk: Improving College Success Rates for Underprepared Students**

This interactive session will focus on what faculty members and administrators can do to promote college success for low income, first generation, and minority college students. Emphasis will be on the college classroom – how faculty can create a classroom atmosphere that is conducive to learning and use proven pedagogical strategies to promote student engagement and motivation. Additionally, the presenter will provide data-based evidence for institutional policies that contribute to student retention and graduation rates. Participants most likely to benefit are new and veteran college faculty and high school teachers, administrative leaders, and students interested in key factors to improve their success rates.

**Angela P. McGlynn**, Professor Emeritus of Psychology, Mercer County Community College--West Windsor, NJ

**3:15 – 5:15 p.m.**

ASCOT-NEWBERRY

First Floor

## MAJOR WORKSHOP

### **474 Pedagogical Approaches to Teaching about Race and Racism from an Intersectional Perspective**

Educators who teach and train about race, racism, and racial identity are trying to do so in more intersectional ways, incorporating other social identities and forms of oppression. In this workshop, participants will explore how to

effectively teach about race and racism from an intersectional perspective, particularly when learners have different degrees of racial consciousness and readiness to handle this kind of cognitive complexity. Presenters share a framework of four pedagogical approaches that build toward an intersectional understanding of race and racism, moving from a single focus on race toward a multidimensional integration of other social identities/forms of oppression. Participants will be able to engage in an activity that reflects that perspective and learn other ways to teach about intersectionality.

**Diane Goodman**, EdD, Diversity Consultant and Adjunct Faculty, Diversity and Social Justice Training and Consulting--Nyack, NY

**Bailey W. Jackson**, EdD, Professor Emeritus, School of Education, University Of Massachusetts-Amherst--Amherst, MA

**3:15 – 5:15 p.m.**

GRAND SALON 13–16

First Floor

## MAJOR WORKSHOP

### **475 Race-making through Everyday Conversation: The Continual Emergence of a Latino Racial Identity**

Despite the federal government's classification of Latinos as an ethnic group, there are compelling reasons to think about Latinos additionally as a racialized group. While there are a number of race-making institutions (schools, prisons, factories, courts), the presenter will focus on the ways everyday people make racial meaning through their conversations together. Transcripts from all-White and all-Black focus groups are used to show how non-Latinos make sense of who Latinos are, to uncover whether they prefer thinking about Latinos as one big group or as subgroups along national origin lines; how they compare and contrast Latinos to other salient groups; and how they prescribe implications for those labeled with the Latino identity. In making the case that a Latino racial identity exists and is being deployed in consequential ways, the presenter theorizes about the difference between race and ethnicity by asserting that race is necessarily political, while ethnicity is not (necessarily). The presenter will show how the making of racial identity is a continual process and one that is always relational to other groups.

**Tehama Lopez Bunyasi**, PhD, Assistant Professor, Department of Political Science, Ohio University--Athens, OH

**3:15–5:15 p.m.**

## 2-HOUR CONCURRENT SESSION

**3:15–5:15 p.m.**

BELLE CHASSE

Third Level

◆◆ Theoretical Model ◆◆

### **476 Scripts: How Young Men Are Socialized into Society Images, Perceptions, and Role Models that Contribute to the Developing of Men**

Pulaski Technical College has received a grant under the U.S. Department of Education Predominantly Black Institutions (PBI) Program to strengthen the college's capacity to enhance educational outcomes for African American males. The program (coined "The Network" for student success) focuses on strategies to help African American males navigate support systems and services on and off campus, generate messages that stress the importance of the black male's college and high school experience, and build a culture of accountability and expectation among black male students. This presentation will challenge participants to examine the accepted norms of the street culture on two-year college campuses. Participants will hear testimonies of students balancing college with "real" life. This session offers a discussion around the issues impacting Black male secondary/postsecondary success.

**Kareem Moody**, Director, Pulaski Technical College--North Little Rock, AR

7:00–8:15 p.m.  
GRAND BALLROOM  
First Floor

## SPECIAL EVENT

### 477 MUSIC MATTERS

# MUSIC 2 LIFE • MUSIC MATTERS

## SOUNDTRACK FOR SOCIAL CHANGE

EXPLORE THE INTEGRAL COLLABORATION OF MUSIC AND SOCIAL JUSTICE & A COMMEMORATIVE TRIBUTE TO NCORE FRIEND PARI NABAVI

Singer/songwriter Noel Paul Stookey has been altering both the musical and ethical landscape of this country and the world for decades, both as the “Paul” of the legendary Peter, Paul & Mary and as an independent musician who passionately believes in bringing the spiritual into the practice of daily life. Funny, irreverently reverent, thoughtful and compassionate, Stookey’s vocal sound is widely recognized: from the iconic “Wedding Song” to “In These Times”

MUSIC MATTERS is a dynamic digital presentation, performance and facilitated conversation designed to illustrate the power and relevance of music for change. Featuring the talents of Noel Paul Stookey (Peter, Paul & Mary), Carolyn Malachi (DC-based, Grammy-nominated urban alternative artist) and Jasiri X (Pittsburgh-based talk show host and activist hip hop artist), this session offers historic and contemporary examples of how music is a timeless, multi-faceted tool for change.



Joining the presentation is an incredible New Orleans based spoken word poet/musician, Chuck Perkins, to lead us through a tribute to our colleague Pari Nabavi, the program manager who helmed the conference through 25 years until her death in 2012.

Name badge required for free entry. Non-registered guest tickets: \$10.00 at the door/cash only

8:30–10:00 p.m.  
GRAND BALLROOM  
First Floor

## SPECIAL EVENT

### 478 A Conversation With Tim Wise

Anti-racism writer and educator Tim Wise will be screening clips from the documentary film featuring his conversation with leading social justice scholar/activist Angela Davis, “Vocabulary of Change”, and discussing that conversation as well as his forthcoming book, “Culture of Cruelty: How America’s Elite Demonize the Poor, Valorize the Rich and Jeopardize the Future”

Tim Wise, Anti-Racist Activist and Author-- Nashville, TN

10:00 p.m.–12:00 a.m.  
NAPOLEON BALLROOM  
Third Floor

## SPECIAL EVENT

### 479 JDOTT Dance

Enjoy an evening of music and dance sponsored by the John D. O’Bryan-National Think Tank for Black Professionals in Higher Education on Predominantly White Campuses (JDOTT), a national association developed through the efforts of members of NCORE’s African American Networking Group.

Live DJ

Cash Bar



# DAY AT A GLANCE • SATURDAY, JUNE 1

## 8:00 a.m. – 12:00 p.m.

### REGISTRATION AND ON-SITE CHECK-IN

EXHIBITION HALL

Second Floor

## 7:30- 9:00 a.m.

### 500. CONTINENTAL BREAKFAST

## 9:00 - 11:00 a.m.

### 501. SPECIAL FEATURE

Writing Marathon

### 502. SPECIAL FEATURES

The Global and the Local: Asian and Asian American Studies on American Campuses

### 503. MAJOR WORKSHOP

Addressing Islamophobia: Proactive Efforts to Address Hate and Bias on and off Campus

### 504. MAJOR WORKSHOP

Moving Beyond Check Boxes: Researching Multiraciality in Changing Contexts

### 505. MAJOR WORKSHOP

Reducing "Stereotype Threat" for Vulnerable Students and Faculty

### 2-HOUR CONCURRENT SESSIONS

506. Building Synergy through Action Research: A Diverse Team's Collective Approach to Designing and Implementing Intercultural Programs in Higher Education

507. Mama Juggs Show: The Breast Health Show about True Women's Issues and Body Image

508. Other Awareness Project: 95% Guilt and Anger Free

509. Race Based Trauma for Women of Color in Higher Education

510. The Black Jew Dialogues: Using Comedy to Discuss Diversity on Campus

511. The Traffic Light Model of Diversity Competence

## 9:30 - 11:00 a.m.

### 514. A CONVERSATION WITH

The Unlikely Scientist

### 515. SPECIAL FEATURE

The Legacies of Gandhi, King, and Chavez: Their Common Values and Vision and Current Relevance

### 90-MINUTE CONCURRENT SESSIONS

516. Advancing Anti Racism in Higher Education through an Equity Framework: From Ideology to Practice

517. GPSing the Stuff: Navigating through the Messy Mishaps, Missteps, Mis understandings, and Mis communications of Social and Organizational Behaviors that have been Mis labeled as Harassment and/or Discrimination

518. Ground Up: Creating Comprehensive Diversity Programming

519. Social Justice Education for Higher Education Professionals

## 11:15 a.m. - 12:00 p.m.

### 520. KEYNOTE ADDRESS

Diversity and Academia: A Partnership for Real-World Results—Oakland, California Mayor Jean Quan

## 1:15 - 2:30 p.m.

### 75-MINUTE CONCURRENT SESSIONS

521. A Review of How Peer Mentoring Programs Develop Student Leaders

522. Black and Brown Relations in Higher Education and America

523. Building Cultural Competency Workshop: A Toolkit for Faculty, Staff, and Trainers

524. Creating a Diversity Certificate: Adventures in Academic Integration

525. Increasing Access and Success of Minority and Other Historically Underrepresented Students in STEM Disciplines through Summer Initiatives and Undergraduate Research Programs

526. Introducing a Muslim Student Identity Development Theory: A New Approach to Understanding Muslim Students in American Higher Education

527. Lessons from the Trenches: Marketing Diversity at a Predominantly White Midwestern Campus

528. Multi Mediated Diversity Initiatives: Fostering an Inclusive Campus with Digital Tools

529. My Culture, My Color, My Self: Heritage, Resilience and Community in the Lives of Young Adults

530. Professional Pipeline Program and Partnerships: A Pathway to Increase Diversity

531. Successfully Recruiting and Retaining Underrepresented Students at a PWI

532. The Latino Youth Summit: An Innovative Model for Delivery of Services to Underrepresented Youth

533. Valuing "The Other": Student Perceptions of Community and Making Meaning of Inclusion

534. White Guilt: A Barrier to Productive Discussions around Race in Predominately White Courses

## 1:30 - 3:30 p.m.

### 535. SPECIAL FEATURE

Beyond the Pew: A Critical Examination of the PEW Center Report on Asian Americans and the Continuing Significance of Race and Ethnicity in Public Discourse

### 536. SPECIAL FEATURE

Post Traumatic Slave Syndrome

## 2:45 - 4:00 p.m.

### 75-MINUTE CONCURRENT SESSIONS

540. "You Got Served!": How HSIs Play Hispanic Students for la Feria

541. Anti-Black Racism as a Focus in Addressing Systemic Racism in Education

542. Breaking the Glass: Retaining the Male Unprepared Student of Color

543. Creating a Pathway for Institutional Success

544. Culture, Color, and Class(rooms): The Implications of Social Identity and Inclusion on African American Student Success

545. Exploring Latino Identity through a Fraternal Lens

546. From Warehouse to Dashboard: Creating Diversity Dashboards at UC Berkeley

547. Incorporating Implicit Racial Bias Tenets to Improve Research Related to Racism and Diversity in Education

548. Leadership Theory Application in an Increasingly Diverse Society: Can Knowledge of Leadership Theory Be a Useful Tool for African Americans in Their Quest for Administrative Roles in Higher Education?

549. Teaching beyond the Discipline

550. The University Diversity Council: Methods for Improving and Sustaining Campus-wide Diversity Initiatives at a Regional-Comprehensive State University

551. UTLSI: Expanding Access, Enhancing Success: Maintaining Academic Momentum for Disadvantage Students

## 4:15 - 5:00 p.m.

### 552. CLOSING CONFERENCE PLENARY SESSION

The Craziest Person in the Room: How Can a Mediocre White Guy Be Useful?—Robert Jensen



# SATURDAY, JUNE 1, 2013

**7:30-9:00 a.m.**

EXHIBITION HALL

Second Floor

## **500 CONTINENTAL BREAKFAST**

**9:00-11:00 a.m.**

GRAND SALON 3

First Floor

## **SPECIAL FEATURE**

### **501 Writing Marathon**

The New Orleans Writing Marathon is an opportunity for participants to experience the city as a writer, stopping at self-selected locations to enjoy, observe, reflect, and share their spontaneous writings with others.

The New Orleans Writing Marathon will be introduced and facilitated by Dr. Richard Louth, founder of the New Orleans Writing Marathon and author of *The Writing Marathon: In Good Company Revealed*. Louth began leading New Orleans Writing Marathons for National Writing Project sites in the early 90's and has led them in cities from Baltimore to San Francisco with teachers, students, and writers of all levels. No experience is necessary to participate. All it takes is pen, paper, an openness to the city, a desire to write on whatever you wish, and a willingness to share with others. After a few rounds of writing, participants tend to share a special relationship with others in their group as well as with the city that inspired William Faulkner and Tennessee Williams.

Participants gather in the morning for a brief overview of the writing marathon process; receive a map of good writing spots and guidelines for writing and sharing in small groups; write together as a large group before leaving (just to get started); then set out in smaller groups to write around the French Quarter. At each stop along their writing marathon, participants write for 10-15 minutes, then read what they wrote to their group (with no criticism, but simply a "thank you" from others). Groups then socialize and get refreshments before moving on to experience a new spot, taking in the city as they move across it. Writers are invited return to the hotel at a designated time for a voluntary sharing and celebration of their writing.

The Writing Marathon is not only a great way to see a city and to make new friends in your organization, but also a wonderful way to contemplate one's life and surroundings through writing in good company.

Participants are asked to bring writing materials and to willing to participate either for a half day or whole day.

For further information about writing marathons, please visit the "Writing Marathon Central" website at: <http://english.selu.edu/writingmarathon>

**Richard Louth**, PhD, Director, Southeastern Louisiana University-- Hammond, LA

**9:00-11:00 a.m.**

GRAND SALON 13-16

First Floor

## **SPECIAL FEATURE**

### **502 The Global and the Local: Asian and Asian American Studies on American Campuses**

Asian Studies was created along with other Area Studies programs (African Studies, Latin American Studies, Middle Eastern Studies) as a cold war project to stem the rise and spread of communism in the Third World. At that time, minority students calling themselves "Third World students" in solidarity with the conflicts in their ancestral homelands demanded Ethnic Studies at home (Asian American Studies alongside Black Studies, Chicano Studies, American Indian Studies) as a strategy to open up the U.S. academy to new students,

new faculty, new curricula and fields of study. Originally conceived and developed as separate academic projects with different sources of funding and institutional support, Asian Studies and Asian American Studies in the 21st century find themselves converging in interests, goals, mission, and vision. Today, students, faculty, scholars, community organizers, and activists are no longer contending with cold war conflicts of freedom and communism but, rather, with people, capital, and commodities on the move in circular, return, and other complex patterns of migration, displacement, circulation, and re-settlement.

**Evelyn Hu-DeHart**, PhD, Professor of History, Director of the Center for the Study of Race and Ethnicity in America, Brown University-- Providence, RI

**9:00-11:00 a.m.**

GRAND SALON 19-22

First Floor

## **MAJOR WORKSHOP**

### **503 Addressing Islamophobia: Proactive Efforts to Address Hate and Bias on and off Campus**

The post-9/11 era in the United States has exposed a significant degree of prejudice and bigotry toward Muslim people and those who may be perceived as Muslim. In 2012, a violent hate-motivated attack on a Sikh temple in Wisconsin highlighted the fact that Islamophobia is not just an issue that only impacts Muslims in America. Meanwhile, racial profiling, surveillance, bias incidences, and bullying continue to be widespread not only in society at large but on college campuses as well. In light of this reality, questions remain regarding what administrators and faculty on campuses can do to proactively address these issues.

This workshop will educate and update participants on the current realities related to Islamophobia and will challenge participants to develop practical steps that can be made on their respective campuses to address the issue.

**Amer F. Ahmed**, Associate Director, Multi-Ethnic Student Affairs, University of Michigan-- Ann Arbor, MI

**9:00-11:00 a.m.**

FOUNTAIN

Third Floor

## **MAJOR WORKSHOP**

### **504 Moving Beyond Check-boxes: Researching Multiraciality in Changing Contexts**

Contemporary research on multiraciality tends to begin by framing the importance of the 1967 Loving v. Virginia Supreme Court decision or the 2000 U.S. Census to mixed race individuals. Although critical for understanding the current social contexts that have allowed for individuals to more freely identify as "mixed," separating these points from more historical views of multiraciality presents several challenges for conducting and interpreting research on race and mixed race. This session reviews some of these issues and discusses the challenges for collecting data on mixed race populations in higher education, particularly within the context of the recently mandated guidelines from the U.S. Department of Education on how institutions must collect, maintain, and report racial and ethnic demographic data. The session incorporates findings from several research studies on race and mixed race toward improving future research on multiraciality that better incorporates historical contexts and is more inclusive of the diversity of multiracially-identifying individuals.

**Marc Johnston**, M.A., Candidate, Higher Education & Organizational Change, UCLA-- Los Angeles, CA

**9:00–11:00 a.m.**

BELLE CHASSE

Third Floor

**MAJOR WORKSHOP****505 Reducing “Stereotype Threat” for Vulnerable Students and Faculty**

Thanks to Psychology Professor Claude Steele and numerous researchers in several countries, we now understand how stereotype threat can be triggered and how the threat can easily undermine the academic, athletic, or cognitive performance of members of certain groups. The most frequent example: students from stigmatized minority groups who sense (or who are told) that their intellectual abilities are viewed as inferior by authority figures and many others. In this charged situation, vulnerable students and faculty often worry that they will confirm the negative stereotype associated with their group membership. Their worry and preoccupation can cause them to choke, clutch, and experience a rush of stress hormones and anxiety—all of which undermine their performance and achievement. How can the threat be reduced or eliminated? This highly interactive workshop will provide a dozen action steps that can be taken by department chairs, mentors, instructors, peers, and vulnerable students (and faculty) themselves. In preparation for this session, participants may wish to review two websites: [reducingstereotypethreat.org](http://reducingstereotypethreat.org) and [implicit.harvard.edu](http://implicit.harvard.edu).

**JoAnn Moody**, PhD, JD, Faculty Developer, National Higher Education Consultant, Diversity on Campus-- San Diego, CA

**9:00–11:00 a.m.****2-HOUR CONCURRENT SESSIONS****9:00–11:00 a.m.**

GRAND SALON 9

First Level

◆◆ Long- and Short-Range Planning ◆◆

**506 Building Synergy through Action Research: A Diverse Team’s Collective Approach to Designing and Implementing Intercultural Programs in Higher Education**

In today’s society, colleges and universities are aligning teaching and active learning practices with the realities of the new global educational environment. There is a growing need to understand collaborative approaches that are adaptive where educators at institutions of higher learning can facilitate as well as support undergraduates’ intercultural competency development. The purpose of this session is to share how team collaboration is impacted by action research methodologies when membership consists of a variety of dynamic complexities such as race, sex, and age. The Intercultural Developmental Inventory (IDI) was used as a diagnostic tool to assess the research team’s intercultural competence and collective work; also, as a tactical approach, it was used to develop the team’s synergy when charged with designing and implementing intercultural programs. The information, resources, and materials presented in this session can be used to assist faculty, administrators, and instructors in the utilization of action research methods when developing not only intercultural programs but other pertinent initiatives. This approach is particularly useful with regard to projects or strategic planning that employs a collaborative approach when working with diverse teams.

**Linda M. Lyons**, MS, Assistant Professor and Director of Strategic Connections, University College, Kennesaw State University--Kennesaw, GA

**9:00–11:00 a.m.**

ROSEDOWN

Third Level

◆◆ Interactive Training ◆◆

**507 Mama Juggs Show: The Breast Health Show about True Women’s Issues and Body Image**

This session examines how performing arts can be an effective tool to open honest dialogue about the racial disparities in breast cancer education and diagnosis in urban communities. Also closely examined will be the power of old Negro spirituals, popular music, and impromptu songs used in the African American community to bring awareness to body image issues. Insights and lessons learned from Mama Juggs performances throughout America and in Cameroon, Africa, will be provided. This session should benefit the novice and intermediate participant interested in understanding the role of active listening to cultural differences concerning health, language, and body image in urban communities. Also, advanced participants with ties to women’s studies, diversity relations, student government, leadership, minority student groups and anyone who provides educational entertainment will find this session meaningful. Mama Juggs boldly addresses race, ethnicity, and body image issues that both male and female students/staff can relate to in terms of modern women’s issues.

**Anita Woodley**, Award Winning Journalist and Solo Performer, Princess Dragon Productions LLC--Chapel Hill, NC

**9:00–11:00 a.m.**

GRAND SALON 4

First Level

◆◆ Interactive Training ◆◆

**508 Other Awareness Project—95% Guilt and Anger Free**

Other Awareness Project is a thought-provoking, humorous mixture of film documentary, comedy, and audience discussion that looks into what is the continued incorrect categorization of people into racial groups by skin color and other arbitrary things, in light of everything known scientifically, legally, religiously, etc. In this era of “keeping it real,” Internet access, DNA research, why do intelligent people—using current information—still classify themselves into racial groups? Does this help to solve any problems? The project isn’t focused on racism or past wrongdoings, real or perceived. It is more focused on today and tomorrow and helping to discover what is the best plan going forward that everyone can support. A secondary purpose is to examine if there are people who can live without calling themselves, or anyone else, any of the legally undefined and arbitrary labels. This session should benefit participants who want to explore the value of using language that promotes the success of people without having to place them in arbitrary and poorly defined categories at the beginning of the process.

**Michael James Brown**, Comedian/Abolitionist, Writer/Producer, Other Awareness Project--San Antonio, TX

**9:00–11:00 a.m.**

ELMWOOD

Third Floor

◆◆ Long- and Short-Range Planning ◆◆

**509 Race-based Trauma for Women of Color in Higher Education**

This session will address the question: how can we continue to improve the climate for women of color in higher education while also safeguarding against the impact on the relative health of these women?

Participants will increase knowledge on the topic from a body of research authored and shared by session’s scholars. A model for effectively addressing the needs of women of color in higher education while maintaining health through coping strategies will also be presented. These results have recently been published in a book on women in the academy.

The premise of this research is that racism is a powerful stressor (Carter,

2007) that leads to the experience of trauma, particularly among women of color in academia. The concept of racism-based trauma is intentionally used in this discussion to emphasize the harm that results from actual behaviors and practices of racism. Racism based trauma represents a broad pattern of practices experienced by individuals in an environment characterized, for example, by micro-aggressions including insults and indignities, discrimination, prejudiced attitudes, bias, and unfair treatment (Sue, 2007). The perception of this pattern as being institutionally ingrained and a manifestation of racism is a key element of this concept. These patterns are demonstrated in many academic settings linking racism-based trauma to stress and health and psychological long-term outcomes that harm the individual.

**Renay Scales**, PhD, Director of Faculty Development, Kentucky College of Osteopathic Medicine--Pikeville, KY

**Halaevalu Vakalahi**, PhD, Morgan State University-- Baltimore, MD

**Molly Davis**, EdD, George Mason University-- Fairfax, VA

**9:00-11:00 a.m.**

OAK ALLEY

Third Level

◆◆ Theoretical Model ◆◆

### **510 The Black Jew Dialogues: Using Comedy to Discuss Diversity on Campus**

For the last five years, "The Black Jew Dialogues" has toured hundreds of college campuses. This two-man multimedia social justice comedy has gained loud praise for what the *Washington Post* said "gets to the heart of what divides people." Through sketches, video, puppets, and a game show, the show takes their audiences through comedic examination of some of their closest held beliefs and misbeliefs. The program closes with an interactive audience discussion. This gives the audience an opportunity to express and gain insight into the program messages and share personal stories. The objective of the session is to show that we have far more in common than we give each other credit for. This session should benefit individuals who wish to develop a campus-wide model for creating a dialogue that fosters a more open exchange of ideas about our distinctiveness.

**Ron Jones**, Actor/ Producer, Company Principle, The Black Jew Dialogues--Winston-Salem, NC

**Larry Jay Tish**, Company Principle, The Black Jew Dialogues--Cambridge, MA

**9:00-11:00 a.m.**

GRAND SALON 15

First Level

◆◆ Interactive Training ◆◆

### **511 The Traffic Light Model of Diversity Competence**

Inclusive work environments are those that value and benefit from the diverse perspectives, styles, and experiences that individuals bring the table. In order to create such environments, it is critical for employees and students to develop different types of skills relating to diversity and difference. The Traffic Light Model presents three key skill sets for creating inclusive work environments: "Stopping skills" that address bullying and bias, "Slowing down" skills for addressing culturally-laden conflict, and "Moving Forward" strategies for continual learning about various aspects of diversity and culture. In this session, participants will learn and practice skills and strategies for developing these three competence areas. This model provides a framework for addressing the complex issues related to inclusive environments. This session should benefit those new the field, as well as current practitioners looking for a new way to approach skills building in their training

**Marlo Goldstein Hode**, LLM, MA, Graduate Assistant Programming and Professional Development Coordinator for the Chancellor's Diversity Initiative, University of Missouri--Columbia, MO

**9:30-11:00 a.m.**

GRAND SALON 7 -10

First Floor

## **A CONVERSATION WITH**

### **514 The Unlikely Scientist**

Hakeem Oluseyi was raised by a single mother in ghettos all across the south—from the Ninth Ward in New Orleans to the Third Ward in Houston, and everywhere in between. As the perpetual new kid in a bad neighborhood, where your worth was proven with your fists, Oluseyi opted to stay indoors and read—a habit his mother happily supported, bringing home science books for him to devour. Despite being enrolled in some of the lowest-ranking schools in the south, Oluseyi, enthralled with Albert Einstein and the theory of Relativity, set out become a physicist. He made it to Stanford, rising up to become part of a team of scientists who won the Nobel Prize.

Today, Oluseyi develops instruments for astrophysical research in outer space and invents new techniques for manufacturing computer chips. And, he hasn't forgotten his roots: as a member of Hands-On Universe Africa, he helps bring tangible scientific data to schools across underdeveloped nations.

Oluseyi's current science and education projects include being a member of the development team for the Large Synoptic Survey Telescope, a high priority observatory for the U.S. and the UNESCO Earth-Observing Satellite, which is a project between the U.S., Russia, and African nations.

With an organization called Cosmos Education, Oluseyi traveled across sub-Saharan Africa, visiting schools to inspire students about science and the relevant issues in their country, such as sustainable development and HIV awareness. As an educator and advisor in the United States, Oluseyi encourages students to pursue their passions, regardless of their economic status. "Some scientists present themselves as super-intellectual, and I go out of my way to present myself as a regular guy," he says. "Because I'm from such humble origins, I can really talk to students."

Oluseyi appears as the main narrator in the National Geographic show *Evacuate Earth*, and has been featured on the Discovery show, *You Have Been Warned*: the world's first User-Generated pop science show.

**Hakeem Oluseyi**, PhD, Assistant Professor, Physics and Space Sciences Department, Florida Institute of Technology-- Melbourne, FL

9:30-11:00 a.m.

MELROSE

Third Floor

**SPECIAL FEATURE****515 The Legacies of Gandhi, King, and Chavez: Their Common Values and Vision and Current Relevance**

Dr. Martin Luther King, Jr. and Cesar Chavez—two icons of the American civil rights movement—were both strongly influenced by India's Mohandas Gandhi. Dr. King's utilization of non-violent strategies and marches and Chavez' use of hunger strikes and marches are specific examples of Gandhi's influence. It is also important to note the three religious traditions of these leaders: Gandhi-Hindu, Chavez-Catholic and Dr. King-Baptist. Gandhi's moral philosophy was the common bond between all three of them.

In this session, Victor Griego, a former organizer with Chavez's United Farmer Workers Union, will discuss the guiding principles of Gandhi's philosophy and their relevance to the issues of racism, human conflict, and poverty confronted by both Dr. King and Chavez. More specifically, he will discuss Dr. King's extensive work with labor unions and his leadership of the Poor People's March on Washington in fighting for greater economic equality for all Americans. He will also discuss King's support of the UFW when Chavez was organizing farm workers in the Southwest, and even after King was killed, the support his widow, Coretta Scott King gave to Chavez when he was undergoing his many hunger strikes.

Finally, Griego will discuss the lessons we can learn from the legacies left by these legendary leaders in addressing current social ills such as poverty, interracial conflicts, fear of immigrants, and economic inequality, among others.

**Bob Suzuki**, PhD, President Emeritus, California State Polytechnic University-- Pomona, CA

**Victor Griego**, Founder and Principal, Diverse Strategies for Organizing-- Los Angeles, CA

9:30-11:00 a.m.

**90-MINUTE CONCURRENT SESSIONS**

9:30-11:00 a.m.

GRAND SALON 6

First level

◆◆ Case Studies/Model Programs ◆◆

**516 Advancing Anti-Racism in Higher Education through an Equity Framework: From Ideology to Practice**

Given the inclination to omit, erase, negate, resist, and not acknowledge race and given people's discomfort discussing race and racism, this behavior has implications for the effective implementation of anti-racism change in institutions of higher education. What are the implications of utilizing an equity framework to foster institutional and systemic changes to address racism in higher education? Through a practitioner's lens, the session examines the application of an equity framework toward the institution-wide advancement of anti-racism in a higher education context. The session will provide information on the ideological, structural, and cultural implications of situating anti-racism strategy within an equity framework, reflect on some of the promising practices, and consider the challenges and possibilities for moving forward. The session should benefit faculty, staff, and administrators who are working for anti-racism change and are interested in approaches and mechanisms aimed at advancing and embedding institutional and systemic change.

**Sandra Carnegie-Douglas**, BSc, MEd, Anti-Racism and Cultural Diversity Officer, University of Toronto-- Toronto, Ontario, Canada

9:30-11:00 a.m.

GRAND SALON 24

First level

◆◆ Theoretical Model ◆◆

**517 GPSing the Stuff: Navigating through the Messy Mishaps, Missteps, Misunderstandings, and Miscommunications of Social and Organizational Behaviors that Have Been Mislabeled as Harassment and/or Discrimination**

People complain about almost anything and have filed lawsuits for just about everything from spilled coffee to a person's eligibility to become President of the United States. "Stuff" can simply occur because of an unintentional cultural misstep on someone's part or a failure to communicate, which may also be grounded in culture. Even with missteps or mis-communications, one should not be quick to reach for race as the basis of every affront. Sometimes "stuff" happens to people simply because of their position likened to President Obama, their own irresponsible behaviors likened to Michael Vick, or their self-induced actions likened to Tiger Woods. This session will benefit those in higher education who manage conflict at any level to identify when "stuff" is disguised as illegal harassment or discrimination. The presenters will provide insights and strategies to address the "stuff." The "stuff" we are talking about here is not illegal harassment nor is it illegal discrimination. In the context of this presentation, the "stuff" that will be talked about is "Something That U Find Frustrating"-- it is the stuff that gets on people's nerves, makes people angry, stuff people don't like.

**Kim D. Kirkland**, EdD, Director, Office of Equal Opportunity, Indiana University-Purdue University, Indiana University-Purdue University--Indianapolis, IN

**Margo Foreman**, MPH, Assistant Director, Diverse Workforce Recruitment and Retention, Indiana University-Purdue University--Indianapolis, IN

9:30-11:00 a.m.

GRAND SALON 21

First level

**518 Ground Up: Creating Comprehensive Diversity Programming**

With nearly every campus facing budget, staffing, and resource cuts, many campuses are finding that multicultural affairs, diversity and social justice based programs are heavily impacted or in some cases being cut out completely. How do we as administrators, student affairs professionals, faculty, and students continue to provide enriching, challenging and impactful social justice based programs on campus that carry out the goals of multicultural affairs? This session proposes through establishing relationships with various departments on campus and more importantly, working on a grassroots level with students.

**Jessika Murphy**, MEd, Assistant Director, Student Activities, Westfield State University-- Westfield, MA

**Shannon Coskran**, MEd, Academic Coordinator, Greenfield Community College-- Greenfield, MA

9:30-11:00 a.m.

GRAND SALON 18

First level

◆◆ Theoretical Model ◆◆

**519 Social Justice Education for Higher Education Professionals**

One of the most important developments in higher education today is the attempt by many colleges and universities to re-conceptualize their commitment to diversity by creating pathways to becoming more inclusive, affirming, and engaging teaching and learning environments for today's multicultural students. Quite often, institutions create programs and services for students but ignore the ethical, social justice, and consciousness developmental needs of faculty and staff. What results are quasi social justice and diversity-themed programs/services that are only carried through, practiced, and respected by a handful of faculty/staff versus supported and



practiced by the campus at-large. By infusing social justice education into the professional practice of faculty and staff, one is able to provide a meaningful approach to cultivating a professional practice that promotes social justice ideologies, which directly creates an equitable campus culture of everyone. This program highlights a critical and transformative research-based, developmental model that builds the habits of mind for social change in the academy. This session should benefit participants interested in designing faculty development programs that use critical, transformative, and consciousness-raising theoretical models for social justice development.

**Janelle Ellis Rouse**, PhD, School of Education, Director of Education Outreach, Elon University--Elon, NC

**11:15 a.m. – 12:00 p.m.**

GRAND BALLROOM  
First Floor

### KEYNOTE ADDRESS

#### **520 Diversity and Academia: A Partnership for Real World Results**

Oakland Mayor Jean Quan is the first Asian-American woman mayor of a major U.S. city. As a student at UC Berkeley, she was part of the movement that fought for creating an ethnic studies program. She will describe in a first-hand account how the university's engagement with the diverse community in nearby Oakland led to concrete, meaningful partnerships between academia and the world around it, including landmark civil rights victories such as the lawsuits over Japanese-American internments during World War II.

**Jean Quan**, Mayor, City of Oakland-- Oakland, CA

**1:15-2:30 p.m.**

### 75-MINUTE CONCURRENT SESSIONS

**1:15-2:30 p.m.**

GRAND SALON 3  
First Level

◆◆ Case Studies/Model Programs ◆◆

#### **521 A Review of How Peer Mentoring Programs Develop Student Leaders**

This session spotlights two peer mentoring models used with first-generation, low-income, and multicultural underrepresented students at the University of Wisconsin-Madison. The presenters will focus on student experiences as peer mentors with the Center for Academic Excellence (CAE) and the Center for Educational Opportunity (CeO). This presentation will provide a historical context of the centers, an overview of the models, results from surveys and focus groups with mentors, and considerations and recommendations to enhance the leadership development of mentors on campus. This session should benefit those interested in a dialogue connecting mentoring and student leadership to enhance the experiences of underrepresented students at a predominantly White institution.

**Pa Her**, MS, Adviser, Center for Academic Excellence, University of Wisconsin-Madison--Madison, WI

**Wilma Callaway**, Assistant Director, Center for Educational Opportunity, University of Wisconsin-Madison--Madison, WI

**Abike Sanyaolu**, MS, Assistant Dean, University of Wisconsin-Madison, Center for Academic Excellence--Madison, WI

**1:15-2:30 p.m.**

GRAND SALON 19, 22

First level

◆◆ Interactive Training ◆◆

#### **522 Black and Brown Relations in Higher Education and America**

How does higher education and societal discourse represent Black and Brown people? Does your student organization, fraternity, or sorority welcome Black or Brown students? Do you have programs on your campus that attempt to represent the experience of a Black or Latino population while others are left out? What are the opportunities and challenges for leaders in Black and Brown communities to intentionally cultivate solidarity between and across differences? This session will be led by two brothers who will inspire, challenge, and charge participants to journey back to their campuses and communities. This session should benefit participants interested in acquiring tools and key concepts for greater effectiveness and synergy within and across differences: specifically, students, administrators, and faculty wishing to deepen their level of consciousness about, and further examine issues around, Black and Brown knowledge production and representation, relations, and politics that hinder inter- and cross-cultural solidarity.

**Michael Benitez, Jr.**, Dean of Diversity and Inclusion, Chief Diversity Officer, Office of Diversity and Inclusion, University of Puget Sound – Tacoma, WA

**Sam Offer**, VP and Senior Consultant, Washington Consulting Group--Pikesville, MD

**1:15-2:30 p.m.**

GRAND SALON 18

First level

◆◆ Interactive Training ◆◆

#### **523 Building Cultural Competency Workshop: A Toolkit for Faculty, Staff, and Trainers**

This session will enable participants to experience and process the individual parts of the Building Cultural Competency Workshop and process the experience as a whole. This experience will allow faculty and staff to gain a personal understanding of what participating students experience. In addition, it will allow participants to act as facilitators in similar workshops held at their own institutions. Specifically, this presentation will provide readings, movie clips, and group facilitation around the topic of cultural competency. Group discussions will allow participants to process presented information and incorporate their own experiences in these areas

**Joshua Baldwin**, PhD, MSW, Assistant Professor, James Madison University--Harrisonburg, VA

**Emily Akerson**, RN, MN, C-FNP, Associate Director, Institute for Innovation in Health and Human Services--Harrisonburg, VA

**Anne Stewart**, PhD, Professor, Graduate Psychology--Harrisonburg, VA

**Marsha Mays-Bernard**, MS, Associate Vice President, Multicultural Student Services and Student Health, James Madison University--Harrisonburg, VA

**1:15-2:30 p.m.**

GRAND SALON 6

First level

◆◆ Case Studies/Model Programs ◆◆

**524 Creating a Diversity Certificate: Adventures in Academic Integration**

This session examines the process by which we created a diversity certificate that appears on the students' official transcripts and partners the Department of Multicultural Services (within the Division of Student Affairs) with the Colleges of Liberal Arts and Geosciences at Texas A&M University. This session will cover the rationale behind the program, as well as its implementation, assessment, and impact. While this is still a relatively new and small program, it exemplifies high impact practices as it demands that the students participating integrate their coursework with their co-curricular activities and their service learning experiences. This certificate, unlike many other high impact practices, has proven to be particularly attractive to underrepresented students, and we will discuss why that may be the case. This session should benefit participants interested in developing similar programs within their institutions, as well as students, professors, and administrators interested in high impact practices imbedded in social justice philosophy.

**Marisa Suhm**, PhD, Assistant Director for Diversity Education, Texas A&M University--College Station, TX

**Dianne M. Kraft**, PhD, Diversity Education Coordinator, Department of Multicultural Services, Texas A&M University--College Station, TX

**1:15-2:30 p.m.**

BELLE CHASSE

Third Level

◆◆ Theoretical Model ◆◆

**525 Increasing Access and Success of Minority and Other Historically Underrepresented Students in STEM Disciplines through Summer Initiatives and Undergraduate Research Programs**

This session examines innovative summer initiatives aimed at creating a pipeline of access and success for minority and other historically underrepresented students in the fields of science, technology, engineering, and mathematics (STEM) at The University of Akron. Information will be presented on the implementation, efficacy, and lessons learned from three separate yet cohesive STEM summer initiatives aimed at student success in STEM. The initiatives include the Running Start STEM Summer Bridge Initiative, STEM Peer Mentoring program, and Summer Undergraduate Research Programs. This session should benefit participants interested in the success of minority and low-income student populations, practitioners who directly serve students pursuing degrees in the STEM disciplines, faculty interested in implementing undergraduate research opportunities for those who do not historically participate in undergraduate research, and those concerned about the success of minority students in STEM fields.

**Adam A. Smith**, MEd, Assistant Vice President for Student Success, University of Akron--Akron, OH

**1:15-2:30 p.m.**

MELROSE

First Level

◆◆ Theoretical Model ◆◆

**526 Introducing a Muslim Student Identity Development Theory: A New Approach to Understanding Muslim Students in American Higher Education**

According to research by Cole and Ahmadi (2003), Muslims are overrepresented in colleges and universities compared to the general U.S. population. Given the increased awareness and visibility of Muslims in the United States, it is important to learn more about this emerging population on the campuses of American colleges and universities (Abdullah 2011). Based on existing theories and research, this timely theory development marks an important area

for future exploration. While there has been little research done on Muslim identity development, there has been some work that is relevant to this new theory, particularly that of Cole and Ahmadi (2003, 2010) in their investigation of Muslim women and their practice of covering and that of Judith Klein (1989) and her research on Jewish identity. This theory is also rooted in racial identity development theory pioneered by Helms (1990) and Cross (1995). This session should benefit higher education professionals and others who work with college-aged Muslim students. This session will also benefit anyone interested in learning more about Muslims in the United States and their beliefs as they relate to education and society.

**Shakeer A. Abdullah**, PhD, Multicultural Center Director, Auburn University--Auburn, AL

**1:15-2:30 p.m.**

GRAND SALON 4

First Level

◆◆ Long- and Short-Range Planning ◆◆

**527 Lessons from the Trenches: Marketing Diversity at a Predominantly White Midwestern Campus**

How does one market diversity and inclusion throughout a predominately white campus? This presentation will outline the marketing and communication philosophy and strategy created by the University of Missouri Chancellor's Diversity Initiative to promote diversity programs, resources, services, and events that attract and engage an audience of diversity supporters and extend beyond the norm. Presenters will share their process for establishing a network of advocates on campus, crafting the information resources (websites, print materials, and other materials) and then systematically getting the word out. Issues will include insights and lessons learned, along with practical tools and tips for developing an integrated marketing strategy that helps create a more welcoming and inclusive campus experience. Participants will also learn methods the University of Missouri uses to measure the effectiveness of its efforts. This session should benefit participants responsible for communicating the case for diversity on campuses with small minority communities and few underrepresented groups.

**Rebecca Calvin**, Marketing Specialist, Chancellor's Diversity Initiative, University of Missouri--Columbia, MO

**Niki Stanley**, MA, Senior Multimedia Specialist, Chancellor's Diversity Initiative, University of Missouri--Columbia, MO

**1:15-2:30 p.m.**

GRAND SALON 15

First Level

◆◆ Interactive Training ◆◆

**528 Multi-mediated Diversity Initiatives: Fostering an Inclusive Campus with Digital Tools**

This interactive training will instruct participants in the use of digital and social media to promote diversity awareness. Specific areas of focus include the use of listservs (GroupSpaces), Twitter (hashtags, Tweet Ups, ReTweets, etc.), Facebook, blogs and student bloggers, Pinterist, YouTube, Flickr/Instagram, and Google Hangouts. The presenter will guide participants in understanding how various tools can be utilized to promote diversity awareness and inclusion on campus. Additionally, this session will explore best techniques for maximizing the reach of initiatives, partnering social media with awareness campaigns, and involving students in the digital diversity campaign. This session should benefit those with limited experience seeking new, innovative uses of digital and social media to foster an inclusive campus and promote diversity initiatives.

**Lora Helvie-Mason**, EdD, Director of the Office of Diversity and Inclusion, Tarleton State University--Stephenville, TX

1:15-2:30 p.m.

FOUNTAIN

Third Level

◆◆ Research/Assessment/Evaluation ◆◆

**529 My Culture, My Color, My Self: Heritage, Resilience, and Community in the Lives of Young Adults**

This session will share the outcomes of a five-year project collecting the cultural self portraits of more than 100 college students of color. The goal of the project was to develop an understanding of how young adults of color define culture and view its utility in a contemporary America. The book *My Culture, My Color, My Self: Heritage, Resilience, and Community in the Lives of Young Adults* shares the results and analysis of this study and will frame the content of this presentation.

**Toby S. Jenkins**, PhD, Assistant Professor, George Mason University--Fairfax, VA

1:15-2:30 p.m.

GRAND SALON 21

First Level

◆◆ Case Studies/Model Programs ◆◆

**530 Professional Pipeline Program and Partnerships: A Pathway to Increase Diversity**

Partnerships between community organizations and four-year institutions have long been established for the retention and persistence of students in professional and vocational programs; however, little emphasis has been placed on the creation of a sustainable community and four-year universities to professional programs. This session will highlight and define the need for collaboration between community organizations, four-year universities, and professional programs to create successful partnerships and programs for students. The University of Colorado's Undergraduate Pre-Health Program (UPP) will be used as a model of a successful partnership.

**Dominic F. Martinez**, MA, Senior Director, Office of Diversity and Inclusion, University of Colorado Anschutz Medical Campus--Aurora, CO

**Christian Valtierra**, Assistant Director, Office of Diversity and Inclusion, University of Colorado Anschutz Medical Campus--Aurora, CO

**Medhat Ahmed**, Coordinator, Office of Diversity and Inclusion, University of Colorado Anschutz Medical Campus--Aurora, CO

1:15-2:30 p.m.

GRAND SALON 9

First Level

◆◆ Case Studies/Model Programs ◆◆

**531 Successfully Recruiting and Retaining Underrepresented Students at a PWI**

This session promotes two programs, the Provost Leadership Undergraduate Scholarship (PLUS) Retention program and the Summer Enrichment Experience (SEE), which recruit and retain underrepresented students at Auburn University. In an effort to achieve an inclusive academic environment for students, the Educational Opportunity Resource Center in the Office of Diversity and Multicultural Affairs has developed these programs to recruit and retain underrepresented students at Auburn University. Information on the history, implementation, and success of PLUS and SEE will be presented. This session should benefit participants interested in successful strategies of retention programs, practitioners interested in starting a retention program at a predominantly white institution, and students interested in mentoring underrepresented students.

**Jocelyn Vickers**, PhD, Coordinator, Diversity Initiatives, Auburn University--Auburn, AL

**Charria Campbell**, MEd, Coordinator, Diversity Initiatives, Auburn University--Auburn, AL

1:15-2:30 p.m.

OAK ALLEY

Third Floor

**532 The Latino Youth Summit: An Innovative Model for Delivery of Services to Underrepresented Youth**

This session describes an innovative partnership model between the University of Wisconsin-Madison School of Education Precollege OPTIONS program and community organizations for delivery of services to underrepresented youth including: a culturally responsive curriculum planned and implemented by culturally competent instructors, shared power and resources between the community and campus, collaborative planning and decision-making, campus and community based workshops for students and families and access to college planning information. This session will benefit participants who are interested in developing ongoing partnerships with community organizations to benefit underrepresented youth and in particular, Latino youth. Participants will learn how this collaboration serves as a model of cost-effective, transformative change through a community partnership by creating integrated services for underrepresented students to address the achievement gap. In addition, presenters will share the process of data collection over the past three years to demonstrate the impact on student retention in precollege programs.

**Patricia Brooks**, MS, Precollege Education Specialist, University of Wisconsin-Madison--Madison, WI

**Nancy Blake**, MS, Director of Precollege Initiatives, School of Education, University of Wisconsin-Madison--Madison, WI

**Jennifer Lord**, MA, Precollege Education Specialist, University of Wisconsin-Madison--Madison, WI

1:15-2:30 p.m.

GRAND SALON 24

First Level

◆◆ Theoretical Model ◆◆

**533 Valuing "The Other": Student Perceptions of Community and Making Meaning of Inclusion**

In this session, the presenters will share their research findings into how students, who claim membership in various student organizations at South Dakota State University and who operate out of different subjective positions, experience and understand inclusion and barriers to inclusion in myriad campus spaces. This will be accomplished through sharing narratives that describe prominent themes derived from our conversations with students as well as through digital imagery collected by undergraduate researchers. The presenters will engage the audience in an interactive dialogue regarding both the findings and the research process. Topics that will be covered include what diversity "looks like" at the university, what obstacles to building inclusive communities students have experienced, and student recommendations for building inclusive communities. This session should benefit university administrators, faculty, staff, and students interested in student perceptions of inclusion and exclusion on college and university campuses and students' suggestions for breaking down barriers to building inclusive campus communities.

**Jennifer "Jaime" Nolan**, MA, Chief Diversity Officer South Dakota State University--Brookings, SD

**Jim Burns**, EdD, Assistant Professor of Teaching, Learning, and Leadership, South Dakota State University--Brookings, SD

**Joshua Sulloway**, Undergraduate Student Researcher, South Dakota State University--Brookings, SD

**Poni Christopher**, Undergraduate Student Researcher, South Dakota State University--Brookings, SD

**Hassan Ali**, Undergraduate Student Researcher, South Dakota State University--Brookings, SD

**1:15-2:30 p.m.**

ELMWOOD

Third Level

◆◆ Theoretical Model ◆◆

### **534 White Guilt: A Barrier to Productive Discussions around Race in Predominately White Courses**

Challenges associated with incorporating diversity into the curriculum have been well documented. Subsequently, our awareness of these challenges has been punctuated by the resurgence of texts dedicated to supporting instruction and student engagement. A focus on desirable aspects of diversity often obscures the fact that differences may be a question of inequity. Without acknowledgement of pervasive and systemic inequity, diversity education is limited at best and reduces the focus on equality rather than equity and social justice. These challenges are often exacerbated in predominately white contexts. While increasing students' awareness of the ways in which they experience power and privilege, it often engenders white guilt for white students. In this way, white guilt impairs white students' ability to critically engage difficult dialogues while simultaneously provoking care taking on the behalf of students of color, a dynamic which combines to keep dialogue safe without facilitating meaningful change. This presentation will explore the role white guilt plays in difficult dialogues in predominately white classroom settings. The presenter will share her experiences as an African American faculty facilitating diversity dialogues in predominately white diversity courses and sharing strategies that have served to move students beyond the paralysis of white guilt. This session should benefit individuals (especially racial minorities) interested in or currently teaching diversity in predominately white environments.

**Delishia M. Pittman**, PhD, Assistant Professor of Counseling Psychology, Lewis and Clark College--Portland, OR

**1:30-3:30 p.m.**

GRAND SALON 13-16

First Floor

### **SPECIAL FEATURE**

### **535 Beyond the Pew: A Critical Examination of the PEW Center Report on Asian Americans and the Continuing Significance of Race and Ethnicity in Public Discourse**

The mid-2012 release of the report from the Pew Research Center on "The Rise of Asian Americans" elicited an unprecedented and critical response from Asian Americans and Pacific Islanders (AAPI) in academia, the nonprofit sector, government, and journalism. Questions and critiques of the lack of AAPI representation, the methodology used to gather and interpret the data, and the way the "findings" were framed were deemed questionable and problematic by many AAPI and non-AAPIs alike. Despite its flaws, the Pew study galvanized the public to reexamine the salience of including AAPIs' experiences and once again put forth the socio-cultural, educational, economic, and political experiences of AAPIs from the margins to the mainstream. Moreover, challenges surfaced regarding the role of research in perpetuating not only the model minority stereotype but flaming anti-Asian sentiments in an increasingly unapologetic racialized climate. This panel brings together Asian American researchers to examine alternative strategies in public research that impact AAPIs and the impact it has on interethnic relations.

Moreover, this panel examines the paradox of the growth and emerging trend of barriers to campus diversity and inclusiveness.

**Mary Y Danico**, PhD, Professor of Sociology and Vice-Chair of the Psychology and Sociology Department, California State Polytechnic University - Pomona, CA

**OiYan Poon**, PhD, Assistant Professor of Education, Loyola Marymount University - Chicago, IL

**Paul Watanabe**, PhD, Director of Inst. Asian American Studies, Chair and Associate Professor of Political Science, University of Massachusetts - Boston, MA

**Madeline Hsu**, PhD, Associate Professor, Department of History; and Director, Center for Asian American Studies, University of Texas at Austin - Austin, TX

**1:30-3:30 p.m.**

GRAND SALON 7-10

First Floor

### **SPECIAL FEATURE**

### **536 Post Traumatic Slave Syndrome**

While African Americans managed to emerge from chattel slavery and the oppressive decades that followed with great strength and resiliency, they did not emerge unscathed. Slavery produced centuries of physical, psychological and spiritual injury.

Post Traumatic Slave Syndrome lays the groundwork for understanding how the past has influenced the present, and opens up the discussion of how we can use the strengths we have gained to heal.

**Joy DeGruy**, PhD, Assistant Professor, School of Social Work, Portland State University--Portland, OR

**2:45-4:00 p.m.**

### **75-MINUTE CONCURRENT SESSIONS**

**2:45-4:00 p.m.**

ROSEDOWN

Third Level

◆◆ Theoretical Model ◆◆

### **540 "You Got Served!": How HSIs Play Hispanic Students for la Feria**

The term "Hispanic-Serving Institution," or HSI, implies that a postsecondary institution prioritizes the developmental needs of its Hispanic students. Unfortunately, that is rarely the case in practice. Only a few HSIs explicitly mention Hispanics in their mission statements and only slightly more offer Chicano Studies degrees. This is unsurprising given that the term is based on meeting certain statistical criteria rather than an espoused interest in Hispanic culture or Hispanic empowerment. By ignoring the needs of Hispanic students, HSIs function mainly to serve the interests of the power majority. The only way that Hispanic students benefit is indirectly via resources that are available to all students. So, rather than being Hispanic-serving in a direct and intentional way, HSIs use Hispanic students to bring in funding that can be used to support a mostly White faculty, a mostly White group of administrators, and often a mostly White student body. This session should benefit educators with a critical race perspective, as well as those interested in learning how Hispanic students are exploited by seemingly well-intentioned college and university administrators. An opportunity for discussion about more ethical approaches to serving Hispanic students will be provided.

**Rick Sperling**, Assistant Professor, St. Mary's University--San Antonio, TX  
**Jason Montalvo**, Research Assistant, St. Mary's University--San Antonio, TX



**2:45-4:00 p.m.**

GRAND SALON 6

First Level

◆◆ Theoretical Model ◆◆

**541 Anti-Black Racism as a Focus in Addressing Systemic Racism in Education**

This session will demonstrate the limited impact that government and school board policies and initiatives--such as multicultural education, equity and diversity training, anti-racism education--have had in addressing the educational outcomes of Black students. It suggests that a framework for addressing the educational and related experiences of Black students should be predicated on an understanding of the concept of Anti-Black Racism. This session examines the historical emergence of the concept of Anti-Black Racism, its conceptual framing and grounding in social justice discourse and teaching, as well as its challenges of Black Cultural nationalism. The impact of neo-liberalism, globalization, color blindness, and notions of post racialization, which today often impact the implementation and sustainability of diversity policies, equitable strategies, and well-intended initiatives that are often promulgated by educational institutions, also will be addressed. The session concludes by emphasizing that while there are no easy answers to addressing racism in education, applying the framework of Anti-Black Racism furthers inclusive and equitable educational goals that serve the interests of all students, educators, and society. This session should benefit educators, policy makers, and community members interested in examining initiatives that can effectively address racism as it affects Black students.

**Akua Benjamin**, PhD, Professor, Social Work, Ryerson University--Toronto, ON**Maxine Wood**, PhD, Course Director, Vanier College, York University--Toronto, ON**2:45-4:00 p.m.**

GRAND SALON 3

First Level

◆◆ Long- and Short-Range Planning ◆◆

**542 Breaking the Glass: Retaining the Male Unprepared Student of Color**

The purpose of this session is to help practitioners utilize best practices for intrusive advising and structured learning assistance for academically unprepared students of color. This session will allow attendees to explore best practices implemented at MSCC and how they have helped improve the overall quality of student support services through objectives and goals of the Title III Predominantly Black Institutions Strengthening Institutions Grant. Throughout this session, data gained from the best practices will be presented in hopes of fostering a new consciousness and give attendees new innovative tools and ideas to channel issues at their respective institutions concerning more effective advising and counseling, structured learning assistance, contextualized learning, and leadership and mentoring opportunities.

**Ramone C. Smith**, MA, MS, Academic Coordinator, Mid-South Community College--West Memphis, AR**2:45-4:00 p.m.**

GRAND SALON 4

First Level

◆◆ Long- and Short-Range Planning ◆◆

**543 Creating a Pathway for Institutional Success**

This session will review the systemic and intentional processes undertaken by the Pennsylvania System of Higher Education and its 14 universities to increase the access and success of underrepresented minority and lower-income students. The presentation will take the audience through the coordinated effort of incorporating specific annual targets as goals within the system performance funding model, the training for university personnel regarding the initiative, and the use of nationally available resources to drive a transformation in how we address the success of all students. Connecting university efforts to system-level efforts will be a focus. The audience will be exposed to strategies that PASSHE is using to implement the system-wide

policy incorporated into university performance indicators such as the use of the principles of the Education Delivery Institute, models for professional development of faculty and administrators via the Campus Delivery Network and the role of data and the inquiry process as articulated in the Equity Scorecard™ developed by the University of Southern California's Center for Urban Education. This session should benefit faculty and administrators at institutions wishing to increase the access, success (i.e., graduation), and campus experience of underrepresented minority and/or lower-income students.

**Marilyn Wells**, PhD, MPH, MS, Vice Provost and Graduate Dean, East Stroudsburg University of Pennsylvania--East Stroudsburg, PA**Jim Moran**, PhD, Vice Chancellor for Academic and Student Affairs, Pennsylvania State System of Higher Education--Harrisburg, PA**2:45-4:00 p.m.**

ELMWOOD

Third Level

◆◆ Theoretical Model ◆◆

**544 Culture, Color, and Class(rooms): The Implications of Social Identity and Inclusion on African American Student Success**

This presentation will focus on effectively engaging in dialogues around issues of diversity, inclusion, and social identity on a college campus to impact positive change leading to the successful completion of African American students. These types of dialogues leading to effective change require a full range of skills, cultural competencies, and understanding of social identity theory and its impact on African American student success. Participants will be led through a discussion that examines the importance of social identity and inclusion as it relates to culture and ethnicity in college and university classrooms. Participants will explore theoretical principles and practical applications that demonstrate the intersection between a student's culture, color, classroom experience, and campus inclusion and academic and personal success and review the value of the implementation of diversity initiatives. This session should benefit participants interested in the success of African American students, practitioners who provide direct services to African American students or other minority students, students interested in taking an active role in creating a sense of belonging on their campus, and those concerned with retention issues related to African Americans and other minority populations.

**Dr. Dewain L. Lee**, PhD, Associate Vice Chancellor for Student Development/Student Affairs and Dean of Students, University of Alaska--Anchorage, AK**2:45-4:00 p.m.**

GRAND SALON 24

First Level

◆◆ Theoretical Model ◆◆

**545 Exploring Latino Identity through a Fraternal Lens**

Higher education scholars have examined Latino/a student experiences and ethnic identity, yet there is no research describing the ethnic identity development of Latino fraternity members at a Hispanic Serving Institution (HSI). The purpose of this qualitative study was to understand how membership in a Latino fraternity at an HSI enhanced members' ethnic identity development. Using Bronfenbrenner's (2005) bioecological theory of human development as the guiding framework, six themes emerged that enhanced members' ethnic identity development. Implications for higher education administrators at HSIs and non-HSIs will be discussed.

**Juan R. Guardia**, PhD, Assistant Vice President for Student Affairs, Northeastern Illinois University--Chicago, IL

**2:45-4:00 p.m.**

GRAND SALON 18

First Level

◆◆ Research/Assessment/Evaluation◆◆

**546 From Warehouse to Dashboard: Creating Diversity Dashboards at UC Berkeley**

This workshop explores the process of creating an electronic data warehouse (EDW) and then using it to create a diversity data dashboard that spans all campus populations. Participants will discuss the difficulty in consolidating institutional data and the utility of centralization in creating institutional dashboards, as well as the creation of metrics and the use of logic models in tracking progress. The presentation will include an online demonstration of Berkeley's EDW and diversity data dashboards. This session will benefit those interested in advancing the data collection, reporting, and analysis of the state of diversity, equity, and inclusion at their institutions (e.g., chief diversity officers, institutional or applied researchers, program evaluators, diversity program managers).

**Elizabeth Halimah**, MPP, Chief of Staff-Equity and Inclusion, University of California, Berkeley--Berkeley, CA

**2:45-4:00 p.m.**

GRAND SALON 21

First Level

◆◆ Theoretical Model ◆◆

**547 Incorporating Implicit Racial Bias Tenets to Improve Research Related to Racism and Diversity in Education**

Among Americans, few topics incite debate, emotions, and divergence of opinions as much as those related to the intersectionality of race and education. This session will present strategies designed to enhance and advance research related to race, diversity, and racism in postsecondary educational settings, using the tenets of Implicit Racial Bias. Specifically, this session will explore challenges typically faced by scholars of color when conducting research on racial issues. Such issues include attaining honest responses from white participants when they are interviewed by a person of color; studying participants experiencing heightened performance anxiety related to perceptions about their level of cultural competency or lack thereof; examining the stress of those reliving or recounting uncomfortable experiences, challenges, memories, or feelings of guilt related to one's racial identity (white); and examining and mitigating unconscious racist bias embodied by pre-service teachers preparing for careers as classroom educators. Consequently, presenters will share insights regarding challenges and solutions related to race research, work through potential uses of Implicit Bias Association Theory and activities, and explore ways to improve the assessment of required diversity courses in colleges and schools of education.

**Nicole Lewis**, PhD, Assistant Professor, University of Hawaii--Honolulu, HI

**2:45-4:00 p.m.**

FOUNTAIN

Third Level

◆◆ Theoretical Model ◆◆

**548 Leadership Theory Application in an Increasingly Diverse Society: Can Knowledge of Leadership Theory Be a Useful Tool for African Americans in Their Quest for Administrative Roles in Higher Education?**

This session will first focus participants on early leadership theory and examine how these theories impact the larger higher education community's perception of diverse applicants who aspire to administrative positions. The facilitator will first focus on early leadership theories (Great Man, Trait and Skills theory), discussing how knowledge of each improves a leader's ability to manage homogeneous populations. This participatory discussion will then focus on the application of the authentic, charismatic, and trans-

formational and their possibility as being more effective tools for persons from diverse backgrounds. This session should be most useful to participants (higher education graduate students, new professionals, mid-career administrators) whose ambitions are for administrative leadership roles and possibly for those who are supervisory staff (deans, vice presidents) with leadership potential and wishing to guide them toward greater responsibility.

**Terrence Mitchell**, Doctoral Candidate, Executive Director, CREED College Readiness Program--Meadville, PA

**2:45-4:00 p.m.**

BELLE CHASSE

Third Level

◆◆ Theoretical Model◆◆

**549 Teaching beyond the Discipline**

This session should particularly benefit instructors who wish to integrate diversity and social consciousness into a core composition class. Some institutions still struggle with not having campus outlets and courses where conversations about diversity can be engaged in and provide students with a voice. This session will deliver a means of staying true to the core mission of teaching competent writing skills while encouraging a deeper analysis of the material viewed in the films. An explanation will be shared with participants on why the utilization of more than one film is recommended.

**Thomas Gaines**, MEd, Associate Professor, Johnson and Wales University--Providence, RI

**2:45-4:00 p.m.**

GRAND SALON 19, 22

First Level

◆◆ Long- and Short-Range Planning◆◆

**550 The University Diversity Council: Methods for Improving and Sustaining Campus-wide Diversity Initiatives at a Regional-Comprehensive State University**

This session illustrates best practices regarding the development and management of a university-wide diversity council that represents multiple constituencies on a college or university campus. Presenters will emphasize the importance of coupling demographic data with the collaboration of various subcommittees and internal and external stakeholders to achieve positive results. The importance of focusing on the institutional mission and developing and maintaining a progressive strategic plan will be addressed. Additionally, this session will provide insight on successful methods of expanding cultural diversity in a manner that respects the dignity and worth of all individuals. This session should benefit participants genuinely interested in furthering the diversity goals and objectives of their institutions, while involving others in the process.

**Ronald C. Williams**, EdD, Assistant Vice President for Academic Affairs, Western Illinois University--Macomb, IL

**Jack Thomas**, PhD, President, Western Illinois University--Macomb, IL

**Andrea Henderson**, MS, Director, Office of Equal Opportunity and Access, Western Illinois University--Macomb, IL

**2:45-4:00 p.m.**

GRAND SALON 15

First Level

◆◆ Case Studies/Model Programs ◆◆

**551 UTLSI: Expanding Access, Enhancing Success:  
Maintaining Academic Momentum for Disadvantage  
Students**

Access and success are two of the most important words in higher education today. Institutions insert them into mission statements, strategic plans, and admissions materials. The UT LEAD Summer Institute (UTLSI) is UT Knoxville's program to expand access and improve success for economically and educationally disadvantaged college students. This presentation examines the lessons learned during the first four years of the UTLSI for students admitted to UTK who possess at-risk indicators such as first generation college student status, family incomes below 200 percent of the federal poverty level, and limited high school academic preparation. Special emphasis will be given to changes made to the program after a review of the academic records of participants, when problems with academic progress became apparent. This session will explore ideas on how to actively collaborate as campus units to better prepare and graduate disadvantage college students. Implications of this presentation are targeted to professionals serving low income, first generation, educationally disadvantaged, and minority students. Participants will leave with practical and proven methods for increasing academic success.

**Eric Stokes**, MEd, Assistant Director, Undergraduate Admissions, The University of Tennessee--Knoxville, TN

**Jamia Stokes**, MPA, Associate Director, The University of Tennessee--Knoxville, TN

**Stella Bridgeman-Prince**, MEd, Assistant Director-Student Success Center, The University of Tennessee--Knoxville, TN

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**4:15-5:00 p.m.**

GRAND BALLROOM

Closing Conference Plenary Session

**KEYNOTE ADDRESS**

**552 The Craziest Person in the Room: How Can a  
Mediocre White Guy Be Useful?**

How can people from dominant groups be useful in social movements trying to create a more just and equitable society? Well-developed capacities for empathy and humility are crucial, which often means working quietly behind the scenes, but are there times when those of us with unearned power and privilege can play a productive role in public? In this talk, Robert Jensen offers thoughts on how being "the craziest person in the room"--articulating radical analyses of fundamental systems and structures of power--can be a component of an effective strategy.

**Robert Jensen**, PhD, Professor of Communication, The University of Texas at Austin--Austin, TX

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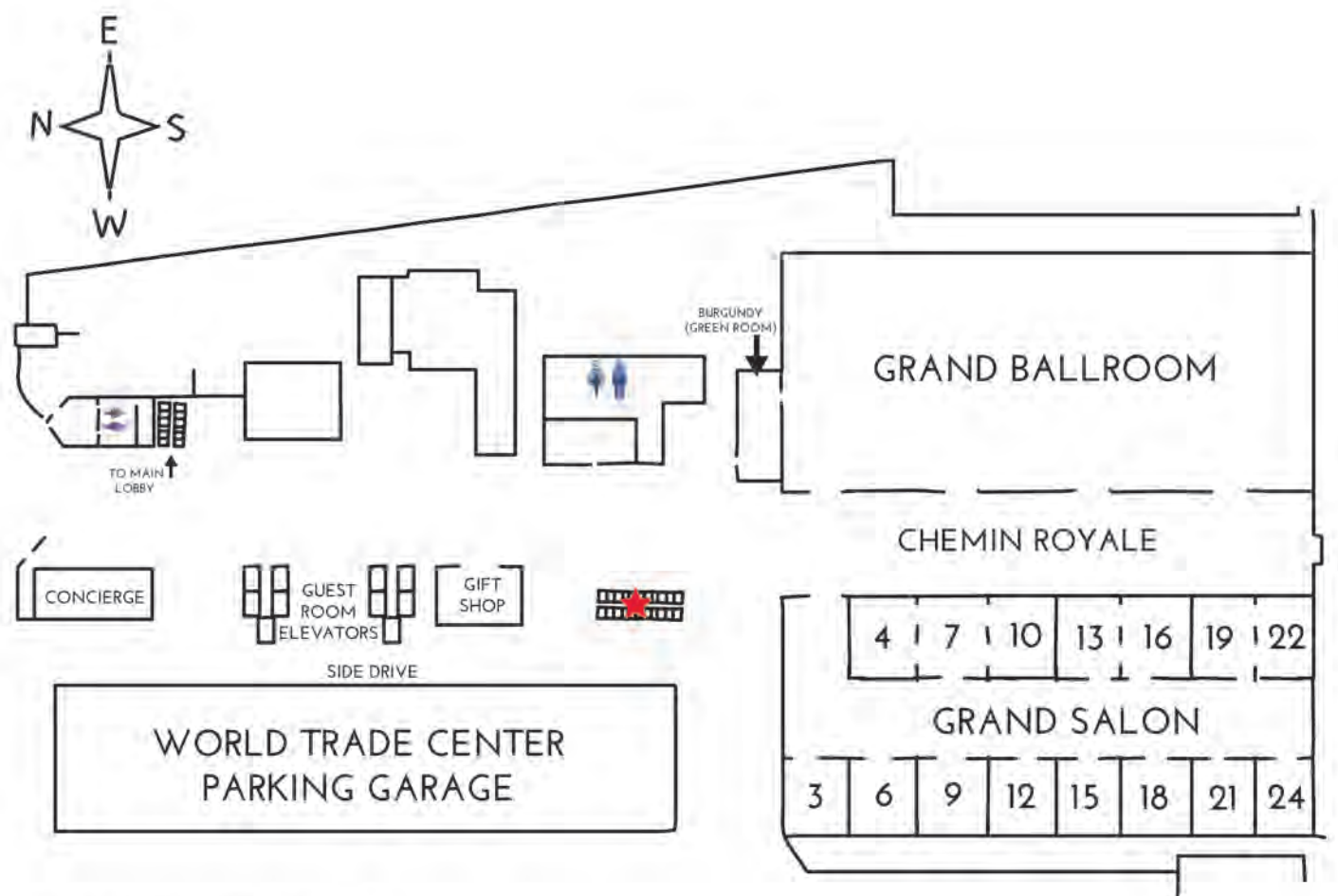
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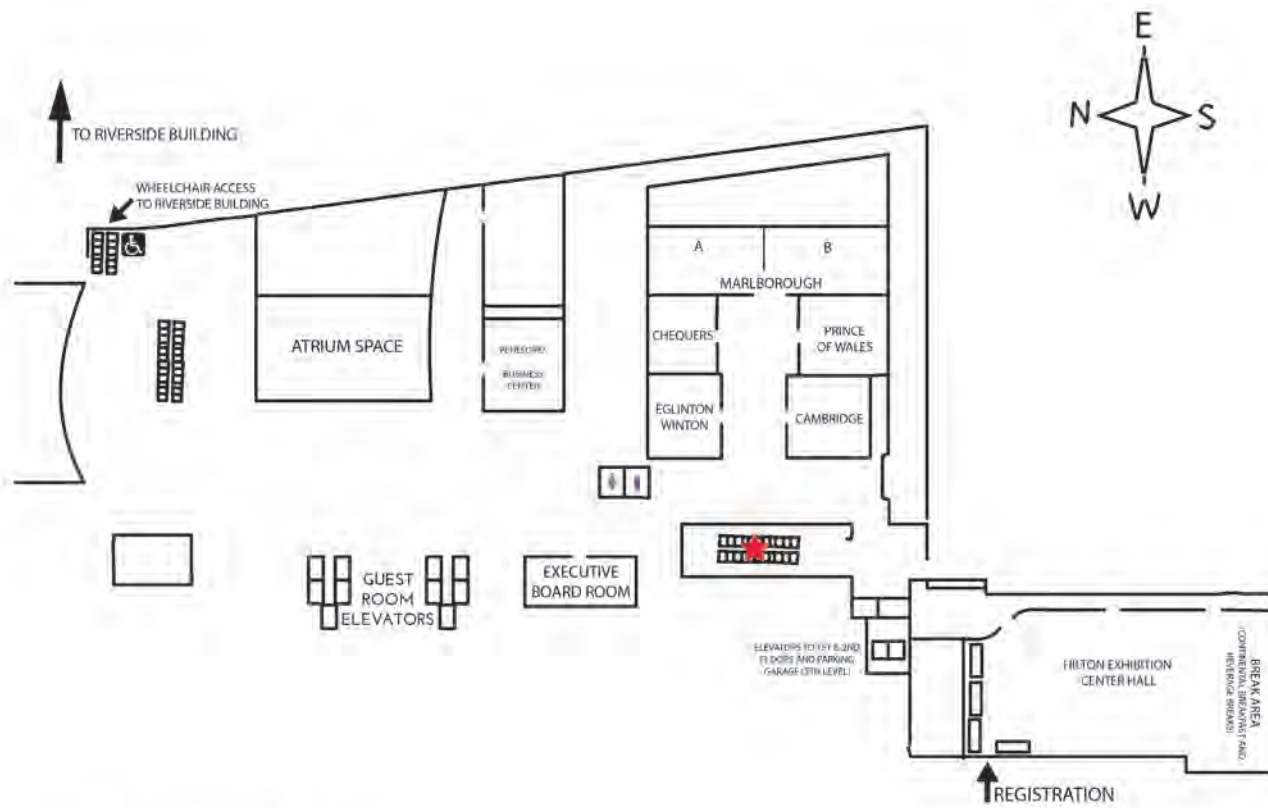
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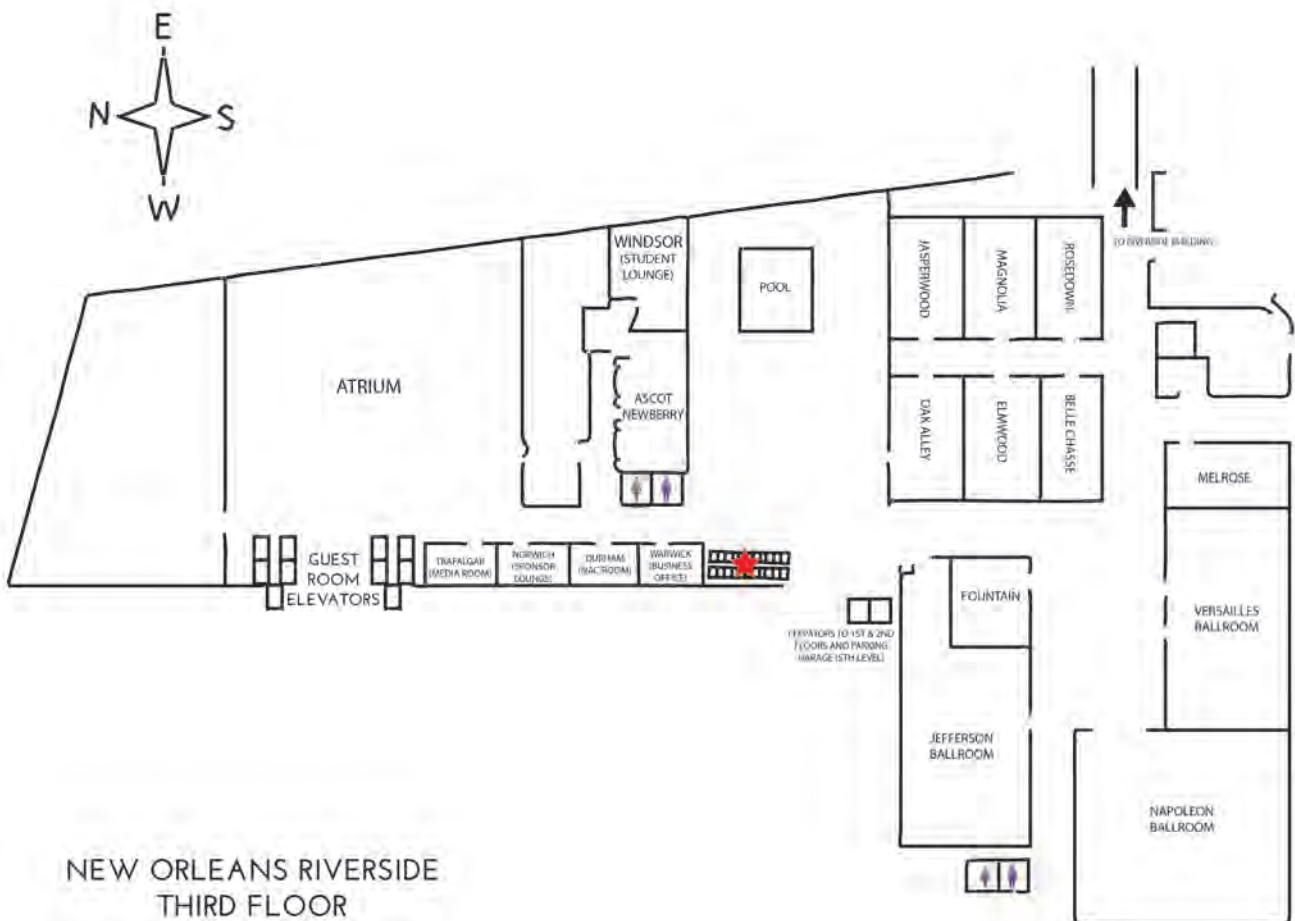
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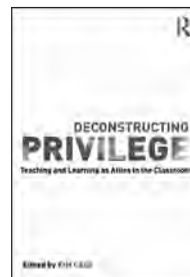
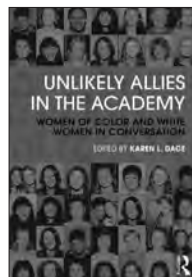
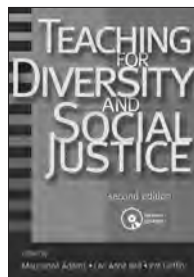
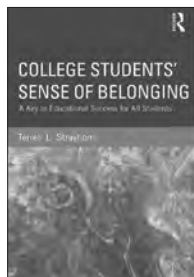


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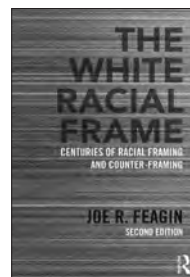
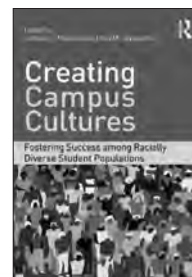
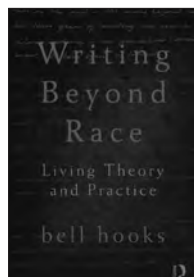
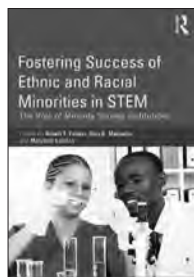
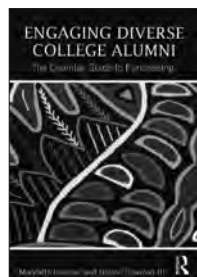
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