



NCORE

27TH ANNUAL
NATIONAL CONFERENCE
ON RACE AND ETHNICITY
IN AMERICAN
HIGHER EDUCATION®

PROGRAM &
RESOURCE GUIDE

MAY 27-31, 2014 INDIANAPOLIS, INDIANA



The Southwest Center
FOR
HUMAN RELATIONS STUDIES



NCORE is a program of The Southwest Center of Human Relations Studies,
which is part of The University of Oklahoma College of Continuing Education

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Vice President, University OUTREACH
Dean of the College of Liberal Studies, Founder of NCORE



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Director, Public and Community Services Division, OUTREACH
Executive Director-Southwest Center for Human Relations Studies

The Southwest Center for Human Relations Studies - The Home of NCORE
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Pam Sweetman SWCHRS Marketing & Events Manager
Debra O'Dell SWCHRS Business Operations Coordinator

The National Conference on Race and Ethnicity in American Higher Education Team
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About the Cover Artist

D-find Art is an Indianapolis based, design and fine arts operation run by Drew Avery.

“Starting in late 2011, the D-find brand was created to bring an accessible level of artistic integrity to local events, in hopes that being able to take away something visually impacting creates dialogue, lasting memories, and event virility. I draw a lot of my inspiration from the neighborhood, Indianapolis, and the heartland in general. Indianapolis has essentially become my muse, always influencing my subject material. At the same time it’s a privilege to be in such an up and coming city, that is still essentially a blank canvas, waiting for the creative class to make its mark. Trying to balance out what’s already here and influential, with that creative freedom, has resulted in my own abstract, pattern heavy impressionistic style.”

— Drew Avery

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ABOUT THE JW MARRIOTT:

JW MARRIOTT INDIANAPOLIS
 10 South West Street
 Indianapolis, IN 46204
 Main Phone: 317-860-5800

FOR THE CONVENIENCE OF OUR NCORE GUESTS, THE MARRIOTT OFFERS:

- 24 hour full service Business Center
- Fitness Center and indoor pool
- 24 hour room service
- On-site Fed-Ex Office
- Hertz Rent a Car on-site

DINING IN THE HOTEL:

- Tavern on the Plaza-Outside Restaurant
- High Velocity-Sports Bar
- Osteria Pronto-Italian
- Starbucks

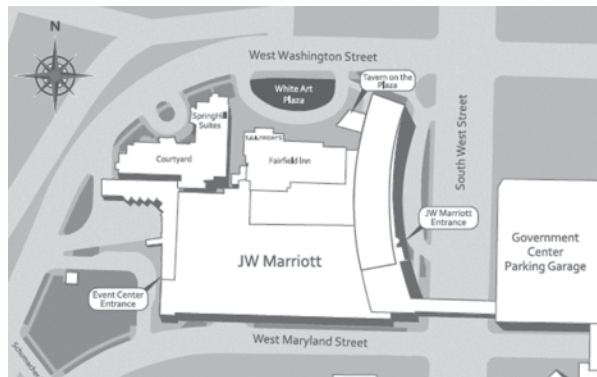
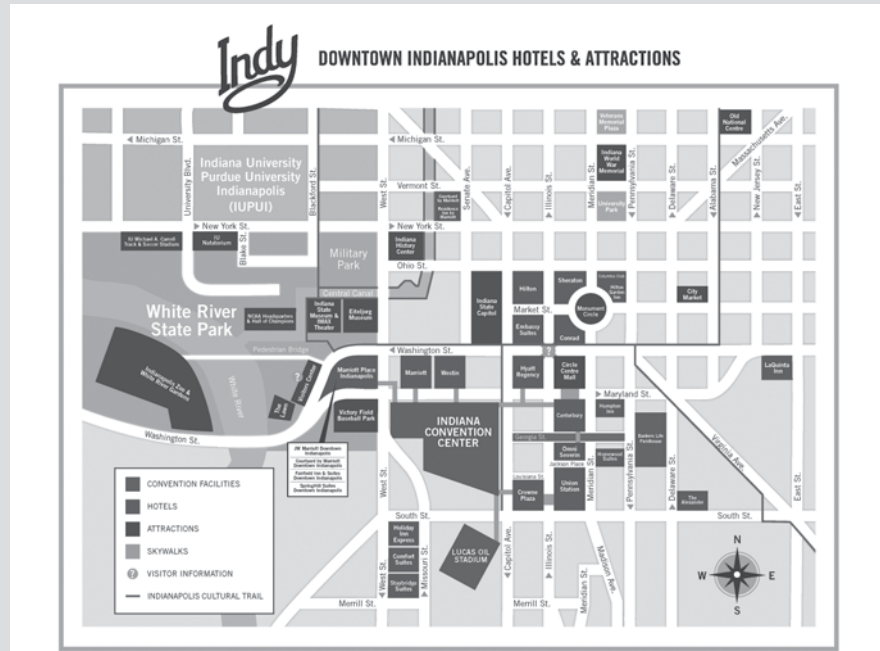
THESE HELPFUL LINKS WILL MAKE YOUR TRIP TO INDIANAPOLIS A GREAT ONE:

Bus Maps and Schedules

www.indygo.net

Where to eat, What to do

www.visitindy.com



WELCOME TO NCORE

Welcome to the 27th Annual National Conference on Race and Ethnicity in American Higher Education. We are excited you are joining us in Indianapolis this year and hope you will be able to not only learn from the conference, but become a change agent on your campus.

What is NCORE?

In 1988, the Southwest Center for Human Relations Studies launched the first annual National Conference for Race and Ethnicity in American Higher Education (NCORE®) to address the resurgence of racist incidents in higher education. Since its inception, the conference has evolved into a vital national resource for higher education institutions, providing an annual multicultural forum that attracts Black/African Americans, American Indians, Asian/Pacific Islanders, Latino/as and European Americans representing campuses across the United States.

The NCORE conference series constitutes the leading and most comprehensive national forum on issues of race and ethnicity in American higher education. The conference focuses on the complex task of creating and sustaining comprehensive institutional change designed to improve racial and ethnic relations on campus and to expand opportunities for educational access and success by culturally diverse, traditionally underrepresented populations.

NCORE is designed to provide a significant forum for discussion, critical dialogue and exchange of information as institutions search for effective strategies to enhance access, social development, education, positive communication and cross-cultural understanding in culturally diverse settings. We've come a long way in terms of advancing the cause of racial and ethnic equality in higher education in our country, but that doesn't mean our climb has reached its zenith. In many ways, we've just begun. At its essence, NCORE is about facilitating conversations – conversations that need to happen to keep the momentum we have, or to generate new momentum in the fight for educational equality. NCORE is about empowering those bold enough to be difference makers by providing information and a forum for collaboration and support.

NCORE unites people - administrators, faculty, students and others - who recognize both their ability to speak and their responsibility to do so. People are listening. NCORE provides a voice.

What is new or different this year?

We listened to your comments, read your evaluations and revised NCORE 2014 to reflect the following changes:

- Streamlined session schedule with fewer start time conflicts
- A scheduled location and time for networking with peers during afternoon beverage breaks is in the Griffin Exhibition Hall from 2:45-3:30pm on Wednesday, Thursday, and Friday.
- Fewer Keynote presentations
- An exhibit hall easy to locate, and involved in the program schedule

Can I customize my schedule on a smartphone or tablet?

This conference program guide provides the information you need to make the most of your conference experience, in both programming and entertainment. To complement this guide, you can customize your schedule using our mobile site by visiting <https://ncore.ou.edu/m> on your smartphone or tablet.

Got a Question?

Please find our information booth at the entrance of the NCORE Exhibitor Showcase in Griffin Hall on the Second Floor of the Function Space. NCORE staff can be reached through both the information booth and the NCORE office located on the third floor in JW 311.

Session & Conference Evaluations

We depend on participant feedback to position NCORE on the leading edge of topics, issues and ideas. Session evaluations are located in the individual session rooms with a volunteer. Please tell presenters if they are hitting the mark by filling out session evaluations after the session. Please make recommendations for the next NCORE by filling out the general evaluation, which will be emailed to you shortly after the conclusion of the NCORE 2014 conference. Your input is essential to the future success of this forum.

NCORE 2014 Social Media

Use social media channels to amplify your interactions with participants and connect your experiences to your colleagues, friends, and family. Follow and Like NCORE on [Facebook.com/NCOREConference](https://www.facebook.com/NCOREConference), [Twitter.com/NCOREConference](https://twitter.com/NCOREConference), [Instagram.com/NCOREConference](https://www.instagram.com/NCOREConference) to get breaking conference news. Use the official hashtag #NCORE2014 for the conference on Facebook, Twitter, and Instagram to start the conversation.

NCORE® 2014 SPONSORS

NCORE® 2014 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.



**Eiteljorg
Museum**



NCAA Inclusion

Inclusive cultures achieve excellence



TEACHFORAMERICA



2014 KEYNOTES FEATURE

NCORE 2014 Keynotes represent the broad scope of attendee's interests

WEDNESDAY

Marc Lamont Hill, Professor, Author, Speaker, Activist



Trained as an anthropologist of education, Dr. Hill holds a Ph.D. (with distinction) from the University of Pennsylvania. His research focuses on the intersections between culture, politics, and education. He is particularly interested in locating various sites of possibility for political resistance, identity work, and knowledge production outside of formal

schooling contexts. Particular sites of inquiry include prisons, Black bookstores, and youth cultural production

Since his youth in Philadelphia, Dr. Hill has been a social justice activist and organizer. He is a founding board member of My5th, a non-profit organization devoted to educating youth about their legal rights and responsibilities. Dr. Hill works closely with the ACLU Drug Reform Project, focusing on drug informant policy. In addition to his political work, Dr. Hill continues to work directly with African American and Latino youth. In 2001, he started a literacy project that uses hip-hop culture to increase school engagement and reading skills among high school students. He also continues to organize and teach adult literacy courses for high school dropouts in Philadelphia and Camden.

THURSDAY

Vandana Shiva, Philosopher, Environmental Activist, Eco-feminist



"We've moved from wisdom to knowledge, and now we're moving from knowledge to information, and that information is so partial--that we're creating incomplete human beings"

Shiva's contributions to gender issues are nationally and internationally recognized. She initiated an international movement of women working in food, agriculture, patents, and

biotechnology called Diverse Women for Diversity. The movement was launched formally in Bratislava, Slovakia, on May 1, 1998.

Shiva combines sharp intellectual enquiry with courageous activism. She is equally at ease working with peasants in rural India and teaching in universities worldwide.

Shiva has also served as an advisor to governments in India and abroad, as well as NGOs such as the International Forum on Globalization, Women's Environment and Development Organization, and Third World Network. She is chair of the International Commission on the Future of Food.

In 1993, Shiva won the Alternative Nobel Peace Prize (the Right Livelihood Award). In 2010, she was awarded the Sydney Peace Prize for her commitment to social justice.

FRIDAY

Cheryl Crazy Bull (Sincangu Lakota), Educator, Administrator, Author



Cheryl Crazy Bull (Lakota), whose Lakota name Wacinyanpi Win means "they depend on her," has more than 30 years of experience working in education for adults, higher education, and K-12 with Native American institutions.

Cheryl Crazy Bull is experienced with community and organization development with strong skills in strategic planning,

assessment and evaluation, public relations, and fundraising. In addition to her experience with education, she has worked extensively with tribal economic development, entrepreneurship, and development of cultural arts and outreach programming.

In her current role as President and CEO of the American Indian College Fund, Crazy Bull advocates for people living in profound poverty, grappling with true hardship. She has served on the boards of the National Museum of the American Indian and the National Congress of American Indians Policy Research Center. She was a founding member of the Northern Plains Tribal Art Show and Market held annually in Sioux Falls, South Dakota. She has also served in economic development leadership capacities through membership on the economic development committees of both the Rosebud Sioux Tribe and the Lummi Nation.

SATURDAY

Soledad O'Brien, Journalist, Producer, Philanthropist



As a journalist, Soledad O'Brien covers national and international stories of disasters, controversy and personal challenge. She has reported groundbreaking documentaries including *Black in America* and *Latino in America*. Recently, she left her daily journalism path and started her own production company to produce documentaries for CNN, and serve as

a special correspondent for Al Jazeera America. That work includes her participation in a "Getting Schooled" series. Her part of the project offers "a look at public education and its fairness."

Her personal commitment to the belief that education is the great equalizer led her to focus on some things she could personally change. The Starfish Foundation operated by Ms. O'Brien and her husband Brad Raymond provides young women with a bridge between obstacles and opportunity, by giving them the resources to overcome barriers and reach their highest potential.

NCORE CAUCUS GROUPS

NCORE supports the self-organization of identity groups. We gladly provide meeting space, and will assist in publicizing the times and locations of meetings.

To organize your own group, send a letter expressing the following:

- the group's plans and intentions for the formation of the caucus,
- generally who the members will be, and
- the purpose of the organization

(Please be aware that no group within NCORE can exclude any individual legitimately attending NCORE, who has paid whatever group fees may be levied of members, and who may wish to either attend the group's meetings and/or become a member of it. Moreover, our own SWCHRS/NCORE Advisory Board members and SWCHRS/NCORE staff will at all times reserve the right to attend any and all Caucus functions.)

APINCORE

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

Times: #1100 Tuesday, May 27: 5:30-6:30 PM

#2100 Wednesday, May 28: 12:15-1:15 PM

#3350 Thursday, May 29: 5:30-6:30 PM

#4350 Friday, May 30: 5:30-6:30 PM

Location: JW 201, Second Floor

Contact: Ji Hyun Lee, jibaek@echo.rutgers.edu

JDOTT

John D. O' Bryant National Think Tank (JDOTT) is a premier repository that shines as a beacon for forward-thinkers who reveal issues and disseminate solutions affecting Blacks in higher education, as well as, serving as an exceptional resource for networking, career management and leadership development. In addition, an African-centered approach guides and fosters community building among its members and friends. Each year JDOTT convenes (national summit, networking, community engagement and workshops) at NCORE with the hopes of creating community and stronger bonds with higher education professionals.

Times: #2019, Board Meeting, Wednesday, May 28, 8:30-10:30 AM

#3031 - Representative Meeting, Thursday, May 29, 8:00-10:00 AM

Location: JW 206, Second Floor

Contact: Paul James, p.james@duke.edu

LATINA/O

The Latina/o Caucus at NCORE while open to all conference attendees is designed to provide a format to voice and address the interests and current issues of Latina/o students, faculty, staff and community. The Caucus meets regularly throughout the annual conference for both business and social purposes. We maintain a Facebook page and email list in order to communicate with participants between conferences. Please feel free to join us by referring to the conference schedule for meeting times and locations.

Please see the digital display or NCORE office in JW 311 for the schedule.

WHITES PARTNERING TO DISMANTLE RACISM

The White Caucus at NCORE is a community of people who identify as white and/or have white skin privilege to do our own work: to authentically and critically engage in whiteness, white privilege, and hold each other accountable for change. We explore how to recognize whiteness and white privilege, identify and interrupt our internalized dominance, and collectively develop strategies for liberation and change. The Caucus team also maintains a Facebook community to sustain dialogue, reflection and action between the conferences.

Times: #3351 Thursday, May 29: 7:00-8:30 PM

Location: JW 204-205, Second Floor

Contact: Craig M Elliott, CElliott@samuelmerritt.edu

NATIVE DELEGATES OF NCORE (NDNCORE)

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

Times: #0101, Monday, May 26, 6:30-8:00 PM

#1101 Tuesday, May 27: 6:30-8:00 PM

#2250 Wednesday, May 28: 5:30-6:30 PM

#3100 Thursday, May 29: 11:30-1:30 PM

#4351 Friday, May 30: 5:30-6:30 PM

Location: JW 202, Second Floor

Contact: Ricardo Torres, torres@skymail.csus.edu

LGBTQ ALLIES

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

Times: #1102, Tuesday, May 27, 8:30-9:30 PM

#4352, Friday, May 30, 7:00-8:30 PM

Location: JW 203, Second Floor

Contact: Tikesha Morgan, tikesha_morgan@emerson.edu

EVENING ACTIVITIES

Your NCORE day does not end at 5 pm...



TUESDAY

7:30 – 8:15 PM

NCORE 101

Session
Grand Ballroom 4

Don't be overwhelmed! NCORE 101 introduces you to the program guide, and helps you plan your conference experience.

8:30 – 10:00 PM

LET'S PLAY A GAME

Interactive Role Playing
Student Event
Grand Ballroom 5

How does race, gender, sexual orientation and wealth impact you academic, professional and social growth? Students are invited to play the game and test your fate!



8:00 – 10:00 PM

40 YEARS LATER — NOW CAN WE TALK?

Screening
White River Ballroom E

This award winning documentary film explores the past and present lives of students of a Mississippi high school integrated in 1967-1969 as they reflect on that experience, and discuss on-going problems.

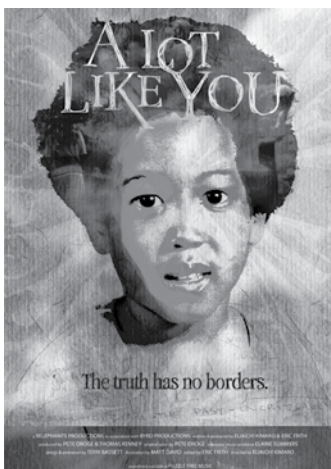


8:00 – 10:00 PM

A LOT LIKE YOU

Screening and Discussion
White River Ballroom F

A Lot Like You raises questions about the cultures we inherit and the cultures we choose to pass down, and reveals how simply bearing witness to another's truth can break silences that have lasted lifetimes. Post-screening discussion with the Director.



WEDNESDAY

7:00 – 9:00 PM

WELCOME RECEPTION

Food and Drink Served
Grand Ballroom 5

Please join friends, colleagues, first-time attendees, and NCORE veterans at the 2014 NCORE Welcoming Reception!

7:00 – 9:00 PM

NCORE TALENT SHOWCASE

Performance
Grand Ballroom 6

For years attendees at NCORE have enjoyed the talent at this extravaganza starring YOU, those who attend the conference!

9:00 – 10:00 PM

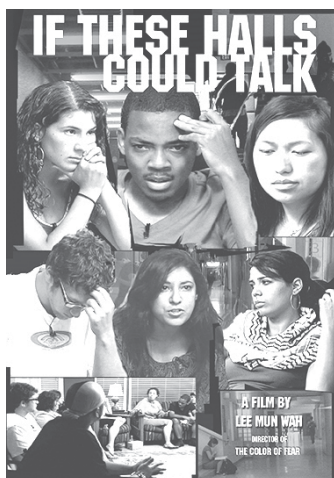
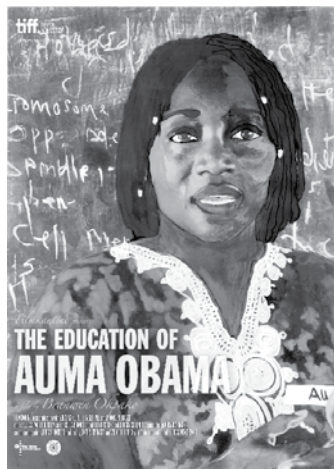
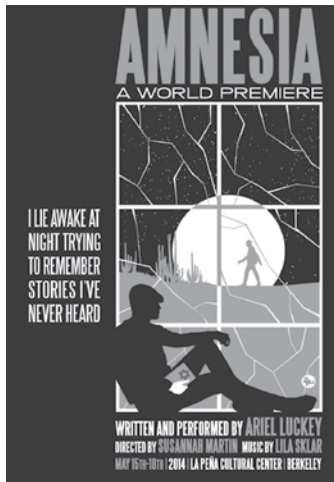
LAS CAFETERAS

Concert
Grand Ballroom 6

Kick off your conference with music! Las Cafeteras creates a vibrant musical fusion with a unique East LA sound and a community-focused political message.

EVENING ACTIVITIES

THUNDERING MOCCASINS



THURSDAY

6:30—8:00 PM

THUNDERING MOCCASINS

*Professional American Indian performers
Eiteljorg Garden Terrace*

Thundering Moccasins brings high energy, high class singing and dancing, featuring the Contemporary Native American Pow wow dancing style. The event also involves an educational aspect, as the performers understand and are actively involved within their own tribal traditions and customs, and dedicate their performances to keeping their heritage strong and forever lasting.

8:30—10:30 PM

AMNESIA

*A Play by Ariel Luckey
Grand Ballroom 6*

Amnesia, a new interdisciplinary solo play by playwright/performer Ariel Luckey, reveals America's forgotten immigrant roots and investigates the role of race at the border.

8:30—10:30 PM

THE EDUCATION OF AUMA OBAMA

*A Film by Branwen Okpako
White River Ballroom E*

A feature documentary on the life and times of Auma Obama told from her homestead in Kenya during the run up to the 2008 US Presidential elections that brought her brother Barack Obama to power.

FRIDAY

7:30—10:00 PM

IF THESE HALLS COULD TALK

*A Special Film Showing and Diversity Dialogue
with Director, Lee Mun Wah
White River Ballroom F*

An exploration of diversity issues such as racism within higher education. In the process of sharing their stories and different life experiences with one another, students discover and expose the complexity and anguish that accompany those experiences.

8:00—10:00 PM

THE MOVEMENT: 50 YEARS OF LOVING STRUGGLE IN AMERICA

*Performance
White River Ballroom E*

This theatrical production features Emmy Award winning actor Ron Jones playing multiple characters that will take the audience through a multifaceted journey through the ever-changing face of the African American experience.

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.



Richard L. Allen, (Cherokee), EdD, Tahlequah, OK -Research and Policy Analyst, Cherokee Nation

EdD-University of Arkansas; MA-Emporia State University; BA-Northeastern State University

Richard Allen has been working with the Cherokee Nation for 26 years as policy analyst. Allen prepares policy documents, white papers, and research papers in support of cultural identity; tribal sovereignty; Cherokee history; anthropology; and federal, state and tribal legislation. In addition, he acts as a liaison between the Cherokee Nation and appropriate federal, state and tribal agencies, as well as dealing with Veterans, the Native American Grave Protection and Repatriation Act and Section 106 issues of the National Historic Preservation Act.



Charles E. Butler, EdD, Oklahoma City, OK - Professor Emeritus, Human Relations and Education, University of Oklahoma

EdD-University of Oklahoma; MT-Central State University; BS- Central State University

Dr. Butler served as an administrator and professor in the University of Oklahoma's Human Relations and Educational Leadership and Policy Studies, as well as the Director of African and African American Studies program. As a lifelong educator, Butler has received multiple honors, including induction into the Oklahoma Higher Education Hall of Fame, Nomination for induction into the Oklahoma African-American Educators Hall of Fame, and a Citation-U.S. Department of Education for the development of school desegregation plans for Louisiana (1968).



Amy C. Bradshaw, PhD, Norman, OK, Associate Professor of Instructional Psychology & Technology, University of Oklahoma

PhD-Arizona State University; MEd- Arizona State University; B.A.- Arizona State University

In her role as an Associate Professor of Instructional Psychology & Technology at The University of Oklahoma, Dr. Bradshaw is currently working on projects involving overtly interrogating issues of privilege and social justice in the realm of instructional design and technology. Dr. Bradshaw has served in leadership roles in several professional organizations, including serving as President, International Division of the Association for Educational Communications and President, International Visual Literacy Association.



T. Elon Dancy II, PhD, Norman OK, Associate Professor, Adult and Higher Education, University of Oklahoma

PhD- Louisiana State University; MA - University of Arkansas; BS- University of Arkansas

Dr. Dancy holds joint appointments in African & African American Studies, Women's & Gender Studies, and the OU Center for Social Justice. Prior to becoming a professor, Dr. Dancy held various administrative posts in both university and health care settings. Dr. Dancy's research broadly relates to the identity development of college students, particularly issues of race, gender, and culture. More specifically, he studies African American males in K-20 educational settings. With more than 50 publications to his credit, he is the author/editor of four books including *The Brother Code: Manhood and Masculinity among African American Males in College*.



Willie V. Bryan, EdD, Oklahoma City, OK - Professor Emeritus of Human Relations Education and Sociology, University of Oklahoma

Former Vice Provost and Associate Professor, Health Promotion Sciences, The University of Oklahoma Health Sciences Center

Dr. Bryan provided thirty-nine years of meritorious service at the University of Oklahoma as instructor, administrator, and advocate for those with disabilities. Prior to arriving at OU, Dr. Bryan served as a vocational rehabilitation counselor for the State of Oklahoma, Director of Rehabilitation and Personnel for Goodwill Industries of OKC.

EXECUTIVE COMMITTEE

THE SOUTHWEST CENTER FOR HUMAN RELATIONS STUDIES



Jeanette R. Davidson, PhD, ACSW, Norman, OK - Professor, African and African American Studies (Director) & Anne & Henry Zarrow School of Social Work University of Oklahoma

MSSW, PhD- University of Texas; BA (Honors)- University of Strathclyde, Glasgow, Scotland

Dr. Davidson has been at OU for thirteen years, focusing her research and writing on the areas of African American Studies; cultural competence in education and social work practice; interracial marriage; and educational success for college students from underrepresented racial/ethnic groups. She produced a text, *African American Studies*, published in 2010 by Edinburgh University Press (distributed in the US by Columbia University Press).



Robert Con Davis-Undiano, PhD, Norman, OK - Executive Committee Chair, Neustadt Professor, Presidential Professor, Executive Director, World Literature Today, University of Oklahoma

PhD, University of California,-Davis; MA, University of California-Davis; BA, California State University- Hayward

For more than 30 years, Dr. Davis-Undiano has served as an exemplary professor, administrator, advisor and mentor at the University of Oklahoma. He was honored in 2012 as the Outstanding Professor of the Year by campus students. In addition to his academic roles, Dr. Davis-Undiano is the Executive Director of World Literature Today, a bimonthly magazine of international literature and culture published at the University of Oklahoma. He has been prolific as an editor, and essayist, publishing more than 10 volumes.



Jeff L. Hale, PhD, Miami, OK - President, Northeastern Oklahoma A&M College

PhD- University of Oklahoma; MEd- University of Oklahoma; BA-University of Oklahoma

Jeffery L. Hale is currently serving as President of Northeastern Oklahoma A and M College. President Hale has worked closely with the 9 federally recognized tribes of Ottawa County to establish the first American Indian Center for Excellence on the campus of NEO A and M College and has established Native American education as a top priority for the College.



Melvin C. Hall, JD, Norman OK Partner- Riggs, Abney, Neal, Turpen, Orbison & Lewis

JD- University of Oklahoma College of Law; BA- Langston University

Mr. Hall brings his perspective as a practicing attorney to the Executive Committee. He served has in the Cleveland County District Attorney's Office and as Executive Director of the Oklahoma Human Rights Commission. Hall is an "AV rated" attorney, signifying years of practice with the highest levels of skill and integrity.



George Henderson, PhD, Norman, OK - S. N. Goldman Professor Emeritus, David Ross Boyd Professor Emeritus, and Regents' Professor Emeritus of Human Relations, Education, and Sociology, University of Oklahoma

MA, PhD- Wayne State University

George Henderson has been a civil rights activist for 53 years and a university professor for 47 years.

Dr. Henderson founded the Department of Human Relations at the University of Oklahoma. He also was chair of the Human Relations Department for 20 years and dean of the College of Liberal Studies for 4 years. Prior to joining the OU faculty, he was assistant to the superintendent of the Detroit Public Schools and director of community services for the Detroit Urban League. While in Detroit, he was an adjunct instructor of sociology at Wayne State University and the University of Michigan.

Dr. Henderson has been the recipient of numerous civil rights, teaching, and education administrator awards and honors from university, state, and national organizations. In recognition of those accomplishments, the Oklahoma Foundation for Excellence awarded him the outstanding Oklahoma college and university teacher medal in 2000. In 2003, he was inducted into the Oklahoma Higher Education Hall of Fame. Also in 2003, he was inducted into the Oklahoma Hall of Fame. In 2012, he was inducted into the Oklahoma African-American Hall of Fame.

EXECUTIVE COMMITTEE

THE SOUTHWEST CENTER FOR HUMAN RELATIONS STUDIES



Richard E. Hilbert, PhD, Norman OK
- Professor Emeritus and former Chair,
Department of Sociology, University
of Oklahoma

*PhD- Pennsylvania State University; BA-
University of New Mexico*

Dr. Hilbert is a founding member of the Executive Committee of the Southwest Center for Human Relations Studies at OU, serving as the chairman for many years. Dr. Hilbert has attended each of the 26 Annual NCORES since its launch in 1987.

After numerous teaching positions at other universities, Hilbert joined the faculty at OU in 1964. His specialty as a professor and most of his numerous publications are in two subject areas: the Sociology of Deviance and Social Control, and the Sociology of Religion. Most recently, Hilbert published "Adaptive Structures and the Problem of Order" in A Collection of Essays in Honour of Talcott Parsons: Midrash Publication, 2009. Dr. Hilbert retired from full-time teaching at OU in 1988, but continued to work part-time at Oklahoma City University and at the University of Science and Arts of Oklahoma where he held the position of Regent's Professor of Sociology.



**Thomas L. Hill, PhD, Senior Vice
President for Student Affairs, Iowa State
University**

*PhD- University of Florida; M.S- C.W. Post-Long
Island University; B.S.E- Arkansas State University-*

Thomas L. Hill is Iowa State's Senior Vice President for Student Affairs. At Iowa State, Hill serves as permanent chair of the VEISHEA Advisory Council and has headed ad hoc committees such as the university's Residential College Task Force. He also mentors faculty and staff of color both informally and formally, and was instrumental in developing the Iowa State Conference on Race and Ethnicity (ISCORE). Hill is active in the Association of Public and Land-grant Universities (APLU), the annual conference of Big XII senior Student Affairs Officers; Student Affairs Administrators in Higher Education (NASPA); and the National Conference on Race and Ethnicity (NCORE).



**Silas Law, PhD, Norman OK-Business
Owner and Entrepreneur**

PhD, MA-The University of Oklahoma

Silas Law owns and operates several businesses in the Norman area. He also commutes to Los Angeles, New York and Hong Kong for his business. More recently, involved with his family business, he has traveled to the Middle East, East Europe and Mainland China.

Dr. Law was formally affiliated with the Bureau of Water and Environmental Resource Research, an institute of the School of Civil Engineering and Environmental Sciences at the University of Oklahoma. During that time, he traveled to countries in South and Central America, The Caribbean Islands, East and West Africa, South and South East Asia for work coordinated by the University.



**Jessica Martinez-Brooks, MA, Oklahoma
City, OK - Director of Community
Outreach and Education, Oklahoma City
Community College**

MA, BA -The University of Oklahoma

This leader in the Latino community has spent her career advocating for low-income, minority populations in higher education. Martinez-Brooks currently manages non-credit programming for OCCC including adult basic education classes, English as a second language, GED, College for Kids, adult personal enrichment and the OCCC Capitol Hill Center.



**Jorge L. Mendoza, PhD, Norman,
OK - Professor and Chair Psychology
Department, University of Oklahoma**

*MS and PhD- The University of Oklahoma; BS-
University of Illinois*

Dr. Mendoza brings the experience and perceptions of a teaching professor to the Executive Committee, with positions as Assistant Professor, University of Georgia, Associate Professor, University of Georgia, Associate Professor, Texas A&M University, and Professor, University of Oklahoma 1990-present. He is the current Department Chair, Psychology Department, at the University of Oklahoma.

EXECUTIVE COMMITTEE

THE SOUTHWEST CENTER FOR HUMAN RELATIONS STUDIES



Teresa (Teri) Mora, Guymon, OK -
Director of Hispanic Student Services
and Director of an Upward Bound
program, Oklahoma Panhandle State
University

*MA, University of Central Oklahoma; BA,
Wartburg College*

Teri Mora is an educator focusing on Hispanic student issues, and taught upper level Spanish for 18 years in Iowa City, Iowa and Guymon, Oklahoma.

Teri Mora is the recipient of the Oklahoma Governor's Arts Award in Education in 2002, the Oklahoma Multi-Cultural Teacher of the Year in 2003, a charter member of Oklahoma Leadership Arts in 2008, was selected as the Oklahoma representative for the State of Latinos in Education Summit in 2010, and as the Guymon, Oklahoma Citizen of the Year in 2011.



Sylvia H. Morales, Oklahoma City, OK -
Community Volunteer, Latino Culture
Consultant

Mrs. Morales has been a long time advocate in the Oklahoma City community in the areas of education, children, families, history and politics. Among the organizations on which Sylvia has energetically work are Latino Community Development Agency, Archdiocesan Council of Catholic Women, Alumni Association of Girl Scouts Red Lands Council, and the Catholic Archdiocese Commission for Justice and Human Development.



Joshua B. Nelson, PhD, Norman, OK -
Assistant Professor, Department of
English, University of Oklahoma

PhD, MA- Cornell University; BA-Yale University

Bouncing between his Oklahoma home and northeastern educational institutions, Joshua Nelson studied psychology at Yale, began his career in education as a high school English teacher in Oklahoma City, and then headed to New York to pursue his graduate degree at Cornell. He specializes in the study of Cherokee literature and culture, as well as American Indian film. In addition to his position as Assistant Professor of English, he is affiliated faculty with Native American Studies, and Film and Media Studies at the University of Oklahoma. His book, *Progressive Traditions: Identity in Cherokee Literature and Culture* is forthcoming from the University of Oklahoma Press in 2014.



Lotsee Patterson, PhD, Norman OK -
Professor Emerita, OU

*MLIS, Ph.D. University of Oklahoma; B.S.
Oklahoma College for Women (now, University of
Science and Arts)*

Dr. Lotsee Patterson is retired professor of Library and Information Studies at the University of Oklahoma currently serving as Chair of the Comanche Nation College Board of Trustees. Dr. Patterson has been Director, Library Media Services for the Oklahoma City Schools- the largest school district in Oklahoma. She was appointed by President George Bush to the National Museum and Library Services Board and has served as a consultant to the National Commission on Libraries and Information Science as well as the Smithsonian's National Museum of the American Indian. She was Director of TRAILS, a federally funded project designed to provide training and assistance for library services to the more than 500 Indian tribes and nations throughout the United States.



David L Tan, PhD, Norman, OK -
Professor and Chair of the Department
of Educational Leadership and Policy
Studies, University of Oklahoma

*PhD, University of Arizona; MEd, University of
Arizona; BA- Mansfield State College*

Dr. David Tan is Professor and Chair of the Department of Educational Leadership and Policy Studies in the Jeannine Rainbolt College of Education at the University of Oklahoma. His academic specialty is higher education administration. He has an intensive commitment to teaching graduate level classes for which he has been awarded at least two teaching awards. He also has received a mentoring award for his work in facilitating, supporting, and challenging junior faculty members to become the best they can be.



Beth Wilson, JD, Dallas TX - Executive
Assistant to the President, Director,
Institutional Access and Equity,
Southern Methodist University

*JD- Oklahoma City University School of Law; BA,
MA- The University of Oklahoma*

Beth Wilson is executive assistant to the president and director of institutional access and equity at Southern Methodist University. She comes to SMU from Oklahoma City with a strong background in law, education and affirmative action administration.

Wilson's responsibilities include developing and implementing policies and programs that ensure both equal access and equitable treatment for the diverse populations of students, faculty and staff at SMU. In addition to addressing access and equity issues, she is responsible for identifying challenges and problems in these areas and making recommendations for their solutions.

EXECUTIVE COMMITTEE

THE SOUTHWEST CENTER FOR HUMAN RELATIONS STUDIES



EX-OFFICIO MEMBERS:

Belinda Biscoe, PhD, Norman, OK - Associate Vice President, University OUTREACH, Public and Community Services Division, University of Oklahoma
PhD- University of Oklahoma; MA, BA- Fisk University

In her role as associate vice president of University Outreach, Dr. Biscoe provides leadership for over 500 individuals in 18 departments within the Public and Community Services division. Dr. Biscoe also serves as the Executive Director of the Southwest Center for Human Relations Studies, the home of NCORE. Dr. Biscoe's colleagues and friends often refer to her as a renaissance woman because of her many talents and her ability to successfully juggle a tremendous workload that would drown most professionals.



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

PhD- Purdue University

Dr. Pappas helped to create the National Conference on Race and Ethnicity after recognizing in the late 1980's that higher education institutions needed to do a great deal more to ensure access and involvement of ethnic and racial minorities in the student, faculty and administrative areas. Most recently, Dr. Pappas has been very concerned that many of our higher education institutions and many of our corporate and industrial settings do not understand the impact of the coming demographic changes in our society. He feels it is incumbent upon NCORE and current academic administrators to work at educating our institutions of the need to prepare ethnic and minority students to fill the leadership requirements that will come with these demographic changes.



Shad Satterthwaite, PhD, Norman, OK - Assistant Vice President for Outreach Continuing Education Academic Programs, University of Oklahoma

PhD, MPA- University of Oklahoma; BA- Weber State University

Dr. Shad Satterthwaite is assistant vice president for Continuing Education Academic Programs. Before coming to OU Outreach, he served as OU's equal opportunity officer and as assistant to the president. He has also taught numerous political science courses at OU, managed the university's faculty-in-residence program, and served as an adjunct faculty member with the College of Liberal Studies and Advanced Programs. He is a lieutenant colonel in the National Guard and served in Afghanistan as Inspector General in the U.S. Army in 2003-2004 and again as a combat advisor in 2011-2012 receiving the Defense Meritorious Service Medal with Oak Leaf Cluster.



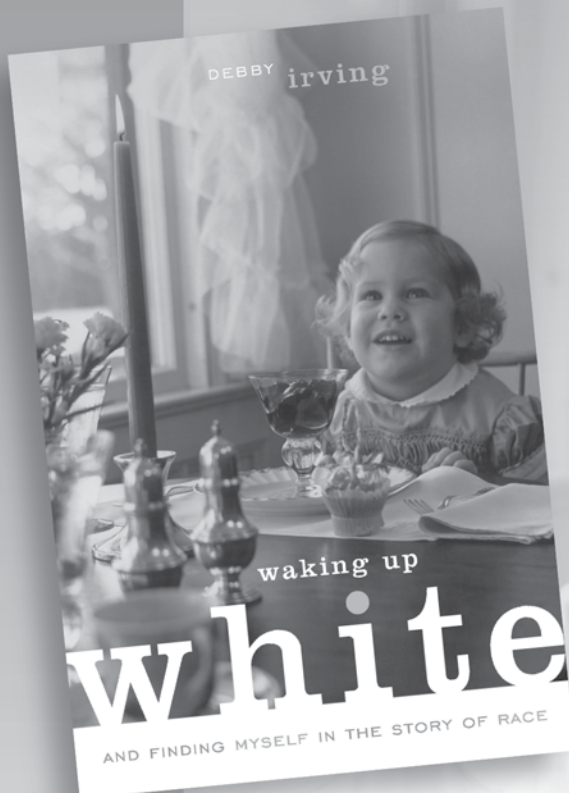
Kathleen Wong (Lau), PhD, Norman, OK - Director, Southwest Center for Human Relations Studies, University of Oklahoma

PhD- Arizona State University; BA- University of California-Davis

NCORE 2014 is Dr. Wong's first as the new director of the SWCHRS, but far from her first as participant and presenter. Kathleen Wong (Lau) was most recently a consultant to the Dean of the College of Veterinary Medicine at Michigan State University where she was co-writing, designing and implementing the integration of a model for intercultural education, diversity and inclusion for faculty, staff, students and veterinary professionals.

Dr. Wong (Lau)'s areas of research interest are in intercultural communication and gender and communication with specific focus on empathy in intergroup dialogues, and emotional labor in interracial communication. She is particularly attuned to issues of class and occupational status within institutions of higher education. She is an expert on mixed methods large research projects. She currently serves on the board of Campus Women Lead (CWL), a multicultural women's leadership initiative started by AAC & U (Association of American Colleges and Universities) where she develops curriculum and facilitates training for women's multicultural leadership with a particular focus on women of color and women in STEM disciplines.

The JW Marriott Indianapolis
Welcomes
NCORE 2014



Could
Waking Up White
be the book you've been
waiting for?

One white woman's journey to understand the connection between her upper-middle class family narrative and the untold history of American racism.

"...transformational..."

Peggy McIntosh

"...a rare window into the process of socialization..."

Van Jones

"...a brutally honest, unflinching exploration of race and personal identity, told with heart by a truly gifted storyteller..."

Tim Wise

For more information visit
debbyirving.com/for-educators/

ALFRED UNIVERSITY'S
DRAWN TO DIVERSITY

Community-based art provides a productive and creative outlet for community members to express emotion and a diversity of viewpoints. Such projects can be used as a means to heal in the wake of tragedy, celebrate in response to triumph or just acknowledge those issues that shape our lives.



WEDNESDAY IN THE LOBBY

The Madam C.J. Walker Manufacturing Company headquarters was built in Indianapolis in 1927 and the Walker Theatre Center remains today as a beacon for the arts. This community-art project asks NCORE attendees to contribute to a large Walker portrait using either their own make-up or the cosmetics provided. Take just a moment to fill one square in the greater picture while reflecting on the impact of this historic entrepreneur and the role of Indianapolis in her life.

THURSDAY IN THE LOBBY

The Landmark for Peace memorial stands in Indianapolis' Dr. Martin Luther King, Jr. Park. This was the site of an influential 1968 speech given by presidential candidate Robert F. Kennedy upon hearing the news of the assassination of Dr. King. Some say his words helped quell rioting in the city. Stop by the table, read the speech, write your thoughts on black paper before cutting your own silhouetted mini-memorial.

FRIDAY IN THE LOBBY

Participants in the D2D pre-conference institute will design a community-based art project for the NCORE community. Reflecting on current global, national, and local issues, attendees will use the CRAFT model of community-based art to develop an interactive program. Please visit the table to engage and share your opinion about the chosen topic. D2D projects thrive on a diversity of ideas and viewpoints.

ATTEND THE D2D PRE-CONFERENCE INSTITUTE AND BECOME A MEMBER OF THE ART FORCE FIVE!

- Creativity Workshop - harness the power of creativity over the "fight or flight" reflex
- C.R.A.F.T. Training - tools to develop your own community-based art project
- Art in Action - use your new super power (creativity) to engage a community (NCORE)



D2D@ALFRED.EDU

WWW.DRAWNTODIVERSITY.COM

WWW.ALFRED.EDU

STUDENT SCHOLARSHIP RECIPIENTS

Currently in its 21st 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 Indiana University/Purdue University - Indianapolis for hosting the 2014 Student Scholars reception.

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® 2014 Student Scholars and their institutions are listed below:

Russell Bouyer

Graduate Student
University of Oklahoma
Norman, OK

Karlos Marshall

Graduate Assistant
University of Dayton
Dayton, OH

Aiden Powell

Graduate Student
Purdue University
Lafayette, IN

Alta Thornton Mauro

Doctoral Student
The University of North Carolina
Winston-Salem, NC

Jennifer Chandler

Doctoral Student
Cardinal Stritch University
Oshkosh, WI

Jazmin Murguia

Undergraduate
Iowa State University
Ames, IA

Rocio Pulido

Undergraduate
Valparaiso University
Aurora, IL

James Wallace, Jr.

Doctoral Student
Indiana University-Northwest
Merrillville, IN

Ricardo Corona

Undergraduate
Iowa State University
Ames, IA

Monisha Murjani

Graduate Student
University of Vermont
Burlington, VT

Oscar Rivera

Undergraduate
Parsons the New School for Design
Brooklyn, NY

Francesca White

Doctoral Student
Indiana University-Bloomington
Bloomington, IN

Vincent Harris

Doctoral Student
Louisiana State University
Baton Rouge, LA

Lisa Oyolu

Undergraduate
Grinnell College
Grinnell, IA

Briana Surmick

Undergraduate
University of California-Berkeley
Berkeley, CA

Jennifer Ann Wirth

Graduate Student
University of North Dakota-Grand
Forks
Grand Forks, ND

Misha Inniss-Thompson

Undergraduate
Cornell University
Ithaca, NY

Robin Phelps-Ward

Doctoral Student
Ball State University
Muncie, IN

Ha Hoang Tang

Undergraduate
James Madison University
Annandale, VA

Helen Xu

Graduate Student
Rutgers University
New Brunswick, NJ



As an urban campus in the heart of a vibrant city, IUPUI embraces the varied backgrounds of its students, faculty and staff.

Discover

DIVERSITY AT IUPUI



The IUPUI Office of Diversity, Equity and Inclusion oversees diversity initiatives campuswide.

Karen L. Dace, Ph.D.
Vice Chancellor for Diversity,
Equity and Inclusion
(317) 278-3820
kdace@iupui.edu

Learn more about our diversity initiatives: diversity.iupui.edu



What matters. Where it matters.

Show your conference badge or hotel room key for **\$2 off general museum admission** and 10 percent off in the museum store.



Eiteljorg Museum



Canyon de Chelly National Monument, Arizona, 1942. Photograph by Ansel Adams. Collection Center for Creative Photography. ©The Ansel Adams Publishing Rights Trust.

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25th anniversary presented by:



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TUESDAY, MAY 27

AT A GLANCE

REGISTRATION

THIRD FLOOR
TUESDAY, 7:30 AM–5:00 PM

PRE-CONFERENCE LUNCHEON

THIRD FLOOR
TUESDAY, 11:30 AM–1:00 PM

1001

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
NCORE Gospel Choir Experience:
A Model in Action

1002

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Navigating Triggering Events: Critical
Competencies for Facilitating Difficult
Dialogues

1003

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
The Fundamentals of Social Justice
Education

1004

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Five Lenses for Educating and
Accessing Cultural Competence

1005

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Introduction to Undoing Racism/
Community Organizing Workshop

1006

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Make Assessment and Evaluation Work
for Diversity, Equity and Inclusive
Excellence: It Works If You Work It!

1007

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Social Justice Training Institute: The
Student Experience

1008

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Community or Chaos: The
Relationship Between University/
College Administration, Campus and
Community Police/Safety Staff, and
African American Students on College
Campuses

1009

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Hip Hop Education and Social Justice:
Pedagogy, Praxis, Engagement, and
Action

1010

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Moving “Multiracial” from the
Margins: Theoretical and Practical
Innovations for Serving Mixed Race
Students

1011

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Using Critical Race Theory (CRT) to
Understand the “Lived Realities”
of Black Male Collegians at
Predominantly White Institutions(PWI)

1012

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Creating Counter-storytelling
Community for Cross-Race Dialogue

1013

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Facing Inward and Outward: Making
Sense of Self/Other Images among
Asian Americans and Pacific Islanders

1014

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Examining the Impacts of
Internationalization on Equity in the
Academy: Plans, Promises and Costs

1015

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Latinos in Higher Education

1016

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
The Next Chapter: Expanding our
Stealth Leadership—Women as Change
Agents

1017

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Honoring Intersections of Identities:
Dynamic Cultural Centers as Campus
Change Agents

1018

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Social Justice Training Module for
American Indian Students: A View
from the Inside

1019

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Intergroup Dialogues in Higher
Education: Essential Principles and
Methods for Preparing and Supporting
Facilitators of Intergroup Dialogues

TUESDAY, MAY 27

AT A GLANCE

1020

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Operationalizing Diversity – “This is Where the Rubber Meets the Road!”

1021

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
The N!gga(er) Certification Seminar

1022

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Drawn to Diversity

1023

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Every System is Exquisitely Designed to Produce the Results It Gets

1024

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Safe Spaces, Brave Spaces: Creating and Sustaining Affirming and Inclusive Spaces at the Intersection of LGBTQ and People of Color Identities

1025

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Using Social Media to Build Coalitions and Respond to Racism on Campus

1026

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Advancing Your Career: What You Need to Know to Advance in Higher Education – From Hair to Credentials

1027

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Mentoring Students of Color: Insuring and Investing in Their Success

1028

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM–5:30 PM
Talking Amongst Ourselves: Women of Color in Conversation About Competition, Collaboration, Community in Higher Education

1300

STUDENT SCHOLARS RECEPTION
TUESDAY, 6:15–8:00 PM
Transportation: Pick-up by bus is at 6:15 pm at the Event Entrance on the first floor on the west side of the JW Marriott Hotel.

1400

SPECIAL EVENTS
TUESDAY, 7:30–8:15 PM
NCORE 101: Getting the Best Out of Your NCORE Experience

1401

FILM PREVIEW & DISCUSSION
TUESDAY, 8:00–10:00 PM
40 Years Later: Now Can We Talk

1402

FILM PREVIEW & DISCUSSION
TUESDAY, 8:00–10:00 PM
A LOT LIKE YOU: Screening & Discussion

1403

SPECIAL EVENTS
TUESDAY, 8:30–10:00 PM
Student Event – The Game of Life

PRE-CONFERENCE INSTITUTES

JW 105, First Floor

Novice

1001

NCORE Gospel Choir Experience: A Model in Action

Presented in three parts, this session focuses on an intense artistic exploration that engages the whole person: the intellect through discussion, the emotions through learning-selected repertoire, and the body through song and movement. The artistic output of any group reflects its collective attitudes and values. It includes the arts but also language, religion, belief systems, social organizations, necessary skills, and everyday habits. The study of and reflection on personal encounters with a living, vibrant culture that is different from one's own is a powerful experience, one that forces a person to examine one's own beliefs, prejudices, cultural expressions, and history. The encounter brings about deeper understanding of both cultures. Because our deepest understanding of a different culture comes out of a comparison with our own, we will anchor the experiential with suggested readings and discussions related to culture and the academy.

What makes this institute both unique and powerful is that participants will be actively engaged in music-making as both learners (entering into the culture) and performers (sharing what they've learned). Music has the power to impact lives and produce change at a deep level. Music-making is a wonderful tool for cultural understanding since it reflects collective attitudes and values. Historically, there are deep connections between music-making and social change. Experience suggests the hundreds of students who participate in the gospel choir are more willing to engage other cultures as well. Experiences with a new culture, versus only exposure to one, forces people to take a closer look at their own culture and begin to identify the lenses through which they see the world. Most students in our gospel choirs come to the music as "outsiders" to the gospel music tradition and have to be taught the style and cultural and historical contexts as well as (re)definitions of beauty within these contexts. The choir performs predominantly for "outsider" audiences who are introduced to similar concepts during the concerts. Every concert subtly shifts the ways African American culture is viewed on our campus. Drawing upon these experiences, this institute will take participants on a similar musical and cultural journey. This session should benefit students, staff, and faculty interested in ways to utilize music-making as a tool for constructive change.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

PART III: Wednesday, 8:30-11:30 AM

Donna Cox, PhD, MM, Professor of Music, University of Dayton - Dayton, OH

Daria Yvonne Graham, MSEd, Associate Director of Office of Multicultural Affairs, University of Dayton - Dayton, OH

JW 102, First Floor

Novice

1002

Navigating Triggering Events: Critical Competencies for Facilitating Difficult Dialogues

Facilitating honest and authentic dialogue is a critical core competency for faculty and student affairs professionals. Mismanaged conversations often result in misunderstanding and conflict that undermines campus goals for inclusion, retention, and student success. The rapid pace of change and increasing organizational requirements challenge administrators, student affairs practitioners, and faculty to respond quickly and effectively to the emerging issues and needs of the increasingly diverse student and staff population. The stress and pressure of competing demands, tight timelines, and shrinking resources require advanced skills to effectively facilitate open dialogue and organizational change. Facilitating honest, productive dialogue during difficult conversations that bridge differing perspectives requires significant expertise and skill. Mismanaged dialogue can result in unresolved issues, misunderstanding, and resentment that create barriers to inclusion, collaboration, innovation, and productivity. Effectively facilitated dialogues can increase interdependence, courage, and commitment to create inclusive campuses where all students are challenged to find their purpose and to make positive contributions to the community.

In this day-and-a-half institute, participants will practice advanced facilitation skills to leverage differing perspectives and create greater understanding and creative problem solving. Participants will practice advanced facilitation skills to increase communication, resolve conflict, and build effective working relationships during supervision, advising, training, strategic planning, and team building. A provided workbook of tools and resources will help participants apply these skills in their daily campus responsibilities and increase their competence to foster meaningful inclusion across all differences as they work to create productive learning communities for all students, staff, and faculty on campus. Upon actively engaging in this program, participants will gain skills to facilitate deeper, more authentic dialogue during a wide variety of campus responsibilities, including meetings, supervisory sessions, open forums, advising activities, workshops, and educational programs; deepen their expertise to engage resistance and conflict, build bridges across differences, and facilitate more effective working relationships and decision-making processes; sharpen their skills to help others understand and respond to emerging needs, issues, and trends among the increasingly diverse students, staff, and faculty population; and enhance their ability to navigate difficult moments and triggering events.

During this interactive and experiential session, participants will practice advanced skills to facilitate difficult dialogues. Specific

PRE-CONFERENCE INSTITUTES

teaching methods include self-assessment, small group work, lecture, demonstrations, skill practice, and peer feedback.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

PART III: Wednesday, 8:30-11:30 AM

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

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

JW 103, First Floor

Novice

1003

The Fundamentals of Social Justice Education

Through a variety of experiential activities, presentation, and discussion, participants will gain key concepts for social justice education. Going beyond diversity or multiculturalism, this session will explore what it means to educate for social justice. Participants will consider topics such as social identities and social groups, commonalities and difference among different forms of oppression, intersectionality, power and privilege, characteristics of dominant and subordinated groups, and what it means to be an ally. Since the workshop will utilize participants' own experiences, participants will gain personal awareness as well as theoretical knowledge. This institute will provide a foundation for doing social justice education and attending more advanced trainings. While the focus of the institute is on concepts not activities, participants will still leave with some activities they can do on their own campuses and a bibliography of additional resources. This session will benefit those new to doing social justice work, without formal training in social justice issues, or want to move their diversity work to a new level.

PART I: Exploring Social Identities and an Introduction to Power, Privilege, and Oppression

This part of the institute will explore social Identities and social groups. Participants will look at how social identities affect experiences, attitudes, and beliefs, and how social identities intersect. Participants will discuss dominant and subordinate groups and their experiences with advantage and disadvantage. An overview of the dynamics of oppression and commonalities and differences across different forms of oppression will be addressed. Key terms related to social justice will be defined.

PART II: Levels and Types of Oppression, Racial/Social Identity Theories, Allies and Action

PART III: of the institute will examine the manifestations of different forms of oppression on individual, institutional, and cultural levels. The systemic, institutionalized nature of oppression will be addressed. Participants will also discuss theories of racial/social identity development that can help in understanding oneself, others,

and intergroup dynamics and aid in implementing social justice efforts. Strategies for change will be explored.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

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

JW 104, First Floor

Novice

1004

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 include introducing five approaches to educating for cultural competency along with a sampling of corresponding assessment instruments providing participants an opportunity to identify their own preferred "lens(s)" on cultural competence, and exploring some of the comparative strengths and limitations of each lens and discuss the implications of the institute to participants' own work back 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, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

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

Naomi Taylor, Assistant Professor, Education, Hamline University - St. Paul, MN

JW 201, Second Floor

Novice

1005

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,

PRE-CONFERENCE INSTITUTES

volunteers, and constituents of a wide variety of organizations as well as the community at large.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

PART III: Wednesday, 8:30-11:30 AM

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

JW 202, Second Floor
Advanced

1006

Make Assessment and Evaluation Work for Diversity, Equity and 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. 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 toward excellence, in addition to conventional accountability compliance documentation. They become vehicles that inform and improve as well as prove.

In what ways and to what extent are your curricular, co-curricular, and instructional processes 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?

To fully embrace this agenda, educators must become boundary-spanning excellence facilitators who use diversity-grounded, equity-minded assessment/evaluation resources with a double-sided mirror.

PART I: Foundational Concepts for Unleashing Inclusive Excellence and Equity

This session lays the groundwork for demystifying program assessment/evaluation, for clarifying its intimate connections to effective program development, and for activating self-in-context as responsive instrument. What claims are you making about the impact of your services or products? How credible and compelling are those claims to your primary stakeholders and how do you know? This session will use the Developmental Evaluation Spiral model and the complementary Integral Educator model to examine and bridge the who and what agendas. They serve as generative resources for mindfully cultivating the self-in-context as responsive instrument and, thus, for enhancing “interpersonal validity” vis-a-vis responsive program design and development.

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

This session will continue sharpening our understanding of interconnections among the who and what agendas for holistic student success—notably, “interpersonal validity” as a critical complement to the more conventional methodological validity and other quality considerations. This course will explore strategies for

enhancing the value of developmental assessment and evaluation as student-centered, self-diagnostic resources.

PART III: Assessment Works: From Data Information Insight to Action for Social Justice

This session is an intensive, interactive skills-building workshop for persons who have completed the first two institute sessions (or other equivalent). Participants will envision generative next steps as they explore the shape and pacing of their own campus agendas.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

PART III: Wednesday, 8:30-11:30 AM

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

JW 203, Second Floor
Novice

1007

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; 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, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

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

Vernon Wall, MA, Director, Business Development, LeaderShape, Inc - Washington, DC

Sam Offer, Vice President and Senior Consultant, Washington Consulting Group - Pikesville, MD

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JW 204 - 205, Second Floor

Novice

1008

Community or Chaos: The Relationship Between University/College Administration, Campus and Community Police/Safety Staff, and African American Students on College Campuses

The events surrounding the death of Trayvon Martin and the subsequent trial gripped the nation. The aftermath further magnified racial profiling of African American students on college campuses. This climate further strained the very fragile relationship between African American students and campus and community police/safety staff. The John D. O'Bryant National Think Tank will host this interactive session as an opportunity to examine and explore the tenuous relationships between Black college students in a post-Trayvon Martin environment.

This session will analyze and critique the relationships on college campuses among African American students and campus police/safety staff, faculty, and administration in the wake of the Trayvon Martin incident. Far too often, Black college students find themselves in tenuous relationships with campus leadership and other constituents following both local and national incidents involving race and ethnicity. This session will identify issues, symptoms, and origins of these incidents. Utilizing group dialogue, case models, presentations, and panel discussions, this session will lay out a systematic approach to handling and dealing with these incidents. This session should benefit those committed to social justice issues and addressing incidents of race-related bias.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

Clyde Pickett, Special Assistant to the President for Diversity and Inclusion, Community College of Allegheny County - Pittsburgh, PA

Paul James, JDOTT President, Director of Diversity, Equity & Inclusion, Duke University Office for Institutional Equity - Durham, NC

Tekeia Howard, JDOTT Parliamentarian, Interim Director- Multicultural, Gender, & Women's Center, Xavier University - Cincinnati, OH

JW Grand Ballroom 3, Third Floor

Novice

1009

Hip Hop Education and Social Justice: Pedagogy, Praxis, Engagement, and Action

Rooted in the late '70s and early '80s as a form of resistance to oppressive conditions, Hip Hop has over the past half century shaped and informed the values and ideas of many educators. In many ways, Hip Hop culture has recently, more than before, managed to permeate and exert its way into the soul of education and helped cultivate a collective of students and educators alike to conceptualize Hip Hop as a tool for teaching, learning, engagement, and action. Given the global rise in interest and use of Hip Hop in education, this session will provide diverse perspectives on the intersections of Hip Hop culture, the academy, and activism and how Hip Hop

can be effectively utilized as an educational pedagogy both in form and content.

Inquiries addressed include: how are educators assigning meaning to and interpreting Hip Hop? How can we more deeply comprehend Hip Hop culture and the value it offers for teaching and learning in education? In what ways specifically could Hip Hop pedagogy inform educational praxis? In this session, participants will be engaged in critical dialogue through different Hip Hop related interactive and heuristic activities, including spoken word and poetry, music, photography, historic artifacts, art, reflective exercise, and multimedia analysis to explore issues of oppression, privilege, equity, and knowledge representation in education.

This interactive, fun, and thought-provoking institute combines various elements of Hip Hop to:

- Demystify misperceptions surrounding Hip Hop culture and provide clarity to the meaning, delivery, and role of Hip Hop in its different educational contexts
- Demonstrate how to integrate and infuse Hip Hop as a tool for examining social justice issues, engage activism, and cultivate a culture of consciousness in education
- Highlight the ways in which global Hip Hop music and culture can actively contribute to universal efforts for freedom and justice
- Demonstrate the different ways in which Hip Hop, in its broader social context, has been commoditized and exploited as a tool of imperial ideology to endorse racial and gender supremacy

Offer data and examples and provide practical strategies that demonstrate how Hip Hop is utilized as a tool for educational advancement, engagement, and action

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

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

Amer Ahmed, Dean of the Sophomore Class and Intercultural Center Director, Swarthmore College - Swarthmore, PA

Michael Benitez Jr., Dean, 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

Jasiri X, Director, IHood Media - Pittsburgh, PA

Aisha Fukushima, Singer, Public Speaker, Educator, Writer & Self Proclaimed 'RAPtivist' (Rap Activist) - San Francisco, CA

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JW 312, Third Floor
Novice

1010

Moving “Multiracial” from the Margins: Theoretical and Practical Innovations for Serving Mixed Race Students

Despite evidence from the 2010 U.S. Census that multiracial youth are the fastest growing demographic in the nation, multiraciality continues to be on the margins of the discourse on race and racism in higher education theory and practice. This two-part institute invites educators from all backgrounds and expertise to engage in in-depth learning about the complexities of serving multiracially-identified students. After reviewing contemporary models of multiracial identity and development, participants will present often-overlooked histories that complicate and problematize those models. Further, the sessions will focus on theoretical innovations, including more integrated models of identity that incorporate multiple contexts and systems of oppression, as well as models for assessing the campus climate for multiracial students. The latter part of the session will focus on applying theories to practice and working through hands-on issues related to serving multiracial students

Throughout the session, contradictions in the discourse about multiraciality and recent controversies (e.g., reactions to the Cheerios commercial featuring an interracial family) will be presented for participants to engage in critical thinking about their own potential biases as well as how to deconstruct the discourse toward creating more inclusive contexts for multiracial students. Additionally, a range of activities, including presentations, journaling, and group discussions will be used to allow participants to actively engage throughout the institute.

Overall this institute aims to meet the following objectives: to understand and contextualize current approaches to supporting the healthy identity development of multiracial people; to explicitly connect the discourse on multiracial identity to monoracism, a system of oppression related to traditional racisms that marginalizes those who do not adhere to society’s promotion of discrete monoracial categories (Johnston & Nadal, 2010); to center multiraciality in the discourse on and services aimed at obtaining racial equality in higher education; and to provide ample opportunities for in-depth discussions of the complexities of serving multiracial students to assist participants in evaluating and growing their own institution’s service to multiracial students.

Contemporary issues to be addressed include: fights over “safe spaces” (e.g., ethnic centers, caucus pedagogies) and the ways people use multiraciality an excuse to cut such resources; tips on developing/advising multiracial student organizations; and how data enumeration, tabulation, and reporting to IPEDS complicate assessment of campus climate for multiracial students.

PART I: Tuesday, 8:30–11:30 AM

PART II: Tuesday, 1:00–5:30 PM

Marc Johnston, PhD, Assistant Professor, Department of Educational Studies, The Ohio State University - Columbus, OH

Natasha Chapman, PhD, Teaching Assistant Professor, West Virginia University - Morgantown, WV

Eric Hamako, Program Coordinator, Institutional Diversity & Equity, University of Massachusetts Amherst - Amherst, MA

Victoria Malaney, Graduate Student, University of Massachusetts Amherst - Amherst, MA

JW 308, Third Floor
Novice

1011

Using Critical Race Theory (CRT) to Understand the “Lived Realities” of Black Male Collegians at Predominantly White Institutions(PWI)

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 Black males’ academic and social experiences. In this day-long institute, we encourage the production and use of high-quality research by instructing participants on the appropriate use of 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. Using a smooth blend of information-sharing, discussion, debate, videos, and “hands on” activities, we aim to facilitate the use and application of CRT in race research, campus administration, and other functional areas. This institute 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 and certainly stimulating the next generation of rigorous race research. Participants will leave with new information, new resources, new questions, new practices to mount in their work with Black males at PWIs, and new answers to age-old questions.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

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

Royel M. Johnson, EdM, Doctoral Student, The Ohio State University - Columbus, OH

PRE-CONFERENCE INSTITUTES

JW 304 – 306, Third Floor

Novice

1012

Creating Counter-storytelling Community for Cross-Race Dialogue

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.

PART I: Creating Counter-Storytelling Communities for Honest Cross-Race Dialogues

During this part of the institute, the presenters will introduce the Storytelling Project Model (Bell, 2010) as a framework for creating counter-storytelling and laying the groundwork for cross-race discussion. Using contemporary art, journal writing, and guided imagery, participants will explore barriers to dialogue and develop guidelines for building storytelling community where honest cross-race dialogue is possible.

PART II: Reflecting on the Past to Understand the Present

In the afternoon, the presenters will introduce the documentary film *Forty Years Later: Now Can We Talk?* to explore stock and concealed stories about race. In the film, black and white alumni from the first class to integrate their Mississippi Delta high school come together to 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.

PART III: Reflection and Action

Building on the facilitated dialogue in Part II, participants will explore resistance stories throughout history and develop new emerging/transforming stories to guide their work going forward. Participants will leave with a clear action plan and next steps to implement the plan.

Since the objective of the session is to engage in cross-race dialogue, participants are encouraged to bring colleagues whose perspectives and experiences can enhance the diversity of the group. This session can accommodate a group of 20-30 participants.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

PART III: Wednesday, 8:30-11:30 AM

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, English Education, Teachers College, Columbia University - New York, NY

JW 301, Third Floor

Novice

1013

Facing Inward and Outward: Making Sense of Self/Other Images among Asian Americans and Pacific Islanders

How do popular media, arts, and musical depictions of East Asians, South Asians, and Pacific Islanders influence the development of self-image in Asian American and Pacific Islander (AAPI) college students? In what ways have recent self-generated images counterbalanced traditional stereotypical images, and what are the generational implications of such recent changes? How does the self-image of AAPIs impact our educational experiences, social relationships, health, and wellness? This session will experientially and interactively explore the role of media, film, internet, music, dance, and representations of the body in the arts as powerful image generators with positive and negative consequences. Images influence us in subtle ways. They can create or break stereotypes, which in turn inform self-image and agency. In this experiential seminar, the group will collectively generate multiple ways of perceiving in order to inspire, shift perceptions, develop a strength-based response, and link across campus groups.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

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

Meg Chang, PhD, Faculty & Field-Work Supervisor, Sarah Lawrence College - New York, NY

Rahul Sharma, PhD Student, Stanford - Stanford, CA

JW Grand Ballroom 4, Third Floor

Novice

1014

Examining the Impacts of Internationalization on Equity in the Academy: Plans, Promises and Costs

This institute will engage participants in an examination of the impact of internationalization, with particular emphasis on how the resulting programs, decisions, and choices have shaped changes in and impacts of equity on campus. Initially, the moves toward internationalization, including increasing the number of students studying abroad, bringing more students to domestic campuses from other countries, opening branch campuses in and developing joint academic ventures with other parts of the world, and “globalizing the curriculum” were discussed as parts of an effort to prepare all students to be more prepared to work in an interconnected world. To what extent have the choices made and decisions taken to internationalize had this result? Have we examined the impacts? Are

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we assessing and measuring the differences our internationalization efforts have made? And if we are not, why is that?

Some questions to be considered include:

- How and why are colleges and universities internationalizing? What are the promised benefits? For whom? How are these determined or measured?
- What do we know about the impact of internationalizing in the classroom? Are students, both domestic and international, seeing any differences in academic work? Should there be differences and, if so, what should these look like? How would we know they were happening?
- What voice has domestic and/or international faculty had in shaping internationalization as it affects courses of study and curriculum? What voice should they have? Why?
- What are the expectations and outcomes for those participating in study abroad programs, both students and faculty, and have these changed? Should they? For whom? Why?
- What impact does programming identified as part of internationalization efforts have on the existing resources, spaces, and energy dedicated to meeting the needs of underrepresented domestic students? How would we know?
- How are our efforts to prepare students to work more respectfully, inclusively, and knowledgably anywhere in the world mirrored in our campus climate? Do our faculty, administrators, and staff present a more equitable, respectful, and inclusive working and learning environment? And if this is not the case, what is the impact of that campus climate on our students?

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

PART III: Wednesday, 8:30-11:30 AM

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

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

Annette Henry, PhD, Professor and Department Head, Language and Literacy Education, University of British Columbia - Vancouver, BC, Canada

JW White River Ballroom J, First Floor

Novice

1015

Latinos in Higher Education

This day-long institute explores best practices and resources through active dialogue with expert panels and keynote presenters. The focus

will be on making our institutions more responsive and effective in advancing Latino student recruitment, retention, and graduation.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

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

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

JW Grand Ballroom 2, Third Floor

Novice

1016

The Next Chapter: Expanding our Stealth Leadership—Women as Change Agents

Is there a next chapter-- “Chapter Eight”—in our evolving professional narrative that both cautions and exploits the challenges that confront us as women and women of color leaders? Should we identify different kinds of allies who provide directional truth during our personal and professional journeys? And what new strategies should we be adding to our stealth toolkits to strengthen effectiveness and performance? Throughout our institutions, we are best positioned as change agents, but often we don’t trust our value in contributing to altering our workplace communities to being those that sustain the worthiness of diversity, inclusion, and full participation.

Building on inclusion concepts within stealth strategies as a leadership strength and a necessary acquisition embedded within our professional chapters—one through seven, this session will examine the following: how chaotic and hostile climates create poor health outcomes; how our inability to recognize that the intersections of our multiple social identities promote unintended expectations; and how the significance of stealth behavior interrupts cycles of crisis in our workplaces. As supported by previous sessions, we will continue to excavate the dynamics of transitions, change, and risks within academic political environments and the unwritten rules, customs, and practices.

Session participants will continue to better define the utility involved in change agency. Bold and stealth planning play roles in critical social justice quality improvement and cannot be happenstance. They must be fundamental, intentional, and sustainable and build cultural capital to impact our environmental scans and enable system change.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

Patricia Lowrie, Director Emeritus, Women’s Resource Center, 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, Professional & Organizational Development, De Anza College - Cupertino, CA

PRE-CONFERENCE INSTITUTES

JW Grand Ballroom 1, Third Floor

Novice

1017

Honoring Intersections of Identities: Dynamic Cultural Centers as Campus Change Agents

This three-part interactive institute will 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 (CaCCCHE), 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: assessment, development, implementation, and long-range strategic planning. Through dialogue, experiential activities, and presentation of case studies, this institute will provide participants with tools and strategies for the application of the model on their campus. A certificate of participation will be available with documented attendance at all institute sessions. Admission priority will be given to those who are pursuing a certificate of participation. This session should benefit directors and staff of cultural centers, coordinators of diversity and equity initiatives, directors of student life programs as well as faculty and administrators interested in moving their campus forward in establishing a cultural center and those seeking to enhance already existing centers.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

PART III: Wednesday, 8:30-11:30 AM

William Vela, MA, Director, El Centro Chicano, University of Southern California - Los Angeles, CA

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

Rosalind Conerly, Assistant Director, Center for Black Cultural and Student Affairs, University of Southern California - Los Angeles, CA

Mayté Perez Franco, Director, United Front Multicultural Center, University of San Diego - San Diego, CA

JW White River Ballroom A, First Floor

Novice

1018

Social Justice Training Module for American Indian Students: A View from the Inside

Presenters will facilitate a day-and-a-half session on social justice with American Indian students to develop a collective vision of shared values and attitudes. As a group, participants will assess how identity shapes experience, define social justice, and determine what it means to be a social justice activist. Key elements of this session will be to explore how to manage ourselves during triggering events, by identifying our personal triggers and hot buttons, exploring the

factors and roots which fuel our triggered reactions, and learn and practice strategies to manage our own actions.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

PART III: Wednesday, 8:30-11:30 AM

Ricardo Torres, Counseling Faculty, California State University - Sacramento, CA

Heather Torres, Coordinator, Creating a Passion for Learning, University of Redlands Native Student Programs - Redlands, CA

Irvin Harrison, Coordinator, Native American Student Center, California State Polytechnic University, Pomona - Pomona, CA

JW White River Ballroom B, First Floor

Novice

1019

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

Intergroup dialogue (IGD) is considered a high impact practice in higher education, particularly in the areas of student engagement (Henning, 2012), social justice learning (Mayhew & Fernández, 2007), and civic learning (The National Task Force on Civic Learning and Democratic Engagement, 2012). 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 at the UMass Amherst and the Five Colleges INC.

Effective methods for preparing dialogue facilitators require an intentional learning sequence that develops skills and builds capacity, provides ongoing coaching opportunities, and creates a learning environment that supports adult learners in proactively addressing the challenges and opportunities that surface in facilitating dialogues across differences.

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 multicultural competencies, confidence, and capacity to create transformative change in the workplace. Throughout the institute, experiential activities, including a two-hour dialogue, as well as large and small group discussions, will provide participants with opportunities to deepen their understanding of intergroup dialogue. In addition, participants will apply theory to practice and obtain

PRE-CONFERENCE INSTITUTES

technical assistance in order to develop a plan of action for possible implementation of an IGD initiative at their institutions.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

PART III: Wednesday, 8:30-11:30 AM

Elaine Brigham, MEd, Doctoral Student, Social Justice Education, University of Massachusetts Amherst - Florence, MA

Margaret Arsenault, MEd, Assistant Director, Workplace Learning and Development, University of Massachusetts Amherst - Amherst, MA

Ximena Zuniga, PhD, Associate Professor, Department of Student Development, University of Massachusetts Amherst - Amherst, MA

Keri L. DeJong, Ed.D., Adjunct Professor, Education Studies, University of Massachusetts Amherst - Holyoke, MA

Oscar R Collins, MEd, Associate Director, Academic Support, University of Massachusetts Amherst - Amherst, MA

Javier Campos, Doctoral Student, Social Justice Education, University of Massachusetts Amherst - Amherst, MA

Dave Neely, MA, Learning Communities Specialist, Residential Life, University of Massachusetts Amherst - Amherst, MA

Valerie Jiggetts, Graduate Assistant, Center for Multicultural Advancement and Student Success, University of Massachusetts Amherst - Amherst, MA

Tanya Kachwaha, Educational Consultant - Wilbraham, MA

Molly Keehn, Doctoral Candidate, Department of Student Development, University of Massachusetts Amherst - Amherst, MA

JW White River Ballroom C, First Floor

Novice

1020

Operationalizing Diversity – “This is Where the Rubber Meets the Road!”

These are just some of many questions you will find the answers for during this dynamic institute.

- How do you put your diversity plan into action?
- How do you get institutional buy-in to make diversity systemic at your institution?
- How do you assess your institutional strengths and weaknesses to implement policies, procedures, and programs to enhance diversity at your university?
- What is the role of the Diversity Planning Council or University Diversity Committee in making diversity work at your university? What evaluation tools are available to evaluate your diversity initiatives and plans?
- How do you implement, evaluate, and utilize a Campus Climate Survey in your diversity initiatives?
- How do you celebrate and recognize your diversity achievements?
- What is the purpose and outcome of a diversity retreat in meeting the goals of your diversity plan?

· How do you fund diversity initiatives at your institution?

· How do you educate the campus on everyone’s role in the diversity initiatives at your university?

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

PART III: Wednesday, 8:30-11:30 AM

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

John Taylor, PhD, Associate Professor, Communications, Eastern Kentucky University - Richmond, KY

Markus Cross, Director of Marketing and Public Relations, Eastern Kentucky University - Richmond, KY

George Gallien, MA, Director of Multicultural Student Affairs, Eastern Kentucky University - Richmond, KY

Charles Holloway, MBA, Chief Diversity Officer, Morehead State University - Morehead, KY

JW White River Ballroom D, First Floor

Novice

1021

The N!gga(er) Certification Seminar

Who is allowed to say the word? What do we do in classrooms, hallways, courtyards, cafeterias, and dorms when it’s said? Ignoring the n-word is not an option anymore—it’s EVERYWHERE. You remember Paula Deen? What about Trayvon? Lets talk about Huckleberry Finn, Hip-Hop music, Hollywood movies, comedians, family members and more! Now is the time for courageous conversations. What are the players going to say to Riley Cooper? This workshop looks at the history of the N!gga/DJANGO framework utilizing books, TV shows, film clips, and a documentary film. It challenges participants to examine their personal and professional histories with N!gga/er, examine when and/or how they were first introduced to the word, and explore the pictures and different feelings associated with the word. Participants will consider how current events, media, popular music, and movies have used the word over the years and the potential impact or influence of the word on the millennial generation. Finally, the workshop offers suggestions about the importance of understanding the various realities associated with N!gga/er and recommends how to challenge and encourage all people, but specifically young people, to consider the ramifications of casual or uniformed usage of the troublesome word.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

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

Charles Modiano, President, Career Skills for Youth - Silver Spring, MD

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JW White River Ballroom E, First Floor

Novice

1022

Drawn to Diversity

Drawn to Diversity uses creativity to address social justice issues with an emphasis on theories of art-therapy. The program strives to promote equality, reduce violence, and strengthen communities by offering all members of a given community equal opportunity to share diverse perspectives using nontraditional media. NCORE institute attendees will first be introduced to theory and effective community-based art before brainstorming their own projects to address injustice or issues within their own community. Participants will also create a community-based art project to engage all attendees of NCORE.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

PART III: Wednesday, 8:30-11:30 AM

Daniel Napolitano, MEd, Director, Student Activities, Alfred University - Alfred, NY

Craig Arno, Coordinator, The Institute for Cultural Unity, Alfred University - Alfred, NY

Maimoona Rahim, Student, Alfred University - Alfred, NY

Owens Shepard, Student, Alfred University - Alfred, NY

Miguel Torres De Leon, Student, Alfred University - Alfred, NY

Bridgette Ortiz, Student, Alfred University - Alfred, NY

JW 101, First Floor

Intermediate

1023

Every System is Exquisitely Designed to Produce the Results It Gets

Predominantly white organizations haven't been able to make sustainable movement toward genuine inclusion, even though many have made significant efforts. In an attempt to understand why this is the case, we often flip-flop between focusing on the personal and interpersonal levels or on the level of systemic change. Of course, our best strategy is both-and, but we aren't always clear about the ways in which the individual and the institutional intersect beyond the obvious truth that individuals work in institutions. This institute will explore how participants can learn to accurately assess the complex social context of their institutions; the ethical choices decision makers make to survive and flourish, frequently remaining blind to their moral consequences; and the ways in which good people inadvertently collaborate with the system serve to maintain the status quo. By adding these pieces to what we already know about how our particular institutional systems work, attendees will be

better equipped to participate in bringing these behaviors to light and move toward genuine change.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

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

JW White River Ballroom G, First Floor

Novice

1024

Safe Spaces, Brave Spaces: Creating and Sustaining Affirming and Inclusive Spaces at the Intersection of LGBTQ and People of Color Identities

Coined by Sylvia Hurtado, brave spaces are spaces where individuals are affirmed in their full, authentic, intersectional selves. These spaces are created and sustained where people understand intersectionality not just as a concept describing experiences but as guidance for programming and practices that honor, celebrate, and foster the complexity of those experiences. A community of learning will be established to model the brave space that we hope to embody moving forward. Participants will co-construct definitions of interconnected "-isms" while deconstructing common, surface-level interventions that only minimally speak to experiences at the intersection of identity. Participants will leave with tools to build intersectional programming at their home institutions. Multi-modal and interactive, this session will offer a paradigm shift in how intersectional practice can indeed be more action-oriented alongside being theoretical.

This session is tailored for participants with a working knowledge of intersectionality. Participants will gain the most out of this workshop if they have had previous opportunities to reflect on their own experiences of intersectionality. Through participation in this session, participants will be able to describe and identify intersectional practices in educational environments, use intersectional lenses to interrogate and enhance programming, paraphrase and translate commonly used social justice terms and language for use in other settings, and deconstruct campus climate environments to make the case for intersectional programming and interventions.

PART I: Building the Case for an Intersectional Lens

PART II: Frameworks and Practices through an Intersectional Lens

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

Gabriel Javier, Assistant Dean of Students, Director, LGBT Campus Center, University of Wisconsin - Madison, Madison, WI

PRE-CONFERENCE INSTITUTES

JW White River Ballroom I, First Floor
Novice

1025

Using Social Media to Build Coalitions and Respond to Racism on Campus

While racism has always existed on college campuses, social media has increased awareness of overtly racist events and provided new opportunities for students to mobilize in response to racism. Based on the experiences of participants in the session, recent examples, and research on social movements, this session will explore strategies to employ social media to raise awareness, build community, and demand institutional responses to racism. Participants will also consider strategies for building coalitions across identities, paying close attention to the dynamics of power and privilege within social identity movements.

As a result of this session, participants will share incidents of racism and additional forms of oppression in their own institutional contexts, consider their various social identities and their influence on activism, explore the dynamics of power and privilege within social justice movements, share and be exposed to a variety of social media tools and their potential uses, and develop strategies for engaging social media to build community and respond to instances of oppression.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

Quanta D. Taylor, Graduate Administrative Associate, The Ohio State University - Columbus, OH

Jasmine Mickey, Graduate Administrative Associate, Student Life Multicultural Center, Ohio State University - Columbus, OH

Chris Linder, PhD, Assistant Professor, College Student Affairs Administration, University of Georgia - Athens, GA

JW White River Ballroom H, First Floor
Novice

1026

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

This intensive, day-long working institute is dedicated to learning what one needs to know to successfully navigate the system to obtain upward mobility, advance one's career, or enter the field of higher education. The focus of the institute will be on the techniques and discipline one needs to transition into a higher position, whether it's to the presidency, from a deanship to a vice presidency, or from an entry level position to middle management. Take action and prepare a career plan and hear the ins and outs directly from an expert who has helped placed more than 400 presidents and vice presidents. Invest in your future by getting the necessary information to properly manage your career. The session includes resume review

and interview techniques, so please bring a printed copy of your resume for review.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

Narcisa Polonio, EdD, Executive Vice President, Education, Research & Board Leadership Services, Association of Community College Trustees - Washington, DC

JW 302 - 303, Third Floor
Novice

1027

Mentoring Students of Color: Insuring 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
- Interactive dialogue on best practices and individual institutional challenges

This institute should benefit members of the higher education community wanting 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, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

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

Quanta D. Taylor, Graduate Administrative Associate, The Ohio State University - Columbus, OH

Jane Stormer, MFA, Associate Director, Admissions, Hanover College - Hanover, IN

Melba Salmon, Director, College Prep Institute Center for Leadership Development - Indianapolis, IN

PRE-CONFERENCE INSTITUTES

JW 309 - 310, Third Floor
Intermediate
Interactive Training

1028

Talking Amongst Ourselves: Women of Color in Conversation About Competition, Collaboration, Community in Higher Education

For NCORE 2012, a group of women, both of color and white, presented a panel discussion based on their contributions to the book, *Unlikely Allies in the Academy: Women of Color and White Women in Conversation* (Dace, 2012). The response was overwhelmingly positive and the presenters were invited to expand the conversation into a day-long pre-conference institute for NCORE 2013 in New Orleans. Throughout the 2013 session, participants were fully engaged in the issues and challenges arising when women of color and white women work together in academia. Talking Among Ourselves is especially directed toward facilitating dialogue and interaction among women of color from different racial/ethnic identities. This session will explore the challenges and triumphs faced when women of color begin working with each other.

The session will begin with a panel discussion by some of the presenters from the previous NCORE presentations as well as new presenters to share their perspectives and then set the context for the session. Using a World Café format (Brown and Isaacs, 2005), participants will engage in conversation with one another around key questions that will be introduced during the session. Each question builds on the next and will address issues related to the challenges and opportunities women of color encounter in working with one another. Some of the questions will be addressed in the first session, and the remaining questions will be introduced in Part Two. Participants will be expected to actively engage, bringing their unique voices and experiences into the conversation. Conversations will be captured using newsprint and co-facilitated by the presenters and volunteers. For the most part groups will be integrated across racial/ethnic identities, although some time may be spent in segregated caucuses. Although the sessions are geared toward women of color, white women and men will also be welcomed to participate in separate caucus groups. At the conclusion of the conference, information gathered during the session will be compiled and available to interested session participants.

PART I: Tuesday, 8:30-11:30 AM

PART II: Tuesday, 1:30-5:30 PM

Pamela Chao, MA, Professor, Sociology, American River College - Sacramento, CA

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

Karen Dace, PhD, Vice Chancellor, Diversity, Equity & Inclusion, Indiana University Purdue University Indianapolis - Indianapolis, IN

Dorothy Reed, Assistant Dean, Engagement, College of Education, Purdue University - West Lafayette, IN

Kristi Ryujiin, MEd, Director Office of Diversity Affairs, Leeds School of Business, University of Colorado at Boulder - Boulder, CO

M. Liz Andrews, Doctoral Student, Cultural Studies, George Mason University - Fairfax, VA

Joya A. Crear, PhD, Associate Dean, University Life, George Mason University - Fairfax, VA

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

Charmayne 'Charli' Champion-Shaw, American Indian Programs, Native American Studies, IUPUI - Indianapolis, IN

Lori Patton-Davis, PhD, Associate Professor, Indiana University Purdue University Indianapolis - Indianapolis, IN

TUESDAY EVENING EVENTS

SPECIAL EVENTS

TUESDAY, 6:15–8:00 PM

Indiana University-Purdue University Indianapolis Campus

1300

Student Scholars & Student Reception Hosted by IUPUI

NCORE would like to acknowledge the contributions made by Indiana University-Purdue University Indianapolis in support of the scholarships. NCORE 2014 Student scholars, student participants, and NCORE National Advisory Council members are invited to join the Southwest Center for Human Relations Studies Executive Committee members for this reception to honor our student scholars, networking, and discuss issues affecting students in higher education.

Transportation: Pick-up by bus is at 6:15pm at the JW Marriott west side Event Entrance on the first floor.

Access Gained By: NCORE name tag with student ribbon (Ribbon is available at registration.)

SPECIAL EVENTS

TUESDAY, 7:30–8:15 PM

JW Grand Ballroom 4, Third Floor

Novice

1400

NCORE 101: Getting the Best Out of Your NCORE Experience

A brief introduction to the NCORE Program Booklet designed to help 1st 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 Green, Associate Director of Admissions, Director of the Benjamin Templeton Scholarship Program, Hanover College - Hanover, IN

FILM PREVIEW & DISCUSSION

TUESDAY, 8:00–10:00 PM

JW White River Ballroom E, First Floor

Novice

1401

40 Years Later: Now Can We Talk

The film "40 Years Later: Now Can We Talk?" tells the story of the first African Americans to integrate the white high school in Batesville, Mississippi in 1967-1969. A provocative and moving conversation emerges from separate discussions with African American alumni, white alumni, and a third dialogue that brings the two groups face-to-face. The film offers a powerful way to engage students, teachers, and community groups in honest dialogue about the ongoing problems of racism and what we can do to address them.

Michelle Fine of the Graduate Center, CUNY, describes the film "as a window on American educational history, from racialized bodies to the national body politic. 40 Years Later demands, indeed, that now we must talk." Jacqueline Jordan Irvine of Emory University writes, "This moving and powerful documentary... prompts us to reflect not only on past injustices but also to confront the present context of increasing racial segregation and inequality."

"40 Years Later: Now Can We Talk?" is the 2014 of the Charles and Margaret Witten Award for Distinguished Documentary Film in Education. The film also won the 2013 Multicultural Media Award from the National Association for Multicultural Education (NAME).

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

TUESDAY EVENING EVENTS

FILM PREVIEW & DISCUSSION

TUESDAY, 8:00–10:00 PM

JW White River Ballroom F, First Floor
Novice

1402

A Lot Like You: Screening and Discussion

Eliachi Kimaro is a mixed-race, first-generation American with a Tanzanian father and Korean mother. When her retired father moves back to Tanzania, Eliachi begins a project that evocatively examines the intricate fabric of multiracial identity, and grapples with the complex ties that children have to the cultures of their parents.

Kimaro decides to document her father's path back to his family and Chagga culture. In the process, she struggles with her own relationship to Tanzania, and learns more about the heritage that she took for granted as a child. Yet as she talks to more family members, especially her aunts, she uncovers a cycle of violence that resonates with her work and life in the United States. When Kimaro speaks with her parents about the oppression that her aunts face, she faces a jarring disconnect between immigrant generations on questions of patriarchy and violence.

"One reason this film works," notes Tikkun Magazine, "is that Kimaro situates her own personal family history within a social, historical, and political context of African decolonization, transnational relations, race, class, and gender politics."

A Lot Like You raises questions about the cultures we inherit and the cultures we choose to pass down, and reveals how simply bearing witness to another's truth can break silences that have lasted lifetimes.

Post-screening discussion with the Director will explore how our experiences of culture, race, class, gender, trauma shape our understanding of who we are and where we come from.

Please visit Eliachi Kimaro at Samara Lectures booth 22 to discuss scheduling screenings and talks. Copies of A Lot Like You can be purchased for personal or educational use at alotlikeyoumovie.com.

<http://www.alotlikeyoumovie.com>

Eliachi Kimaro, Director/Owner, 9elephants Productions – Seattle, WA

SPECIAL EVENTS

TUESDAY, 8:30–10:00 PM

JW Grand Ballroom 5, Third Floor
Novice

1403

Let's Play a Game - Student Event

The Hanover College Benjamin Templeton Scholars invite you to play a game that explores the implications of race, gender, sexual orientation, and wealth on academic, professional, and social growth. This event is open to all undergraduate students who seek to explore unique campus programming opportunities.

We welcome all student attendees to test your fate. Come and participate and Let's Play a Game

Registration begins promptly at 8:30pm!

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

SOMETHING NEW FOR 2015

The 2015 NCORE Conference will offer poster sessions for attendees. These sessions will be a great way for members to introduce themselves and present their research for consideration and input. Look for poster session solicitations and guidelines in the Fall on our website. Sign up to receive our newsletters to be the first to know!

Race & Pedagogy National Conference

SEPTEMBER 25-27, 2014

University of Puget Sound, Tacoma, Washington

What NOW is the Work of Education and Justice?:
Mapping a New Critical Conscience

KEYNOTE SPEAKERS



Angela Davis



Winona LaDuke



Henry Louis Gates Jr



Eduardo Bonilla-Silva



Registration and Program Information:
pugetsound.edu/raceandpedagogy
253.879.2435

diversity_{edu}

DiversityEdu is

- a suite of interactive online courses *featuring eminent scholars*;
- a *uniquely powerful* tool for attracting , retaining and advancing diverse faculty and administrators;
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- secure, portable and cost-effective.

Visit DiversityEdu.com to learn more.

Email us at Contact@DiversityEdu.com to preview DiversityEdu



*In the Spirit of Ujima (collective work & responsibility),
we invite you to join JDOTT throughout the week*

PRECONFERENCE INSTITUTE

Community or Chaos:

*The Relationships Among University/College Administration,
Campus & Community Police/Safety Staff, & African American Students on College Campuses*

Tuesday, May 27 • 8:30 am – 5:00 pm
Room: JW 204-205

JDOTT Summit

Black Intellectual Roundtable

A Think Tank Endeavor - 21st Century Analysis

Wednesday, May 28

3:30 pm – 5:30 pm

Room: JW 206

JDOTT Community Tour & Lunch

History & All That Jazz

NCORE 2014 • Indianapolis, IN

Thursday, May 29

10:00 am – 1:00 pm

Networking with JDOTT

An All Black Affair (black attire welcomed)

A Party with a Purpose

A Harbor Institute and BELG Production
6 Lounge and Restaurant

247 S. Meridian St • Indianapolis, IN 46225

Friday, May 30 • 10:00 pm – 1:00 am

JDOTT NATIONAL BOARD MEETING: **Wednesday, May 28** • 8:30 am

NATIONAL REGIONAL REPRESENTATIVE MEETING: **Thursday, May 29** • 8:00 am

Meeting Room JW 206 (second floor of the JW Marriott)

To learn more about JDOTT, please stop by our booth located in the NCORE Exhibit Hall

For more information about JDOTT 2014 – Indianapolis (including room assignments)

Please email Paul James at p.james@duke.edu

2014 Vision Statement

A premier repository that shines as a beacon for forward-thinkers who reveal issues and disseminate solutions affecting Blacks in higher education, as well as serving as an exceptional resource for networking, career management and leadership development. In addition, an African-centered approach guides and fosters community building among its members and friends.



WEDNESDAY, MAY 28

AT A GLANCE

REGISTRATION

THIRD FLOOR

WEDNESDAY, 7:30 AM–5:00 PM

1001

PRE-CONFERENCE INSTITUTE

WEDNESDAY, 8:30–11:30 AM

NCORE Gospel Choir Experience:
A Model in Action

1002

PRE-CONFERENCE INSTITUTE

WEDNESDAY, 8:30–11:30 AM

Navigating Triggering Events: Critical
Competencies for Facilitating Difficult
Dialogues

1005

PRE-CONFERENCE INSTITUTE

WEDNESDAY, 8:30–11:30 AM

Introduction to Undoing Racism/
Community Organizing Workshop

1006

PRE-CONFERENCE INSTITUTE

WEDNESDAY, 8:30–11:30 AM

Make Assessment and Evaluation Work
for Diversity, Equity and Inclusive
Excellence: It Works If You Work It!

1012

PRE-CONFERENCE INSTITUTE

WEDNESDAY, 8:30–11:30 AM

Creating Counter-storytelling
Community for Cross-Race Dialogue

1014

PRE-CONFERENCE INSTITUTE

WEDNESDAY, 8:30–11:30 AM

Examining the Impacts of
Internationalization on Equity in the
Academy: Plans, Promises and Costs

1017

PRE-CONFERENCE INSTITUTE

WEDNESDAY, 8:30–11:30 AM

Honoring Intersections of Identities:
Dynamic Cultural Centers as Campus
Change Agents

1018

PRE-CONFERENCE INSTITUTE

WEDNESDAY, 8:30–11:30 AM

Social Justice Training Module for
American Indian Students: A View
from the Inside

1019

PRE-CONFERENCE INSTITUTE

WEDNESDAY, 8:30–11:30 AM

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

1020

PRE-CONFERENCE INSTITUTE

WEDNESDAY, 8:30–11:30 AM

Operationalizing Diversity – “This is
Where the Rubber Meets the Road!”

1022

PRE-CONFERENCE INSTITUTE

WEDNESDAY, 8:30–11:30 AM

Drawn to Diversity

2000

MAJOR WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

Core Principles and Evolving Models of
Intersectionality and their Relation to
Racial Identity Work on Campus

2001

SPECIAL FEATURES

WEDNESDAY, 8:30–11:30 AM

The Color of Connections: Engaging
Dialogue, Practical Applications at a
Critical Crossroad in Black and Brown
Relations

2002

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

Dialogues on Diversity Present:
Icebreakers and Ideas - Exercises for
Orientation and Dialogue

2003

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

A CAMPUS OF DIFFERENCE™: An Anti-
Bias and Diversity Training Program
of the Anti-Defamation League’s A
WORLD OF DIFFERENCE® Institute

2005

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

Changing the Conversation:
Transforming a Campus through
Diversity Training

2006

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

Can’t We Do Better? : Moving from
Dominant Cultural Values to Inclusive
Approaches

2007

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

Bridges to Understanding

2008

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

Beyond Multiculturalism: Guiding
Principles for a Systems Approach to
Pluralism and Excellence

2009

MAJOR WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

Education and Social Justice: Merging
Academic Excellence with Cultural
Competency

2010

MAJOR WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

Constructing Digital Narratives to
Sustain Social Justice Work

WEDNESDAY, MAY 28

AT A GLANCE

2011

MAJOR WORKSHOPS
WEDNESDAY, 8:30–11:30 AM
Beyond Nonprofits: New Spaces for Social Justice

2012

MAJOR WORKSHOPS
WEDNESDAY, 8:30–11:30 AM
Student Organizing with a Social Justice Lens

2013

CONCURRENT WORKSHOPS
WEDNESDAY, 8:30–11:30 AM
Do No Harm: White Followership for Racial Justice and Systemic Change

2014

CONCURRENT WORKSHOPS
WEDNESDAY, 8:30–11:30 AM
Racism: “Ain’t Nobody Got Time for That!” (A Collective Journey of Deconstructing HIS-Story to Rebuild OUR-Story)

2016

CONCURRENT WORKSHOPS
WEDNESDAY, 8:30–11:30 AM
Shifting Discourse-How Not To Get Buck Wild in Interracial Spaces

2017

CONCURRENT WORKSHOPS
WEDNESDAY, 8:30–11:30 AM
The Body Already Knows: A Framework for Dismantling Race, Racism, and Whiteness and Achieving Racial Justice

2018

CONCURRENT WORKSHOPS
WEDNESDAY, 8:30–11:30 AM
Architects of Change: Creating and Implementing a Diversity Strategic Plan for Your Institution

2020

MAJOR WORKSHOPS
WEDNESDAY, 8:30–11:30 AM
What Are You Prepared to Do? (Part 1)

2021

MAJOR WORKSHOPS
WEDNESDAY, 8:30–11:30 AM
Black Greek Letter Fraternity/Sorority Growth for the 21st Century

2022

SPECIAL FEATURES
WEDNESDAY, 8:30–10:30 AM
Understanding the Challenging Landscape of Intercollegiate Athletics

2200

PARI SHAHABI-NABAVI OPENING
KEYNOTE ADDRESS
WEDNESDAY, 1:30–2:45 PM
Marc Lamont Hill

2201

SPECIAL FEATURES
WEDNESDAY, 3:30–5:30 PM
Hip Hop Forum 2014 - Hip Hop as Evolution: From Urban Shadows to the Global Mainstream and Academy

2202

A CONVERSATION WITH
WEDNESDAY, 3:30–5:30 PM
A Conversation with the Faculty of the Social Justice Training Institute: Reflections from Our First 15 Years

2203

SPECIAL FEATURES
WEDNESDAY, 3:30–5:30 PM
Black Intellectual Roundtable: A Think Tank Endeavor - 21st Century Analysis

2204

SPECIAL FEATURES
WEDNESDAY, 3:30–5:30 PM
Representing and Representation of Asian Pacific Islanders in Film, Media, and Social Network

2205

MAJOR WORKSHOPS
WEDNESDAY, 3:30–5:30 PM
KEEP IT REAL DIVERSE GAME
WORKSHOP: For Faculty, Administrators, Diversity Officers, Deans, Human Resources Professionals, etc.

2206

CONCURRENT WORKSHOPS
WEDNESDAY, 3:30–5:30 PM
Why Diversity Matters in the 21st Century: Navigating the Boundaries and Infrastructures of P-12 and Post-secondary Education

2207

MAJOR WORKSHOPS
WEDNESDAY, 3:30–5:30 PM
Transformation of Educational Support: Integrating Cultural Practices into Student Mental Health Care

2208

CONCURRENT WORKSHOPS
WEDNESDAY, 3:30–5:30 PM
Sustained Dialogue: It’s Not Just Talk—Students Committed to Creating Inclusive Campuses

2209

CONCURRENT WORKSHOPS
WEDNESDAY, 3:30–5:30 PM
Utilizing College Student Employees to Expand Your Departmental Messaging on Campus

2210

CONCURRENT WORKSHOPS
WEDNESDAY, 3:30–5:30 PM
Training Students to Become Peer Facilitators for intergroup Dialogue: A Pedagogical Approach

2211

CONCURRENT WORKSHOPS
WEDNESDAY, 3:30–5:30 PM
Institutional Collaboration in Support of Black Male Students

WEDNESDAY, MAY 28

AT A GLANCE

2212

SPECIAL FEATURES

WEDNESDAY, 3:30–5:30 PM

The Unveiling of NCANHE:
The National Coalition for the
Advancement of Natives in Higher
Education

2213

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

Images of Race, Ethnicity and Gender:
Examining the Impact of Racial and
Ethnic Stereotypes in Mass and Social
Media on Race Relations and Public
Policies

2214

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

Clearing a Path for Healing to Enter: A
Process of Liberation from Internalized
Racism

2215

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

Grounded Application of Principles
and Models of Intersectionality
to Teaching, Counseling, and Co-
Curricular Campus Life

2216

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

Removing Several Barriers and
Misconceptions that Block Faculty
Diversity

2217

SPECIAL FEATURES

WEDNESDAY, 3:30–5:30 PM

Multicultural Spaces in Higher
Education: Are We Still Invested in
Equity in the Academy?

2218

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

Interweaving Community Cultural
Wealth into Service Learning and
Graduate Capstone Projects

2219

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

Diversity as a Catalyst for Change
in the Nevada System of Higher
Education

2221

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

The Big Picture: A Holistic Discussion
of College Student Self-concept

2222

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

ALLYning Your Leadership Skills: Small
Changes Can Make a Big Difference

2223

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

Extending Intergroup Dialogue to
Various Higher Education Contexts
and Constituents

2224

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

Critical Intersectionality: Identity,
Power, and Social Change

2225

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

What Are You Prepared to Do? (Part 2)

2226

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

The Scholarship of Teaching Race and
Ethnicity

2227

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

"Get it How You Live": A Black Male
Living and Learning Community as
a Tool for Persistence, Retention,
Leadership, and Graduation

2228

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

"We are Good White People and
We're Here. Now What?": Building
An Effective White Consciousness for
Accountability and Social Change

2230

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

Deconstructing Dominant Culture in
the University Core Curriculum: An
Invitation to Reconsider, Redefine,
and Demand Excellence in Higher
Education

2231

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

Navigating Difference, Negotiating
Inclusion: Creating Spaces for Religious
Diversity at the University of Toronto

WEDNESDAY, MAY 28

AT A GLANCE

2232

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

I WAS BROUGHT UP LIKE THIS: Facing Ourselves in the Work We Do

2233

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

Educating African American Men for 40 years: Wabash College and the Malcolm X Institute: The Good, The Bad, The Ugly

2234

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

Moving "Mixed" Forward: A Critical Conversation on Researching Multiraciality in Higher Education Contexts

2401

SPECIAL EVENTS

WEDNESDAY, 7:00–9:00 PM

Welcome Reception/Talent Showcase

2402

SPECIAL EVENTS

WEDNESDAY, 9:00–10:00 PM

Las Cafeteras

BLACK HISTORY 101 MOBILE MUSEUM

JW 307 – Third Floor

OPEN WEDNESDAY THROUGH FRIDAY:

11:30A.M. – 1:30 P.M. AND 2:30 – 3:30 P.M.

Founded by former Detroit Public School educator Khalid el-Hakim, the Black History 101 Mobile Museum is one of the most sought after mobile Black history exhibits in America. For the past eight years, the Black History 101 Mobile Museum has garnered national and international attention traveling to 23 states, over 50 college campuses, numerous K-12 schools, festivals, libraries and cultural events. This award winning "mobile" museum has over 5000 original artifacts that date from the antebellum period to hip hop culture. Some of the highlights of this unique collection include signed documents by: Frederick Douglass, Booker T. Washington, Mary McCleod Bethune, Paul Robeson, Carter G. Woodson, George Washington Carver, Malcolm X, Hon. Elijah Muhammad, Langston Hughes, Dr. Dorothy Height, Rosa Parks, Coretta Scott King, Gwendolyn Brooks, Angela Davis, Bobby Seale, James Brown, Michael Jackson, Chuck D, Afrika Bambaataa, and many others.

More than 150 rare artifacts from the Black History 101 Mobile Museum including rare figurines, newspapers, magazines, photographs, albums and signed documents will be on display during the 2014 NCORE conference.

WEDNESDAY, MAY 28

SESSIONS

MAJOR WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

JW Grand Ballroom 2, Third Floor

Novice

2000

Core Principles and Evolving Models of Intersectionality and their Relation to Racial Identity Work on Campus

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 historical and evolving tenets of intersectionality. These principles include 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.

Through presentation, and small and large group discussion, participants examine the challenges as well as 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. This session provides the conceptual framework for the NCORE session Grounded Application of Principles and Models of Intersectionality to Teaching, Counseling, and Co-Curricular Campus Life.

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

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

Susan Jones, PhD, Professor, Department of Educational Studies, The Ohio State University - Columbus, OH

SPECIAL FEATURES

WEDNESDAY, 8:30–11:30 AM

JW Grand Ballroom 3, Third Floor

Novice

2001

The Color of Connections: Engaging Dialogue, Practical Applications at a Critical Crossroad in Black and Brown Relations

The Color of Connections workshop intends to merge challenging intercultural and ethnic conversations between Black and Brown communities with practical applications that create change through

profound dialogue and intense exercises. . Through our work in diversity and multiculturalism, we have been able to observe that one of the greatest impediments to community building occurs when the word "race" is used and culture/ethnicity are misunderstood.

This workshop is designed to help people ask the difficult questions, hear them, engage in substantive dialogue and participate in community building activities that become the bedrock of our everyday practices. Our model supports engaging ethnic and cultural communities in meaningful conversations and activities around assumptions relating to "racial" beliefs. . The Color of Connections will challenge participants to transform their philosophies, rethink practices, and improve relationships in diverse communities. . It will provide a practical tool kit to help resolve difficult issues embedded in relationships.

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

Nzingha Dugas, Academic Coordinator, Multicultural Student Development Unit, University of California Berkeley - Berkeley, CA

G. Dean Patterson, MS, Associate Vice President, Student Affairs, Case Western Reserve University - Cleveland, OH

Rubén Salinas Stern, Director of Latino Center, Latino Center, Tufts University - Medford, MA

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

JW 301, Third Floor

Novice

Interactive Training

2002

Dialogues on Diversity Present: Icebreakers and Ideas - Exercises for Orientation and Dialogue

This highly interactive, high energy workshop will give participants real, practical, and immediately useable skills to help promote and sustain conversations about our differences on your campuses. . The workshop is based on the Dialogues on Diversity concept of "Micro-literacy."

"Micro-literacies" are the small points of social and cultural connective tissue that many of us share but are not aware of. . The workshop is designed to help people discover and then use these newfound points of connectivity to spark conversations from a whole new commonality.

The workshop is made up of fun and interactive games, process oriented activities, and discussion groups that guide participants through the process of becoming a micro-literacy trainer. . Additionally, participants will be given a training booklet outlining many of the exercises, activities, and discussion techniques used in the training, as well as others.

This workshop is perfect for student and peer leaders, program and project coordinators, and anyone who is looking to learn new

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and innovative ice-breaking tools that can be translated across a number of areas.

Active participation in this workshop may be limited based on number of attendees.

Ron Jones, Lead Trainer, Dialogues on Diversity - Winston-Salem, NC

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

JW 302 - 303, Third Floor
Intermediate
Interactive Training

2003

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 deeply committed 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, Director of Training, National Education Division, Anti-Defamation League - Denver, CO

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

JW 309 - 310, Third Floor
Intermediate
Case Studies/Model Programs

2005

Changing the Conversation: Transforming a Campus through Diversity Training

Building and maintaining cultures and communities of acceptance, inclusion, and diversity remain major goals for institutions of higher learning today. Diversity offices and practitioners are usually in the forefront of leading their institutions' pursuit of welcoming and diverse communities. Initiatives that target diversity education and training for students, faculty, and staff are the most popular method used to achieve this goal.

The goal of this session is to highlight an innovative model of diversity education and training for faculty and staff. This session will highlight the University of Georgia's Diversity and Inclusion Certificate. Started in 2012, the goal of the certificate is to provide awareness, skills, and tools for UGA's faculty and staff. The certificate also creates opportunities for faculty and staff to explore strategic areas around diversity and learn more about the ways they can assist in ensuring that UGA is welcoming and inclusive to all communities. More than 700 faculty and staff from 135 academic and administrative units within the institution have participated in the certificate. Certificate participants also fall into more than 185 job classification levels at the university.

Participants of this session will explore key areas of the certificate including its planning and development, partnerships, advertising, communication, and evaluation and assessment. They will also examine some of the successes, challenges, and opportunities of the certificate. Finally, participants will have an opportunity to use the core components of this model to examine similar initiatives within their institution and/or build the foundation for new diversity education and training programs.

L. Randolph Carter, Coordinator, Faculty and Staff Development, The University of Georgia - Athens, GA

Michelle Cook, PhD, Associate Provost for Institutional Diversity, Chief Diversity Officer, University Of Georgia - Athens, GA

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

JW 312, Third Floor
Intermediate
Interactive Training

2006

Can't we do Better? : Moving from Dominant Cultural Values to Inclusive Approaches

Dominant cultural values such as Defensiveness, Quantity over Quality, Fear of Conflict, Paternalism/Hierarchy, Only One Right

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Way, or Fear of Complexity can show up in many different forms in our organizational policies, procedures, processes, and relationships. Many of these values can be the biggest obstacles to working effectively and authentically and, in sustained ways, across differences. In this interactive session, participants will explore these dominant cultural values; investigate how they are maintained at the personal, interpersonal, institutional, and cultural levels; and work collectively to identify more inclusive approaches to support a culture centered in equity, partnership, and lifelong learning and change.

Dionardo Pizana, Specialist, Diversity and Personnel, Michigan State University Extension - East Lansing, MI

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

JW 203, Second Floor
Intermediate
Interactive Training

2007

Bridges to Understanding

As the dramatic shift to a highly diverse society continues, organizations—large and small—know they must do a better job of helping all students, faculty, and staff understand, accept, and capitalize on differences. The cultural backgrounds and experiences of diverse faculty, students, and staff can deeply enrich the organization, making it more innovative and globally competitive. However, realizing the benefits of diversity means meeting the diversity challenge through self-awareness and commitment.

Bridges to Understanding is designed to help individuals identify their opinions and feelings about diversity. In this workshop, individuals assess their levels of comfort or discomfort in four key diversity areas:

- Knowledge
- Understanding
- Acceptance
- Behavior

Participants will learn how they personally respond to diversity issues and where increased understanding is needed. Helpful suggestions for improving relationships with diverse groups are provided.

Daryl Dixon, President - Founder, Diversity Resource Group - Milwaukie, OR

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

JW 204 - 205, Second Floor
Advanced
Theoretical Models

2008

Beyond Multiculturalism: Guiding Principles for a Systems Approach to Pluralism and Excellence

As compliance-driven diversity efforts wane in American educational institutions, colleges, and universities are searching for new ideas that will sustain numerical diversity gains as well as achieve the realization of the potential inherent in human diversity. Past changes were mostly the result of compliance with federal and state laws or governing board mandates, and demands from internal and external pressure groups. The challenge now is how to reposition these institutions in order to sustain numerical diversity gains with the change in compliance-driven diversity mandates. Recognizing that all challenges represent opportunities for renewal, this appears an opportune time to articulate a compelling new vision of institutional pluralism that encourages the deepest commitment from everyone. We are now offered an opportunity to replace compulsion with choice and deep commitment to a new vision.

The rationale for diversity in educational institutions is the imperative of excellence in the institution's mission and vision. This imperative speaks to the challenges and opportunities in the cornerstones of their mission and is the result of the complexity inherent in diverse societies. The ability of institutions to respond effectively to societal needs depends on a greater level of internal complexity. Complexity is the source of intelligence and life and can be handled only by greater complexity. With diversity, greater levels of internal complexity, and a network system of authentic relationships, the potential for institutional excellence will be realized.

A shift from a "patchwork" to a "network" metaphor is essential to co-creating a sustainable system of interpersonal relationships across differences, the foundation of a pluralist learning community. This means a shift from "integrating groups" to "integrating individuals". A network is a nonlinear pattern of relationships and can be said to be more pressure resistant and, therefore, more sustainable than a patchwork. This is because a network is a more integrated system that does not depend on a few connections for resilience. The key to systemic sustainability is in the density (quality) and pattern (network across differences) of relationships.

This presentation provides guiding principles for a systems approach to diversity and pluralism. Participants will explore a conceptual model essential to a paradigm shift from the conditions

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of Marginality and Collectivity, the results of decades of social "segregation" and "separation," to the conditions of Community.

Denys Blell, President, New Diversity Consulting - Irving, TX

MAJOR WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

JW White River Ballroom D, First Floor

Novice

2009

Education and Social Justice: Merging Academic Excellence with Cultural Competency

How do we bridge what is considered academic excellence and equity so they are not perceived as mutually exclusive? This session will present the need for merging academic excellence and cultural competency with 21st century skills and creativity.

Across the country, an educational gap exists that is part of a larger system of structural inequities. This session presents a systemic frame that explores the system of racial inequity in tandem with identifying the 21st century education skills needed to drive the success of students within schools.

This session will use film, multimedia, data, and dialogue to address what it means to translate the "Cultural Resiliency" of students into an academic context. At the same time we need educational professionals who engage their students while teaching 21st century skills. Through film, *Cracking the Codes: The System of Racial Inequity and Racial Equity Learning Modules*, a multimedia program, participants will review a systemic frame to support analysis, critical thinking, and emotional understanding. E3, an innovative program and testing solution, will frame and focus on three program approaches: educator training, student engagement, and community commitment.

Our time together will:

- Provide a coherent and cohesive frame for the larger system of inequity
- Apply this frame to education
- Redefine educational excellence
- Improve the chances of academic and life success for all students
- Demonstrate capacities for student success
- Ignite and support change within the system itself

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

JuanCarlos Arauz, EdD, Founding Executive Director, E3: Education, Excellence & Equity - San Rafael, CA

MAJOR WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

JW White River Ballroom G, First Floor

Intermediate

2010

Constructing Digital Narratives to Sustain Social Justice Work

Diversity and inclusion have become increasingly commodified through institutional accreditation processes and the political and pragmatic pressure to increase retention. Social justice workers find themselves making likely and unlikely alliances, within our institutions, reaching across institutions and at conferences, etc.. In all of these contexts the talk is about both the work and how to form communities for support. Martha Nussbaum states that narratives of justice and injustice fuel the moral imagination of its readers. They give us the fire to develop our sense of empathy for others. Narratives give us emotional connection to fuel our motivation for engaging with others in the work of social justice. Creating narratives of justice can uplift, affirm, anger and sharpen our own standpoint perspective in relationship to others.

This workshop provides an opportunity to capture the stories about the rewards, challenges, and journey that cultural workers take to sustain their work, their energy and their humanity. Participants will be asked to create individual or group social justice narratives based on the theme of survival, revival, and connection. These stories may come from experiences of working in multicultural alliances, persevering in isolation, or from personal experiences of being mentored or mentoring others. The narratives will be posted live during the conference for attendees to read during their time at NCORE. It is our hope that they will inspire, energize, and validate the gifts, grief, rewards and importance of the work that many of us do at our institutions. Please bring a digital device (i.e., laptop, tablet, smartphone) with you to this session.

Sharon Washington, PhD, Education Consultant - Berkeley, CA

Kathleen Wong (Lau), PhD, Assistant Professor, School of Communication, Western Michigan University - Kalamazoo, MI

MAJOR WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

JW White River Ballroom H, First Floor

Novice

2011

Beyond Nonprofits: New Spaces for Social Justice

Faculty and staff who work with students interested in racial, gender, and economic justice often field the question: Where can I work to advance principles of dignity, equality, and solidarity? Beyond the careers in nonprofit organizations that many of those students pursue, are other options present? In this session, we will highlight the opportunities in worker cooperatives. Though not widely known, the worker-cooperative movement is expanding rapidly, gaining

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strength as people realize it is not only a different way to organize a business but a fundamental challenge to the hierarchies that structure so much of our lives.

Robert Jensen, PhD, Professor of Communication, The University of Texas at Austin - Austin, TX

Nicole Baena, Co-Director, Cooperation Texas - Austin, TX

MAJOR WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

JW White River Ballroom I, First Floor

Novice

2012

Student Organizing with a Social Justice Lens

On many campuses, students have stepped into huge leadership roles to provide social and extracurricular opportunities, as well as address real issues on campus. Many are seeking ways to be more inclusive and welcoming in the activities provided. How do we, as student leaders, work effectively across and within difference? This session will help students to broaden their social justice lens and provide awareness, knowledge and skills in order to be more inclusive. Join us for this interactive conversation.

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

Sam Offer, Vice President and Senior Consultant, Washington Consulting Group - Pikesville, MD

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

JW White River Ballroom J, First Floor

Intermediate

Theoretical Models

2013

Do No Harm: White Followership for Racial Justice and Systemic Change

In this participatory, reflective, and action-oriented workshop participants will:

- Consider and actively address the idea of white “followership” which is centered on privileging needs of communities of color in interracial organizing for racial justice, particularly inside predominantly white campuses.
- Share observations across experiences in response to case studies highlighting white/people of color partnerships, focused on not only the fallouts but what might make these relationships effective and ultimately lead to a transformation of higher education.
- Collaboratively create a working set of promising practices for contemplation and conversation to enhance and invigorate our efforts in our home communities and institutions.

Jesse Villalobos, MA, Social Justice Education Strategist - Minneapolis, MN

Lisa Albrecht, PhD, Associate Professor, Social Work, Social Justice Undergraduate Minor, University of Minnesota - Minneapolis, MN

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM

JW 103, First Floor

Novice

Interactive Training

2014

Racism: “Ain’t Nobody Got Time for That!” (A Collective Journey of Deconstructing HIS-Story to Rebuild OUR-Story)

Without our voices, His-story, Her-story, Your-Story, and Our-story become defined through power, privilege, and silence. This participatory workshop breaks down stereotypes, uses “conscious comedy,” and engages folks in new conversations about race, identity, and privilege. Using videos, breakout discussions, and honest conversations, the audience will be given social tools to deconstruct interpersonal as well as institutional patterns of oppression. In addition, participants will be taken on a written and musical journey to extract their own personal narrative so as to heal, plant the stories of the future, and proactively address concerns as agents of change.

The session will end with participants writing and sharing their poetry to a live musical performance by Las Cafeteras.

Annette Torres, Marimbol, Zapateado, Las Cafeteras - Los Angeles, CA

Daniel French, Vocals, Jarana, Zapateado, MC, Las Cafeteras - Los Angeles, CA

Jose Cano, Cajon, Flute, Requinto, Harmonica, Las Cafeteras - Los Angeles, CA

Leah Rose Gallegos, Vocals, Quijada, Zapateado, Las Cafeteras - Los Angeles, CA

Hector Flores, Vocals, Jarana, Zapateado, Las Cafeteras - Los Angeles, CA

David Flores, Requinto, Las Cafeteras - Los Angeles, CA

Denise Carlos, Coordinator, CSULA University - Los Angeles, CA

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WEDNESDAY, 8:30 – 11:30 AM

JW 106, First Floor
Novice
Interactive Training

2016

Shifting Discourse-How Not To Get Buck Wild in Interracial Spaces

Universities and colleges are complex systems whose deeply institutionalized inequalities and practices result in continued oppression. Regardless of these systems of oppression, university/college life requires that we fully engage with our colleagues across all dimensions of diversity and race on a daily basis. However, the normative ways of communicating and acting (behaving) in interracial spaces often result in the experience of people of color feeling silenced (Battle and Doswell, 2004). As a result, people of color tend to experience a range of emotions, which are triggered by the pressure to assimilate into a system that does not fully value their contributions, voices, or presence and is often hostile. In order to fully shift these cultures of power (Jeong, 2000), this process of assimilation, and its impact on communication processes, needs to be acknowledged and space for healing embraced.

Engaging in the process of shifting cultures of power in the university/college system is challenging, requiring work on the intrapersonal, interpersonal, and systems levels. Understanding how the current institutional practices of discourse and collegial engagement engenders rules of disempowerment is also critical to addressing “functional interdependence” (Jeong, 2000) that can limit our ways of knowing and further shifting oppressive practices. What’s more, none of this work is possible when people of color and their white allies cannot fully engage in difficult dialogues. However, it is often the case that since people of color are silenced they are fearful to address these challenges within themselves, in affinity groups, or in interracial spaces. This session will explore how we can create interracial socially just inclusive spaces to transform the academy.

We will begin with an examination of the challenges created by the very culture of the university/college systems. We will follow with a personal exploration exercise along the triggered to empowerment continuum. Participants will have an opportunity to engage in interracial dialogue as well as explore how to identify what spaces they are navigating within their own institutions.

By the end of this learning forum, participants will be able to:

- Define equity, equity advocacy, and how advocacy differs from monitoring and support
- Describe the process of institutional racism
- Examine the empowerment continuum
- Describe and practice negotiating authentic intercultural dialogue

Jacquelyn Reza, EdD, Director, Professional & Organizational Development, De Anza College - Cupertino, CA

Veronica Neal, EdD, Director, Equity, Social Justice & Multicultural Education, De Anza College - Cupertino, CA

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30 – 11:30 AM

JW 107, First Floor
Advanced
Theoretical Models

2017

The Body Already Knows: A Framework for Dismantling Race, Racism, and Whiteness and Achieving Racial Justice

This workshop is based on two key ideas. The first is that the creation of Race (and the system of racial oppression it supports) unnaturally divides us from each other and disrupts our inherent human connection. The second is that the 50 trillion cells in each of our bodies already know how to live in a just and supportive community and these patterns can serve as a powerful framework for uprooting Whiteness and achieving racial justice. Thus the dismantling of Race, Racism, and Whiteness is not an idea or reality we “work toward” but a pathway that helps us all “come home” to our rightful human interdependence. It is in the space of this interdependence, rooted in our bodies’ own knowledge, that we can find the deep sources of racial liberation and healing.

Based on these two ideas, the workshop begins by grounding into the body in myriad ways and helping participants explore the notion of “embodied racial justice.” To be sure, this is not a watering down of critical race work and instead helps participants be more present and more capable of leaning into the complexities of racial justice work. From here we discuss concrete concepts regarding Race, Racism, and Whiteness such as the power of the U.S. “racial narrative” and the role of the White Imperial Gaze, examine the innovative framework of “cellular wisdom” developed for this workshop, and then practice using it to upend the divisive patterns of racial oppression and replace them with ways of being that speak more truthfully to our human connection and the core principles of racial justice. The workshop ends with small group discussion and dedicated time for concrete application of this framework to participants’ lives and to their racial justice work in higher education.

While attention is given to embodiment in the session, the primary focus is the deepening our critical race knowledge base and the development of frameworks that can be used in any educational or organizational setting to dismantle Race, Racism, and Whiteness. Participants can expect to leave with both cognitive and somatic tools for their racial justice work as well as resources to further their individual growth in these areas. Because of the complexity of its content, this interactive workshop is not a good fit for those new to racial justice content.

Heather Hackman, EdD, Founder and President, Hackman Consulting Group - Minneapolis, MN

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CONCURRENT WORKSHOPS

WEDNESDAY, 8:30 – 11:30 AM

JW 209, Second Floor
Intermediate
Interactive Training

2018

Architects of Change: Creating and Implementing a Diversity Strategic Plan for Your Institution

Institutionally addressing diversity needs is a difficult task. In colleges of education across the country, three primary hurdles regarding diversity often emerge:

- Diversifying the pool of pre-service candidates to represent the increasing diversity of the nation's public schools
- Creating a challenging, safe space in which predominantly white, female, pre-service teacher education students can learn pedagogies and practices essential to understanding and engaging diversity and social justice
- Offering effective professional development that explores the foundations, pedagogies, and practices fundamental to diversity that may challenge the assumptions and comfort (white privilege, linguistic privilege, etc.) of a largely white professoriate and support staff

How can a multidisciplinary college of education, in a shared governance environment, change from a predominantly suburban, white female candidate pool to a rich multi-cultural candidate pool that understands and embraces social justice? How can an institution be responsive to the needs of culturally and linguistically diverse students and create a context reflective of commitment to equity and social justice? How can a college of education navigate a cumbersome curricular process to embed social justice, culturally relevant practices, pedagogy, and assessment? How can a college of education increase the speed of change, while also addressing the needs and concerns of students, faculty, and staff? These were the issues facing us as we embarked on creating a "diversity strategic plan" for our college of education.

Rooted in theoretical frameworks such as Critical Race Theory, Critical Pedagogy, Culturally Relevant Pedagogy, and Anti-racist Education, this presentation explores the development and implementation of a comprehensive diversity strategic plan. This plan expresses a set of values and concrete initiatives that are monitored and connected to the college budget. Key to these explorations are issues related to: shared governance in practice; the relationship among social justice, diversity, and identity; establishing clear values and purposes; evaluating the strengths and weaknesses of one's institution in relation to diversity and social justice; developing and implementing initiatives; assessing a diversity strategic plan; and connecting the plan to the budget.

This interactive session guides participants through our process and assists them in considering challenges, approaches, and other factors to create a viable and effective diversity strategic plan in their own institutions. A question and answer session will follow. Copies of

the Diversity Strategic Plan and the presentation will be provided in print and electronic formats.

Joseph E. Flynn, PhD, Associate Professor, Northern Illinois University College of Education - DeKalb, IL

La Vonne Neal, PhD, Dean, Northern Illinois University College of Education - DeKalb, IL

Connie Fox, EdD, Associate Dean, Northern Illinois University College of Education - DeKalb, IL

Scott Wickman, PhD, Associate Professor, Northern Illinois University College of Education - DeKalb, IL

Rebecca Hunt, PhD, Assistant Professor, Northern Illinois University College of Education - DeKalb, IL

Betsy Hull, CPA, Assistant to the Dean, Northern Illinois University College of Education - DeKalb, IL

MAJOR WORKSHOPS

WEDNESDAY, 8:30 – 11:30 AM

JW 101, First Floor
Novice

2020

What Are You Prepared to Do? (Part 1)

Often we say we believe in social justice and we really want to do the right thing to participate in creating a genuinely inclusive institution. Yet we are not clear about what to do or how much risk we are willing to take in our actions.

This day-long workshop will give tools participants with which to:

- examine both our institutions and ourselves
- decide what actions would be most effective in addressing the situation we're in
- identify the potential risk in carrying out our chosen actions, and
- determine what we are prepared to do

Talking is not sufficient. We must be willing to take action as well.

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

MAJOR WORKSHOPS

WEDNESDAY, 8:30 – 11:30 AM

JW 104, First Floor
Novice

2021

Black Greek Letter Fraternity/Sorority Growth for the 21st Century

One of the great experiences attending college is going Greek! However, on some campuses, where African American students are not the majority, there are challenges in finding historically Black Greek-Letter Organizations (BGLOs). This challenge is compounded

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with a culture in BGLOs that generally promotes the strategy that “they should come to us” and “we don’t recruit”. Thus, it is incumbent upon BGLOs to develop a recruitment plan that not only promotes and highlights chapters to the campus community but overcomes this misconception that “we don’t recruit”. A chapter recruitment plan can be fun, effective and efficient, but it has to be seen as a necessary tool for the growth, stability, and success of your chapter. The only way to ensure that you induct strong members is to become more strategic and focused with your recruiting efforts. Collectively, in doing so, the National Pan Hellenic Council (NPHC) can demonstrate to its campus that BGLOs are not only relevant, but that the best and the brightest students find membership in BGLOs desirable. This preconference session will empower campus based professionals (such as Directors of Greek Life and Multicultural Affairs), Chapter advisors and undergraduate members practical tips and strategies to sustain and grow BGLOs In the 21st Century.

Rasheed Ali Cromwell, Esq, President, The Harbor Institute - Washington, DC

Syreeta Greene, Director of Research and Curriculum, The Harbor Institute - Washington, DC

SPECIAL FEATURES

WEDNESDAY, 8:30 – 10:30 AM

JW Grand Ballroom, Third Floor
Novice

2022

Understanding the Role of Intercollegiate Athletics in the Higher Education Landscape

This session will provide the historical context of the NCAA and its primary emphasis on education. Panelists will explore the specific academic reforms of the NCAA and the influence that those reforms have had on the academic performance gap. Panelists will speak from their perspectives as current and former university presidents and general counsel as well as executives in intercollegiate athletics. Their discussion will also engage the audience in a broader dialogue around the role that intercollegiate athletics plays in the higher education landscape.

Mark Emmert, PhD, President, National Collegiate Athletics Association (NCAA) - Indianapolis, IN

PARI SHAHABI-NABAVI OPENING KEYNOTE ADDRESS

WEDNESDAY, 1:30 – 2:45 PM

JW Grand Ballroom, Third Floor
Novice

2200

Marc Lamont Hill

Dr. Marc Lamont Hill is one of the leading hip-hop generation intellectuals in the country. His work, which covers topics such as culture, politics, and education, has appeared in numerous journals, magazines, books, and anthologies. Dr. Hill has lectured widely

and provides regular commentary for media outlets like NPR, the Washington Post, Essence magazine, and the New York Times. He is the host of the nationally syndicated television show Our World with Black Enterprise. He also provides regular commentary for CNN, MSNBC, and Fox News Channel, where he was a political contributor and regular guest on The O'Reilly Factor. An award-winning writer, Dr. Hill is a columnist and editor-at-large for the Philadelphia Daily News.

Since 2009, Dr. Hill has been on the faculty of Columbia University as Associate Professor of Education at Teachers College. He also holds an affiliated faculty appointment in African American Studies at the Institute for Research in African American Studies at Columbia University.

Since his youth in Philadelphia, Marc Lamont Hill has been a social justice activist and organizer. He is a founding board member of My5th, a nonprofit organization devoted to educating youth about their legal rights and responsibilities. He is also a board member and organizer of the Philadelphia Student Union. He also works closely with the ACLU Drug Reform Project, focusing on drug informant policy. In addition to his political work, he continues to work directly with African American and Latino youth. In 2001, he started a literacy project that uses hip-hop culture to increase school engagement and reading skills among high school students. He also continues to organize and teach adult literacy courses for high school dropouts in Philadelphia and Camden.

In 2005, Ebony magazine named him one of America's "top 30 black leaders under 30 years old."

Dr. Hill is the author of *Beats, Rhymes, and Classroom Life: Hip-Hop Pedagogy and the Politics of Identity* and co-editor of *Media, Learning, and Sites of Possibility* and *The Anthropology of Education Reader*. His newest book is *The Classroom and the Cell: Conversations on Black Life in America*.

Trained as an anthropologist of education, Marc Lamont Hill holds a PhD (with distinction) from the University of Pennsylvania. His research focuses on the intersections between culture, politics, and education.

Marc Lamont Hill, PhD, Associate Professor of Education at Teachers College, Columbia University - New York City, NY

SPECIAL FEATURES

WEDNESDAY, 3:30 – 5:30 PM

JW Grand Ballroom, Third Floor
Intermediate

2201

Hip Hop Forum 2014 - Hip Hop as Evolution: From Urban Shadows to the Global Mainstream and Academy

Hip Hop! Is it the music, the clothes, the dialect, artistic expression, the people? Is it urban America, an industry, a culture? Is it a way of being, acting, thinking, living? What or who is Hip Hop? Why is it critical for today's educators to afford Hip Hop the same respect afforded to other generations defined by their historical and sociopolitical context? Hip Hop has over the past three decades

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shaped and informed the values and ideas of many associated with and implicated in all facets of American society, including education. The past 30 years has seen Hip Hop rise from the shadows of urban poverty to become a mainstream entity and global phenomenon. It is this evolution from raw and local aesthetics and expressions of resistance to conditions of racial oppression and hardships of urban poverty, to Hip Hop's rise into the public light that begs for further conversation about Hip Hop, where it has been, where it is now, and the relevance of Hip Hop in education.

This session is presented as a forum and addresses pressing issues and questions often raised in Hip Hop. A multi-generational panel consisting of Hip Hop pioneers, current MCs, pedagogues, and educators engage much needed dialogue about rooting principles and standards of Hip Hop, its evolution, existing tensions and challenges, and its significance and relevance for education today.

Michael Benitez Jr., Dean, 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

Jasiri X, Director, 1Hood Media - Pittsburgh, PA

Aisha Fukushima, Singer, Public Speaker, Educator, Writer & Self Proclaimed 'RAPtivist' (Rap Activist) - San Francisco, CA

Afrika Bambaataa, DJ and Hip Hop Artist, Cornell University - Ithaca, NY

Joe Conzo, Photographer, Documentarian, Cornell University, Universal Zulu Nation, Rock Steady Crew - Bronx, NY

Yolanda "Yo Yo" Whitaker, Grammy-Nominated, Award Winning Artist, Actress and Founder, Intelligent Black Women's Coalition (I.B.W.C.), INC. and Yo Yo School of Hip Hop - Los Angeles, CA

A CONVERSATION WITH

WEDNESDAY, 3:30–5:30 PM

JW Grand Ballroom 1, Third Floor
Novice

2202

A Conversation with the Faculty of the Social Justice Training Institute: Reflections from Our First 15 Years

Join the SJTI faculty in an engaging, interactive panel discussion to explore insights and lessons learned from their experience facilitating 30 Institutes over the past 15 years. In 1998, Jamie Washington, Kathy Obear, Vernon Wall, and Maura Cullen founded The Social Justice Training Institute to provide diversity trainers and practitioners with an intensive, experiential five-day laboratory experience to deepen their capacity as social justice educators to facilitate effective change at the individual, group, and organizational levels.

This session should interest chief diversity officers and those responsible for organizational change and deepening the cultural

competencies of faculty and staff. Topics to be explored in this session, include:

- Reflections on strategies to develop the capacity of social justice educators to dismantle racism and other forms of oppression on campus
- How far we have come, how far we need to go--creating strategic, sustainable systems change on college campuses

Participants will engage in a rich discussion with the panelists about the current state and the potential future of equity, inclusion, and social justice in higher education.

Becky Martinez, MS, Faculty, Social Justice Training Institute - Murietta, CA

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

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

Vernon Wall, MA, Director, Business Development, LeaderShape, Inc - Washington, DC

SPECIAL FEATURES

WEDNESDAY, 3:30–5:30 PM

JW Grand Ballroom 2, Third Floor
Novice

2203

Black Intellectual Roundtable: A Think Tank Endeavor - 21st Century Analysis

This session will analyze the history of Black intellectualism using a Pan-African lens. Contemporary scholars, community partners and academic practitioners will wrestle with the major opportunities and unique challenges impacting the future of Black Studies in academia in the United States and abroad. Identifying new avenues for introducing Black Studies and the traditions found therein to a new generation of scholar-activists will undergird a rich dialogue aimed at cultural reclamation and academic transformation. This interactive session will connect "intellectual dots" while mapping the future of Black Studies in American higher education. Inherently, the session is designed for conference participants who have a desire to continue and explore the long tradition of Black Studies.

Paul James, JDOTT President, Director of Diversity, Equity & Inclusion, Duke University Office for Institutional Equity - Durham, NC

WEDNESDAY, MAY 28

SESSIONS

SPECIAL FEATURES

WEDNESDAY, 3:30–5:30 PM

JW Grand Ballroom 3, Third Floor

Novice

2204

Representing and Representation of Asian Pacific Islanders in Film, Media, and Social Network

Hawaii Five-O, The Mindy Project, The Walking Dead, Top Chef, Harold and Kumar, and even KPOP (Korean Pop) have contributed to the growing presence of actors, artists, and celebrities of Asian descent on the screens of U.S. television and films. Yet the changing viewing patterns of Asian Pacific Islanders clearly points to social media as an outlet of choice for API communities. This may be in large part due to the limited representation of APIs on television and film and the tired racialization of Asian American representation. The Asian American media landscape is changing rapidly. Despite the handful of popular TV shows, the challenge of Asian American artists behind and in front of the camera is glaring. Commodification of Asian cultures, while perpetuating stereotypes, has been a core fabric of media “magic.” Yet today there is a growing body of leaders in the entertainment and marketing arenas who steer the direction of how Asian Pacific Islanders are represented in film and media. The panelists will discuss the continued problem of stereotyping and racialization in film and television and ways in which producers, filmmakers, and marketing/advertising leaders are conscientiously aiming to tell the stories of the dynamic API communities to ensure that they are represented and have visual representation in the media.

Michelle Ko, EdD, Chair, National Board of Directors, Project by Project - Los Angeles, CA

Bill Imada, Founder, Chairman and Chief Collaboration Officer, IW Group - West Hollywood, CA

Quan Phung, Television Producer, Executive - San Francisco, CA

Shilpa Davé, PhD, Assistant Professor, Assistant Dean, Department of Media Studies; American Studies, University of Virginia - Charlottesville, VA

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW Grand Ballroom 4, Third Floor

Novice

2205

KEEP IT REAL DIVERSE GAME WORKSHOP: For Faculty, Administrators, Diversity Officers, Deans, Human Resources Professionals, etc.

Revolutionizing how Diversity training is done, this pioneering high impact CONNECTION workshop is an interactive and experiential training opportunity in which you will be provided with highly effective and field tested tools through which to begin building the

foundation of your diversity programming, and to bring innovation, open communication and collaboration into your respective work environments. Consistently proven to immediately break down barriers across ALL divides while building trust and community, the Keep It Real Diverse board game is truly revolutionary in its impact. Playing this game provides participants with a powerful and enjoyable interactive experience of inclusion, bonding and bridge-building, while it facilitates a positive, dynamic and egalitarian environment.

At the conclusion of this workshop / training, all participants will feel confident enough to facilitate their own Keep It Real Diverse game workshop, as well as to create and facilitate diversity and inclusion ice-breakers and exercises they can immediately put to use in their various disciplines. This workshop makes interactive programming on diversity and inclusion extraordinarily fun, creative and effective.

Leslie Robinson, President, Workshop Leader, Speaker, Therapist, Trance4mation Games - New York, NY

Ralph Newell, Vice President, Business Development & Technology, Diverse: Issues In Higher Education - Fairfax, VA

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW 301, Third Floor

Novice

Interactive Training

2206

Why Diversity Matters in the 21st Century: Navigating the Boundaries and Infrastructures of P-12 and Post-secondary Education

Diversity, cultural diversity, or multiculturalism is based on the idea that cultural identities should not be discarded or ignored but rather maintained and valued. The foundation of this belief is that every culture and race has made a substantial contribution to our history. However, many people remain opposed to the idea of multiculturalism or cultural diversity awareness, while others often support it but have no clear idea of how it should be taught. The educational environment following the Grutter vs. Bollinger case regarding the University of Michigan undergraduate affirmative action admissions policy and the upcoming Fisher vs. University of Texas at Austin case call for colleges and universities and those navigating the boundaries of diversity efforts to become more intentional to connect their educational quality and inclusion efforts more fundamentally and comprehensively than ever before.

Diversity is about empowering people. It makes an organization effective by capitalizing on all of the strengths of each employee. It is not EEO or Affirmative Action. These are laws and policies, while, on the other hand, diversity is a paradigm shift to understanding, valuing, and using the differences in every person. Research over the past decade demonstrates that institutional commitment to diversity results in positive educational outcomes for all students. At the same time, public and higher education's diversity imperative also

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enhances the ability of colleges and universities to fulfill their roles as economic engines and transformational leaders.

Alexander Hines, MEd, Director, Inclusion and Diversity Office, Winona State University Inclusion and Diversity Office - Winona, MN

Kenny E. Yarbrough, PhD, Director, Student Life & Diversity Initiatives, Volunteer State Community College - Gallatin, TN

Marcellus Davis, MEd, Program Director, Equity and Integration and Ame, Robbinsdale Public School District - New Hope, MN

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW 302 - 303, Third Floor

Novice

2207

Transformation of Educational Support: Integrating Cultural Practices into Student Mental Health Care

As a nation of increasing cultural diversity, we are continuously engaged in a process of educational and health care transformation. The growth of cultural, ethnic, racial, and linguistic (CERL) communities in higher education challenges and invigorates service systems to integrate culturally recognized practices into mental health treatment. Stigma, shame, experiences of service system microaggressions, and social inequities and disproportionalities have all been documented as barriers to seeking mental health treatment (U.S. Surgeon General's Report, 2000) and educational success. Several exciting innovations are taking place including honoring the perspectives of cultural and linguistic communities in their own treatment; incorporating culturally defined practices into health and mental health care; forging ongoing collaborative relationships with cultural communities for student success; and transforming practitioner and system services to integrate the cultural into all aspects of practice from initial engagement to improved outcomes. The presenters will make a strong case for how cultural interventions are being successfully integrated into practices such as primary care thereby increasing critical service access including access for diverse students.

The presenters collectively have unique expertise including their own cultural diversity, work in higher education, experiences in accessing services, administering public mental health programs, engaging in innovative thinking, and educating, supervising, and training future educational, health, and mental health personal. We will bring some up-to-date systems transformations from the California context given the mandates of the Mental Health Services Act to transform the public mental health system with taxpayer support. One of the presenters, who was the original project lead for "Voices: Cultural Perspectives on Mental Health," will present clips from diverse ethnic communities to facilitate rich audience participation. The role of future practitioners, including those in education forging collaborative relationships with community providers in order to engage in successful clinical practices, will form a forum for participant exchange and discussion.

The presenters will facilitate dynamic learning through didactic presentation, videotaped respondents, and narratives of consumers.

To facilitate interactive learning, participants will be guided in sharing some of their own experiences in continuing to make their practices relevant to current times and challenges in higher education.

Matthew Mock, PhD, LMSW, Professor, John F. Kennedy University - Pleasant Hill, CA

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW 304 - 306, Third Floor

Advanced

Case Studies/Model Programs

2208

Sustained Dialogue: It's Not Just Talk—Students Committed to Creating Inclusive Campuses

This session introduces the work of the Sustained Dialogue Campus Network (SDCN) to develop everyday leaders who engage differences as strengths to improve their campuses. This interactive workshop will introduce data on the impact of Sustained Dialogue on students at a wide variety of institutions, as well as the longer-term impact of SD participation on alumni. In addition, we will share Sustained Dialogue's conceptual framework, key tools for creating and sustaining safe spaces for dialogue about divisive issues, and practical steps for launching Sustained Dialogue on your campus, before closing with experiential learning and dialogue. This session should advisors, students, faculty, and administrators seeking a proven methodology to transform division, increase engagement, and develop the capacity of diverse, knowledgeable, and courageous leaders.

Rhonda Fitzgerald, Managing Director, Sustained Dialogue Campus Network - Washington, DC

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW 308, Third Floor

Intermediate

Training of Trainers

2209

Utilizing College Student Employees to Expand Your Departmental Messaging on Campus

The student composition of today's college campuses has changed dramatically from when many faculty and administrative staff may have attended. Students now range in age from 17 to 70+ years old, enroll from all over the world, and bring significantly different sets of experiences and expectations with them. This diversity is a welcome addition to the campus workforce and an outstanding opportunity to learn more about your campus constituents.

By better understanding the background, needs, and individual traits of your student workers, you grow as a person and develop your capacity for understanding the students you serve. In addition,

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employing a diverse staff of student workers allows you the opportunity for increased outreach of your programs and services around campus. This session provides the keys to understanding today's students as workers in the office and specific strategies to use the strengths of these students to create new opportunities, allowing your department to reach more students and remain relevant on campus.

Utilizing large group dialogue, reflective activities, and interactive experiences, we will discover the traits of today's diverse student population, identify the best ways to use their skills and talents within your department, and brainstorm ways to use them as "ambassadors" or innovators for your messaging. Additionally we will:

- Identify ways to contribute to the students' total education experience and eventual workplace success
- Learn to identify student strengths and provide appropriate tasks and projects
- Practice the skills of basic supervision and brainstorm alternative problem solving tactics for use with different student employees
- Share best practices for training and evaluating student workers

Tracy Knofta, Consultant, High Impact Training Co - Saint Cloud, MN

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW 309 - 310, Third Floor
Intermediate
Interactive Training

2210

Training Students to Become Peer Facilitators for intergroup Dialogue: A Pedagogical Approach

This 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.

Student co-facilitators will demonstrate various types of exercises that students learn to co-facilitate. The students will both facilitate

these activities, including debriefing them with the audience, as well as then discussing issues of facilitation that are specific to that activity and how they might approach it differently, depending upon the audience (e.g., first-year students vs. upper-division students in a course where they may have already had some exposure to these issues). This session should particularly benefit students who want to learn how students actually facilitate these activities, especially undergraduate students who might want to know how they might be able to create a similar program on their campus and what skills they can develop as facilitators. In addition, faculty and staff can see what these students are capable of doing in terms of skilled facilitation.

Corliss Watkins, Academic Advisor, Saint Mary's College of California - Moraga, CA

Barry Chersky, MA, MFT, PI, Saint Mary's College of California - Moraga, CA

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW 312, Third Floor
Intermediate
Training of Trainers

2211

Institutional Collaboration in Support of Black Male Students

An issue that requires greater attention from the higher education community is the retention, personal development, and graduation of Black males. This message is true at all types of higher education institutions, including public and private, urban, suburban, and rural, community colleges, and predominately White institutions. According to Messer, coupled with the low number of Black faculty and administrators on predominately White campuses, Black males have limited opportunities to engage in mentorship and advisory relationships with individuals of a similar racial background (African American Men in College, 2006).

Little attention is paid to the identity development of Black male students. This is typically accomplished for all college students by way of their academic and social experiences on campus. Black males tend to be among the least involved students on college campuses. Student involvement includes membership in clubs and organizations, holding important leadership positions, general visibility and presence across campus, and engagement in co-curricular and extra-curricular activities.

Improvements in the retention, development, and graduation of all Black males can be attained through a concerted effort, a sustained partnership, and collaboration between student affairs professionals, faculty, and athletic administrators and coaches. Collectively, professionals in each of these areas are able to engage and direct Black male students toward activities that will lead to positive results in involvement, academic achievement, and self-efficacy.

Through this session, participants will explore how a group of higher education professionals at a small, Catholic university in the Northeast was able to develop an affinity group to support Black

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males students on their campus. The presenters will share their backgrounds and motivation for establishing this group and the roles they share as facilitators. Next, participants will be guided through a discussion on the nature of the affinity group's meetings and activities utilized to convey desired messages to the group. Throughout the session, participants will have an opportunity to:

- Address matters of difficult dialogue through role playing
- Explore case studies at institutions of various sizes and types
- Participate in small group discussion based activities
- Engage in knowledge sharing to explore this initiative further

Participants will leave with a foundation on how to establish a similar group on their respective campuses.

William Johnson, Associate Dean of Students, , Director of Student Diversity Programs, Fairfield University - Fairfield, CT

Yohuru Williams, PhD, Professor of History, Director of Black Studies, Fairfield University - Fairfield, CT

Amarildo Barbosa, MEd, Learning Manager, Quinsigamond Community College - Worcester, MA

SPECIAL FEATURES

WEDNESDAY, 3:30–5:30 PM

JW 201, Second Floor
Novice

2212

The Unveiling of NCANHE: The National Coalition for the Advancement of Natives in Higher Education

NCANHE is designed to focus on the challenges Native students face in higher education: access, academic hurdles, and institutional support. The coalition's mission is to establish successful collaborative partnerships to inform, strengthen, and enhance the voice of American Indian, Alaska Native, and Native Hawaiians with respect for Native culture to elevate the success professionally, systemically, and academically of students throughout the higher education experience.

NCANHE invites all of our higher education colleagues, NDNCORE delegates, administrators, faculty, and students who connect with the mission and want to build a supportive network that will impact the success of Natives in higher education and the coalition.

Heather Kind Keppel, Manager, Office of Diversity and Inclusion, University of Wisconsin-Parkside - Kenosha, WI

Brett Locklear, Director, Graduate Recruitment, The Graduate School North Carolina State University - Raleigh, NC

Jack Soto, Co-Chair, National Coalition for the Advancement of Natives in Higher Education, Change Management Consultant - Yuma, AZ

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW 202, Second Floor
Intermediate
Interactive Training

2213

Images of Race, Ethnicity and Gender: Examining the Impact of Racial and Ethnic Stereotypes in Mass and Social Media on Race Relations and Public Policies

This interactive session will examine mass and social media to understand the continuing impact of racial, ethnic, and gendered stereotypes on racial/cultural/gender relations. The first hour of the two-hour session will involve videos and other class materials that will illustrate how racial, ethnic, and sex differences continue to influence and affect current public policy decisions and how various physical characteristics and cultural practices disadvantage students of color on college campuses and in the workplace.

The purpose of the second hour will be to foster productive dialogue to help participants, particularly instructors, gain confidence in their ability to conduct similar dialogues upon returning to their campuses. The overall goal is to encourage teachers and students to engage in serious scholarship on ways to improve racial and ethnic relations as well as ideas for re-energizing the movement to secure women's rights in order to achieve more positive public policy results.

This session should benefit educators who appreciate constructive suggestions on how to include and discuss issues of difference in their classes on public policy, the law, economics, administrative practice, psychology, healthcare, and other disciplines. This past year, the Supreme Court in the case of Fisher vs. University of Texas at Austin (2013) signaled that it is changing yet again the standard for allowing the continued use of in the admissions process. The Supreme Court also ruled against one of the most successful legislative acts that emerged from the civil rights movement, namely the Voting Rights Act of 1965, when it dismantled the pre-clearance requirement in Section 5 of the Act. States are using Shelby County, Alabama vs. Holder (2013) case as an excuse to attempt to restrict students of color from voting where they attend college rather than their home states. Accordingly, spring 2014 will be an important time for colleges and universities dealing with more diverse student bodies to be prepared to defend their efforts to promote greater diversity in all of its forms.

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

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

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MAJOR WORKSHOPS

WEDNESDAY, 3:30 – 5:30 PM

JW 203, Second Floor
Novice

2214

Clearing a Path for Healing to Enter: A Process of Liberation from Internalized Racism

Nina Simone's voice echoes the internalized thinking of racially oppressed people in her song, "I Wish I Knew How It Would Feel to Be Free" when she says, "I wish I could break all the chains holdin' me." Internalized racism is part of the system of chains contributing to the continuation of racism affecting racially oppressed groups. (Speight, 2007) Internalized racism has encouraged the physical, spiritual, and emotional self-mutilation and self-degradation of a community of people (Akbar, 1996; Bivens, 2005; hooks, 1995; Speight, 2007). By influencing the psychological experience of People of Color, it has enticed individuals to contribute to their own demise within a larger system of oppression (Akbar, 1995; Fanon, 1967; Friere, 1970; hooks, 1995, 2003; Hardiman & Jackson, 1997; Leary, 2005).

Because this is a cognitive phenomenon over which individuals can have agency, it is important to study, understand, and seek out ways that groups of Color are able to gain a liberatory perspective in the midst of a racist society, just as it is important for whites to work to gain a liberatory perspective over internalized dominance. This workshop uses a study of Black and African American women to explore a process of liberation from internalized racism. It will explore the move from experiencing lack of control to an experience of having agency; the ability to gain agency from developing greater knowledge and pride of a positive racial identity; the ability to replace negative socialization with a knowledge of self; and being supported in liberation by a systemic analysis of racism. The workshop will also explore the complexity of the phenomena of internalized racism and liberation exhibited by participants continuing to practice manifestations of internalized racism while practicing a liberatory consciousness, which confirms the theories of the cyclical nature of identity.

In the interactive and reflective session, we will:

- Engage in honest conversation about racism and internalized racism and the effects of racism in our workplaces, social groups, and internal lives
- Discuss personal experiences of internalized racism and reflection on the process of internalization
- Explore internalized subordination and its impact on intra- and inter-group relationships
- Offer healing practices and tools to help us all move towards liberation and how we operationalize our process to liberation from internalized racism

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

MAJOR WORKSHOPS

WEDNESDAY, 3:30 – 5:30 PM

JW 204 - 205, Second Floor
Intermediate

2215

Grounded Application of Principles and Models of Intersectionality to Teaching, Counseling, and Co-Curricular Campus Life

This session focuses on the application of intersectionality in our work related to race and identity on campus. Building on the foundations and models of intersectionality provided in the session Core Principles and Evolving Models of Intersectionality and their Relation to Racial Identity Work on Campus, participants assess, analyze, and discuss how intersectionality can be used to inform their work on campus. From this discussion, specific strategies for integrating an intersectional approach to teaching, counseling, programming, etc. and programs, models, and interventions that participants have used will be identified. Participants should note that a review of core principles of intersectionality and examples of intersectional models from the literature will not be covered in this session. Therefore, though not essential, individuals who are newer to intersectionality may wish to attend the session on core principles and evolving models, noted above, before attending this session.

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

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

MAJOR WORKSHOPS

WEDNESDAY, 3:30 – 5:30 PM

JW White River Ballroom B, First Floor
Novice

2216

Removing Several Barriers and Misconceptions that Block Faculty Diversity

This highly interactive session will focus on how to increase faculty diversity. On many campuses and professional schools, many roadblocks and erroneous assumptions about faculty diversity need to be dismantled.

Some examples include: Global diversity is more important than domestic diversity within faculty ranks. Our campus doesn't have a chance to hire superstars who are U.S. under-represented minorities or superstar women who are under-represented in male-dominated disciplines. Nontraditional faculty hires just won't be happy here; they'll head for the revolving door. It's illegal to do pro-active outreach and invite minorities or women to apply for job posts. None of us are biased or say mean things, so I don't understand why the

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provost is prompting us to rise above a dozen cognitive shortcuts and “so-called contaminants” during our faculty searches.

These misconceptions and business-as-usual barriers will be addressed in the session. Attendees may also wish to identify additional barriers for discussion.

JoAnn Moody, PhD, JD, Faculty Developer, National Higher Education Consultant, Diversity on Campus - San Diego, CA

SPECIAL FEATURES

WEDNESDAY, 3:30–5:30 PM

JW White River Ballroom C, First Floor

Novice

2217

Multicultural Spaces in Higher Education: Are We Still Invested in Equity in the Academy?

This workshop will provide a space for participants to explore the following questions as they related to choices, decisions, policies, programming, and realities on their own campuses.

- Where are we now in conceptualization and practices of “diversity,” “multiculturalism,” and “equity” on campuses? Who defines these terms? Whose definitions have the power to shape decisions, resource allocation, and programming? Whom do these definitions serve? Has this changed on our campuses in the last decade? If so, how and what have been the impact of these changes?
- To what extent are resources devoted to increasing equity still allocated as a zero-sum game? In other words, when increasing numbers of under-represented students are brought to campus, are new resources allocated to meet the increased needs, or are the needs redefined to fit the resources? If so, who is doing that redefinition? What does this mean for the learning climate and academic success of all students?
- To what extent has the campus climate become more welcoming and inclusive working and learning environment for diverse populations of faculty, administrators, and staff? How would we know this? Beyond the words in mission statements and strategic plans, what would concrete steps in this direction look like? What might we notice in terms of both recruitment and retention of these populations if it were happening?

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

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

Annette Henry, PhD, Professor and Department Head, Language and Literacy Education, University of British Columbia - Vancouver, BC, Canada

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW White River Ballroom D, First Floor

Novice

2218

Interweaving Community Cultural Wealth into Service Learning and Graduate Capstone Projects

This workshop will present a framework which 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; can tap into the cultural wealth that lives within those communities; and incorporates the course academics into the project selected.

The workshop will highlight some key facets to creating a service-learning project for second-year students who are just learning to integrate various aspects of their early learning experiences and, in contrast, for third- and fourth-year capstone students, for whom the focus is more to tie together the community service activities experienced in the first three years, culminating in a comprehensive service-learning project outcome.

This workshop will help faculty and professional staff:

- Identify the key factors which make service learning different from various other forms of community service
- Recognize how service learning can help their students, at different levels of learning, better understand the dynamics of diversity, when they are exposed to the cultural wealth of the surrounding community, fulfilling needs identified by the community itself
- Determine and share with other faculty and staff ways that adapting existing course curriculum, using the service-learning “cultural connection” model, can be academically more inclusive based on engagement with the cultural heritage communities that surround their campuses
- Consider how to readily demonstrate and assess the outcomes of such service-learning courses

Janice Mitchell, EdD, CDP, Professor, World Languages & Cultures, Gallaudet University, (Ret.), Cultural Diversity Professional, DTUI - Washington, DC

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MAJOR WORKSHOPS

WEDNESDAY, 3:30 – 5:30 PM

JW White River Ballroom E, First Floor
Novice

2219

Diversity as a Catalyst for Change in the Nevada System of Higher Education

What comes to mind when you think of Nevada? Hold that thought... Was higher education at the top of the list, or even on that list? It should be! The public higher education institutions in the state of Nevada are big news. Nevada's public institutions continue to grow, provide a high-quality affordable education, and receive national recognition. How, you might ask? Please come join the members of the Nevada System of Higher Education Board of Regents, the Chancellor, and Presidents as the panel discusses how Nevada promotes diversity and drives change.

The Board of Regents and the entire NSHE affirm that the educational benefits of diversity are a compelling interest, and as such, the system has several initiatives to help achieve welcoming, respectful, diverse, inclusive and equitable campuses. Access and equality are a high-priority for the NSHE, and our policies, practices and leadership strive to achieve cultural and ethnic diversity throughout the system with a multi-faced approach of strategic leadership, system-wide initiatives, institutional initiatives, inter-institutional collaborations, and accountability.

The Nevada System of Higher Education (NSHE) is the public post-secondary system that serves the state of Nevada. The NSHE is governed by the Board of Regents, with whom the Constitution of the State of Nevada vests the exclusive control and administration of the system. The Board of Regents is composed of thirteen members who are elected to serve six-year terms. The system is composed of eight institutions - four community colleges, one state university, two doctoral granting universities and one research institute - that serve both the urban and rural areas of the state.

Mark Curtis, EdD, President, Great Basin College - Elko, NV

Maria Sheehan, EdD, President, Office of the President Truckee Meadows Community College - Reno, NV

Bart Patterson, JD, President, Office of the President Nevada State College - Henderson, NV

Michael Richards, PhD, President, Administration College of Southern Nevada - Las Vegas, NV

MAJOR WORKSHOPS

WEDNESDAY, 3:30 – 5:30 PM

JW White River Ballroom G, First Floor
Intermediate

2221

The Big Picture: A Holistic Discussion of College Student Self-concept

This session is a two-hour workshop covering four components of the self-concept (group identity, personal identity, relational identity, and individuality). Special attention will be accorded the analysis of self-concept in socially marginalized groups. These components are central to the self-concept and identity discourses of practitioners working in student affairs, Greek affairs, and ALANA affairs. Although a clinical undertone will permeate the discussion, the event will target college student life professionals and practitioners and not counselors or clinicians.

Seminar activities will help raise awareness on how to differentiate each component during everyday interactions. The workshop will advocate a multidimensional analysis of self-concept, identity, and personality.

William Cross Jr., PhD, Professor, Higher Education, University of Denver - Denver, CO

Tuere Binta Cross, Student, University of Denver - Denver, CO

MAJOR WORKSHOPS

WEDNESDAY, 3:30 – 5:30 PM

JW White River Ballroom H, First Floor
Novice

2222

ALLYning Your Leadership Skills: Small Changes Can Make a Big Difference

Innovative student leaders recognize that the "little things" matter when it comes to creating inclusive and equitable college and university campus communities. This engaging and interactive training session, ALLYning Your Leadership Skills: Small Changes Can Make a Big Difference, is designed to build allies on campus, develop leadership skills, and provide college students with the knowledge, empathy and skills necessary to be allies when they encounter bias, prejudice or discrimination on campus. Students will be prepared to step up as leaders in creating inclusive and equitable campus communities. This program features elements of a new ally building workshop program developed by the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute and its A CAMPUS OF DIFFERENCE™ anti-bias diversity training program and is designed to empower student leaders to be allies on campus. Learn what you can do to make a difference on your college or university campus.

Beth Yohe, MS, Director of Training, National Education Division, Anti-Defamation League - Denver, CO

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MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW White River Ballroom I, First Floor
Novice

2223

Extending Intergroup Dialogue to Various Higher Education Contexts and Constituents

Intergroup Dialogue (IGD) was originally conceived and designed as a stand-alone, single-semester, undergraduate course at the University of Michigan in the mid-1980s (Zúñiga, Nagda, Chesler, & Cytron Walker, 2007). While this initial conceptualization of IGD has been the subject of extensive research that has documented numerous positive benefits for student participants (Gurin, Nagda, & Zúñiga, 2013) the pedagogy and practice of IGD has been adapted to a variety of higher education contexts in bringing together groups of people from different social identity groups across social divides (and at times within groups of people with a social identity in common) to have meaningful conversations about social justice issues such as racism, classism and sexism.

This 90-minute workshop will be structured as a panel conversation that brings together a group of experienced IGD practitioners to talk about the ways that they have extended IGD into a wide range of educational contexts involving a variety of campus constituents including faculty, staff/administrators, and students. The panelists will illustrate the value of IGD as a practice and pedagogical method by showcasing a few examples, describing the possibilities that emerge from this practice across formal and non-formal educational contexts, and exploring some of the tensions and contradictions of working with dialogue in these settings within and outside of the classroom with various age and social identity groups. They will also present selected findings from research conducted to assess some of these efforts. These settings discussed in this session include a multi-institution faculty seminar, a comprehensive dialogue initiative for faculty, staff, and administrators, an international exchange with two Chilean universities, undergraduate service-learning courses, a diversity peer-theatre troupe, and co-curricular college student leadership development programs.

Elaine Brigham, MEd, Doctoral Student, Social Justice Education, University of Massachusetts Amherst - Florence, MA

Margaret Arsenaault, MEd, Assistant Director, Workplace Learning and Development, University of Massachusetts Amherst - Amherst, MA

Ximena Zuniga, PhD, Associate Professor, Department of Student Development, University of Massachusetts Amherst - Amherst, MA

Javier Campos, Doctoral Student, Social Justice Education, University of Massachusetts Amherst - Amherst, MA

Dave Neely, MA, Learning Communities Specialist, Residential Life, University of Massachusetts Amherst - Amherst, MA

Cortney Johnson, MEd, Residence Director, University of Massachusetts Amherst - Amherst, MA

Tanya Kachwaha, Educational Consultant - Wilbraham, MA

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW White River Ballroom J, First Floor
Intermediate
Theoretical Models

2224

Critical Intersectionality: Identity, Power, and Social Change

We will explore the ways in which race, gender, class, and nation—major categories of identity, power, privilege, and oppression—intersect and interconnect to impact the lives of individuals and groups and the various social, economic, and political phenomena at community, societal, and global levels. For example, what kinds of conversations, issues, tensions, and controversies could occur if, during any conversation about higher ed administration and curriculum, gender, race, class, religion, sexuality, and nation were centrally situated? Or if analyses of organizational dynamics and implications of social and foreign policies applied those lenses? The seminar will provide theoretical foundations of this analytical lens of critical intersectionality and include a discussion of ways you will be able to apply the framework to your own work, studies, and research.

Margo Okazawa-Rey, EdD, Dean, Professor, School of Human and Organizational Development, Fielding Graduate University - Santa Barbara, CA

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW 101, First Floor
Novice

2225

What Are You Prepared to Do? (Part 2)

Often we say we believe in social justice and we really want to do the right thing to participate in creating a genuinely inclusive institution. Yet we are not clear about what to do or how much risk we are willing to take in our actions.

This day-long workshop will give tools participants with which to:

- examine both our institutions and ourselves
- decide what actions would be most effective in addressing the situation we're in
- identify the potential risk in carrying out our chosen actions, and
- determine what we are prepared to do

Talking is not sufficient. We must be willing to take action as well.

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

WEDNESDAY, MAY 28

SESSIONS

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW 102, First Floor

Novice

Curricular/Pedagogical Models

2226

The Scholarship of Teaching Race and Ethnicity

We discover what is best practice by learning from others their experiences with theory, method, and approach. This presentation will explore ways in which instructors can recognize students' individual ethnic identities and adapt teaching pedagogy to create a learning environment that is culturally inclusive and supportive rather than isolating and exclusionary (Howard-Hamilton, 2000; Tatum, 2009). Specifically, participants will explore Kitanos' (1997) third level of course change, transformed classrooms, to challenge traditional views and encourage self-evaluation and reflection (as cited in Howard-Hamilton, 2000); consider components, specifically best practice norms, of culturally responsive curriculum; discuss how topics such as race and ethnicity are taught and received in higher education and student affairs programs; and be introduced to a working model of phasing in instructional methods and techniques that can increase a student's critical lens and social identity development around their race and ethnicity epistemology and learn from students the impact of this model.

Two expert panels, one of faculty and one of doctoral students, will share their experiences with teaching pedagogy and applicable theory integration related to race and ethnicity. Faculty will describe their approaches to integrating student development theories, philosophy, history, seminar on educational thought, critical race theory, and the integration of race and ethnicity into their curricula. The faculty panel will consist of Drs. Kandace Hinton, Mary Howard-Hamilton, Robin Hughes, Lori Patton-Davis, and Brian McGowan. The student panel will discuss how the instructional methods and techniques have impacted their research, social identity development, and view on the diversification of higher education and the global society. This panel will consist of Valerie Holmes, Samantha Ivery, Juhanna Rogers, Chris Douse, and Brad Zarges.

Participants will be provided course syllabi as examples of integrating race and ethnicity into curricula and are asked to come prepared to discuss a course they are interested in revamping to include infusing race and ethnicity as a part of their pedagogy.

Kandace Hinton, PhD, Associate Professor, Bayh College of Education, Indiana State University - Terre Haute, IN

Mary Howard Hamilton, EdD, Professor, Bayh College of Education, Indiana State University - Terre Haute, IN

Valerie L. Holmes, Doctoral Candidate, Indiana State University - Terre Haute, IN

Brian McGowan, PhD, Assistant Professor, Indiana State University - Terre Haute, IN

Robin Hughes, PhD, Associate Professor, Indiana University Purdue University Indianapolis - Indianapolis, IN

Lori Patton-Davis, PhD, Associate Professor, Indiana University Purdue University Indianapolis - Indianapolis, IN

Samantha Ivery, Doctoral Student, Indiana University, Bloomington - Indianapolis, IN

Juhanna Rogers, Doctoral Candidate, Indiana University Purdue University Indianapolis - Indianapolis, IN

Chris Douse, Doctoral Student, Indiana State University - Terre Haute, IN

Brad Zarges, MA, Doctoral Student, Indiana State University - Terre Haute, IN

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW 103, First Floor

Intermediate

Case Studies/Model Programs

2227

"Get it How You Live": A Black Male Living and Learning Community as a Tool for Persistence, Retention, Leadership, and Graduation

This session will be a case study of the University of Minnesota's Huntley House Black Male Living and Learning Community.

There is a wide range of research outlining college enrollment, educational outcomes, and undergraduate degree attainment of African American/Black males in higher education. (Harper, Williams, and Blackman 2013, Strayhorn 2013, Harper and Davis 2012). As a result, diversity professionals at predominately white institutions have developed Black male initiatives to ensure college access and success of this special population. There is also a wide range of research asserting the positive impact on college student development, grade point average, and first to second year retention, and "on-time" completion of students that participate in Living and Learning Communities (LLC) (Brownell and Swaner 2009, Engstrom and Tinto 2008). At the University of Minnesota, diversity management professionals have been thoughtful about these issues and designed a Black male retention and leadership program that focuses on the best of both of these research areas. The U of M Huntley House model should be considered the premier Black male retention and leadership program in the Country because of its unique living-learning component as well as the other significant components of academic excellence, leadership development, social support, civic engagement, and ethnic identity exploration. Participants will learn key strategies for recreating the Huntley House on their campuses.

Katrice Albert, PhD, Vice President, University of Minnesota - Minneapolis, MN

Shakeer Abdullah, PhD, Assistant Vice President, Equity and Diversity, University of Minnesota - Minneapolis, MN

WEDNESDAY, MAY 28

SESSIONS

MAJOR WORKSHOPS

WEDNESDAY, 3:30 – 5:30 PM

JW 104, First Floor
Novice

2228

“We are Good White People and We’re Here. Now What?”: Building An Effective White Consciousness for Accountability and Social Change

While white people may have some abstract awareness that whiteness, white privilege, and racism exist, few have fully explored how their own whiteness brings them privilege and dominance. We come to NCORE seeking answers to ‘make a difference’ but miss our opportunities to do self-work and build community.

Join us for an examination of how whiteness and white privilege inform our lives, using critical and emancipatory lenses, learn new tools for intervention, practice holding ourselves and each other accountable, and co-create a community of white change agents.

It is up to us to shift this perverse, distorted, and violent system into one more kind, equitable, and just. It begins here.

Sean Novak, MA, Program Coordinator, Center for Multicultural Affairs, Duke University - Durham, NC

Craig Elliott, PhD, Assistant VP of Enrollment and Student Services, Samuel Merritt University - Oakland, CA

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30 – 5:30 PM

JW 106, First Floor
Intermediate
Interactive Training

2230

Deconstructing Dominant Culture in the University Core Curriculum: An Invitation to Reconsider, Redefine, and Demand Excellence in Higher Education

Utilizing video, student narratives, data from learning outcomes assessments from history courses, and small-group discussion, this session will look at the persistent exclusion of the historical and contemporary experiences of African, Native, Asian and Pacific Islander, and Latino/Latina Americans from core history and social studies curricula at predominantly white educational institutions (PWIs) in the United States. In addressing this topic we will examine the persistence of the romanticization of the Euro-American experience in mainstream (required reading) historiography and various forms of popular culture and, conversely, the diminishment of the experiences and perspectives of others.

The session will explore how these persistent forms of curricular content exclusion:

- Perpetuate the myth of white supremacy, i.e., western culture, whiteness, persons of European descent and the inferiority of others

- Contradict institutional claims of an authentic and genuine commitment to excellence in education
- Ill-prepare students to effectively engage, communicate in, and navigate increasingly complex diverse domestic and global communities

Learning outcomes for this session will be:

- Developing the ability to deconstruct the meta-narrative of the United States – and, by extension, the global community – and to recognize racialized messaging embedded in meta-narratives as constructed by privileged communities
- How formal and informal modes of education at all levels shape and inform the creation and perpetuation of this meta-narrative
- Help students to think critically about what and who they are required to read across disciplines
- Encourage students and other participants to think about their role in the development and implementation of effective strategies aimed at achieving a more inclusive curriculum (i.e, strategies that will advance voices and perspectives of groups that have historically been marginalized in U.S. K- graduate education)

This session’s focus and content are informed by these premises:

- "Remembering" and "truth-telling" are fundamental and indispensable components of intercultural competency development and the achievement of racial reconciliation

The development of the capacity for competent, effective, constructive, and life-giving engagement within a culture, ethnicity, gender, race, etc., outside of one’s own (primary) group cannot emerge apart from a sustained and diverse process of engagement with and exposure to multiple interpretative perspectives of the historical and contemporary realities from that culture, ethnicity, gender, or race, etc.

Lawrence Burnley, PhD, Assistant Vice President, Diversity and Inter Cultural Relations Whitworth University - Spokane, WA

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30 – 5:30 PM

JW 107, First Floor
Intermediate
Case Studies/Model Programs

2231

Navigating Difference, Negotiating Inclusion: Creating Spaces for Religious Diversity at the University of Toronto

Increasingly, public secular institutions of higher education are faced with growing diversity among their students. To a large extent, this increase is indicative of the rapid growth in student enrollment and the explicit interest of institutions to attract both domestic and international students. Within this diverse student body, comprising multiple social identities, is the growing number of students for whom religious identity is central to how they define themselves including its intersection with other social identities such as race, sexuality, and gender. The growth of and diversity among this

WEDNESDAY, MAY 28

SESSIONS

demographic on the campuses of public secular institutions of higher education is, however, confronted by the expectation that religious identity is a private matter that must be kept separate when the student enters the space of the institution. Paradoxically, as these educational institutions amplify their commitment to values of diversity and inclusion, they must also contend with the challenge of finding ways to reconcile their characteristic as a non-religious space, while providing a teaching and learning environment that is responsive to the religious diversity that is represented within the student population. This session will provide an opportunity to share insights on the approach that the University of Toronto has undertaken to navigate this complex terrain to provide equitable inclusive spaces for religious diversity.

The session should benefit administrators, faculty, and students who are working with religious diversity on campus and are interested in approaches and mechanisms aimed at promoting and embedding equitable and inclusive spaces, inside and outside of the classroom, for students of faith.

Sandra Carnegie Douglas, BSc, MEd, Anti Racism & Cultural Diversity Officer, University of Toronto - Toronto, ON, Canada

Richard Chambers, Director, Multi Faith Centre for Spiritual Study and Practice, University of Toronto - Toronto, ON, Canada

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW 105, First Floor
Intermediate
Interactive Training

2232

I WAS BROUGHT UP LIKE THIS: Facing Ourselves in the Work We Do

Past experiences, especially our upbringings, can have an impact on how we approach the work we do. Focusing in on diversity and social justice, the inclusion and equity interns will be discussing past experiences and their effect on how we interact as diversity workers. Discussions on how our understanding of communication is influenced by our learned ideas of race, class, gender, and sexuality will be at the core of this workshop. Participants should come motivated and prepared for dialogue and interactive activities. We will intentionally work to create a safe space throughout this workshop as we explore potentially triggering topics.

Jill Sadowski, Administrative Intern, Inclusion and Equity Internship Program - Louisville, KY

Rachel Ellis, Intern, Inclusion and Equity Internship Program - Louisville, KY

CONCURRENT WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW 209, Second Floor
Intermediate
Case Studies/Model Programs

2233

Educating African American Men for 40 years: Wabash College and the Malcolm X Institute: The Good, The Bad, The Ugly

This workshop explains how Malcolm X Institute for Black Studies at Wabash College aided in the matriculation of several classes of African American men. For more than 40 years the MXI has been a port in the storm for students at Wabash College. This workshop will discuss what worked (The Good), what did not work (The Bad), and what failed horribly (The Ugly) in the matriculation of African American male students. The workshop will give attendees useful information in developing programs geared toward educating African American men. The presenters are all past or current students at Wabash College including two of the original founders of the MXI and the current director of the MXI who is a past chair of the MXI (1974) and a former trustee of Wabash College. Also two current Wabash College students will present current issues and programs.

Charles Ransom, Multicultural Studies Librarian, University of Michigan - Ann Arbor, MI

Willyerd Collier, ATTY, Director, Malcolm X Institute, Wabash College - Crawfordsville, IN

Keith Nelson, Advisor to the MXI, Wabash College - Springfield, IL

Zeno Joyce, Wabash College - Crawfordsville, IN

Jordan Smith, Wabash College - Crawfordsville, IN

MAJOR WORKSHOPS

WEDNESDAY, 3:30–5:30 PM

JW White River Ballroom A, First Floor
Novice

2234

Moving "Mixed" Forward: A Critical Conversation on Researching Multiraciality in Higher Education Contexts

From the politics of labeling and counting mixed race students in various ways to the interpretation of findings through a multiracial lens, this session explores key issues in research on multiraciality in higher education toward more practical applications of this research and theoretical advancements. The panel will share their own experiences working through some of the complexities of serving this population in higher education through their scholarship, particularly within the context of recently mandated guidelines from the U.S. Department of Education on how institutions must collect, maintain, and report racial and ethnic demographic data (e.g., the "two or more races" dilemma), as well as popular discourse appropriating multiraciality as evidence that the United States has transcended race. Additionally, the following questions will

WEDNESDAY, MAY 28

SESSIONS

be discussed: Who counts as “mixed” in our research? When are Latinas/os (as a Census-defined ethnicity) considered multiracial? What are the dynamics of student organizing around multiracial identity? How do current diversity and social justice education efforts inadvertently marginalize multiracial subjects? How can our research better inform policy-level changes toward better serving multiracial students? Through the sharing of panelists’ expertise in the areas of higher education and social psychology research, multicultural affairs practice, and social justice education, participants will have the opportunity to engage in critical conversations on moving “mixed” forward within changing contexts.

Cristobal Salinas Jr., Research Associate, School of Education, Iowa State University - Ames, IA

Marc Johnston, PhD, Assistant Professor, Department of Educational Studies, The Ohio State University - Columbus, OH

Eric Hamako, Program Coordinator, Institutional Diversity & Equity, University of Massachusetts Amherst - Amherst, MA

Kristen Renn, PhD, Professor of Higher, Adult, & Lifelong Education, Associate Dean of Undergraduate Studies/Director for Student Success Initiatives, Michigan State University - East Lansing, MI

Brett Coleman, Doctoral Candidate, University of Illinois at Chicago - Chicago, IL

SPECIAL EVENTS

WEDNESDAY, 7:00 – 9:00 PM

JW Grand Ballroom, Third Floor

2401

NCORE 2014 Welcoming Reception - Talent Showcase

Please join friends, colleagues, first-time attendees, and NCORE veterans for the opening reception of NCORE 2014. We will also have a talent showcase during the Welcoming Reception. In the spirit of NCORE’s mission, the talent showcase 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.

Open Mic Host

David Biggs, Coordinator, Student Life and Co-Curricular Programs, Cape Cod Community College - West Barnstable, MA

SPECIAL EVENTS

WEDNESDAY, 9:00 – 10:00 PM

JW Grand Ballroom, Third Floor

Novice

2402

Las Cafeteras

Born in the streets of Los Angeles, Las Cafeteras are immigrant children who are remixing roots music and telling modern day stories with what LA Times has called a “uniquely Angeleno

mishmash of punk, hip-hop, beat music, cumbia and rock ... Live, they're magnetic."

Las Cafeteras formed as a band in 2008 with the purpose of documenting the histories of their neighborhoods through music. As musicians, they started as students of the Eastside Café, a Zapatista inspired community space in East Los Angeles where they were influenced by the culture, storytelling, and poetic music of Son Jarocho, a traditional music from Veracruz, Mexico.

As a group, Las Cafeteras are known for their energetic multilingual performances that combine Afro-Mexican (son jarocho), hip hop, folk, Native-American & many more styles with a community focused message.

Their debut studio album “It’s Time” has received great reviews across the country and has featured on NPR, BBC, Huffington Post & the LA Times.

Annette Torres, Marimbol, Zapateado, Las Cafeteras - Los Angeles, CA

Daniel French, Vocals, Jarana, Zapateado, MC, Las Cafeteras - Los Angeles, CA

Jose Cano, Cajon, Flute, Requinto, Harmonica, Las Cafeteras - Los Angeles, CA

Leah Rose Gallegos, Vocals, Quijada, Zapateado, Las Cafeteras - Los Angeles, CA

Hector Flores, Vocals, Jarana, Zapateado, Las Cafeteras - Los Angeles, CA

David Flores, Requinto, Las Cafeteras - Los Angeles, CA

Denise Carlos, Coordinator, CSULA University - Los Angeles, CA



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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

Social Justice Training Institute (S-SJTI) – The Student Experience

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

CURRENT FACULTY



Jamie Washington, Ph.D.



Kathy Obear, Ed.D.



becky martinez, ed.d.



Vernon A. Wall, M.S.



Rev. Sam Offer



Carmen Rivera, M.S.



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July 17 – 20, 2013
UMass Lowell

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www.sjti.org

THURSDAY, MAY 29

AT A GLANCE

CONTINENTAL BREAKFAST

THIRD FLOOR
THURSDAY, 7:00 – 8:30 AM

REGISTRATION

THIRD FLOOR
THURSDAY, 8:00 AM – 5:00 PM

3000

MAJOR WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Intersectionality: Current Understandings, Evolving Questions, and Future Directions for the Use of the Framework in Teaching, Writing, and Addressing Race on Campus

3001

MAJOR WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Exploring How Faculty Members in Higher Education Respond to an Assessment of their Intercultural Competence

3002

SPECIAL FEATURES
THURSDAY, 8:30 – 10:00 AM
Responding to The Transitioning Needs of Students: Suggestions on How to Engage and Work with Military Veteran Students, International Students, At Risk High School Students, and Commuter University Students

3003

SPECIAL FEATURES
THURSDAY, 8:30 – 10:00 AM
Racing Research/Researching Race: Examining the Dynamics of Conducting and Reporting Social Science Studies on Race

3004

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Fostering Cross-campus Collaboration for Diversity Learning and Underserved Student Success: Uniting Academic Affairs, Student Affairs, and Contingent Faculty

3005

MAJOR WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Making Our Invisibility Visible 2.0: The Bolstrus Voices of Our Queer Students of Color & Allies

3006

MAJOR WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Social Justice: Healing from Historical Harm through Stories and Analysis

3007

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
From Theory to Practice: Developing a Campus-wide Focus on Latina/o Student Opportunity and Achievement at Traditionally White Institutions

3008

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Facebook, Twitter, Tumblr, Texting... Oh My!: Effectively Utilizing Social Media for Social Change

3009

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Calling Out the Wizard behind the Curtain: Critically Addressing the Corrosive Effects of Whiteness in Teacher Education

3010

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Building Community: An Examination of a Black Male Leadership Program

3011

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
ALL POWER TO THE STUDENTS: Re-energizing Your Student Organization

3012

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Teaching the Business of Jazz: A Pedagogical Approach to Teaching the Commerce of Diversity in the Performing Arts

3013

MAJOR WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Understanding and Addressing Resistance to Social Justice Issues from People in Privileged Groups

3014

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
When Race, Religion, and Sexuality Collide: Exploring Intersectionality in Our Work with LGBTQ Students of Color

3015

MAJOR WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Best and Promising Practices: Success Strategies and Practical Applications in African American Communities of Higher Learning

3016

A CONVERSATION WITH
THURSDAY, 8:30 – 10:00 AM
A Moccasin in the Door: Leadership Lessons from the Pacific Northwest

3017

MAJOR WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Broadening Participation in the STEM Disciplines: Promising and Proven Practices

THURSDAY, MAY 29

AT A GLANCE

3018

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Olivia Pope 101: Model “Fixer”
Strategies for Diversity
Communications and Crisis
Management

3019

SPECIAL FEATURES
THURSDAY, 8:30 – 10:00 AM
A Drive to Change the Landscape of
Intercollegiate Athletics: Why It Was
Imperative to Create the NCAA Native
American Mascot Policy

3020

MAJOR WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Exploring the Intersections: American
Indians and African Americans

3021

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Students Organizing Against Racism @
Tulane University

3022

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
“Creating The UNSTOPPABLE Leader!”

3023

MAJOR WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Gates Millennium Scholars Program:
More Than Just a Scholarship!

3024

MAJOR WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
10 Tips for White Advisors: A Primer
on Student Organizational Advising

3025

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Diversifying the Applicant Pool
to Medical School Starting in
Kindergarten

3026

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
A Fresh Approach to Coalition
Building: Five Professionals
Demonstrate Strategies to Redress
Race-Based Disparities

3027

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
“Si, se Puede” Research Project

3028

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
First in the Family to Go to College? We
Can Help with That ...

3029

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Diversity and Inclusion: Building
Capacity at Small Private
Predominantly White Institutions and
Colleges

3030

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
The Black Hair Politick: The Role of
Hair in the Lives of Black Collegiate
Women at Predominately White
Universities

3032

CONCURRENT WORKSHOPS
THURSDAY, 8:30 – 10:00 AM
Developing a Framework for
Establishing Mentorship Relationships

3100

KEYNOTE ADDRESS
THURSDAY, 10:15 – 11:30 AM
Vandana Shiva

3200

MAJOR WORKSHOPS
THURSDAY, 1:30 – 2:45 PM
The Unlikely Scientist

3201

A CONVERSATION WITH
THURSDAY, 1:30 – 2:45 PM
The TV Arab: 30 Years Later

3202

SPECIAL FEATURES
THURSDAY, 1:30 – 2:45 PM
Invisible Newcomers: Refugees from
Burma/Myanmar and Bhutan in the
United States

3203

SPECIAL FEATURES
THURSDAY, 1:30 – 2:45 PM
Organizing for Social Justice in
Communities and on Campuses: A
Former United Farm Worker Organizer
and Campus Activist Share Their
Experiences

3204

CONCURRENT WORKSHOPS
THURSDAY, 1:30 – 2:45 PM
Multiculturalism on Campus:
21st Century Topics, Trends, and
Transitions

3205

CONCURRENT WORKSHOPS
THURSDAY, 1:30 – 2:45 PM
Closing the Loop: Next Steps
for Diversity Strategic Planning
and Assessment for Institutional
Transformation at Penn State

THURSDAY, MAY 29

AT A GLANCE

3206

SPECIAL FEATURES

THURSDAY, 1:30–2:45 PM

Youth Focused Intergenerational
Movement Building- Part 1

3207

MAJOR WORKSHOPS

THURSDAY, 1:30–2:45 PM

The Personalized Achievement
Contract: Building a Culture of Student
Success and Collaboration

3208

MAJOR WORKSHOPS

THURSDAY, 1:30–2:45 PM

The Space Between the Shahs of Sunset
and Argo is Where I live: Being Iranian-
American in America

3209

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Identity Development of Transracial
Adoptees and Its Impact on Their
College Experience

3210

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Getting in Our Own Way: The
Degradation of Student Organizations

3211

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Using Irony and Reappropriation to
Create Social Change

3212

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Más Allá de lo Posible Latin@
Mentoring- It is possible!

3213

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Closing the Achievement Gap through
Syracuse University Project Advance

3214

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

“All Hustle, No Luck” Cultural
Enrichment and Hip-Hop: Tools to
Improve College Readiness and First-
Year Transition for Underrepresented
African American Students

3215

MEET THE AUTHOR

THURSDAY, 1:30–2:45 PM

Living in the Shadow of the Cross:
Understanding and Resisting the
Power and Privilege of Christian
Hegemony

3216

MAJOR WORKSHOPS

THURSDAY, 1:30–2:45 PM

Media Literacy about Multiraciality?
Harry Potter and the Mistaken Myth of
the Mixed-Race Messiah

3217

MEET THE AUTHOR

THURSDAY, 1:30–2:45 PM

The Department Chair as
Transformative Diversity Leader:
Building Inclusive Learning
Environments in Higher Education

3218

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

The Indiana University–Purdue
University Indianapolis (IUPUI) and
Crispus Attucks Medical Magnet
High School Accelerated College
Immersion–Community of Learners

3219

SPECIAL FEATURES

THURSDAY, 1:30–2:45 PM

NCAA 101: An Inside Look into the
NCAA and the Academic Performance
of its Student-Athletes

3220

SPECIAL FEATURES

THURSDAY, 1:30–2:45 PM

What Is the Future of Higher
Education: MOOCs, Mandates, and
Mayhem

3221

A CONVERSATION WITH

THURSDAY, 1:30–2:45 PM

Doctrines of Despair on Indigenous
Peoples in the United States

3222

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Leadership of HBCU's Post Fordice

3223

MAJOR WORKSHOPS

THURSDAY, 1:30–2:45 PM

Relationship: A Key Factor in our
Success and Happiness

3224

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Cheetahs vs. Wolves: An Examination
of Diversity Planning Models Using
Illinois Community Colleges and Their
Diversity Efforts

3225

MAJOR WORKSHOPS

THURSDAY, 1:30–2:45 PM

Last Words: Poetry for Victims of Hate
Crimes and State-Sanctioned Violence

3226

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Queers, Dykes and Trannies: How We
Come to Understand LGBTQA Identity
in the Age of Colorblindness

3227

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Black Women, White Campus: Students
Living through Invisibility

THURSDAY, MAY 29

AT A GLANCE

3228

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Kanter's Theory of Tokenism and the Socialization of African American Students attending a Predominantly White Institution

3229

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Exploring Sense of Belonging for Asian American College Students

3230

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Are Students Really Talking about Race and, if so, Who's Doing It? Findings from the National Survey of Student Engagement

3231

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Building a Collaborative Community of Support: The African American Student Network—A Model for Success

3232

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

Shaha: The Storytellers - Educating for Social Justice and Diversity Through Peer Theatre

3300

SPECIAL FEATURES

THURSDAY, 3:30–5:30 PM

Insidious Design: How Can We Respond to the Current Neoliberal Squeeze on U.S. Higher Education Budgets and Diversity Programming?

3301

SPECIAL FEATURES

THURSDAY, 3:30–5:30 PM

Service Learning and Engaged Research in Diverse Communities: Africana Studies and the STRENGTH Model.

3302

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

White Men as Allies: Some Lessons We Have Learned about the Opportunities and Challenges of Working for Social Justice from Positions of Power and Privilege

3303

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

KEEP IT REAL DIVERSE GAME WORKSHOP: For Student Leaders, Student Activities, Orientation Leaders, Community Service Providers, Service Learning, Residence Life, Greek Life, First Generation, Multicultural Affairs, Retention Initiatives, Transition Initiatives, International Students, etc.

3304

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

Invisible Inequalities: Is It Only Skin Deep?

3305

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

Dismantling Internalized Dominance: Increasing the Capacity of Whites to Partner to Create Meaningful Change

3306

SPECIAL FEATURES

THURSDAY, 3:30–5:30 PM

Youth Focused Intergenerational Movement Building- Part 2

3307

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

Poverty Simulation

3308

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

Engaging and Reframing Resistance

3311

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

The Power of Storytelling: Normalizing the College Experience for Students of Color through Authentic and Powerful Narratives

3312

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

Race, Class and the Environment: Making The Green Movement Multicultural

3313

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

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

3314

A CONVERSATION WITH

THURSDAY, 3:30–5:30 PM

Life Is Better with You: Asian American Women Making Connections with Each Other

3315

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

Reducing Stereotype Threat for Vulnerable Students and Faculty: Some Bystander Exercises

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AT A GLANCE

3316

SPECIAL FEATURES

THURSDAY, 3:30–5:30 PM

Visual Activism: Film, Social Media, and Art Works Used by Artists and Scholar-Artists to Invoke Social Justice

3317

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

Creating and Managing a Diversity Certificate Program

3318

SPECIAL FEATURES

THURSDAY, 3:30–5:30 PM

Future Challenges and Opportunities Facing HBCUs: How Can They Survive?

3319

SPECIAL FEATURES

THURSDAY, 3:30–5:30 PM

20 Years Later: Lessons Learned from The Color of Fear

3320

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

Multiracial Identity: New Tools for Understanding the Experience of Multiracial Students and Assessing Campus Climate for the Inclusion of Multiracial People

3321

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

A Courageous Conversation about White Supremacy, White Privilege, and Oppression

3322

SPECIAL FEATURES

THURSDAY, 3:30–5:30 PM

Teach For America's Native Alliance Initiative and the need for Culturally Responsive Educators

3323

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

Building a Social Justice Program at Your Institution about Genuine Transformation

3324

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

Election 2014—Getting Your Students Engaged

3325

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

Living in the Intersection: An LGBTQIA Toolkit for College Campuses

3326

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

Turning Experiences of Microaggressions into Critical Consciousness: Expressive Practices for Transformative Learning

3327

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

Race, Pedagogy, Community, and Our Critical Moment: Impertinent Relations in the Liberal Arts

3328

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

Micromessaging to Reach and Teach Every Student™: Increasing Cultural Competency within the Classroom to Increase Diversity in the STEM Workforce

3329

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

Creating a Culture of Civility on Campus to Enhance Ongoing Diversity Initiatives

3330

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

Social Sustainability & Environmental Justice in Higher Education

3331

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

Navigating the Diversity Strategic Planning Process: Moving Beyond Theory to Action

3332

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

Identity and Issues of Multiracial Student Organizations on College Campuses

3349

SPECIAL EVENTS

THURSDAY, 6:30–8:00 PM

Thundering Moccasins at the Eiteljorg Museum

3400

SPECIAL EVENTS

THURSDAY, 8:30–10:30 PM

Amnesia, A New Play about Race and Immigration

3401

FILM PREVIEW & DISCUSSION

THURSDAY, 8:30–10:30 PM

The Education of Auma Obama: A Film by Branwen Okpako

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MAJOR WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW Grand Ballroom 1, Third Floor

Intermediate

3000

Intersectionality: Current Understandings, Evolving Questions, and Future Directions for the Use of the Framework in Teaching, Writing, and Addressing Race on Campus

This session brings together individuals examining intersectionality through their writing, teaching, and own reflection, to engage in analysis through dialogue of the framework's application to race, racism, and racial identity on campus. Panelists explore the evolving understanding of intersectionality, its usefulness in exploring issues of race and identity, and issues and challenges that the framework presents to the analysis of race and identity on campus. Participants first observe this conversation in action and then engage with the panelists and each other in what promises to be a lively dialogue on how we understand the framework of Intersectionality and how it may affect our teaching, research, and work related to race and identity on campus.

Terrell Strayhorn, PhD, MEd, Associate Professor & Senior Research Associate, The Ohio State University - Columbus, OH

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

Margo Okazawa-Rey, EdD, Dean, Professor, School of Human and Organizational Development, Fielding Graduate University - Santa Barbara, CA

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

Susan Jones, PhD, Professor, Department of Educational Studies, The Ohio State University - Columbus, OH

MAJOR WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW Grand Ballroom 2, Third Floor

Novice

3001

Exploring How Faculty Members in Higher Education Respond to an Assessment of their Intercultural Competence

The challenge of helping faculty, students, administrators and staff to more fully develop their cultural competencies is well documented in the higher education literature (Bennett, C., 2004; Bennett, J., 2009; Bonilla, 2005; Bonilla, Lindeman, & Taylor, 2012; Cushner, & Mahon, 2009). This session will share the results of a qualitative study in-progress that examines the results of working

with faculty members in higher education using the Intercultural Development Inventory (IDI).

Research indicates that we as a society are not as interculturally competent as we think we are (Bennett, M., 2004). Often people assume that their knowledge is greater than what it truly is (Ginsberg & Wlodkowski, 2009). Addressing intercultural competency with faculty members is one way to help colleges and universities become more responsive to their changing demographics (Ginsberg & Wlodkowski, 2009; Hiller, 2010; Ouellett, 2010; Taylor, 2013).

In order to address the need for faculty members to be interculturally competent, this study explores the following three questions:

- How do faculty members in higher education describe their response to an assessment of their intercultural competency?
- How do faculty members in higher education describe the implementation of their intercultural development action plan?
- How do faculty members in higher education describe the supports or barriers to their future development of intercultural competencies?

The goals of this interactive 90-minute session are to:

1. Examine briefly the definitions and meanings of intercultural competency, the Intercultural Development Inventory (IDI) assessment, and Intercultural Development Plans (IDPs).
2. Invite participants to briefly reflect on their own intercultural experiences.
3. Explore together a range of inclusive strategies for supporting faculty, administrators, staff, and students in becoming more interculturally competent in order to promote more inclusive, diverse campus climates.

This session should be of particular interest to faculty, administrators, staff and students and all those concerned with creating safer, more welcoming and more inclusive campus environments.

Naomi Taylor, Assistant Professor, Hamline University - St. Paul, MN

SPECIAL FEATURES

THURSDAY, 8:30–10:00 AM

JW Grand Ballroom 3, Third Floor

Novice

3002

Responding to the Transitioning Needs of Students: Suggestions on How to Engage and Work with Military Veteran Students, International Students, At-risk High School Students, and Commuter University Students

The academy is a dynamic space where the student population has shifted and altered the way faculty, staff, and administrators respond to the growing needs of an ever-changing student body. As we attempt to provide a foundation of growth, learning, and student success it is increasingly clear that there is no one-stop

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solution. The panelists offer the real life issues facing students with invisible needs. While on the surface they appear to be much like any other students, military veterans, international students, and first generation students from underrepresented communities come with a different set of challenges and experiences. From a lack of social-cultural capital about university life to institutional support from their universities, students are confronted with transition shock. This panel of experts will discuss both the theoretical and practical areas to consider when creating an academic learning culture committed to engagement and student success and will also provide a case study of how one department in a four-year university responds to the growing needs of students in higher education.

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

Tammi Chaparro, Undergraduate Sociology Student Author, Psychology/Sociology Department, California State Polytechnic University, Pomona - Lake Elsinore, CA

David DiRamio, PhD, Associate Professor, Higher Education Administration, Auburn University - Auburn, AL

Angel Hernandez, Project Director, Educational Talent Search Program, California State University, Fullerton - Fullerton, CA

Andy Chih-ming Wang, PhD, Associate Research Fellow, Institute of European and American Studies Academia Sinica - Taoyuan, Taiwan

Jessica Kizer, Graduate Student, Sociology Department, University of California, Irvine - Irvine, CA

SPECIAL FEATURES

THURSDAY, 8:30–10:00 AM

JW Grand Ballroom 4, Third Floor

Novice

3003

Racing Research/Researching Race: Examining the Dynamics of Conducting and Reporting Social Science Studies on Race

This panel, featuring both U.S. and Canadian scholars, will discuss questions about when, how, and for whose benefit social science research on race and ethnicity is conducted, interpreted, used, and reported. Such questions could include:

- Who is conducting the research and what were their underlying values, assumptions, and biases?
- From what sources, whose benefit, and at what cost was the research conducted;
- Who was included in the discussions interpreting the data;
- Which communities are affected and to what extent are they involved in the life after the research has been conducted?

In the United States, research studies on race are conducted and used to discuss and formulate policy, law, and practice in both education and other public realms. The distortion and misuse of these studies, to the detriment of the communities they represent, are common practice and need to be more widely recognized. In

Canada, which has declared itself officially a “multicultural nation,” data on race are not collected, and therefore policy and practice in education and other forums can sidestep issues of impacts on racialized communities. The panelists will discuss their personal experiences in dealing with these issues and why they are of critical importance for faculty members and graduate students, as well as for department chairs and deans, who frequently act as both mentors and gatekeepers in examining the value and formulation of such research.

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

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

Paul Watanabe, PhD, Director, Institute of Asian American Studies, Chair and Associate Professor of Political Science, University of Massachusetts - Boston, MA

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 301, Third Floor

Intermediate

Case Studies/Model Programs

3004

Fostering Cross-campus Collaboration for Diversity Learning and Underserved Student Success: Uniting Academic Affairs, Student Affairs, and Contingent Faculty

How do we ensure that all students have access to a high quality education and achieve essential learning outcomes that prepare them for work, life, and responsible citizenship locally and globally? Who must be collaboratively engaged on our campuses to reach these goals? Who is most often left out of the collaboration? What could we gain if this changes?

We invite NCORE conference attendees to participate in a workshop with staff from the Association of American Colleges and Universities (AAC&U) who will share insights and experiences from two national, grant-funded projects with demonstrated institutional impact built on a foundation of cross-divisional collaboration: Developing a Community College Student Roadmap and the Global Learning VALUE Rubric.

In this workshop, panelists will provide an overview of the Roadmap and Global Learning projects and theories of action; share emerging, cross-divisional student success and learning strategies; and discuss the inclusion of contingent faculty in these strategies, which focus on both learning about and across diversity in meaningful and measurable ways.

Chad Anderson, Program Associate, Integrative Liberal Learning & the Global Commons, Association of American Colleges and Universities - Washington, DC

Rebecca Dolinsky, PhD, Program Manager and Research Analyst, Association of American Colleges and Universities - Washington, DC

Heather McCambly, MA, Program Associate, Association of American Colleges and Universities - Washington, DC

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MAJOR WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 302 - 303, Third Floor
Novice

3005

Making Our Invisibility Visible 2.0: The Boisterous Voices of Our Queer Students of Color & Allies

The purpose of this panel discussion is to share stories, testimonials, and experiences from LGBTQ students of color attending a small private predominately white college institution. 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:

- 1) What is at stake for us as LGBTQ POC students of color?
- 2) What are the consequences for our careers and relationships within the institution?
- 3) How do we navigate the murky waters surrounding the intersection of race and sexuality during our college career, and future careers?

Donovan Birch, Undergraduate Student, Emerson College - Boston, MA

Dana Nurse, Undergraduate Student, Emerson College - Boston, MA

Malcolm Meyer, Undergraduate Student, Emerson College - Boston, MA

Kathryn Lohman, Undergraduate Student, Emerson College - Boston, MA

Tiksha R. Morgan, Director of Multicultural Student Affairs & GLBTQ Resources, Emerson College - Boston, MA

MAJOR WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 304 - 306, Third Floor
Novice

3006

Social Justice: Healing from Historical Harm through Stories and Analysis

Through multimedia, story, music, and spoken word, this session will speak to the impact of "historical trauma," a term coined by Dr. Maria Yellow Horse Brave Heart, defined as "the collective emotional and psychological injury both over the life span and across generations...emanating from massive group trauma." The wounding goes beyond impacting individuals and overwhelms the majority of a group of people. Often, historical trauma is cultural trauma in the sense that it is a complex set of traumagenic events; policies and practices were directed at a segment of society because of some

specific distinguishing feature of that group (e.g., race, ethnicity, belief, gender, sexuality).

We will explore the meaning of this term and its impact on inequity in contemporary society and will address it as an integral part of working toward building just and equitable communities.

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

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

Aisha Fukushima, Singer, Public Speaker, Educator, Writer & Self Proclaimed 'RAPtivist' (Rap Activist) - San Francisco, CA

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 308, Third Floor
Novice
Case Studies/Model Programs

3007

From Theory to Practice: Developing a Campus-wide Focus on Latina/o Student Opportunity and Achievement at Traditionally White Institutions

Over the past two decades, Traditionally White Institutions throughout the United States have sought innovative ways to improve educational access and outcomes for historically marginalized communities of color. With the significant growth of Latina/o student communities (U.S. Census, 2010), greater attention has been paid to targeted outreach and initiatives for students who self-identify as Hispanic or Latina/o.

In 2007, Utah Valley University (UVU) had a student headcount enrollment of 26,000 students and a Latina/o student headcount enrollment of 1,060, or 4% of the total enrollment. That same year, state and county reports estimated that within the service region that fed into UVU, the Latino population was approximately 17% of the total population. This gap in representation of Latina/o students caused the university to create a position and allocate funding focused on Latina/o student achievement.

By the third week of enrollment of Fall 2012, headcount of UVU Latino students surpassed 3,000 (9.5% of total enrollment) and it is anticipated to increase this year as well. Some of the initiatives, events, and services that have been implemented include:

- Academic Summer Bridge Programs
- Latino Educators of Tomorrow—teacher preparation program in the School of Education
- Latino Scientists of Tomorrow
- Hospitality Managers of Tomorrow
- Celebración Latinoamericana—scholarship and awards banquet (average 800 attendees)
- Latinos Unidos Mentoring Program

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- Latinos in Action Youth Conference (more than 1,600 high school and middle school students each year)
- Latino cultural envoys
- Música, Comida, y Novelas-Family outreach nights
- Translation of UVU materials into Spanish
- Somos Scholarship partnership
- Paso a Paso K-16 program
- Latino Leadership Lecture Series
- Bilingual Service Learning courses
- Global Spotlights on Mexico and Brazil

This workshop will focus on the development and success of UVU's Latino Initiative. Presenters will discuss processes for garnering campus-wide support, funding, and collaboration including attention to the political dynamics of immigration. This workshop is intended for educators at various levels (faculty, staff, and administrators) who are seeking a comprehensive approach to improving educational outcomes for Latina/o students and other underrepresented communities of color.

The intended outcomes for this session are that participants will have a greater understanding of the landscape of approaches to Latina/o student success, develop greater sensitivity to navigate political challenges when advocating such initiatives, and understand multiple ways to assess the success and impact of their efforts.

Kyle Reyes, PhD, Special Assistant to the President, Utah Valley University - Orem, UT

Yudi Lewis, MBA, Director, Latino Initiative, Utah Valley University - Orem, UT

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 309 - 310, Third Floor

Novice

Interactive Training

3008

Facebook, Twitter, Tumblr, Texting...Oh My!: Effectively Utilizing Social Media for Social Change

Social media has become the outlet of today's college students for connecting and creating social change. While much attention has been given to the negative side of social media (e.g., cyber bullying), there are powerful examples of the positive impact on social change that social media has had. As early as January 2001, examples of the usage of social media for social change were discussed by Clay Shirky in an article that addressed the power of social media as a tool for social change. In this article, Shirky shared how individuals utilized texting to inform and encourage millions in the Philippines to take to the streets in protest regarding a decision by the Philippine government to allow then President Estrada to "be let off the hook" for crimes he committed. By the end of that week more than

seven million texts were sent encouraging others to participate in the protest with a simple text stating, "Go 2 EDSA. Wear blk." (Shirky, 2011).

To begin this workshop, the facilitators will share a timeline highlighting some of the most effective social media campaigns that have resulted in positive social action and change. After a presentation of this timeline, facilitators will engage the workshop participants in an interactive discussion on ways to utilize social media for social action and change. Following the interactive discussion, the audience will be invited to participate in action planning to think about ways they can effectively utilize social media to support social action campaigns. Participants are encouraged to share thoughts and ideas on ways they have effectively utilized social media for action and change.

The facilitation team brings more than 15 years experience working with youth (K-12) and college students around social action and change. The facilitators' goal is to engage the audience in an interactive discussion on effective ways to utilize social media for social action and change.

Oscar Collins, MEd, Associate Director, Academic Support, University of Massachusetts Amherst - Amherst, MA

Monica Marie Jones, MSW, Inspiration Inc. - Detroit, MI

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 312, Third Floor

Intermediate

Curricular/Pedagogical Models

3009

Calling Out the Wizard behind the Curtain: Critically Addressing the Corrosive Effects of Whiteness in Teacher Education

This session is born out of too many conversations, consultations, and assessments regarding teacher education's lack of critical race accountability and racial justice preparation for our future teachers. While the nation continues to turn its concern over racial disparities in our schools toward teachers and administrators, this session contends that not nearly enough accountability is leveled at teacher education itself and particularly the whiteness that undergirds its long-standing practices. To be sure, this is not 90 minutes of finger pointing and criticism. It is, however, a place for honest conversations about the specific failings of current teacher education systems regarding racial justice. Participants will critically examine how their White liberalism supports racism and whiteness in our E-12 settings. Concrete changes for teacher education will be identified to prepare teachers to truly serve all students in a racially complex society. This session is not focused on the canaries in the coal mine such as "the gap" or "recruitment and retention" but rather looks more deeply at the way race (the racial narrative), racism (systemic targeting of People of Color/Native people) and especially whiteness (white privilege and white supremacy) undergird the core of teacher education and, if left unchallenged and unchanged, will forever deny teacher education a racially-just pedagogy. The content in the session stems from more than 20 years

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working in higher education/teacher education settings, as well as in-service professional development settings, and is offered as a starting point for critical dialogue within the session. This workshop is best suited to those in teacher education who have a solid foundation in critical race, racism, and whiteness content.

Heather Hackman, EdD, Founder and President, Hackman Consulting Group - Minneapolis, MN

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 201, Second Floor

Novice

Case Studies/Model Programs

3010

Building Community: An Examination of a Black Male Leadership Program

Louisiana State University's (LSU) Black Male Leadership Initiative (BMLI) Fellows Program is a cohort model program designed to increase the retention, graduation, and participation rates for Black male students through mentoring, leadership, development, and academic support while connecting students with faculty, staff, and the campus community.

Currently in its fourth year, the BMLI Fellows Program boasts an 88 percent retention rate of program participants. This presentation will discuss strategies used to retain program participants including relevant programming for holistic student development, academic and professional networking activities, and an awareness of issues affecting Black male students at Predominately White Institutions (PWIs). The presentation will also highlight strategies used to build community among program participants and ways in which the BMLI Fellows Program has created discussions for other collaborative campus initiatives to build a supportive community for Black male students.

This presentation will benefit university administrators interested in developing a Black Male Leadership Program or enhancing an existing Black Male Leadership Program on their campus.

Chaunda Allen, MPA, ABD, Assistant to the Vice Provost, Office of Academic Affairs, Louisiana State University - Baton Rouge, LA

Vincent Harris, Graduate Coordinator, Office for Equity, Diversity, & Community Outreach, Louisiana State University - Baton Rouge, LA

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 202, Second Floor

Intermediate

Long and Short Range Planning

3011

ALL POWER TO THE STUDENTS: Re-energizing Your Student Organization

Having trouble getting your cultural student organization off the ground? Want to take your club to the next level, but unsure of the first step? Then this is the workshop for you. A student-led workshop, this session features information on how to re-energize or give life to your organization while applying key elements that will help create a lasting legacy in your organization. Presenters will go over a model to help build strong student organizations representing the unprivileged and create allies between other oppressed groups on campus. The three key elements of this workshop are to aid students in creating a sustainable student organization, foster relationships with other student organizations around social justice, and create change and a sense of urgency on college campuses.

These models will be presented by University of Michigan-Flint's student organizations, such as the Black Student Union, Native American Student Association, International Student Organization, and P.R.I.D.E. (Promoting Respect Individuality and Diversity for Everyone).

Shaquille Greene, Student Leader, University of Michigan-Flint - Grand Blanc, MI

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 203, Second Floor

Novice

Curricular/Pedagogical Models

3012

Teaching the Business of Jazz: A Pedagogical Approach to Teaching the Commerce of Diversity in the Performing Arts

Jazz, a decidedly American art form, epitomizes the definition of diversity. Jazz likewise reflects aspects of America's history and its melting pot identity. The study of jazz reveals it to represent the divergence of many musical forms—an evolved blending of African, Latin, European, and Afro-American ragtime, gospel, and blues musical expressions. These diverse roots define the music's history and, conversely, its history has shaped the music. For example, jazz helped shape the American civil rights movement. The music and history are so intricately intertwined that jazz curricula typically include historical instruction. However, instruction in the business of jazz is rare and is generally less understood, yet opportunities for development of multicultural content in this area abound.

The business of jazz is distinguished from its artistry. Accordingly, teaching the commercial aspects of jazz encompasses examining

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strategic and economic inputs of the music industry that influence the profitability and economic opportunities of working in the genre. The presenter, a faculty member within a music business curriculum, developed an elective course with multicultural content called Understanding the Business of Jazz, a course exploring the interactions between the artistry, history and business of jazz. The purpose of the course is to teach the positive impact of diversity on art forms and business and to teach strategic industry initiative. The course examines the legal environment of the industry, business models for success, historical underpinnings of jazz that have affected its shape and commerce, and distinctions between jazz and other genres that may influence jazz business opportunities. The multicultural components of the course are imbedded in the nature of jazz and specifically taught through exploration of the legal and business constraints--e.g., examining the experiences of Black jazz musicians through Jim Crow segregation laws, stereotypical perceptions of jazz musicians, business efforts targeted at American Blacks--and how these factors have had an impact on business opportunities that still linger today.

This session will describe the pedagogical model of this course, including:

- Pedagogical conceptualization and course objectives
- Development of the course proposal to sell its place in the curriculum
- Development of learning outcomes
- Use of relevant research and other resources to solidify course content
- Classroom techniques and tools
- Interplay between multicultural content and student population
- Academic opportunities and challenges encountered in offering the course

Cheryl Carr, JD, Associate Professor of Music Business, College of Entertainment & Music Business, Belmont University - Nashville, TN

MAJOR WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 204-205, Second Floor
Novice

3013

Understanding and Addressing Resistance to Social Justice Issues from People in Privileged Groups

Many social justice educators find resistance from students from dominant groups (e.g., whites about racism, men about sexism, heterosexuals about heterosexism), one of the more challenging aspects of educating about diversity. Drawing on educational and psychological theory, as well as personal experiences, the presenters will discuss principles and practices that can enhance teaching effectiveness. The workshop will focus on the reasons for resistance and understanding the perspective of the resistant individual. Participants also will consider their own issues, which affect our

ability to work with resistant students. Numerous ways to prevent, reduce, and address resistance will be discussed.

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

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW White River Ballroom A, First Floor
Intermediate
Interactive Training

3014

When Race, Religion, and Sexuality Collide: Exploring Intersectionality in Our Work with LGBTQ Students of Color

Where do LGBTQ students of color go for social, cultural, and academic support at our institutions? Some students find supportive spaces at the LGBTQ resources centers, while others feel that they need to check their racial/ethnic identities at the door in order to feel welcome. Likewise, LGBTQ students of color don't always feel comfortable in multicultural centers or offices, where their sexual identities cause them to feel unwelcome or unsafe. For many African American LGBTQ students, race, religion, and sexual orientation all collide, as they often come from communities in which their sexuality or gender expression is not embraced in their church or religious communities.

This session will help participants begin to address the theological and cultural biases that inhibit LGBTQ students of color from thriving in our campus environments, as well offer tools and strategies for creating inclusive spaces for all of our students, particularly those with marginalized racial/ethnic and sexual/gender identities. Participants will be introduced to a specific curriculum used in work with African American communities and churches, as well as practical strategies for creating inclusive programs and services that they can implement on their campuses and with their students.

The Center for Lesbian and Gay Studies in Religion and Ministry at the Pacific School of Religion in Berkeley, CA, has developed the Umoja (a Swahili word for unity) Project, which facilitates safe, non-threatening dialogue about the diversity of human sexuality and the tension that sometimes exists within African-American communities in relation to LGBT individuals. The Office of Diversity, Inclusion, and Multicultural Education (ODIME) at George Mason University provides individual and programmatic support for LGBTQ students of color through a new initiative entitled "We're Here Too." Working collaboratively with a number of students who expressed the need for support and the willingness to help create it, and with the LGBTQ Resources Office at Mason, the ODIME staff is developing systems of support for students as well as ongoing training opportunities for staff and faculty across the University Life division and the campus at large.

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

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Roland Stringfellow, Director of Ministerial Outreach, Center for Lesbian & Gay Studies (CLGS), Pacific School of Religion - Berkeley, CA

MAJOR WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW White River Ballroom B, First Floor
Intermediate

3015

Best and Promising Practices: Success Strategies and Practical Applications in African American Communities of Higher Learning

The John D. O'Bryant National Think Tank is a nonprofit organization supporting the participation of African American attendees at NCORE. Through this partnership and collaboration, one of the most successful JDOTT projects that has emerged is a book, *Our Stories*, which focuses on understanding the experiences of Black administrators, faculty, staff, and students at universities and colleges. The *Our Stories* book project provides an important opportunity for the reader to hear the voices of African American individuals often absent from the education conversation within our institutions of higher learning. These voices provide a greater awareness and clearer understanding of the level of personal and professional challenges and opportunities experienced by Black professionals and students working and studying on predominately white campuses must successfully navigate. Understanding the complexity of these topics helps create a greater awareness and sensitivity to the issues confronting black professionals in higher education. Due to the success of the *Our Stories I and II*, JDOTT is publishing its third edition, which will culminate at NCORE 2014.

While *Our Stories I and II* spoke eloquently to the unique experiences and difficulties experienced by Black professionals in higher education, *Our Stories III*'s focus provides critical tools and distinctive strategies utilized by African American professionals to address some of the challenges that students, staff, administrators, and faculty have encountered at institutions of higher learning. *Our Stories III* provides take-aways for participants that will include:

- Best and promising practices
- Tool kits for success
- Turning faculty, staff, and administrative pitfalls into opportunities
- New and unique ways of addressing student challenges in higher education

Ten authors will share key practices specifically as they relates to diversity work with African American students, staff, and faculty.

JDOTT has selected four of the ten authors to present their written works at NCORE and provide actionable strategies for participants to take back to their campuses. In addition to best practices, this session will share success strategies with interactive dialogue.

Nzingha Dugas, Academic Coordinator, Multicultural Student Development Unit, University of California- Berkeley - Berkeley, CA

LaTashia Reedus, The John D. O' Bryant National Think Tank - Columbus, OH

A CONVERSATION WITH

THURSDAY, 8:30–10:00 AM

JW White River Ballroom C, First Floor
Novice

3016

A Moccasin in the Door: Leadership Lessons from the Pacific Northwest

This presentation will feature the professional experiences and meaning-making of the first Native American female president of a mainstream university outside the tribal college system. In 2007, Dr. Manuelito-Kerkvliet found herself at Antioch University Seattle and created a community willing to infuse Navajo cultural teachings into the daily practices of faculty, staff and students at AUS. Participants will learn to take Cassandra's lessons and apply them to their campuses, communities and beyond. We will envision an educational, social and political climate in which diverse women benefit from opportunities in higher education. With Cassandra's inspirational story, women can contemplate their future career goals and shape the progression of their own chosen paths to leadership.

Cassandra Manuelito-Kerkvliet, Retired President, Antioch University Seattle - Seattle, WA

MAJOR WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW White River Ballroom D, First Floor
Advanced
Case Studies/Model Programs

3017

Broadening Participation in the STEM Disciplines: Promising and Proven Practices

Nearly 35 years ago, U. C. Berkeley sociologist Lucy Sells coined the term "critical filter" to describe required mathematics and science courses as being gateways to keeping students out of technical careers. This issue has continued to be at the heart of a national conversation among educators, local and national leaders, and others 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.

This session will present programs from colleges and universities that have had a measurable impact on minority student achievement in the STEM disciplines. These programs have adapted and implemented high-impact practices such as supplemental instruction

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SESSIONS

(SI) programs, both face-to-face and online, peer-led team learning (PLTL) groups, undergraduate research projects, internships, and summer bridge programs that work within the academic context and financial constraints of their institutions.

This session will include practical information for institutions wishing to explore options for strengthening their STEM programs, including:

- Program history and institutional context
- Impact on student achievement
- Nuts and bolts of starting and maintaining the program
- Funding sources and other resources
- Institutionalization
- Challenges and limitations

This session will be of interest to those in the educational community seeking to broaden student participation and achievement in the STEM disciplines at their institutions.

Martin Bonsangue, PhD, Professor, Mathematics, California State University- Fullerton - Yorba Linda, CA

David Drew, PhD, Professor, Educational Studies, Claremont Graduate University - Claremont, CA

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW White River Ballroom E, First Floor
Intermediate
Case Studies/Model Programs

3018

Olivia Pope 101: Model “Fixer” Strategies for Diversity Communications and Crisis Management

Communications in higher education is multifaceted and broad reaching, encompassing a number of areas such as brand management, design, media relations, social media and web content development, event planning, crisis management, and internal communications. The complexity of communications extends to communicating about diversity. Diversity offices often have to leverage limited human and financial resources in order to both highlight the positive (i.e., achievements and success stories) and manage challenging and potentially explosive situations. In this presentation, we will share best practices about creatively identifying and engaging with your networks to tell your diversity story and to proactively manage diversity crises.

Presentation Objectives:

Telling the story. In small and midsize diversity offices, staff must focused on day-to-day operations. This leaves little time to be thoughtful on how to most effectively communicate successes and

points of pride. We will share best practices on how to make “telling the diversity story” a major priorities.

Averting and managing diversity crises:

We know all too well that “scandalous” or explosive diversity events occur on college campuses. There are key strategies that we will share on how to get ahead of potentially explosive situations as well as share crisis management tactics that work.

Building communications partners:

Model diversity communications does not happen in isolation. It happens when there is key internal and external partners share the university mission of enhanced diversity. We will draw from systems leadership theory and share how to build key internal and external communication partnerships and leverage those relationships in strategic ways.

Managing the media:

Far too often we think of the landscape of contemporary media as being unjust and negative at best and adversarial at worse to the work of diversity. We will share vital public relations techniques to help you understand and better manage the media instead of letting them manage you/your key messages.

Reframing diversity challenges into positive storylines:

Often times, media are drawn to campus diversity offices because of titillating issues and/or divisive issues that we manage. We will share creative ways to reframe the narrative in more positive ways.

Participants will come away with a blueprint for better managing and staying ahead of divisive issues in diversity communications. They will take inventory of key relationships at their respective organizations; create a checklist of processes and action steps to implement; and understand how to make environmental “media” scanning a regular, efficient part of their work week.

Katrice Albert, PhD, Vice President, University of Minnesota - Minneapolis, MN

Julie Christensen, Assistant Director, Office for Equity and Diversity, University of Minnesota - Minneapolis, MN

Anitra Cottledge, MA, Assistant Director, Women's Center, University of Minnesota - Minneapolis, MN

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SPECIAL FEATURES

THURSDAY, 8:30–10:00 AM

JW White River Ballroom F, First Floor
Novice

3019

A Drive to Change the Landscape of Intercollegiate Athletics: Why It Was Imperative to Create the NCAA Native American Mascot Policy

Attendees will hear leadership perspectives and receive an insider's look into why and how the NCAA developed the Native American Mascot Policy and its subsequent impact on intercollegiate athletics.

Bernard Franklin, PhD, Executive Vice President of Membership & Student-Athlete Affairs/Chief Inclusion Officer, National Collegiate Athletics Association (NCAA) - Indianapolis, IN

Jon Duncan, Interim Vice President of Enforcement, National Collegiate Athletics Association - Indianapolis, IN

Cornel Pewewardy, Professor of Native American Studies, Portland State University - Portland, OR

MAJOR WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW White River Ballroom G, First Floor
Novice

3020

Exploring the Intersections: American Indians and African Americans

This session explores the intersections between these multiple communities including tensions, overlapping and divergent histories, myths and experiences and its impact on contemporary dynamics and coalition efforts.

Sedelta Oosahwee, MEd, Associate Director, White House Initiative on American Indian and Alaska Native Education Office - Washington, DC

Sharon Washington, PhD, Education Consultant - Berkeley, CA

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW White River Ballroom H, First Floor
Novice

3021

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. Our goals are to analyze and organize around issues of race and racism at Tulane, as well as to respond to specific problems on campus. We also strive to forge a meaningful relationship between Tulane and the greater

New Orleans community. In this session, SOAR will share how we have and continue to meet our mission at Tulane. Members of our organization will speak from our experience in using Anti-Racist principles and ask to hear about your experiences organizing on your campus.

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

Grace Leyrer, Undergraduate Student, Students Organizing Against Racism at Tulane - New Orleans, LA

Alex Williams, Undergraduate Student, Students Organizing Against Racism at Tulane - New Orleans, LA

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW White River Ballroom I, First Floor
Advanced
Interactive Training

3022

"Creating The UNSTOPPABLE Leader!"

This life changing, inspirational, motivational, dynamic, REAL, open, honest, provocative, comedic, interactive, and thought-provoking workshop takes you back to basics while developing/nurturing the necessary skills needed to improve yourself, your organizations, and the communities you serve.

This workshop offers a fast-paced, positive learning environment while touching on numerous topics of interest: diversity, multiculturalism, leadership, unity, race-cultural pride, fear, expectations, focus, courage, creativity, and much, much more.

It asks the difficult questions that require a shifting of our thoughts and actions!

Steve Birdine, MS, President-CEO-Founder, Affirmations In Action! - Indianapolis, IN

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MAJOR WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW White River Ballroom J, First Floor
Novice

3023

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. The mission of the GMS Leadership Development Program is to equip Scholars with the tools for academic and personal success to achieve positive social impact. The GMS Leadership Development Program is comprehensive collection of initiatives geared toward providing resources for undergraduate and graduate Scholar retention, persistence and success, for the development of leadership skills, for career enhancement, and for involvement in GMS leadership and community service experiences. Through a comprehensive look at the GMS Leadership Development Program model, participants will have the opportunity to engage in practical conversation around salient themes in current research involving retention and persistence of students of color in higher education, and the strategy model the Gates Millennium Scholars Program developed to impact the retention and persistence of Gates Millennium Scholars. The target audience for this workshop includes college administrators such as Presidents, senior administration, deans, and faculty in addition to organization leaders and other practitioners in the field of higher education.

Shederick A. McClendon, Director, Student Support and Alumni Relations, UNCF - Washington, DC

Kelvin J. Harris, Senior Relationship Manager, Leadership Development Programs, Gates Millennium Scholars Program (GMSP) - Washington, DC

Ryan Davis, Senior Relationship Manager, Leadership Development Programs, Gates Millennium Scholars Program (GMSP) - Washington, DC

MAJOR WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 101, First Floor
Novice

3024

10 Tips for White Advisors: A Primer on Student Organizational Advising

This 90-minute workshop is aimed at providing a few tips and facilitating dialogue with participants regarding the role of white advisors and those interested in supporting/developing white

advisors who work with student organizations. This session will touch on the role that race plays on internal, interpersonal, and institutional levels and how considering this can assist us all in better serving student populations.

After participating in this workshop you will have explored:

- Understanding white racial identity development and its relevance for white advisors of student organizations,
- Developing more authentic cross-racial relationships with colleagues to support student organizations, and
- Deconstructing internalized bias to better serve student organizations.

Sean Novak, MA, Program Coordinator, Center for Multicultural Affairs, Duke University - Durham, NC

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 102, First Floor
Novice
Interactive Training

3025

Diversifying the Applicant Pool to Medical School Starting in Kindergarten

This session will address the ways the University of Utah School of Medicine is committed to creating a more diverse applicant pool, as well as make higher education in Utah more accessible. Over the last 14 years the Office of Inclusion and Outreach has worked to diversify the applicant pool of the School of Medicine through pipeline programs. The undergraduate population at the University of Utah more closely reflects the racial diversity of Utah. The graduate programs, however, do not reflect this diversity; the majority of each entering Medical School class is predominantly male, white, heterosexual, and Christian. The Office of Inclusion and Outreach (OIO) has pipeline programs for K-12, pre-med, and the community that are actively trying to change this dynamic. In 2012-13 the OIO had more than 10,000 contacts with K-12 students in 36 of the 41 school districts in the state of Utah. The OIO also runs two pre-medical enrichment programs each year for students underrepresented in medicine. For the last 3 years, the OIO has reached out to the community through a program called Partners in the Park, which last year impacted more than 3,300 community residents of all ages in the Salt Lake Valley. The Mad Scientist Program, started in 2011, has become one of the most popular programs. It is designed for K-6th grade students and both educates and entertains young minds about science. The Mad Scientist Program has been implemented into more than 25 elementary schools around the Salt Lake Valley. All of the programs feed into the high school and undergraduate programs.

Melanie Hooten, Director, Inclusion and Outreach, Office of the Dean, University of Utah School of Medicine - Salt Lake City, UT

Chris Harris, Administrative Program Coordinator, University of Utah School of Medicine - Salt Lake City, UT

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CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 103, First Floor
Intermediate
Interactive Training

3026

A Fresh Approach to Coalition Building: Five Professionals Demonstrate Strategies to Redress Race-Based Disparities

Race is a major determinant of disparities in health, social, economic, and political well-being. Race is also the main force for social organization in the United States, which often structures access and sources of political, economic, and social capital. Racial and ethnic minorities have been subjected to many forms of institutional racism that have contributed to generations of poverty fueled by disinvestments in neighborhoods, access to quality education, jobs, and health care. The result is lower life expectancy, higher prevalence of chronic mental and physical disease, lower rates of high school completion, and lower rates of post-secondary completion.

This vicious cycle is structured and perpetuated by policies that disaffect racial and ethnic minority communities and are reified by negative images throughout the media. Though modest progress has been achieved toward eliminating racial and ethnic disparities in health, we recognize the need and call to identify particular social determinants of disparities in overall health and well-being. In particular, this panel will discuss the influences of individual, neighborhood, and institutional determinants of these disparities.

Members of this diverse panel will provide a social ecological framework to understand how these social determinants produce disparities, as well as examine policy and practical strategies to reduce these disparities through their respective lenses. Similarly, participants will engage in the cultivation of strategies to address these disparities through their individual areas of focus. For example, educators will be encouraged to consider those pedagogical approaches they may adopt to empower their students toward critical, culturally-relevant praxis and other strategies to achieve liberatory learning. Public health professionals will be given a space to consider which strategies best demonstrate a commitment to reflexivity, social justice, and critical praxis. Social scientists will have the opportunity to share best practices in shaping critical research agendas that both consider and respond to racial and ethnic disparities.

Panelists will demonstrate effective strategies in coalition building, highlighting those intersections of agency which lend themselves to creative, restorative solutions for racial and ethnic minorities.

Keon Gilbert, MA, MPA, DrPH, Assistant Professor, Behavioral Science and Health Education, Saint Louis University - St. Louis, MO

Alta Mauro, MS, Director, Multicultural Affairs, Wake Forest University - Winston Salem, NC

NaShara Mitchell, JD, Assistant Dean and Director, Preparing Future Faculty and Professionals, Indiana University Purdue University Indianapolis - Indianapolis, IN

Rashawn Ray, Assistant Professor, Department of Sociology, University of Maryland at College Park - College Park, MD

Arjumand Siddiqi, Assistant Professor, Dalla Lana School of Public Health, University of Toronto - Toronto, ON, Canada

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 104, First Floor
Novice
Research/Assessment/Evaluation

3027

"Si, se Puede" Research Project

The literature shows that a disproportionately large number of Latinas enroll at two-year colleges (Fry & Lopez, 2012) but do not persist to graduation. The "Si se Puede" research project documents the success stories of seven first-generation Mexican-American, Latina alumnae from Phoenix College who were able to overcome the considerable odds against them. The purpose of this study was to investigate what supported and enabled the student to persist through to graduation. The research also identified recommendations for assisting future first-generation Mexican-American, Latina students at the community college level complete their associate degree.

This qualitative study utilized Tara Yosso's Community Cultural Wealth Theory (Yosso, 2006), Gloria Anzaldúa's Mestiza Consciousness Theory (Anzaldúa, 2007), and Laura Rendon's Validation Theory (Rendon, 1994) as frameworks for the research.

This session will be especially relevant to staff and administrators who are charged with achieving student success and supporting nontraditional students in reaching their academic goals. By identifying the strengths and resources these students bring with them to college, programs can be designed that draw upon their social and cultural capital and allow Latina students to thrive in the college environment.

This interactive session will include:

- Review of research findings from the study
- Opportunities to apply these findings to various college settings and contexts
- Engagement with other staff and administrators to exchange best practices in working with Latina students
- Recommendations and suggestions for maximizing the success of Latina students at the community college level based on the research findings
- Opportunities to discuss implications for other marginalized students

Gloria Bravo-Gutiérrez, MEd, Women Empowerment Education Projects, Fielding Graduate University - Gilbert, AZ

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CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 105, First Floor
Intermediate
Case Studies/Model Programs

3028

First in the Family to Go to College? We Can Help with That...

First-generation college students often face many challenges in their pursuit of a four-year degree (Chen, 2005; Dennis, Phinney & Chuateco, 2005; McCarron & Inkelas, 2006). These challenges may be compounded for students who also descend from underrepresented ethnic and racial backgrounds. Previous diversity efforts focus on racial and ethnic diversity (AASCU/NASULGC Task Force on Diversity, 2005). However at San José State University, the GENERATE initiative, recently featured in the Chronicle of Higher Education (McCormack, 2013), not only serves students who identify as first in their families to attend college; many of them also identify as students of color. Does this create greater challenges for these students? Are we addressing the same needs of first-generation students as we are when these students carry multiple identities? Are the needs the same? Several of these questions are addressed in a student-directed video entitled, I Relate, which serves not only as an orientation and introduction to college but informs programming and fosters campus relationships between family, students, staff, faculty, and intentional mentorship and support, all aimed at student success.

Art King, MEd, Associate Vice President, Student Affairs, San Jose State University - San Jose, CA

Jennifer Morazes, MSW, PhD, Educational Counselor, San Jose State University - San Jose, CA

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 106, First Floor
Novice
Long and Short Range Planning

3029

Diversity and Inclusion: Building Capacity at Small Private Predominantly White Institutions and Colleges

Many Diversity and Inclusion departments at small private universities focus on maintaining traditions, developing new programs and keeping administrative costs low often times putting off the building of the department's capacity necessary to create an institutional and community climate of justice and the promotion of access and equity in higher education. In this interactive session, participants will learn how Stetson University's Cross Cultural Center is changing the narrative on campus and embedding changes through strategic mapping, bundling of high impact practices, enhancing student engagement; identifying more efficient uses

of technology, and engaging in collaborations with faculty, departments and community partners.

Participants will attempt to identify multiple solutions as we name and claim the root of the issues that have stifled the sustainability of multicultural student organizations; impacted the retention of students that are ethnic/multicultural and identify within a protective class status; and delayed the expansion of multicultural diversity and inclusion departments. This critical approach allows stakeholders and partners to take accountability for the ways in which they align their services with the university's mission to embrace diversity and uphold inclusive community standards – everyone is responsible for the success and retention of ethnic/multicultural students.

Yolany Gonell, MSW, Director, Diversity And Inclusion Cross Cultural Center, Stetson University - Orlando, FL

CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 107, First Floor
Advanced
Research/Assessment/Evaluation

3030

The Black Hair Politick: The Role of Hair in the Lives of Black Collegiate Women at Predominately White Universities

What exactly is hair in regard to Black women? This interactive session investigates the social function of hair in four arenas: biological fact, symbolism, abjectivity, and cultural practice in respect to the lives of six Black collegiate women at predominantly white universities: the University of Wisconsin-Madison and the University of Cape Town. We critically examine the hair stories of these women with the backdrop of their nation's specific history of racial oppressions by way of apartheid and slavery. In doing so, we uncover several factors that influence the hair styling and maintenance practices of these Black collegiate women, underscoring the effect(s) of the spatial location of a majority white university on such practices. Finally, we assess the ways in which these women navigate their experience and understanding of hair as a social marker that sexualizes, racializes, and engenders them.

Erika Dickerson, Activist, Artist, Teacher, Feminist - Madison, WI

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CONCURRENT WORKSHOPS

THURSDAY, 8:30–10:00 AM

JW 209, Second Floor
Novice
Theoretical Models

3032

Developing a Framework for Establishing Mentorship Relationships

“When you learn, teach. When you get, give.” This quotation by Maya Angelou provides the foundation for the importance of mentorship in the African American scholar community. Often, we have questions as the mentor or protégé of where and how to start these relationships and about mentor-protégé compatibility. This interactive roundtable will focus on methods for creating a mentoring relationship from the mentor and protégé perspective.

Candace Maddox, PhD, EdD, Program Coordinator, Counseling and Human Development Services Department, College of Education University of Georgia - Athens, GA

Jillian Martin, MEd, Doctoral Student, College Student Affairs Administration, University of Georgia - Athens, GA

KEYNOTE ADDRESS

THURSDAY, 10:15–11:30 AM

JW Grand Ballroom, Third Floor
Novice

3100

Vandana Shiva

Born in 1952, in the verdant valley of Dehradun, to a father who was the conservator of forests and a farmer mother with a deep love for nature, Vandana Shiva received her first lessons on environmental protection in the lap of Himalayas. A student of St. Mary's School in Nainital and later of Convent of Jesus and Mary, Dehradun, Shiva had aspired to be a scientist since childhood. But nuclear physics soon raised questions in her mind regarding its impact on life and the environment. And thus began Shiva's passionate affair with the environment.

Dr. Vandana Shiva is trained as a physicist and completed her PhD on “Hidden Variables and Non-locality in Quantum Theory” from the University of Western Ontario. She later shifted to inter-disciplinary research in science, technology, and environmental policy, which she carried out at the Indian Institute of Science and the Indian Institute of Management in Bangalore.

In 1982, she founded an independent institute, the Research Foundation for Science, Technology, and Ecology in Dehra Dun dedicated to high quality and independent research to address the most significant ecological and social issues of our times, in close partnership with local communities and social movements. In 1991, she founded Navdanya, a national movement to protect the diversity and integrity of living resources. In 2004, she started Bija Vidyapeeth,

an international college for sustainable living in collaboration with Schumacher College, UK.

Shiva's contributions to gender issues are nationally and internationally recognized. Her book *Staying Alive* dramatically shifted the perception of third world women. In 1990, she wrote a report for the United Nations' Food and Agriculture Organization on Women and Agriculture entitled, “Most Farmers in India are Women.” She founded the gender unit at the International Centre for Mountain Development in Kathmandu.

She initiated an international movement of women working in food, agriculture, patents, and biotechnology called *Diverse Women for Diversity*. The movement was launched formally in Bratislava, Slovakia, on May 1, 1998.

Shiva combines sharp intellectual enquiry with courageous activism. She is equally at ease working with peasants in rural India and teaching in universities worldwide.

Shiva has also served as an advisor to governments in India and abroad, as well as NGOs such as the International Forum on Globalization, Women's Environment and Development Organization, and Third World Network. She is chair of the International Commission on the Future of Food.

The government of India nominated Shiva for the SAARC Autonomous Women's Advocacy Group.

Shiva is a member of the technical support group of the Ministry of Tribal Affairs, Government of India, for drafting the “Scheduled Tribes and Forest Dwellers (Recognition of Forest Rights) Bill.” Time Magazine identified Shiva as an environmental hero in 2003 and Asia Week has called her one of the five most powerful communicators of Asia.

Vandana Shiva, PhD, Biodiversity and Conservation Activist - Delhi, India

MAJOR WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW Grand Ballroom 1, Third Floor
Novice

3200

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 you proved your worth with your fists, Oluseyi opted to stay indoors and read—a habit his single 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 to 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

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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, which is the highest 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

A CONVERSATION WITH

THURSDAY, 1:30–2:45 PM

JW Grand Ballroom 2, Third Floor

Novice

3201

The TV Arab: 30 Years Later

The academic chair stands at the crossroads of diversity transformation in higher education today. If higher education is to address the preparation of students for citizenship in a global, knowledge-based society, the role of the academic department chair in creating diverse and inclusive learning environments is arguably the most pivotal position in colleges and universities.

As the first research-based book devoted to the department chair's diversity leadership role, this book draws upon an extensive survey and interview sample of department chairs throughout the United States to explore the ways in which chairs can influence and promote the success and progress of diverse faculty, staff, and students within the academic department. A particular area of focus in our study is the differential experiences faced by chairs who are members of non-dominant groups in their efforts to promote diversity in a largely white male academic hierarchy. The book provides best practices and concrete strategies designed to assist presidents, provosts, deans, department chairs, administrators, chief diversity officers, and human resource professionals in enhancing the pivotal role of the academic department in diversity leadership.

Jack Shaheen, Professor Emeritus, Mass Communications, Southern Illinois University at Edwardsville - Edwardsville, IL

SPECIAL FEATURES

THURSDAY, 1:30–2:45 PM

JW Grand Ballroom 3, Third Floor

Novice

3202

Invisible Newcomers: Refugees from Burma/Myanmar and Bhutan in the United States

Fleeing from one's homeland, culture, and loved ones—especially while trying to live within a new, strange culture—is bound to be an emotionally wrenching experience for the thousands of refugees who resettle each year in the United States. In particular, refugees from Burma/Myanmar and Bhutan know all too well about the challenges involved with finding support and resources when resettling in America. While these communities make up the largest refugee arrivals in this country (30 percent and 26 percent, respectively), Burmese and Bhutanese refugees continue to be the most overlooked and invisible Asian American populations in the United States, especially when it comes to their demographic patterns, socioeconomic outcomes, and educational attainment and experiences. The omission of these groups is to be considered given that all Asian Americans, including Burmese and Bhutanese refugee communities, represent the changing face of America.

The Asian & Pacific Islander American Scholarship Fund (APIASF)—in collaboration with the Association for Asian American Studies, gives voice to and provides comprehensive data about the following "dire" challenges surrounding these refugee populations. Dr. Vang will provide an overview of the findings.

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

Chia You Yee Vang, Associate Professor, History Department, University of Wisconsin Milwaukee - Milwaukee, WI

SPECIAL FEATURES

THURSDAY, 1:30–2:45 PM

JW Grand Ballroom 4, Third Floor

Novice

3203

Organizing for Social Justice in Communities and on Campuses: A Former United Farm Worker Organizer and Campus Activist Share Their Experiences

Though the United States has come a long way from the harsh realities of its unjust past to one of equality, it still has not achieved equity in addressing the legacy of injustice, racism, poverty, etc. that continue to plague many groups, especially people of color, that comprise the United States. Though this nation has witnessed some significant victories for justice and humanity as a result of the American Civil Rights Movement and the work of fearless leaders such as Cesar Chavez and Dr. Martin Luther King, the issues of equity

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and injustice continue to challenge our communities and college campuses across America.

In this session, the presenters will share their successes and evolution in organizing for social justice and discuss the necessity and challenges faced to continue engaging in such efforts as the 21st century takes shape. Grounded on non-violent strategies, Victor will talk about his experiences in organizing in various communities, and Michael will talk about organizing on college campuses. Themes that will be addressed include social justice issues facing our society in the 21st century, connections between historic and contemporary organizing, and the intersecting philosophies on which organizing can be based.

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

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

Victor Griego, Founder and Principal, Diverse Strategies for Organizing - Los Angeles, CA

CONCURRENT WORKSHOPS

THURSDAY, 1:30 - 2:45 PM

JW 301, Third Floor

Novice

Curricular/Pedagogical Models

3204

Multiculturalism on Campus: 21st Century Topics, Trends, and Transitions

This presentation identifies resources helpful in equipping both faculty and student affairs staff in addressing the diversification of college campuses head on. With the increasing diversity among the U.S. population in general and on college campuses in particular (Spring, 2007), many student affairs graduate preparation programs are attempting to better prepare their students to work with diverse populations of college students, in short, to become multiculturally competent. More administrators are attempting to find ways to support the need for multicultural programming and maintain funding for diversity issues on their respective campuses. The millennial generation has been heralded as the one exposed to diversity for most of its life; yet there is still incivility on college campuses.

What cultural competencies should student affairs staff members be able to demonstrate? Pope, Mueller, and Reynolds (2004) developed a list of 33 such competencies, organized into three components: awareness, knowledge, and skills. A similar set of attributes for students was developed by Howard-Hamilton, Richardson, and Shuford (1998), who included the following attributes: "knowledge of self as it relates to one's cultural identity," "ability to identify similarities and differences across cultures and the ability to articulate that with others," and "pride within one's own cultural group" (p. 11). After identifying and endorsing the competencies and attributes associated with enrollment at their colleges and universities, students, faculty, and administrators can then use these

to guide student-learning initiatives/programs in both the curricular and co-curricular arenas.

Using the texts *Multiculturalism on Campus: Theories, Models, and Practices for Understanding Diversity and Creating Inclusion* and *Diverse Millennial Students in College: Implications for Faculty and Student Affairs*, faculty will share key concepts and useful application of the books. New theoretical concepts and examples of good practices in diversity, inclusion, and equity concepts will be shared with participants. A case study to assist participants with the connection of theory to practice will also be reviewed. An assessment will also be administered so that participants can gather a sense of how they have embraced the 21st century challenges of creating an inclusive campus environment.

Kandace Hinton, PhD, Associate Professor, Bayh College of Education, Indiana State University - Terre Haute, IN

Mary Howard Hamilton, EdD, Professor, Bayh College of Education, Indiana State University - Terre Haute, IN

Valerie Holmes, Doctoral Candidate, Indiana State University - Terre Haute, IN

Michael Cuyjet, EdD, Professor, Educational & Counseling Psychology, University of Louisville - Louisville, KY

CONCURRENT WORKSHOPS

THURSDAY, 1:30 - 2:45 PM

JW 302 - 303, Third Floor

Advanced

Long and Short Range Planning

3205

Closing the Loop: Next Steps for Diversity Strategic Planning and Assessment for Institutional Transformation at Penn State

Penn State's deep commitment to diversity, equity, and inclusive excellence has placed us at the forefront of institutional leadership transformation. The Office of the Vice Provost for Educational Equity (1990), a strategic planning/assessment approach (mid-1990s), and extensive University-wide infrastructure, are recognized as among the most robust. Currently, Penn State is at a critical turning point, merging diversity planning back into overall University strategic planning, within a context of unprecedented leadership change. This presentation will focus on lessons learned and insight from the front lines, particularly essential considerations such as assessment strategies.

The presentation begins with a brief overview of how strategic planning and assessment has focused diversity and inclusion work across the University. A Framework to Foster Diversity at Penn State (1998) identifies seven Challenges within four dimensions, a comprehensive road map to inclusive excellence. A rigorous review is conducted regularly, with all outcome materials publicly posted. This has contributed to a more integrated approach by highlighting relationships between diversity and other objectives, budgetary support, and curriculum.

At present, diversity planning is merging into overall University strategic planning. But closing this loop comes within the context

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of unprecedented change. Consolidated planning offers greater synergies with the broader array of strategic priorities such as sustainability and ethics, and a renewed commitment, truly closing the diversity strategic planning loop. The danger is that diversity could become lost among other priorities and operational imperatives.

Addressing this risk, our focus is on assessment of impacts, using intelligent metrics for a data driven and informed decision making approach that closes the data loop. Within the new process, the Challenges remain for continuity, and unit progress assessment will continue. Unit reports will include an update on 2010-15 Framework progress, and plans for the next five-year cycle. A comprehensive review will be undertaken in fall 2014. Results, as well as a recent external assessment, will be incorporated into the next comprehensive strategic plan.

Continued vitality rests in cultivating partnerships, leveraging our expertise in University policies and procedures that impact traditionally underrepresented/underserved populations, and addressing a few key initiatives each year for significant change (Orientation, Provost's Scholarship, marketing, veterans services). We must be vigilant about not taking on roles and responsibilities that are the purview and mission of other units (assessment of learning and advising outcomes, unit level initiatives).

Q&A will conclude. This session should benefit those who are implementing or strengthening a strategic planning and assessment approach.

Victoria Sanchez, PhD, Assistant Vice Provost for Educational Equity, Office of the Vice Provost for Educational Equity, Penn State - University Park, PA

SPECIAL FEATURES

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JW 304 - 306, Third Floor
Novice

3206

Youth Focused Intergenerational Movement Building- Part 1

This session will explore the power of creating global networks of young people that support youth in building new narratives of capacity, belonging, and learning to connect change efforts. Presenters will share the stories of inspired young leaders around the world geared toward creating new narratives that impact culture and drive capacities for movement building. Presenters will demonstrate the use of new media and social networking as tools for facilitating communication and understanding across dynamic youth networks. Specifically, new tools such as Google Hangouts will be used to convey the impact of such tools when effectively implemented by those focused on empowering youth movements.

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

Amer Ahmed, Dean of the Sophomore Class and Intercultural Center Director, Swarthmore College - Swarthmore, PA

Aisha Fukushima, Singer, Public Speaker, Educator, Writer & Self Proclaimed 'RAPtivist' (Rap Activist) - San Francisco, CA

MAJOR WORKSHOPS

THURSDAY, 1:30 - 2:45 PM

JW 308, Third Floor
Novice

3207

The Personalized Achievement Contract: Building a Culture of Student Success and Collaboration

In this session, the presenter(s) will discuss the Mercy College PACT Program (Personalized Achievement Contract). As a Federally Designated Hispanic Serving College, we created an innovative and scalable program to address the critical challenge of low retention and college completion rates, especially among low income, minority and first-generation students. This session addresses the need for measurable goals for increased college completion and a plan that is succeeding in achieving those goals. The PACT program is a theory-based model designed to improve student engagement and career preparedness through an individualized, customized, integrated, and focused approach. From recruitment to graduation, a participating student is paired with a professionally trained PACT mentor, who provides exceptional one-on-one engagement to guide the student toward academic achievement, financial and work-life skills, leadership development, and a successful career trajectory.

In this session :

Participants will learn how to build momentum for retention initiatives at their college Participants will have a blue print for success based on the PACT model and scalable to their needs Participants will have retention and programming questions answered based on the needs of their institution.

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

Valeria Monaco, Associate Director of PACT, Center for Student Success and Engagement, Mercy College - Dobbs Ferry, NY

MAJOR WORKSHOPS

THURSDAY, 1:30 - 2:45 PM

JW 309 - 310, Third Floor
Novice

3208

The Space Between the Shahs of Sunset and Argo is Where I live: Being Iranian-American in America

In this session three women explore our challenges as Iranian, Iranian-American, or American-Iranian – and more broadly, as part of the Middle Eastern diaspora – in a space where we are demonized, caricaturized, or even rendered invisible. For many of us, “Amrikayee” meant wealthy and white. Trying to find our place was difficult when on the one hand we were told to check “White”

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because we were told that Middle Eastern means Caucasian, and on the other, we experience racial profiling in ways large and small.

Recent pop cultural reference points – 2012 “Best Picture” Oscar winner *Argo* and the Bravo! series *Shahs of Sunset* – seem to show radically different images of the Iranian community, but the stereotypes present two sides of the same coin. The small space between these two sides is often invisible, and that is where we live. Even as we navigate the murky waters of identity, culture, citizenship, and privilege; organizing and creating alliances with other communities presents unique challenges. Our speakers will examine the tension between their identities as both racial justice advocates and members of this growing community – and reveal a new space for both.

Roksana Alavi, Assistant Professor, College of Liberal Studies, Affiliate Faculty, Women and Gender Studies, The University of Oklahoma - Norman, OK

Mana Tahaie, Director of Mission Impact, Co Director of the Inclusion Institute, YWCA Tulsa - Tulsa, OK

Negin Almassi, MPA, Naturalist, Forest Preserves of Cook County - Chicago, IL

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW 312, Third Floor
Intermediate
Research/Assessment/Evaluation

3209

Identity Development of Transracial Adoptees and Its Impact on Their College Experience

This program will present research findings conducted to better understand the racial and ethnic identity development of Asian and Pacific Islander American (APIA) transracial adoptees and its impact on their college experience. Participants will engage in a discussion on best practices to support these students through their college journey.

Asian and Pacific Islander American (APIA) Transracial adoptees form a student population that commonly experiences a range of difficulties in transitioning into higher education. Transracial adoption has created a hidden identity for this population, which has had profound impact on their understanding of self; especially their racial and ethnic identity. This presentation will focus on the needs of APIA transracial adoptees during their transition into higher education and will draw from racial identity development theories. One aspect of identity that transracial adoptees explore is their racial and ethnic identity. Transracial adoptees’ “hidden” identity refers to the notion that without their adoptive parents next to them to contrast differences in racial and ethnic identity, their adoptees status is not visible (Samuels, 2009). The “hidden” nature of the adoptee’s identity status may affect and hinder their identity development.

There is limited research on the APIA transracial adoptee’s experience in college. Therefore the concepts for the session will be supported by the presenters’ research on the racial and ethnic

identity development of transracial adoptees and its impact on their college experience. This presentation will give participants the opportunity to learn more about the experiences of APIA transracial adoptees in college and tools to better assist them in their college transition.

Chong Kim-Wong, Assistant Director of Residential Life, Northeastern University - Boston, MA

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW 201, Second Floor
Novice
Theoretical Models

3210

Getting in Our Own Way: The Degradation of Student Organizations

Across the nation our student organizations and student governments are struggling. Many seem to be on their last legs and past their prime. Organizations don’t have the activism and sacrifice of students from the ‘60s and ‘70s, drive of the ‘80s, survival skills of the ‘90s, or money and participation of organizations from the early 2000s. This session explores whether this is a generational problem or if other factors are the problem. Participants will examine six sinister problems that are costing student organizations funding, stability, sustainability, etc. We are often taught how to be good leaders but never how to run good organizations, revive them, or save them from peril.

Johnny Brownlee II, Civic and Social Organizer, One Man Many Talents - Coconut Creek, FL

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW 202, Second Floor
Novice
Theoretical Models

3211

Using Irony and Reappropriation to Create Social Change

Reappropriation has been used as a political statement for social justice before hipsters thought being ironic was cool. Whether it is the reclaiming of a racial epithet that was once used to disparage a community or changing the meaning of an oppressive word to one that provides sociopolitical empowerment, it is an important process that activists use to impact society.

Simon Tam, founder of Asian band The Slants, discusses what this means for our communities, how institutions (government, education, etc.) can accommodate these social changes, and how marginalized groups can use reappropriation as a powerful tool for social justice.

Simon Tam, MBA, Founder/Bassist/Manager, The Slants - Portland, OR

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CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW 203, Second Floor
Intermediate
Case Studies/Model Programs

3212

Más Allá de lo Posible Latin@ Mentoring- It is possible!

The Office of Multicultural Affairs and the Office of First-Year Experience and Family Programs at Case Western Reserve University recognizes the overwhelming transitional task of academic achievement and social adjustment that falls upon Latino/students at institution of higher education. With this in mind, they developed a structured mentoring experience in which an upperclassman student helps guide a less experienced first-year student through the journey of the first college semester. The Más allá de lo Posible Mentoring Program is an intentional effort to retain Latino/a first-year students at Case Western Reserve University through the development of meaningful relationships that assist them in their academic and personal journey at CWRU. By virtue of its goals, the mentoring experience influences the collective work, responsibility, connection, and graduation of upper-class students by entrenching them in the resources, climate, and culture of CWRU.

The goals of the Más allá de lo Posible Latino/a Mentoring program are as follows:

- Connect CWRU first-year students with upper-class students in an effort to assist with the transition from home and high school to college life at CWRU
- Identify the Office of Multicultural Affairs as an academic, cultural, and social resource
- Help first-year students acclimate more quickly into the campus community

The purpose of the Más allá de lo Posible Latino/a Mentoring Program is to ensure that each interested student is matched with a mentor who can provide him or her with academic, professional, and social support regarding academic pursuits, research interest, career path, and social adjustment by working with the Office of Multicultural Affairs (OMA) and the Office of First-Year Experience and Family Programs (FYEFP) to identify resources.

CWRU upper-class students serve as formal ambassadors to campus by serving as an academic and social resource to incoming first-year students. The mentoring experience serves the following purposes:

- Establish a peer based relationship between an upper-class student and their first-year mentee/partner
- Provide a peer-based resource for incoming students
- Establish a cohort network of incoming first-year students for academic and social purposes
- Formally introduce first-year students to OMA and other university resources
- Establish OMA as an academic and social resource for students

Naomi Sigg, Director, Office of Multicultural Affairs, Case Western Reserve University - Cleveland, OH

Elisaida Mendez, PhD, Multicultural Specialist, University Counseling Services, Case Western Reserve University - Cleveland, OH

Edwin Mayes, Director, The First Year Experience, Case Western Reserve University - Cleveland, OH

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW 204-205, Second Floor
Advanced
Case Studies/Model Programs

3213

Closing the Achievement Gap through Syracuse University Project Advance

Less than half of all New York City public high school graduates are college ready. This session will describe how one NYC high school has been able to partner with Syracuse University Project Advance to strengthen its academic environment. This session should be of interest to participants interested in forming institutional partnerships, enhancing academic rigor, and facilitating college access for educationally and economically disadvantaged students. Presenters will discuss Syracuse University Project Advance and how it facilitates college readiness and retention. Presenters will describe the role college advisors can have in facilitating the adoption of a more rigorous academic curriculum. Participants will be presented with strategies for developing institutional partnerships with Syracuse University Project Advance and institutions of higher education.

Lonnie Morrison, PhD, Director, Metropolitan Admissions Programs, Syracuse University - New York, NY

Carolyn Powell, PhD, Director, Murry Bergtraum High School, Syracuse University Project Advance Academy - New York, NY

Gerald Edmonds, PhD, Director, University Project Advance, Syracuse University - Syracuse, NY

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW White River Ballroom A, First Floor
Intermediate
Theoretical Models

3214

“All Hustle, No Luck” Cultural Enrichment and Hip-Hop: Tools to Improve College Readiness and First-Year Transition for Underrepresented African American Students

African American students face a myriad of issues transitioning from high school to college. Once at college they face a tremendous amount of non-cognitive, emotional, and racial challenges including micro-aggressions, stereotype-threat, and alienation from peers.

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Often, the change in environment impacts their ability to succeed academically and to build social capital. This thought provoking presentation examines varying aspects of college readiness and those experiences that often impact African American students making the first-year transition to college. Through the use of cultural enrichment and Hip Hop, high school and first-year college students are introduced to varying aspects of academic enrichment, non-cognitive skill building, financial aid and literacy, social adjustment, and the college application process, in preparation for a successful transition into college.

Within the context of emotional intelligence and non-cognitive skills, this presentation will focus especially on two of the four core areas of college readiness: the ability to think critically and problem solve in the context of a continuously changing set of circumstances and realities and developing students' capacity to communicate effectively with individuals from a variety of cultural and professional backgrounds--i.e., social capital.

The presentation will examine the impact of Hip Hop culture, urban vs. suburban perspectives, duality and the cultural distinctions between home and school, "Acting White," changes in family friend dynamics and relationships, negotiating multiple identities, perceptions of faculty behavior, first generation students, sharing and obtaining information technology and how Hip Hop and cultural enrichment can be used as tools to assist students with successful matriculation and completion of both high school and college. For those students comfortable with disclosing feedback, each section is followed by and opportunity for discussion and dialogue concerning their own experience as underrepresented students and their own college readiness.

"I'm just sitting here, praying to my father
Tired of today, forever scared of tomorrow
Where's a scale I could borrow? Cause living ain't cheap
I dropped out of school, pops, cause college ain't free
Plus college ain't me, sitting in the class
Questions rushing in my brain but I'm too proud to ask
Take it all in stride, teacher talking physics
And I just want to be fly
what good is a degree when there's no jobs to apply?
And fast food won't do 'cause you overqualified
I'm feeling like hustling."

- Big K.R.I.T.

John Rogers, MEd, Adjunct Faculty, College Readiness, Enrollment Management, Wright State University - Dayton, OH

Jacqueline McMillan, PhD, Vice President, Enrollment Management and Marketing, Wright State University - Dayton, OH

MEET THE AUTHOR

THURSDAY, 1:30 - 2:45 PM

JW White River Ballroom B, First Floor
Novice

3215

Living in the Shadow of the Cross: Understanding and Resisting the Power and Privilege of Christian Hegemony

Over the centuries, Christianity has accomplished much which is deserving of praise. Its institutions have fed the hungry, sheltered the homeless, and advocated for the poor. Christian faith has sustained people through crisis and inspired many to work for social justice.

Yet, although the word "Christian" connotes the epitome of goodness, the actual story is much more complex. Over the last two millennia, ruling elites have used Christian institutions and values to control those less privileged throughout the world. The doctrine of Christianity has been interpreted to justify the killing of millions, and its leaders have used their faith to sanction participation in colonialism, slavery, and genocide. In the Western world, Christian influence has inspired legislators to continue to limit women's reproductive rights and kept lesbians and gays on the margins of society.

As our triple crises of war, financial meltdown, and environmental destruction intensify, it is imperative that we dig beneath the surface of Christianity's benign reputation to examine its contribution to our social problems. This session reveals the ongoing, everyday impact of Christian power and privilege on our beliefs, behaviors, and public policy and emphasizes the potential for people to come together to resist domination and build and sustain communities of justice and peace.

Paul Kivel, Educator, Activist and Writer, Violence Prevention and Social Justice - Oakland, CA

MAJOR WORKSHOPS

THURSDAY, 1:30 - 2:45 PM

JW White River Ballroom C, First Floor
Novice

3216

Media Literacy about Multiraciality? Harry Potter and the Mistaken Myth of the Mixed-Race Messiah

A generation of college students has grown up with the Harry Potter franchise. And, along with the rest of the United States, those students are now confronting new questions about the meaning of multiraciality. In attempts to answer those questions, Harry Potter and other popular young adult stories are re-presenting and reinforcing popular stories about mixed-race, both historic and contemporary, both appealing and toxic. How can we, as educators, better recognize these oppressive stories--and use media literacy strategies to help students think critically about both their beloved childhood stories and crucial questions of real-life social justice? This session combines a fast-paced multimedia analysis of Harry

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Potter's messages about mixed-race with an interactive discussion about using media literacy tools to encourage students to think and to take action. This session will benefit faculty and student affairs professionals who want to learn more about multiracial oppression, media literacy, and ways to engage students in critical conversations.

Eric Hamako, Program Coordinator, Institutional Diversity & Equity, University of Massachusetts Amherst - Amherst, MA

MEET THE AUTHOR

THURSDAY, 1:30–2:45 PM

JW White River Ballroom D, First Floor
Novice

3217

The Department Chair as Transformative Diversity Leader: Building Inclusive Learning Environments in Higher Education

The academic chair stands at the crossroads of diversity transformation in higher education today. If higher education is to address the preparation of students for citizenship in a global, knowledge-based society, the role of the academic department chair in creating diverse and inclusive learning environments is arguably the most pivotal position in colleges and universities.

As the first research-based book devoted to the department chair's diversity leadership role, this book draws upon an extensive survey and interview sample of department chairs throughout the United States to explore the ways in which chairs can influence and promote the success and progress of diverse faculty, staff, and students within the academic department. A particular area of focus in our study is the differential experiences faced by chairs who are members of non-dominant groups in their efforts to promote diversity in a largely white male academic hierarchy. The book provides best practices and concrete strategies designed to assist presidents, provosts, deans, department chairs, administrators, chief diversity officers, and human resource professionals in enhancing the pivotal role of the academic department in diversity leadership.

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

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW White River Ballroom E, First Floor
Intermediate
Case Studies/Model Programs

3218

The Indiana University–Purdue University Indianapolis (IUPUI) and Crispus Attucks Medical Magnet High School Accelerated College Immersion–Community of Learners

This presentation explores an urban partnership between Indiana University–Purdue University Indianapolis (IUPUI) and Crispus Attucks Medical Magnet High School. Specific focus is given to a

seminar supporting the students' transition from high school to college through the support of a highly engaged instructional team.

Crispus Attucks High School, located on the fringe of the IUPUI campus, opened in 1927 as the first all African American high school in Indianapolis, Indiana. The school was integrated in 1968 and graduated the first integrated class in 1974. Crispus Attucks High School was added to the National Register of Historical Places in 1989. In 2006, Crispus Attucks High School became Crispus Attucks Medical Magnet High School (CammHS) designed for high academic ability students interested in one or more of the myriad of medical professions. CammHS is tuition-free for all students within the Indianapolis Public School districts. .

In 2007, a cooperative memorandum of understanding (MOU) between IUPUI and CammHS was signed by the Indianapolis Public School superintendent, the chancellor of the university, and the deans of IUPUI. This MOU served as a formal articulation agreement to collaboratively develop an early college high school initiative. Years of planning this unique partnership between a urban college campus and a public school has yielded an innovative program rich in academic rigor yet a supportive environment. CammHS students have the opportunity to earn up to 18 credit hours at IUPUI tuition free.

This presentation centers on the development of a specialty course, Community of Learners seminar for CammHS high school students who have been admitted to the university through the IUPUI SPAN Division–Accelerated College Immersion Initiative.

Following the successful completion of the Medical Magnet Summer Seminar, students enroll in regular IUPUI courses taught by full-time faculty alongside regular IUPUI full-time students for full college credit.

This presentation will:

- Define early college immersion and discuss implications of this endeavor
- Explain the Community of Learners seminar and its role
- Discuss the expansion of student opportunities for early college while contributing to the economic viability of the Indianapolis urban community
- Share the development strategies, educational goals and objectives, and learned of the Community of Learners seminar will be shared with participants
- Provide an assessment and future plans of this innovative program

Marsha Baker, MS, Director, Diversity and Enrichment, IU School of Nursing - Indianapolis, IN

J.R. Russell, PhD, Director, Accelerated College Immersion Programs, Indiana University Purdue University Indianapolis SPAN Division - Indianapolis, IN

Asha McCauley, MS, Coordinator, Special Programs, Indiana University/Purdue University Indianapolis SPAN Division - Indianapolis, IN

Sarah Baker, PhD, Associate Dean, University College, Indiana University/Purdue University, Indianapolis - Indianapolis, IN

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SPECIAL FEATURES

THURSDAY, 1:30–2:45 PM

JW White River Ballroom F, First Floor
Novice

3219

NCAA 101: An Inside Look into the NCAA and the Academic Performance of its Student-Athletes

What is the NCAA? Who makes the rules? Why do they exist? And, what's the "end game"? Participants will take a look at national graduation trends for student-athletes, as well as the history and purpose of initial eligibility and its impact on underrepresented populations. Current education, outreach, and research efforts will be shared and attendees will have an opportunity to participate in a dialogue about how the NCAA can continue to make an impact.

Lydia Bell, PhD, Associate Director of Research for Academic Performance, National Collegiate Athletics Association (NCAA) - Indianapolis, IN

Reshauna Cobb, Director of Academic and Membership Affairs, National Collegiate Athletics Association (NCAA) - Indianapolis, IN

Nicholas Sproull, EdD, Associate Director of High School Review, National Collegiate Athletics Association (NCAA) - Indianapolis, IN

SPECIAL FEATURES

THURSDAY, 1:30–2:45 PM

JW White River Ballroom G, First Floor
Novice

3220

What Is the Future of Higher Education: MOOCs, Mandates, and Mayhem

The increasing significance of technology combined with the need for education outreach has sparked a debate on what higher education will look like in the very near future. Do we digitize and make our educational platform a virtual one? Do we learn to balance and work with the digital realities of many or is the problem with higher education beyond the discussion of online education? The panel will confront the increasing challenges of higher education while offering alternative strategies to ensure substantive and critical learning is taking place in higher education.

R.C. Davis, PhD, Executive Director World Literature Today, Neustadt Professor, University of Oklahoma - Norman, OK

Peter Hadreas, PhD, Department Chair, Philosophy, San Jose State University - San Jose, CA

David Leonard, PhD, Associate Professor, Department of Critical Culture, Gender, and Race Studies, Washington State University - Pullman, WA

Daniel Soodjinda, EdD, Assistant Professor, Liberal Studies, California State University, Stanislaus - Turlock, CA

A CONVERSATION WITH

THURSDAY, 1:30–2:45 PM

JW White River Ballroom H, First Floor
Novice

3221

Doctrines of Despair on Indigenous Peoples in the United States

Power analyses focus on the dysconscious beliefs that perpetuate social stratification and the benefactors of structural inequalities. Power analyses also elucidate liberatory alternatives for understanding one's human, social, and economic potential. Praxis results from liberatory thinking that catalyzes participation in redress. This workshop is based on the premise that academic communities are fertile with ascribed and earned privileges and an important location for critical liberation praxis. The presenter will share his insights from their experiences engaging in critical liberatory praxis as educators at predominantly white universities, tribal colleges, and in multicultural institutions of higher education in three discreet academic disciplines: American Indian education and Native American Studies. The workshop will concentrate on promoting critical liberation praxis through course design that begins with syllabus construction, is sustained through assignments, and supported by classroom pedagogy. Participants are encouraged to participate in the workshop by sharing their wisdom, insights, and strategies so the group process synergistically promotes regeneration for continued involvement in ongoing efforts to challenge white privilege.

Cornel Pewewardy, Professor of Native American Studies, Portland State University - Portland, OR

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW White River Ballroom I, First Floor
Intermediate

Theoretical Models

3222

Leadership of HBCU's Post Fordice

Historically Black Colleges and Universities (HBCUs) have a list of outstanding accomplishments spanning more than a century; however, this segment of higher education continues to be underfunded and remains in a position of justifying its existence in a postracial America. The issues facing HBCUs are significant. Race-based legislation has created a dual system of American higher education that adversely affects these minority serving institutions, impacting the quality of education they dispense, and producing potentially negative effects on vulnerable and under-served collegians. Supreme Court Justice Thomas's opinion in the U.S. v. Fordice (1992) case opposed the creation of HBCUs as "enclaves for the black community"; however, he also pointed out that it was unfair for HBCUs, which bore the burden of segregation,

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to now shoulder the responsibility for desegregation (United States Commission on Civil Rights, 2010, p. 43). This study explores the effects of the Fordice verdict on HBCUs. By taking a historical view of policies and legislation that have affected HBCUs, the presenter will consider whether the opportunity exists for parity between Predominately White Institutions (PWIs) and HBCUs, both in educational value and resources. The presenter will also review leadership theories that could potentially be applied to HBCUs for sustainability. Utilizing a Critical Race Theory lens, the presenter will examine the history of legislation and desegregation policies that significantly influenced trends and sustainability of these colleges while providing a better understanding as to why HBCUs are in their current state and look at potential leadership opportunities.

Armenta Hinton, PhD, Adjunct Professor, Associate Director, Social Justice Leadership, Susquehanna University - Selinsgrove, PA

MAJOR WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW White River Ballroom J, First Floor
Intermediate

3223

Relationship: A Key Factor in our Success and Happiness

Our success lies within our ability to relate with our self and with others. Healthy relationship is vital and contains within it the key to our well being, sustainability, and accomplishment. On the other hand, the lack of healthy and proper relationship can create longstanding issues, while also grounding any worthwhile endeavor, or potential expression of brilliance. The fact that life will bring challenges through our relationships is inevitable. However, the possibility in resolving these confrontations lie within an individual's power of understanding how to navigate through. When achieved, we find that this path creates for us a platform to experience and demonstrate our greatest possibilities and promise.

We will talk through 5 (five) important steps in learning how to develop and maintain healthy relationship while climbing the ladder to our greatest achievement and goal.

- Recall important events in your life
- Recognize the significance of what has happened to you; recognize your most precious possession which is your self
- Reconcile with those who you feel may have offended you or to whom you may have offended.
- Reframe by participating and becoming student to universal principles such as: Excellence, Community, Freedom, Deep Listening, Forgiveness (letting go), and Service
- Remember to ask what is your purpose on the planet and how is that purpose emerging through you now

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

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW 101, First Floor
Intermediate
Theoretical Models

3224

Cheetahs vs. Wolves: An Examination of Diversity Planning Models Using Illinois Community Colleges and Their Diversity Efforts

This session will include a review of the Diversity Crisis Model, the Dynamic Diversity DNA Stage Model, and the Dimensions of Strategic Diversity Leadership from the book *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education* (Williams, 2013). A review of interviews with diversity leaders at several Illinois community colleges will be provided to illustrate how these institutions are building the infrastructure and leadership capacity to create a successful and sustainable diversity effort. The audience will also have opportunities to share their experiences and reflect on whether or not their campus is operating its diversity effort like a cheetah or a wolf.

Keith Barnes, Coordinator, Access, Equity and Diversity, Kishwaukee College - Malta, IL

MAJOR WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW 102, First Floor
Novice

3225

Last Words: Poetry for Victims of Hate Crimes and State-Sanctioned Violence

Trayvon Martin, Emmett Till, Brisenia Flores, Kelly Thomas, Latasha Harlins and Matthew Shepherd. The names are familiar to lovers of social justice everywhere. Their stories have been carried on long after their tragic ends. Let's give these victims of hate crimes and state-sanctioned violence a voice!

In this spoken word workshop merging writing, memorization, and performance along with discussion and reflection around issues of race, class, gender and sexuality, participants enter and randomly receive a card with the name and information of a victim. Each story is read aloud by volunteers who have received the cards. After observing a moment of silence, participants write poems from the perspective of these individuals; often painfully capturing their last moments.

Each participant is made to swear an oath before they begin writing, "I solemnly swear, to tell the story of my person as truthfully and sincerely as possible. I do this to honor their memory, call attention to the injustice of their death and to support those who continue to live with their struggle. I might not know much about the person I have been given. That's ok. I have an imagination. I can use it. I understand that not everyone here will know as much about these people that I might, or understand their struggle as clearly. I promise

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not to judge anyone for their interpretation of these last words and moments as long as I feel that what they are writing is in the spirit of sincerity and solidarity."

Participants are given time to write their poems (approx. 30 minutes) and are encouraged to read their poems aloud in front of the group. This is followed by an open discussion on the feelings evoked from the workshop and the many issues presented.

Last Words: Poetry for Victims of Hate Crimes and State-Sanctioned Violence helps participants learn more about people of different races, genders, sexual preferences and economic backgrounds.

Each session includes performances by the members of Marginalized Voices: Yazmin Monet Watkins, Matt Sedillo and David A. Romero.

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

Matt Sedillo, Spoken Word Poet - Los Angeles, CA

CONCURRENT WORKSHOPS

THURSDAY, 1:30 – 2:45 PM

JW 103, First Floor
Novice
Interactive Training

3226

Queers, Dykes and Trannies: How We Come to Understand LGBTQA Identity in the Age of Colorblindness

In this interactive session, participants will explore the unique ways in which race, gender, and sexuality intersect to create "in-groups" and "out-groups" within the LGBTQ community, with a special emphasis on terminology, identity formation, and inclusion. This session will examine how LGBTQ people come to understand their own sexual identity and how their race plays a role in conceptualizing this identity. With the understanding of LGBTQ identity formation, presenters for this session would also like to examine how privilege and oppression function within subordinate social groups. The session will also briefly explore how this racial dichotomy within the community has shaped laws, policies, and rights for LGBTQ people. The session will finally ask (and hopefully answer) the age old question of whether these "Gay Rights" are meant to benefit all who identify within the LGBTQ spectrum or simply to benefit "Gay Whites."

Natalie Topp, Program Assistant, University of Louisville - Louisville, KY

Marian Vasser, Director, Inclusion and Equity Internship Program, University of Louisville - Louisville, KY

CONCURRENT WORKSHOPS

THURSDAY, 1:30 – 2:45 PM

JW 104, First Floor
Novice
Case Studies/Model Programs

3227

Black Women, White Campus: Students Living through Invisibility

Black women enrolled in college far outnumber those of Black men, resulting in decreased attention to their experiences. The breadth of literature on Black men has covered programs, institutional support, and calls to action to address their needs. What about the needs of Black women in college? What are their challenges? How are they supported? The intersection of race and gender, two of the many identities that Black women have, yields unique challenges that are often not addressed at predominantly white institutions. Despite these challenges, most persist through an invisible experience using a variety of coping and survival strategies. This session will share the results of a recent study on the experiences of Black women at a predominantly white campus. Using a Black Feminist Thought framework, a phenomenological study was conducted to understand the essence of the Black woman's experience on a White campus. Results reveal the significance of childhood experiences with race and gender as well as the weight and impact of stereotypes on their academic journey. Discussion will include perceptions of institutional climate, identity negotiation on a White campus, desired institutional support, and strategies and motivations used to persist. Finally, the Student African American Sisterhood (SAAS) program/retention model will be presented as an institutional approach to address the needs of African American women in college.

Khalilah Shabazz, Director, Multicultural Center, Diversity, Equity & Inclusion, IUPUI - Indianapolis, IN

CONCURRENT WORKSHOPS

THURSDAY, 1:30 – 2:45 PM

JW 105, First Floor
Intermediate
Research/Assessment/Evaluation

3228

Kanter's Theory of Tokenism and the Socialization of African American Students attending a Predominantly White Institution

This presentation will examine how the concepts of tokenism can be used to understand the socialization of African American students attending a predominantly white institution. The presentation will analyze research done by Dr. Mallett at a small Midwestern university and how he was able to apply and evaluate the socialization and retention of African American students using a feminist theory.

From this presentation, attendees should be able to understand and ameliorate the challenges experienced by African American students

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at predominantly white institutions. This session will also address fostering multiculturalism and incorporating theory and research with practice. This presentation will provide a new, interesting framework (namely a feminist organizational theory) for examining and seeking to understand the experience of minority students in higher education.

Justin Mallett, EdD, Director of Diversity and Multicultural Affairs, Illinois College - Jacksonville, IL

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW 106, First Floor
Intermediate
Research/Assessment/Evaluation

3229

Exploring Sense of Belonging for Asian American College Students

This session will share preliminary results from a qualitative research study focusing on how Asian American students experience a sense of belonging at a predominantly white institution. As a concept, sense of belonging is vitally important to Asian American college students because of the implications that this has on issues such as college satisfaction, graduation rates, and mental health (Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan-Kenyon & Longersbeam, 2007; Walton & Cohen, 2011). The study focuses on the ways that Asian American students experience a sense of belonging through their involvement with student organizations. Involvement on campus is one factor which has been suggested to promote a sense of belonging among students of color (Hurtado & Carter, 1997). Our study explores the ways that involvement with ethnic student organizations and other ethnic-specific programs influences sense of belonging for Asian American college students. Our findings are discussed within a framework of sense of belonging but also in the context of racial identity development for Asian American college students. Understanding the factors that contribute to a sense of belonging for Asian American college students will help colleges and universities better meet the needs of this growing population.

In addition to sharing the results from this research, participants will also engage in a conversation around belongingness and inclusion at predominantly white institutions.

Delia Cheung Hom, Director, Asian American Center, Northeastern University - Boston, MA

Douglas Lee, Assistant Director, Asian American Center, Northeastern University - Boston, MA

Aaron Parayno, Graduate Assistant, Asian American Center, Northeastern University - Boston, MA

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW 107, First Floor
Novice
Research/Assessment/Evaluation

3230

Are Students Really Talking about Race and, if so, Who's Doing It? Findings from the National Survey of Student Engagement

This session examines rates of student engagement in campus activities that promote greater understanding of societal differences. Drawing on 14,500 student responses from the 2013 National Survey of Student Engagement (NSSE), this session presents findings on the frequency which students engage with issues of race, ethnicity, and other diversity issues on their campus. The session also covers results from models predicting which students are most likely to engage in diversity activities. Presenters will explore connections between research and practice to help inform campus decision making and program planning around diversity.

The benefits of undergraduate involvement in diversity-related activities has been supported by a growing body of literature. At the campus level, Denson and Chang (2008) examined 20,178 students and found that campuses where students are more engaged with racial diversity have a measurable positive impact on the general academic skills of all enrolled students. Engaging with racially diverse peers also has positive benefits to personal development (Hu & Kuh, 2003), a stronger sense of belonging to an institution (Locks et al., 2008), and critical thinking skills (Nelson Laird, 2005). While it is important that practitioners and researchers measure benefits and gains, it is equally important to measure how often students report participating in these diversity activities and determining who is involved.

Using data collected from NSSE, an annual survey administered to students at more than 650 higher education institutions, allows audience members to view a broad snapshot of student experiences from across the country disaggregated by race, gender, region, and other relevant criteria. Research for this presentation pulls from a particular set of questions asking students and faculty members about the experiences with diverse perspectives.

To engage audience members, the session will not only present current research findings but will also explore possible connections between research and practice. Audience members are encouraged to help brainstorm ways that data can be connected back to their campuses.

Mark Houlemaarde, Doctoral Student, Education Leadership and Policy Studies, Indiana University - Bloomington, IN

Tom Nelson Laird, PhD, Professor, Indiana University - Bloomington, IN

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THURSDAY, 1:30–2:45 PM

JW 206, Second Floor

Intermediate

Case Studies/Model Programs

3231

Building a Collaborative Community of Support: The African American Student Network—A Model for Success

This session will focus on the successful implementation of the African American Student Network (AFAM), a program that originated in 2005 at a large public research university in the Midwest to provide a campus-based support network for African American students (Grier-Reed, Madyun, & Buckley, 2008). AFAM was created as a retention effort for African American students to assist students in coping with the academic and social stressors faced at a predominately white institution (PWI). Evidence-based models of counter spaces are emerging to support multicultural students in higher education (Solórzano et al., 2000). During this session, presenters will focus on how institutions can develop spaces such as AFAM to build meaningful coalitions with students that serve as counter spaces. In addition, this session will offer participants practical program approaches that require partnerships between student leaders, faculty, and administrators.

The success of AFAM provides promise for the application in similar academic environments where African Americans students struggle. Recent studies of AFAM participants have explored the implementation of AFAM with high school students and continue to explore undergraduate participant's academic performance, retention, and persistence in college. Consistent themes have emerged from the qualitative data suggesting that AFAM supports students in a way that may affect their ability to cope in their school environment and create a strong sense of belonging for African American students. Lastly, participants will discuss the AFAM as a mechanism to improve sense of belonging for students at a PWI and explore the research findings on the effectiveness the African American Student Network

Tabitha Grier Reed, Associate Professor, Licensed Psychologist, University of Minnesota - Minneapolis, MN

Simone Gbolo, MA, MEd, Program Director, University of Minnesota - Minneapolis, MN

Shari Dade, MA, Doctoral Candidate, Graduate Instructor & Research Assistant, University of Minnesota - Minneapolis, MN

CONCURRENT WORKSHOPS

THURSDAY, 1:30–2:45 PM

JW 209, Second Floor

Novice

Curricular/Pedagogical Models

3232

Shaha: The Storytellers - Educating for Social Justice and Diversity Through Peer Theatre

Drawing on our experiences facilitating Shaha: The Storytellers, a diversity education peer theatre troupe at the University of Massachusetts Amherst, this interactive and informative session will explore the unique opportunities and challenges of designing and implementing peer theatre as a venue for engaging students in self-reflection, dialogue, and social action related to racial injustice, white privilege, and other intersecting social identities. Performance appeals to our many senses and using this forum for education engages student audiences who are used to learning in predominantly traditional, lecture-style settings. Seeing peers play out scenes of racial injustice and ignorance that they frequently experience in their own everyday lives, provides a mirror in which to reflect on their own roles with privilege and oppression. Our performances are designed to be delivered in almost any setting, particularly in residence hall lounges, allowing us to bring conversations about race, ethnicity, and other social identities into the very spaces where students live. To bring this pedagogy to life, session participants will engage in brief improvisational theatre games.

This session will explore two primary questions:

1. Why is peer theatre a high impact pedagogy for engaging students in self-reflection and dialogue about racial injustice and white supremacy in their everyday lives?
2. What are important considerations for designing and implementing peer theatre in both curricular and co-curricular settings?

Dave Neely, MA, Learning Communities Specialist, Residential Life, University of Massachusetts Amherst - Amherst, MA

Cortney Johnson, MEd, Residence Director, University of Massachusetts Amherst - Amherst, MA

SPECIAL FEATURES

THURSDAY, 3:30–5:30 PM

JW Grand Ballroom 1, Third Floor

Novice

3300

Insidious Design: How Can We Respond to the Current Neoliberal Squeeze on U.S. Higher Education Budgets and Diversity Programming?

This presentation will address the mounting Neoliberal squeeze being directed against U.S. higher education budgets in general and diversity programming in particular. Central to this discussion is

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the notion of financial creep and the deleterious effects it is having on longtime successful programming for U.S. minority students on college and university campuses.

The insidious nature of a broad financial squeeze on all U.S. college students can be seen in: the longitudinal data where the cost of higher education has risen from \$500/semester in 1950 to \$25,000/semester in 2013 (Hudson, March 21, 2013); many college students leaving college between \$200,000 and \$300,000 in debt (Hudson, 2013), making total student indebtedness greater than \$1 trillion, the second largest consumer debt category; the 2013 Congress vote to alter student loans from having low fixed rates to floating rates at a time when rates are starting to skyrocket (New York Times, July 24, 2013); and a massive decline in decent paying jobs for college graduates, suggesting that even graduates who land jobs cannot afford to pay off their loans, live apart from parents, and start families of their own (Hudson, 2013). A second threat to minority programming budgets now compounds that underlying harm. After 45 years of successful minority student recruitment and retention programs, the press to make diversity programming among the first budget cuts is now at the front doorstep. The impact on the minority student is twofold: the harsh effects from closing down or cutting back heretofore successful minority student support programming will be overlaid upon an already existing student indebtedness creep

This session calls upon NCORE participants to develop action steps that will respond to the insidious nature of this Neoliberal financial press by laying a foundation for proactive policy development at the same macro systemic level from which harmful minority-demonizing policies have been promulgated. NCORE participants are invited to bring their best ideas on how to evoke high level policy formation that will protect existing programs while simultaneously making plans to strengthen those programs and take them to the next level (e.g., by shifting from “oppression analysis” to teaching students how to be “agental subjects” after Ruti, 2007). This forum will consist of small group breakout sessions followed by a plenary session where participants will bring their ideas together and draft a 25-Year Plan.

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

Girija Shinde, PhD, Associate Professor of Biology, Volunteer State Community College - Cookeville, 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, Professor of Nursing, Harper College - Palatine, IL

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

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

Gregory K Tanaka, PhD, JD, MBA, Visiting Professor, Mills College - Emeryville, CA

SPECIAL FEATURES

THURSDAY, 3:30 – 5:30 PM

JW Grand Ballroom 2, Third Floor
Intermediate

3301

Service Learning and Engaged Research in Diverse Communities: Africana Studies and the STRENGTH Model.

Social activism, social responsibility, and community service and engagement are expected to be integral to students learning in Africana/Black studies. Administrators, instructors, and students, however, are often in need of ideas, text materials, and guidelines on how to accomplish these kinds of learning objectives.

This session will address such needs by focusing on practical ways to support and supervise students working as volunteer, service learning, or practicum participants in African American organizations and communities and to highlight ways in which they may better serve clientele.

Following a discussion of the STRENGTH model (Davidson, 2014) by its author, the panelists will describe programs/organizations geared toward empowerment in African American communities, utilizing the model for analyses. These will include diverse organizational settings in terms of region, size, type, structure, and available resources and will suggest a broad range of possibilities for student involvement and activities. The model focuses strategically on seeking solutions and building on the strengths of participants, the organization, and the community and is easily remembered by reference to the STRENGTH acronym:

S – Solution Focus
T – Trajectory Preview
R – Resource Development
E – Exceptions Analysis
N – Noticing Positives
G – Goal Setting
T – Tenacity Review
H – Human Capacity Development

It may be utilized either in its entirety or selected principles may be prioritized or singled out for program purposes. This session will provide an opportunity for audience discussion and feedback. It is appropriate for faculty members and students of all levels. The content, though presented in the context of Black studies, will be applicable to diverse populations.

Jeanette Davidson, PhD, ACSW, Director and Professor, African American Studies, The University of Oklahoma - Norman, OK

Tim Davidson, PhD, Associate Professor, Human Relations, The University of Oklahoma - Norman, OK

Amilcar Shabazz, PhD, Professor, W.E.B. Du Bois Department of Afro American Studies, University Of Massachusetts Amherst - Amherst, MA

Seleena Smith, Senior Research and Education Specialist, Adjunct Professor, African and African American Studies Department, Public Strategies and It's My Community University of Oklahoma - Norman, OK

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MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW Grand Ballroom 3, Third Floor

Novice

3302

White Men as Allies: Some Lessons We Have Learned about the Opportunities and Challenges of Working for Social Justice from Positions of Power and Privilege

A candid and interactive discussion with four men who share decades of experience in education, activism, and writing for social justice on issues of violence, privilege, and oppression focusing on race, class, gender, sexual orientation, religion, and the environment. Please bring your questions, concerns, and thoughts.

Paul Kivel, Educator, Activist and Writer, Violence Prevention and Social Justice - Oakland, CA

Robert Jensen, PhD, Professor of Communication, The University of Texas at Austin - Austin, TX

Paul Gorski, PhD, Founder, EdChange, Associate Professor, Social Justice, George Mason University - Washington, DC

Allan Johnson, PhD - Collinsville, CT

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW Grand Ballroom 4, Third Floor

Novice

3303

KEEP IT REAL DIVERSE GAME WORKSHOP: For Student Leaders, Student Activities, Orientation Leaders, Community Service Providers, Service Learning, Residence Life, Greek Life, First Generation, Multicultural Affairs, Retention Initiatives, Transition Initiat

Revolutionizing how Diversity training is done, the Keep It Real Diverse Workshop is the ultimate high impact CONNECTION workshop! This is an interactive and experiential training opportunity in which you will be provided with highly effective, field tested and proven tools through which to begin building the foundation of your diversity programming, and to bring innovation, open communication and collaboration into your respective work environments. Consistently proven to immediately break down barriers across racial, class, religious, ethnic 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 participants with a powerful and enjoyable interactive experience of inclusion, bonding and bridge-building, while it facilitates a positive, dynamic and egalitarian environment.

At the conclusion of this workshop / training, all participants will feel confident enough to facilitate their own Keep It Real Diverse game workshop, as well as to facilitate diversity and inclusion ice-breakers and exercises they can immediately put to use in their

various disciplines. They will completely understand the objectives of game play, how to facilitate and explain game play, and how to structure their specific icebreakers and exercises to their specific and individualized topics and needs. This workshop makes interactive programming on diversity and inclusion extraordinarily fun, creative and effective

Leslie Robinson, President, Workshop Leader, Speaker, Therapist, Trance4mation Games - New York, NY

Ralph Newell, Vice President, Business Development & Technology, Diverse: Issues In Higher Education - Fairfax, VA

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 301, Third Floor

Novice

Interactive Training

3304

Invisible Inequalities: Is It Only Skin Deep?

This workshop will be an interactive dialogue focusing on privilege and understanding how it manifests itself within different identities. Participants will be asked to explore where they see these privileges, or a lack thereof, in their own lives and in their surrounding environment. Participants will also learn about unintentional racism and will become more aware of privilege and how it can be linked to race. Participants will explore how race affects their everyday life, even when they are unaware. After laying the ground rules for achieving open dialogue and establishing what that means for the participants in the space, a series of activities will be explained to unpack social group membership and delve into each person's racial identity and experiences. Participants will walk away with a greater understanding of themselves, the others in the room, and the world as whole through the lens of racial power and privilege.

Jardin Dogan, Undergraduate Student, Psychology, Clemson University - Clemson, SC

Celeste Jilich, Undergraduate Student, Psychology, Clemson University - Clemson, SC

MAJOR WORKSHOPS

THURSDAY, 3:30–4:45 PM

JW 302 - 303, Third Floor

Novice

3305

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

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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, and Founding Faculty, Alliance for Change Consulting, Social Justice Training Institute - Brooklyn, NY

Beth Yohe, MS, Director of Training, National Education Division, Anti Defamation League - Denver, CO

SPECIAL FEATURES

THURSDAY, 3:30–5:30 PM

JW 304 - 306, Third Floor

Novice

3306

Youth Focused Intergenerational Movement Building- Part 2

This session will explore the power of creating global networks of young people that support youth in building new narratives of capacity, belonging, and learning to connect change efforts. The presenters will share the stories of inspired young leaders around the world geared toward creating new narratives that impact culture and drive capacities for movement building. Presenters will demonstrate the use of new media and social networking as tools for facilitating communication and understanding across dynamic youth networks. Specifically, new tools such as Google Hangouts will be used to convey the impact of such tools when effectively implemented by those focused on empowering youth movements.

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

Amer Ahmed, Dean of the Sophomore Class and Intercultural Center Director, Swarthmore College - Swarthmore, PA

Aisha Fukushima, Singer, Public Speaker, Educator, Writer & Self Proclaimed 'RAPtivist' (Rap Activist) - San Francisco, CA

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 308, Third Floor

Intermediate

Interactive Training

3307

Poverty Simulation

This poverty simulation is a unique tool used to educate participants about the typical day-to-day strategies of a low-income family trying to survive from month to month with a shortage of money and plenty of stress. The purpose is to sensitize participants to the

hardships of real people and to increase their knowledge about the financial pressures faced by low-income families in meeting basic needs. Participants assume the roles of different families facing poverty. Some families are newly unemployed, some have been in generational poverty, some are dealing with special needs or sick children and aging parents, some are recently abandoned by the person considered the family's main source of income, some are homeless, and some are senior citizens receiving disability or retirement or grandparents raising grandchildren. The task of the participants is to provide for basic necessities and shelter with allocated resources aligned with their life experience for their "family." The experience lasts two hours and includes an introduction and briefing, the actual simulation exercise, and a debriefing period at the end of the simulation.

Consuela Ward, EdD, Founder, President, Diversity & Inclusion Consulting Firm, The Montage Group - Kennesaw, GA

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 309 - 310, Third Floor

Novice

3308

Engaging and Reframing Resistance

There are just days that we want to throw in the towel and give up because we meet so much resistance. It's even harder when those who are supposed to be in your corner don't show up in helpful ways. This session is designed to equip participants with tools and tips for supporting movement through resistance.

Learning Outcomes;

Participant will explore way that resistance shows up.

Participants will examine their response to resistance

Participants will be introduced to two mental models of resistance

Participant will be given tips to assist students in reframing and engaging resistance.

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

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 202, Second Floor

Novice

Interactive Training

3311

The Power of Storytelling: Normalizing the College Experience for Students of Color through Authentic and Powerful Narratives

Stories transform the lives of those listening to them and those sharing. Learn how Grand Valley State University's Office of

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Multicultural Affairs utilizes storytelling as a tool when working with students of color in both precollege and college settings. Session participants will learn how to integrate this model in their own programming by participating in several highly interactive exercises around storytelling.

Examples from the following programs will be given to illustrate the practical ways to implement storytelling: The Wade H. McCree Jr. program, a partnership between GVSU and local high schools, The Multicultural Cohort Program, and the Niara Mentoring Program. Storytelling promotes authentic conversations, which include stories of struggles, challenges, and mistakes, as well as successes and triumphs for students of color. Some theoretical frameworks, resources, and personal accounts will be shared during this session. This session will benefit faculty, staff, students, and other school administrators interested in new creative ways to engage and empower students of color at various levels.

Allison Roman, MSW, Assistant Director, Grand Valley State University Office of Multicultural Affairs - Allendale, MI

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 203, Second Floor
Novice

3312

Race, Class and the Environment: Making The Green Movement Multicultural

The future of the environmental movement will soon be in the hands of a new generation of Americans, one very different from the generation that preceded it. As evident in the 2012 presidential elections, demographic shifts in the U.S. population point to the fact that people of color will become the new majority within 20 years. (Enderle, 2007; Chavez, 2000) As of July 2006, the U.S. Census Bureau estimates that there are 100 million people of color living in the United States. Oddly noticeable is the absence of racially and economically diverse faces among environmental and outdoor organizations (Taylor, 2007; James, 1995), and Edmondson (2006) has observed a paucity of “black and brown faces in wild places.”

This session will briefly survey the history of the environmental and outdoor movements as well as the emergent environmental justice movement to set a context for a discussion of the role of racial and class privilege. It then presents four prominent myths that inhibit recognition, outreach to, and greater participation by people of color and working class people in the outdoors. The session will provide information to counter these myths and conclude with a discussion of strategies for diversifying not only traditional environmental and outdoor organizations but the broader green movement as well.

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

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 204-205, Second Floor
Novice

3313

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

This participatory workshop will examine 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 students/staff from marginalized groups and create campus environments where all people feel valued and included. Participants will become familiar this model and examples of how it has been implemented and assessed on different campuses. This framework can be useful in staff and student development training, programming, and campus change efforts.

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

Oscar Mayorga, Chief Diversity Officer and Special Assistant to the President, Anna Maria College - Paxton, MA

A CONVERSATION WITH

THURSDAY, 3:30–5:30 PM

JW White River Ballroom A, First Floor
Novice

3314

Life Is Better with You: Asian American Women Making Connections with Each Other

This is a two-part, interactive session designed for Asian American women. The pan-ethnic and political Asian-American female identity embraces a complex intersection of identities and experiences. The web of emotion and connection within and across our personal and collective identities holds a unique power in our lives.

Part I is designed for participants to connect with each other and share some personal experiences linked to living in the social location of Asian American Woman.

Part II is designed to take the insights gained into ourselves into our spheres of influence. What actions can we take as individuals and as sisters? How do we mentor and be mentored in our institutions? How do we make life better for each other and in the communities in which we grow?

Malia V Villegas, PhD, Director, Policy Research Center, National Congress of American Indians - Washington, DC

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Kristi Ryujin, MS, Dir. Office of Diversity Affairs, Leeds School of Business, University of Colorado at Boulder - Boulder, CO

Pamela H Chao, MA, Professor, Sociology, American River College - Sacramento, CA

Meg Chang, PhD, Faculty & Field-Work Supervisor, Sarah Lawrence College - New York, NY

Chloe Sumner, Student, Scripps College - Claremont, CA

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW White River Ballroom B, First Floor

Novice

3315

Reducing Stereotype Threat for Vulnerable Students and Faculty: Some Bystander Exercises

This highly interactive workshop will include Bystander Exercises, giving attendees practice in disarming/responding to/disarming comments likely to trigger stereotype threat and anxiety for vulnerable students and faculty. Thanks to psychology professors Claude Steele, Toni Schmader, and numerous researchers in several countries, we now understand how stereotype threat can be activated 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) 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, confidence, and achievement.

How can the threat be reduced or eliminated? This highly interactive workshop will provide attendees (such as mentors, student peers, faculty members, mentors, department chairs, and vulnerable faculty and students themselves) a number of concrete options for dampening stereotype threat.

In preparation for this session, participants may wish to review two websites:

reducingstereotypethreat.org

implicit.harvard.edu

JoAnn Moody, PhD, JD, Faculty Developer, National Higher Education Consultant, Diversity on Campus - San Diego, CA

SPECIAL FEATURES

THURSDAY, 3:30–5:30 PM

JW White River Ballroom C, First Floor

Novice

3316

Visual Activism: Film, Social Media, and Art Works Used by Artists and Scholar-Artists to Invoke Social Justice

Educating communities about social inequalities is an ongoing project for those in higher education. However, one area that is often ignored is the impact of the visual arts on social justice and advocacy. From film, photography, and art, artist-scholar-activists have translated the struggles and strengths of communities through visual activism. How do we engage and participate in ideas of change and transformation, and in what ways can we contribute to the growing discourse on visual activism? The panelists will discuss the ways in which film, photography, and art are used to invoke social justice.

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

Laura Kina, MFA, Associate Professor, Art, Media, & Design, DePaul University - Chicago, IL

Renee Tajima Peña, Professor, Social Documentation, University of California Santa Cruz - Santa Cruz, CA

Jeff Sheng, MFA, Artist, Photographer and Sociologist, Department of Sociology, Stanford University - Stanford, CA

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW White River Ballroom D, First Floor

Intermediate

Interactive Training

3317

Creating and Managing a Diversity Certificate Program

In early spring semester 2013, the University of Toledo announced that faculty and staff could, for the first time ever, have access to a free diversity certificate program as part of their professional development. The certificate program, created and managed through UT's Office of Equity, Diversity, and Community Engagement, is new not only to UT but is also the first certificate at an accredited higher learning institution in Northwest Ohio. After two semesters of running the program, 46 university employees have participated, with 35 of these individuals earning the diversity certificate. In addition, program assessment provides clear evidence that participants show increased understanding of many dimensions of diversity and how diversity impacts their day-to-day job in higher education.

UT's Diversity Certificate program is delivered as a series of in-class workshops and experiential learning events with each one being focused on one or more dimensions of diversity. Topics include Social Psychology and Diversity, Global Citizenship, Interpersonal

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Communication, Measuring Diversity, Disability Awareness, Religious Diversity, and more. While the program is managed through the Office of Equity, Diversity, and Community Engagement, workshop facilitators are subject matter experts from various university programs and departments. This collaborative approach has been successful not only in delivering an outstanding professional development opportunity to faculty and staff, it has also facilitated bridge-building across campuses, colleges, and divisions.

This presentation will be an overview of the form, function, and focus of the University of Toledo's diversity certificate program. Lead presenter Dr. Shanda Gore, UT's Associate Vice President of Equity, Diversity, and Community Engagement and the Chief Diversity Officer, will provide information related to the philosophy, goals of the program, and plans for future growth, as well as a big picture focus on how the program fits into UT's mission and strategic plan. The co-presenter is Jeff Witt, Program Manager for the Office of Equity, Diversity, and Community Engagement, who will show how the program is structured and managed. Administrative topics to be discussed include budgeting, marketing, registration, collaboration, communication systems, curriculum development and delivery, subject matter experts, learning outcomes, success celebration, evaluation, and assessment.

Shanda Gore, Associate Vice President, Equity, Diversity, and Community Engagement, The University of Toledo - Toledo, OH

Jeff Witt, MEd, MBA, Program Manager, Office of Equity, Diversity and Community Engagement, University of Toledo - Toledo, OH

SPECIAL FEATURES

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JW White River Ballroom E, First Floor

Novice

3318

Future Challenges and Opportunities Facing HBCUs: How Can They Survive?

Most of the 105 historically Black Colleges and Universities (HBCUs) in this country were established after the Civil War. They have provided one of the few avenues for higher education to African Americans when they were denied access to the traditionally white institutions (TWIs). Although HBCUs comprise just 4 percent of U.S. universities, they confer 22 percent of all bachelor's degrees earned by African Americans; 24 percent of all bachelor's degrees awarded to African Americans in science and engineering; nearly 35 percent of all bachelor's degrees in astronomy, biology, chemistry, mathematics and physics; and 20 percent of all first professional degrees earned by African Americans annually. They have played a crucial role in the higher education of African Americans and in diversifying the nation's professional workforce.

Today these institutions face major challenges due to significant changes in our society, including the prolonged recession, escalating costs, dwindling revenue, insufficient student financial aid, and increasing competition from the TWIs and for-profit institutions. As a consequence, many HBCUs are experiencing declining enrollment, lower graduation rates, budget deficits, reduced donor support, and

other challenges. Some of their critics have suggested closing them down and even ending federal support.

On the other hand, supporters of the HBCUs believe they continue to play a crucial role in the higher education of African Americans and need to be maintained. They point out that nine of the top ten colleges that graduate most African Americans who go on to earn PhDs are HBCU graduates, more than 50 percent of the nation's African American public school teachers and 70 percent of African American dentists earn degrees at HBCUs, and almost half of the members of the Congressional Black Caucus attended an HBCU. At the same time, these supporters believe the HBCUs must also change to reflect the social and economic realities they face. They also believe that in order to survive, the HBCUs must redirect themselves to take advantage of the opportunities presented by their unique histories and characteristics.

The distinguished panel of presenters for this session have all been visionary leaders of their respective HBCUs and will discuss the challenges and opportunities facing not only their institutions but all HBCUs over the upcoming decades. It will be an important discussion with implications not only for African Americans but also for all Americans concerned about diversity and equity in higher education.

Sidney Ribeau, PhD, Former President, Howard University - Washington, DC

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

Norman Francis, PhD, President, Xavier University - New Orleans, LA

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THURSDAY, 3:30–5:30 PM

JW White River Ballroom F, First Floor

Novice

3319

20 Years Later: Lessons Learned from The Color of Fear

Twenty years ago the ground-breaking film *The Color of Fear* was released, creating a dialogue on race and racism that had not been experienced before. Progress on race has been made over the past 20 years, yet there have been many setbacks. This session will explore lessons learned since the making of this film and what needs to happen now to produce new breakthroughs toward racial equity. Key questions to be explored include: what does it take to transform dominant culture beliefs and values of privilege to ones of social justice; what role does unconscious bias play in our biggest social problems on race; why do our social institutions continue to perpetuate policies and practices that maintain racial advantages for some and disadvantages for others; and what discussions and actions are needed to transform how we think and act on racism to change outcomes in education, health, wealth, and well-being? Join cast members from *The Color of Fear*--Hugh Vasquez, Victor Lee Lewis, and David Christensen--for an engaging discussion moderated by Peggy McIntosh on these issues and more.

Victor Lewis, MA, Co Director, Center for Diversity Leadership - Berkeley, CA

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

Hugh Vasquez, MSW, Senior Associate, The National Equity Project - San Francisco, CA

David Christensen, Business Owner - Ukiah, CA

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW White River Ballroom G, First Floor
Intermediate

3320

Multiracial Identity: New Tools for Understanding the Experience of Multiracial Students and Assessing Campus Climate for the Inclusion of Multiracial People

In this session, participants will consider historical and emerging models of racial identity development in multiracial people and their application to teaching, advising, programming, and counseling contexts. Using a comprehensive assessment tool, participants will evaluate the campus climate and institutional practices of their college or university for the inclusion of multiracial students and develop a specific action plan related to one aspect of campus life. Factors that block and facilitate improving campus climate for multiracial people will be explored and examples of successful programs and interventions will be shared. Through presentation, reflection, and small and large group discussion, participants will actively engage with the topic of multiracial people and identity throughout the session. Topics discussed may include: how to promote inter-group coalition building around multiracial issues, the effect of our assumptions and beliefs about identity on our ability to work with multiracial students, and re-assessing ways that race is framed in campus culture and practices.

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

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW White River Ballroom H, First Floor
Intermediate
Interactive Training

3321

A Courageous Conversation about White Supremacy, White Privilege, and Oppression

Understanding white supremacist structures, systems, and institutions is essential to unpacking the various and complex issues related to racism's ongoing hold on America. Exploring the impact of whiteness, white privilege, and white supremacy is key to a critical analysis that connects individuals, systems, and institutions to the intertwined issues of racism. If not approached skillfully, these discussions can lead to misplaced liberal guilt, paternalistic philanthropy, anger, defensiveness and/or Black rage. Frequently missing from conferences and workshops are practical takeaways:

action plans, skills, and tools to discuss and address these issues productively and positively. The system effectively limits and costs people of all colors in very similar and different ways. Most importantly, the system prevents us from truly hearing or seeing each other's voices, ideas, opinions, and experiences and creating an unhealthy environment and seemingly insurmountable barriers to community and excellence. A comprehensive awareness of a system that produces and reproduces white supremacy and white privilege and oppression can equip folks with the tools to promote and advocate for peace, equity, and justice for all. This session is designed and developed to inspire courageous conversations, comprehensive consciousness, and everyday action!

This session will:

- Explore and examine concepts and terms such as white supremacy, white privilege, and oppression as well as their impact on all of us
- Use short films and challenging activities to explore the impacts of white supremacy and white (all) privilege
- Encourage participants to “join the tough conversations” with real world examples of challenges faced on either side of the discrimination/privilege divide
- Talk candidly about the possibility or impossibility of individual and institutional transformation. What does it take? Is it possible? Are you George Zimmerman?

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

Debby Irving, MBA, Racial Justice Educator and Writer, Debby Irving - Cambridge, MA

SPECIAL FEATURES

THURSDAY, 3:30–5:30 PM

JW White River Ballroom I, First Floor
Novice

3322

Teach For America's Native Alliance Initiative and the need for Culturally Responsive Educators

Teach For America, a national organization committed to combating educational inequities and ensuring all children have access to educational opportunities, has worked for 10 years to place teachers in Native serving schools. Recently, through the newly developed Native Alliance Initiative, our application systems and evaluation of potential corps members have changed to ensure teacher placements for Native applicants in Native communities. However, improvements are needed to identify, select, train, and support Native and culturally responsive teachers. This session will provide an opportunity to share insight on current challenges and successes in Indian Education professional recruitment and development.

An overview will be shared on how Teach For America has worked and operated in Native areas in the past, what strides have been made in terms of training culturally responsive teachers, followed by a facilitated brainstorming session to develop, on a micro-level, what it would take to develop a culturally responsive teacher. One key question for TFA is “how do we do it [professional outreach and

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development] the 'right' way?" We want to be more supportive in creating and inspiring Native leaders who will join them in their movement toward educational equity.

Kristin Szczepaniec, Director, Strategic Initiatives and Partnerships, Native Alliance Initiative, Teach For America - Gallup, NM

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW White River Ballroom J, First Floor
Advanced
Curricular/Pedagogical Models

3323

Building a Social Justice Program at Your Institution about Genuine Transformation

This interactive workshop will include a presentation documenting the creation of the Social Justice Undergraduate Minor at the University of Minnesota, focusing particularly on obstacles and resistance faced at a Research I public university. Participants will then work together to brainstorm ways to develop their own programs, based on institutional needs. Participants will also look at the curriculum of the social justice minor and its focus on social justice activism and how it is significantly different than many gender studies and ethnic studies programs. This will include a discussion of intersectional theory, social movement theory, and how service learning in the minor looks very different than traditional service learning in the academy. Finally, presenters will discuss why Freirean pedagogy and small class size are central in the minor and how to think creatively about the transformative potential of Freire's theories when applied programmatically, not as a teaching method but as an entirely different educational learning paradigm.

Lisa Albrecht, PhD, Associate Professor, Social Work, Social Justice Undergraduate Minor, University of Minnesota - Minneapolis, MN

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 101, First Floor
Novice

3324

Election 2014—Getting Your Students Engaged

Are you worried about your students' detachment from broader community involvement? Would you like to see them more engaged, particularly in the 2014 election?

After writing the classic civic engagement books *Soul of a Citizen* and

The Impossible Will Take a Little While, Paul Loeb founded the Campus Election Engagement Project (CEEP) in 2008 as a national non-partisan effort to help college and university administrators, faculty, staff and students engage their campuses in the election. The project gathers best practices from schools throughout the country to help students navigate the barriers to electoral participation, working with 500 campuses in 2008, 750 in 2012, and just finishing

a successful off-year elections pilot effort in Virginia. CEEP helps schools help their students register to vote, reflect on issues and candidates, meet the challenges of daunting new voting rules, volunteer with candidates of their choosing, and participate at the polls.

Loeb will draw on the project's lessons to explore how you can get the students at your school involved in key off-year elections, where their participation drops off dramatically. Between 2008 and 2010 student electoral turnout in Ohio, for instance, dropped from 70% to 22%, in Florida from 61% to 19%, in Wisconsin from 66% to 19%. 800,000 fewer students participated just between Ohio and Florida. Loeb will explore practical approaches to enlisting fellow administrators and faculty to help your school take institutional responsibility for helping their students vote. He'll explore ways to integrate voter registration with classroom registration and first year orientation, to help your students navigate daunting voting ID and registration laws, and how to help them reflect on issues and candidates and get past the prevailing cynicism that "my vote doesn't matter."

In the process, Loeb will explore students' concepts of social and political responsibility, what matters in their lives, and how they view themselves in relation to a larger human community and to the challenges of making change. He'll explore how students and citizens in general can gain the moral, political, and intellectual tools to take responsibility for the future, and how faculty and professional staff can help them in this journey.

Paul Loeb, Author: Soul of a Citizen and The Impossible Will Take a Little While - Seattle, WA

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 102, First Floor
Intermediate
Training of Trainers

3325

Living in the Intersection: An LGBTQIA Toolkit for College Campuses

This interactive train-the-trainer session will present a module-based LGBTQIA toolbox for college campuses as the base for broader discussion of race, ethnicity, identity, and culture. The training modules will address gender and sexuality intersections across race and ethnicity, national and geographic, generation and age, ability, religious/worldview, and socioeconomic status.

The modules can be adapted for work with various audiences on campus including senior leaders, academic affairs, student life, athletics, and students. In this session, participants will share ways to better understand and meet the unique needs of different groups on campus and ways to support the sometimes competing needs and interests of these groups.

The session will focus on important campus conversations around LGBTQIA topics, including:

- How one does inclusion work with competing interests and groups

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- How to avoid Oppression Olympics
- How to address intersections with religious and cultural identities that may appear less pluralistic-oriented or less welcoming around sexual or gender identities
- How to attend to rights in conflict such as free speech, feeling safe, religious proselytizing, and manifestations of gender that are culturally or religiously based
- How advancing awareness and understanding of the intersections across race, culture, gender, and sexuality are vital to preparing students and colleges for global leadership
- How you can assure that your leaders and institutional messaging (unintentional or intentional) demonstrate your commitments
- How you can scaffold a multi-tiered understanding around gender and sexuality in order to infuse it throughout the fabric of the institution
- How to facilitate inclusive dialogue across students of color, students of faith, gender non-conforming students, and international students

Presenters will address campuses at each of the following stages:

STAGE ONE: Emerging (recognizing LGBTQIA diversity, inclusion, and equity as strategic priorities and building a campus-wide constituency for the effort)

STAGE TWO: Developing (ensuring the development of institutional and individual capacity to sustain LGBTQIA diversity, inclusion, and equity efforts)

STAGE THREE: Transforming (weaving LGBTQIA diversity, inclusion, and equity into its institutional fabric, but continues to assess its efforts to ensure sustainability in an ever-changing environment).

This workshop targets intermediate diversity practitioners and student affairs professionals who work on campuses and want to pursue a more comprehensive approach to inclusion and intersections of various identities and to increase knowledge and skills and improved behaviors for individuals and campuses.

Brooke Barnett, PhD, Interim Associate Provost for Inclusive Community, Professor of Communications, Elon University - Elon, NC

Matthew Antonio Bosch, MEd, Director, The Gender and LGBTQIA Center, Elon University - Elon, NC

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 103, First Floor
Novice
Interactive Training

3326

Turning Experiences of Microaggressions into Critical Consciousness: Expressive Practices for Transformative Learning

Transformative learning theory explains how and why adults may experience a deep and lasting change in the way they make sense

of their social worlds. Of special interest to social justice educators is a holistic orientation to transformative learning theory, one that draws on the engagement of multiple epistemologies and attends to culture, positionality, power, and context. Holistic orientations to learning argue for the importance of not only engaging learners in critical reflection but also in actively stimulating, dialoguing about, and integrating the emotional, imaginative, and intuitive experiences of learning in concert with rational cognitive processes. Moreover, when educating groups about racism, sexism, classism, heterosexism, and other relations of power in society, a holistic approach can help learners move beyond the words (North, 2008) and into a deep experience—a witnessing—“of the physical, material, and psychological suffering of others, to put [them]selves ‘inside the skin’ of others” (Nhat Hanh, 2005, p. 81).

In this experiential session we invite learners to engage in expressive practices and a holistic group approach to learning about experiences of microaggressions in order to gain first-hand knowledge of its potential to create space for transformative learning. An intersectionality analytical lens will be used to learn about and help explain the simultaneous operation of multiple forms of inequality and privilege in society. Participants will additionally gain insights on how educators can intentionally integrate expressive practices into their own work as well as some of the benefits and potential risks to themselves and other learners in doing so.

The session will draw on Heron’s (1992) model of developmental change and learning and describe a conceptual framework that emerged from the findings of a research study with Sansei women who engaged in a holistic approach to learning about their experiences of oppression and privilege as a specific generational, ethnic minority group. The design of the experiential session may vary depending on the size of the group and who specifically attends. However, examples of learning activities that participants may engage in include improvisation, guided meditation, movement, storytelling, theatre activities, reflective journaling, and critical dialogue.

Katherine Kaya, PhD, Alumna, Fielding Graduate University - Santa Barbara, CA

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 104, First Floor
Intermediate
Case Studies/Model Programs

3327

Race, Pedagogy, Community, and Our Critical Moment: Impertinent Relations in the Liberal Arts

This session interrogates community-engaged scholarship by examining, as an exemplar, the work of the Race and Pedagogy Initiative at the University of Puget Sound. Emerging in 2002, this initiative is now operationalized as a collaboration of the university and the adjoining communities that integrates intellectual assets of the campus into a mutual and reciprocal partnership with local community experience and expertise with a vision to educate

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students and teachers at all levels to think critically about race and to act to eliminate racism.

Three themes guide our exploration of the work of race and pedagogy. The first theme engages the question of how to recognize and respond to critical moments by treating and clustering events in the earlier years of the initiative as ones of crisis, clash, and clarity regarding matters of epistemology, pedagogy, and embodiment at the nexus of race. Proposing the ways in which relationships and history propel the second theme, which examines the building and establishment of the initiative's Community Partners Forum and its identification with ideas of radical communitarianism. Elaborating how the initiative arrived at a focus on issues such as the preparation gap, parent engagement and empowerment, the arts as public pedagogy, and critical youth leadership in its program direction allows us to explore the importance of being present to the contemporary imperatives as a route to responding to history as the third theme. We close out our explorations by recommending that the scholarship of engagement embrace an orientation to the public, to the present, and to history as a commitment to the task of unearthing memories long languishing so as to render them available for enriching our public culture.

Dexter Gordon, PhD, Professor, University of Puget Sound - Tacoma, WA

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 105, First Floor
Novice
Interactive Training

3328

Micromessaging to Reach and Teach Every Student™: Increasing Cultural Competency within the Classroom to Increase Diversity in the STEM Workforce

The National Alliance for Partnerships in Equity (NAPE) believes that to change the life of a student, one must first ensure that each youth or adult learners' culture and experiences are understood and valued by the educator. To increase teacher and faculty cultural competency, as well as enrollment, retention, performance, and completion of nontraditional students in STEM (science, technology, engineering, and math), NAPE developed Micromessaging to Reach and Teach Every Student™ (Micromessaging)—a high-quality, research-based, educator professional development program to address gender and culturally-based implicit biases that occur in STEM classrooms that manifest through micromessages. This unique program provides participants with an awareness of the power of micromessages, which include looks, gestures, tone of voice, and the framing of feedback that subtly yet powerfully shape our culture, our classrooms, and the individuals within them.

During the interactive training, attendees will receive an overview of the entire micromessaging curriculum, participate in a series of activities designed to teach educators how identify their own hidden biases and correct them, and obtain ready-to-use strategies to increase student persistence and program completion by negating

the damage of micro-inequities by harnessing the power of micro-affirmations.

NAPE strongly believes that this professional development program is needed, long overdue, and critical to meet both the national need for a high-quality workforce and to ensure that underrepresented students, and particularly women, benefit from the high-tech, high-paying jobs of the 21st century.

Elizabeth Tran, Program Manager, National Alliance for Partnerships in Equity - Gap, PA

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 106, First Floor
Intermediate
Interactive Training

3329

Creating a Culture of Civility on Campus to Enhance Ongoing Diversity Initiatives

Defined by Merriam Webster as polite, reasonable, and respectful behavior, civility is a cornerstone of community building, personal development, and world citizenship. In fact, it is included, in spirit, in numerous college and university mission statements. Many people have created departmental mission/vision statements espousing this value. Yet evidence of incivility is seen everywhere on campus and is not strictly a student issue. Intentional strides toward increased civility are needed if we are to hope for long-term success of our ongoing diversity initiatives.

This interactive session will explore the societal factors related to civility and incivility and how these manifest in college constituents' behavior. In addition, participants will discuss best practices from campuses around the country and brainstorm new programs and practices to effect positive and lasting change. Special attention will be paid to developing or strengthening collaborative relationships between campus stakeholders, including key student leaders, student affairs professionals, and academic leadership. Participants will leave this session with collegial relationships, a strategic plan of action, and ideas to share back on campus.

Tracy Knoffa, Training Consultant, High Impact Training Co - Saint Cloud, MN

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 107, First Floor
Intermediate
Interactive Training

3330

Social Sustainability & Environmental Justice in Higher Education

Over the course of the Twentieth Century, the social, political and physical landscape of sustainability and environmental justice

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initiatives has experienced rapid growth. Social sustainability occurs when the formal and informal processes, systems, structures and relationships actively support the capacity of current and future generations to create healthy and livable communities. Socially sustainable communities are equitable, diverse, connected and democratic and provide a good quality of life. WACOSS Model of Social Sustainability, p 11. In higher education, this understanding, teaching and learning is operationalized in various ways.

In this workshop we will examine sustainability and environmental justice in an effort to develop a common lens. We will do this by examining the varied ways we "know" sustainability by employing the tool "Theory of Knowledge" informed by the life work of Bertrand Russell. The "Theory of Knowledge" states that we can examine the ways we know a topic by asking ourselves how theoretically, experientially, empirically, historically and via our beliefs do we "know" about a topic or issue.

We will then share the work that is currently taking place at various institutions and discuss challenges. Case studies from PSU will be shared including the facilitator's experience teaching the community-based learning course, Community Greenworks, part of the service learning University Studies Senior Capstone Program. We will also look at the Cultural Center's Social Sustainability Month student collaborative. Additionally, the James F. and Marion L. Miller Foundation challenge grant of \$25 million, awarded to PSU in September 2008, was the largest gift in the history of Portland State University and perhaps the largest single gift to sustainability in U.S. higher education history. While environmental sustainability has been widely addressed, responding to the need to prepare students for the realities of environmental degradation, especially as it pertains to the disproportionate impact it has on marginalized communities has been a challenge.

At the end of the workshop, participants will have worked collaboratively to develop a deeper understanding of sustainability, learned about fellow campus initiatives that deal with sustainability and develop of network of professionals who can support each other in the work of moving social sustainability initiatives forward. Additionally, we will also develop a list of resources with the goal to share strategies that stress solutions, implementation, and practical applications.

Emanuel Magaña, MS, Portland State University - Portland, OR

Cynthia Carmina Gomez, MEd, Director, Cultural Centers, Diversity and Multicultural Student Services, Portland State University - Portland, OR

MAJOR WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 206, Second Floor

Novice

Long and Short Range Planning

3331

Navigating the Diversity Strategic Planning Process: Moving Beyond Theory to Action

This session will engage participants who are contemplating or in the process of diversity strategic planning. Using the eight steps

of the Kotter methodology (2012) for institutional change as an organizing framework, presenters will share the diversity action planning process used at Georgia College. Key elements of our diversity action planning process includes (1) visionary leadership and the development of a change vision, (2) a strategically placed core group of committed champions who have promoted an institutional diversity infrastructure resulting in over a decade of institutional assessment and campus climate studies, (3) institutional memory sustained by written documentation, (4) the advancement of cross campus buy-in and community engagement, and finally (5) persistence through change. The session leaders will also share lessons learned and the importance of being constantly vigilant so that such gains are not lost through institutional changes. By the end of this session, participants will be able to identify diversity successes and challenges to evaluate where they are as institutions in relation to their diversity strategic planning process. In addition, participants will analyze existing factors to successfully interpret how this information will advance the diversity strategic planning process at their institution.

Veronica Womack, PhD, Interim Director, Office of Institutional Equity and Diversity, Georgia College & State University - Milledgeville, GA

Olufunke Abimbola Fontenot, LL.M.; M.Litt, Interim Dean, John H. Lounsbury College of Education, Georgia College & State University - Milledgeville, GA

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

Rosalie Richards, PhD, Director, Science Education Center, Professor of Chemistry, Georgia College - Milledgeville, GA

CONCURRENT WORKSHOPS

THURSDAY, 3:30–5:30 PM

JW 209, Second Floor

Intermediate

Case Studies/Model Programs

3332

Identity and Issues of Multiracial Student Organizations on College Campuses

This will be a highly interactive session designed to give participants a greater understanding of racial identity development for multiracial people and the issues surrounding them as they seek to create, develop, and maintain student organizations on college campuses. In addition, panel members will discuss the emerging environment that arises from interfacing with different racial groups in their respective sociocultural settings. Using an assortment of educational approaches, appealing to a variety of sensory learning styles, the session provides in-depth reflection on personal perspectives and assumptions about multiracial identity; discusses the implications of defining one's self as multiracial, both on campus and in contemporary social settings; and outlines ways to promote inter-group dialogue and coalition building between different racial groups and multiracial people on campuses and in community settings. The panel includes dialogue with a student panel of multiracial people who offer a wide range of perspectives about what it means to be multiracial on campus. The session also

THURSDAY, MAY 29

SESSIONS

provides opportunities for participants to assess the multiracial programs established in their institutional environments and to develop mini-action plans to further address the multiracial issues in their respective institutions.

Presentations, experiential activities, case studies, and group discussions allow participants to actively engage throughout the session. Participants are encouraged to make time for continuing discussions of larger issues raised over the course of the session. Participants are also advised to be prepared to share resources related to multiracial students, identity, and organizational development.

Dennis Leoutsakas, PhD, Associate Professor, Communication Arts, Salisbury University - Salisbury, MD

SPECIAL EVENTS

THURSDAY, 6:30–8:00 PM

Eiteljorg Museum
500 S Washington St, Indianapolis, IN 46204

3349

Thundering Moccasins at the Eiteljorg Museum

Thundering Moccasins brings high energy, high class singing and dancing, featuring the Contemporary Native American Pow wow dancing style. The event also involves an educational aspect, as the performers understand and are actively involved within their own tribal traditions and customs, and dedicate their performances to keeping their heritage strong and forever lasting.

SPECIAL EVENTS

THURSDAY, 8:30–10:30 PM

JW Grand Ballroom, Third Floor
Novice

3400

Amnesia, A New Play about Race and Immigration

Layering theater, dance, spoken word and an original score inspired by hip hop, Klezmer and Mexican folk music, Amnesia tells the story of a young man who retraces his family's migration from a small village in Eastern Europe through New York's Lower East Side to Phoenix, Arizona, only to find that the violence his family fled cannot be so easily forgotten.

The performance will be followed by a community dialogue with Ariel Luckey, Susannah Martin and Hugh Vasquez.

Ariel Luckey, Freelance Project - Oakland, California

Lila Sklar, Musical Director, Composer, Violinist - Oakland, CA

Dan Cantrell, Accordionist - Oakland, CA

Elizabeth Vandervennet, Cellist - Oakland, CA

Valentino Pellizzer, Percussionist - Oakland, CA

Eric Oberthaler, Trumpet Player, Sound Production - Oakland, CA

Cory Sands, Stage Manager, Light and Sound Technician - Oakland, CA

Hugh Vasquez, MSW, Senior Associate, The National Equity Project - San Francisco, CA

Susannah Martin, Director, Teacher, and Theatre-Maker - San Francisco, CA

FILM PREVIEW & DISCUSSION

THURSDAY, 8:30–10:30 PM

JW White River Ballroom E, First Floor
Novice

3401

The Education of Auma Obama: A Film by Branwen Okpako

A feature documentary on the life and times of Auma Obama told from her homestead in Kenya during the run up to the 2008 US Presidential elections that brought her brother Barack Obama to power.

Janice Mitchell, EdD, CDP, Professor, World Languages & Cultures, Gallaudet University, (Ret.), Cultural Diversity Professional, DTUI - Washington, DC



FRIDAY, MAY 30

AT A GLANCE

CONTINENTAL BREAKFAST

THIRD FLOOR
FRIDAY, 7:00–8:30 AM

REGISTRATION

THIRD FLOOR
FRIDAY, 8:00 AM–5:00 PM

4000

MAJOR WORKSHOPS
FRIDAY, 8:30–10:00 AM
Professional and Personal
Development for Diversity Officers:
Competencies for Enhancing Success

4001

MAJOR WORKSHOPS
FRIDAY, 8:30–10:00 AM
Service Learning beyond Extending
Help and Charity: Moving from
Recreating Colonialism to Infusing
Social Justice Theory, Praxis, Self-
Exploration, and Mindfulness Practice
into Service Learning Courses and
Experiences

4002

MAJOR WORKSHOPS
FRIDAY, 8:30–10:00 AM
Social Identity Conceived as a
Repertoire of Everyday Transactions
and Enactments

4003

MAJOR WORKSHOPS
FRIDAY, 8:30–10:00 AM
Utilizing Film to Examine the
Messages Within: "The NIGGER in You:
Challenging Dysfunctional Language,
Engaging Leadership Moments"

4004

CONCURRENT WORKSHOPS
FRIDAY, 8:30–10:00 AM
Connecting Cultures, Educating the
World

4005

A CONVERSATION WITH
FRIDAY, 8:30–10:00 AM
Life is Better With You: Asian American
Women Making Connections With
Each Other (Part 2)

4006

MAJOR WORKSHOPS
FRIDAY, 8:30–10:00 AM
Understanding and Challenging
Christian Hegemony (Part I)

4007

CONCURRENT WORKSHOPS
FRIDAY, 8:30–10:00 AM
Chief Diversity Officers in Academic
Medicine: The Good, The Bad, and
The...

4008

CONCURRENT WORKSHOPS
FRIDAY, 8:30–10:00 AM
Evaluating Campus Diversity Climate:
A Student-centered Approach at Ball
State University

4009

CONCURRENT WORKSHOPS
FRIDAY, 8:30–10:00 AM
Organizational Sagas, Theories of
Justice, and the Story of Finding
Support for a Campus Climate
Assessment

4010

CONCURRENT WORKSHOPS
FRIDAY, 8:30–10:00 AM
Understanding Perceptions of Self
and Our Biases: A Key Component to
Eliminating Health Care Disparities

4011

CONCURRENT WORKSHOPS
FRIDAY, 8:30–10:00 AM
An Experiential Group Activity to
Increase Awareness about Social Power
between U.S. Cultural Groups

4012

CONCURRENT WORKSHOPS
FRIDAY, 8:30–10:00 AM
Being the Only One: Understanding
the Intricacies and Pressures of Often
Being the Sole Minority in a Majority
Culture

4013

MAJOR WORKSHOPS
FRIDAY, 8:30–10:00 AM
What Do I Say Now?--Responding to
Biased Comments

4014

MAJOR WORKSHOPS
FRIDAY, 8:30–10:00 AM
Conceptualizations of Safety in the
Classroom: Reconsidered

4015

MAJOR WORKSHOPS
FRIDAY, 8:30–10:00 AM
Asian Americans and Pacific Islanders
in Higher Education Research and
Perspectives on Identity, Leadership,
and Success

4016

CONCURRENT WORKSHOPS
FRIDAY, 8:30–10:00 AM
Moving Your Diversity Dialogue from
TALK to ACTION!

4017

CONCURRENT WORKSHOPS
FRIDAY, 8:30–10:00 AM
Developing a Peer Dialogue Program
on Campus: Pedagogical and Political
Strategies

4018

CONCURRENT WORKSHOPS
FRIDAY, 8:30–10:00 AM
All We Do Is Step and Stroll? What Is a
Black Greek Letter Organization?

FRIDAY, MAY 30

AT A GLANCE

4019

MAJOR WORKSHOPS
FRIDAY, 8:30 – 10:00 AM
The Grinch that Stole Thanksgiving:
A Case Study for Addressing Issues
Related to Holiday, Heroes, Mascots,
and Institutional Change

4020

MAJOR WORKSHOPS
FRIDAY, 8:30 – 10:00 AM
Social Interpreting: An Emerging
Model of Multilingual Interaction

4021

MAJOR WORKSHOPS
FRIDAY, 8:30 – 10:00 AM
The Role of Foundations in Achieving
Equity in Higher Education: Examples
Using Noncognitive Variables

4022

CONCURRENT WORKSHOPS
FRIDAY, 8:30 – 10:00 AM
Dream Bigger Reach Higher: Critical
Thinking, Social Justice, and Activism
through Spoken Word Poetry

4023

CONCURRENT WORKSHOPS
FRIDAY, 8:30 – 10:00 AM
Underrepresented Student Success:
Reframing a Student's Sense of
Place, Purpose, and Relationships in
Educational Spaces

4024

CONCURRENT WORKSHOPS
FRIDAY, 8:30 – 10:30 AM
Bridging the Divide Between
Faculty and Staff: Strategies for
Communication and Cooperation

4025

CONCURRENT WORKSHOPS
FRIDAY, 8:30 – 10:00 AM
Centering the WHO? (Complexity)
in Our WHAT? Agendas: Activating
Student/Workforce Teams Using
Culturally-responsive Strategies for
Inclusive Excellence and Success for All

4026

CONCURRENT WORKSHOPS
FRIDAY, 8:30 – 10:00 AM
Reframing Dynamics of Race and Racial
Identity Development Using Chaos and
Complexity

4027

CONCURRENT WORKSHOPS
FRIDAY, 8:30 – 10:00 AM
How We Fail Our White Students

4028

CONCURRENT WORKSHOPS
FRIDAY, 8:30 – 10:00 AM
Effective Diversity Initiatives at
Historically Black Institutions:
Mainstreaming Diversity Programs and
Services to Include all Communities

4029

CONCURRENT WORKSHOPS
FRIDAY, 8:30 – 10:00 AM
Key Ingredients to Retaining and
Graduating Multicultural Males

4030

CONCURRENT WORKSHOPS
FRIDAY, 8:30 – 10:00 AM
And Justice for All? Privilege,
Oppression & Social Inequality

4100

KEYNOTE ADDRESS
FRIDAY, 10:15 – 11:30 AM
Cheryl Crazy Bull

4200

CONCURRENT WORKSHOPS
FRIDAY, 1:30 – 2:45 PM
Adultism, Racism, and Critical
Liberation Theory

4201

MAJOR WORKSHOPS
FRIDAY, 1:30 – 2:45 PM
Creating Social Justice on Campus:
Sharing Best Practices and Lessons
Learned (Part I)

4202

MAJOR WORKSHOPS
FRIDAY, 1:30 – 2:45 PM
Consumerism as Racial Injustice: The
Macro-aggressions that Make Me, and
Maybe You, a Hypocrite

4203

A CONVERSATION WITH
FRIDAY, 1:30 – 2:45 PM
The Conviction behind the Work:
Politicizing Inclusion Praxis and
Pedagogy in the Context of Entrenched
White Liberalism

4204

CONCURRENT WORKSHOPS
FRIDAY, 1:30 – 2:45 PM
"In The Cut": Pledging, Hazing, Gang
Mentality, Rites of Passage, and the
Quest for African American Cultural
Relevance and Identity

4205

CONCURRENT WORKSHOPS
FRIDAY, 1:30 – 2:45 PM
Beyond White Allies: Developing Daily
Practices and Fostering an Anti-racist
Campus Community

4206

MAJOR WORKSHOPS
FRIDAY, 1:30 – 2:45 PM
Understanding and Challenging
Christian Hegemony (Part II)

FRIDAY, MAY 30

AT A GLANCE

4207

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
Chinese, Japanese, and Korean International Students' Racial Stereotypes toward African Americans, Latinos, Caucasians, and Asian Americans in the United States

4208

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
"I Am Soooo Tired of Talking about This": Understanding, Seeing, and Addressing White Fatigue and Racial Dialogues

4209

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
Barriers to Degree Attainment: Nontraditional African American Women and Community College

4210

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
From Theory to Praxis: "Inclusive Illinois: One Campus, Many Voices"—A University of Illinois at Urbana—Champaign Case Study

4211

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
ID_BR—Discussing Ethnic Identity in Brazil

4212

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
"We Shall Overcome One Day" But When?: The Same Story of Racism and Institutional Inequalities for African American Students

4213

MAJOR WORKSHOPS
FRIDAY, 1:30–2:45 PM
Designing Workshops/Classes on Social Justice Issues

4214

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
Queer Coalition Building with Communities of Color

4215

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
From Exposure to Challenging Urban Youth with STEM in Agriculture through the Hoosier Agribusiness Science Academy Summer Institute

4217

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
Exploring Immigration Issues through Art

4218

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
PASSING THE BALL: "Passing" and "Covering" Race and Sexuality in Sport

4219

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
The Power of Self-Definition: Networking as a Woman of Color

4220

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
Boots on the Ground: Starting the Conversation about Serving Military and Veteran Students of Color

4221

MAJOR WORKSHOPS
FRIDAY, 1:30–2:45 PM
Relationship: A Key Factor in Our Success and Happiness

4222

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
Finding Voice: Reframing Success in Communications Courses through Service Learning and Culturally Relevant Pedagogy

4223

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
Exploring Latin@ Student Resiliency through the Praxis of Testimonio

4224

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
Name Brand Natives: American Indian Product Icons in the American Marketplace

4225

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
What Do White Educators Need to Learn? Autoethnographies and Conversation around Race and Epistemologies of Ignorance

4226

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
A Department Outreach Program for Diversity and Inclusion

4227

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
An Introduction to Diversity and Social Justice Concepts

FRIDAY, MAY 30

AT A GLANCE

4228

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
It Takes a Village: A Model of Collaboration between Community Colleges and Four-Year Institutions for Increasing Minority Male Participation in STEM

4229

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
An Old Conversation in a New Way: Working Collaboratively to Reinvent and Reinvigorate Your Multicultural Office

4230

CONCURRENT WORKSHOPS
FRIDAY, 1:30–2:45 PM
Leveraging Academic Initiatives for Multicultural and First-Generation Student Retention Initiatives

4300

MAJOR WORKSHOPS
FRIDAY, 3:30–5:30 PM
Writing and Publishing for Social Justice

4301

MAJOR WORKSHOPS
FRIDAY, 3:30–5:30 PM
Creating Social Justice on Campus: Sharing Best Practices and Lessons Learned (Part II)

4302

CONCURRENT WORKSHOPS
FRIDAY, 3:30–5:30 PM
Dialogues on Diversity Present: The Black Jew Dialogues

4303

MAJOR WORKSHOPS
FRIDAY, 3:30–5:30 PM
Race[ing] to the Border: The Colonial Legacy of American Immigration Policy

4304

CONCURRENT WORKSHOPS
FRIDAY, 3:30–5:30 PM
Understanding and Circumventing Barriers to Equity in Personnel Processes

4305

MAJOR WORKSHOPS
FRIDAY, 3:30–5:30 PM
Seeking Cultural Competence in Hiring: Strategies for Attracting and Retaining the Faculty and Staff We Need

4306

MAJOR WORKSHOPS
FRIDAY, 3:30–5:30 PM
Understanding and Challenging Christian Hegemony (Part III)

4307

CONCURRENT WORKSHOPS
FRIDAY, 3:30–5:30 PM
Theatre as Service Learning to Promote Higher Education in a Low Income Urban Community

4308

CONCURRENT WORKSHOPS
FRIDAY, 3:30–5:30 PM
Bringing NCORE Home: The Iowa State Conference on Race and Ethnicity

4309

CONCURRENT WORKSHOPS
FRIDAY, 3:30–5:30 PM
Changing Awareness into Action to Gain Equitable Results and Building an Equitable Education

4310

CONCURRENT WORKSHOPS
FRIDAY, 3:30–5:30 PM
GPSing the Stuff: Navigating through the messy mishaps, mis-steps, mis-understandings and mis-communications of Social and Organizational Behaviors that have been mis-labeled as harassment and/or discrimination

4311

MAJOR WORKSHOPS
FRIDAY, 3:30–5:30 PM
The Shock of Higher Education: Toward Meritocracy or Internalized Classism?

4312

CONCURRENT WORKSHOPS
FRIDAY, 3:30–5:30 PM
Building Our House for Diversity: Strategies and initiatives on retaining and recruiting quality diverse faculty at a PWI

4313

MAJOR WORKSHOPS
FRIDAY, 3:30–5:30 PM
Facilitating Discussions about Diversity Issues

4314

CONCURRENT WORKSHOPS
FRIDAY, 3:30–5:30 PM
Creating Comprehensive Change: UC Berkeley's New Planning Toolkit on Equity, Inclusion and Diversity

4315

MAJOR WORKSHOPS
FRIDAY, 3:30–5:30 PM
(N) ...There's no such thing as the N-Word, It's N!gga/er

FRIDAY, MAY 30

AT A GLANCE

4316

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

I Am Not My Hair, Or Am I? Lifting the Hair-story in Our History, the Conversation Continues

4317

SPECIAL FEATURES

FRIDAY, 3:30–5:30 PM

Teach For America's STEM Initiative: Broadening the STEM Teacher Pipeline

4318

SPECIAL FEATURES

FRIDAY, 3:30–5:30 PM

A Conversation With Women of Color Mentors: Building Communities of Justice and Holding Space for the Songs of Our Ancestors

4319

SPECIAL FEATURES

FRIDAY, 3:30–5:30 PM

The Racialization of HIP HOP and All Things Brown: Responding to Racism in a "PostRacial" America

4320

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

Present Day Struggles for Social Justice and The Role of the Academy

4321

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

The Impossible Will Take a Little While: Finding Hope in Difficult Times

4322

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

Strange Like Me

4323

SPECIAL FEATURES

FRIDAY, 3:30–5:30 PM

Student-Athlete Development: Problems and Practical Solutions

4324

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

Social and Racial Justice for Urban Youth of Color: Prison, Military, or College?

4325

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

"LGBTQIAA, What Does It All Mean?!" The Many Identities, Definitions and Terminologies of the Campus Queer Community

4326

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

Transmedia Character Building for Social Resilience

4327

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

Let's Get Real About Racism

4328

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

Considering Graduate School?

4402

FILM PREVIEW & DISCUSSION

FRIDAY, 7:30–10:00 PM

If These Halls Could Talk: A Special Film Showing and Diversity Dialogue with Director, Lee Mun Wah

4403

SPECIAL EVENTS

FRIDAY, 8:00–10:00 PM

The Movement "50 years of Loving Struggle in America": World Premier Event



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FRIDAY, MAY 30

SESSIONS

MAJOR WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW Grand Ballroom 1, Third Floor
Intermediate
Policy Issues

4000

Professional and Personal Development for Diversity Officers: Competencies for Enhancing Success

When looking at how one can be successful as a CDO on a campus, one must not overlook the importance of personal work. How do your identities inform your work as a CDO? How can CDOs effectively advocate for members of historically marginalized groups of which they may not be members? How can CDOs promote equity when serving the university community?

Faculty members of the Social Justice Training Institute (www.sjti.org) have partnered with two current diversity officers to facilitate this program which allows current CDOs and those who are interested in possibly becoming CDOs in the future to assess their current readiness for the role, to identify their strengths and areas of growth, and to discuss key competencies necessary to be successful CDOs in today's higher education landscape.

Becky Martinez, MS, Faculty, Social Justice Training Institute - Murietta, CA

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

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

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

Vernon Wall, MA, Director, Business Development, LeaderShape, Inc - Washington, DC

Becky Pettitt, PhD, Associate Vice President for Diversity, Texas A&M University - College Station, TX

MAJOR WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW Grand Ballroom 2, Third Floor
Novice

4001

Service Learning beyond Extending Help and Charity: Moving from Recreating Colonialism to Infusing Social Justice Theory, Praxis, Self-Exploration, and Mindfulness Practice into Service Learning Courses and Experiences

Service learning courses and programs are increasing at colleges and universities and often require students to enter communities where they have little direct knowledge and experience. Self-awareness and mindfulness of personal social identities and their relationship to

power, privilege, and oppression may not be a specific and standard part of student service preparation programs.

This session is based on the academic curriculum of a first-year, two-semester residential program at the University of Massachusetts at Amherst that creates an intentional connection between social justice, service learning, and mindfulness practice. The curriculum explores social justice issues, multiple social identities, and leadership. In addition, students build an understanding and awareness of the connection between power, privilege, and oppression in relation to their individual and multiple identities. By experiencing different approaches of mindfulness practices, students are invited to be in the present moment and develop compassion for themselves and the local communities. Through the curriculum and interactions in the classroom, students are better prepared to become volunteers who can enter their chosen community organizations with an awareness of their identities and their privilege. The combination of theory, praxis, and contemplation opens students to an understanding of the contradiction between helping and serving and opens the door of more authentic learning with each other.

Through demonstration of activities and dialogue of their own experiences, participants in this session will explore areas such as student resistance to learning about privilege and contemplative practice, being present in order to accept discomfort, and weaving together student residential communities, volunteer experience, and the academic curriculum to create a holistic learning environment. This program may be of particular interest to faculty and staff involved in student service learning or who wish to consider how this holistic approach may be incorporated into their teaching and work with students in the areas of social justice.

Katja Hahn D'Errico, EdD, Lecturer, University of Massachusetts Amherst - Amherst, MA

MAJOR WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW Grand Ballroom 3, Third Floor
Intermediate

4002

Social Identity Conceived as a Repertoire of Everyday Transactions and Enactments

This workshop will focus on how social identity is enacted, during everyday college life, with examples drawn from these particular social identities: Black/African-American, Native American, LGBT, Disabled, Jewish. A theoretical frame will show the content of experience is different (being Jewish, Black, or Gay-Lesbian, etc.), while the characteristics of various everyday situations encountered by these groups are similar. Consequently, members of stigmatized and marginalized groups often develop similar enactments-transactional strategies. For example, situations of threat, discrimination, and oppression may differ in content (Anti-Semitism, Homophobia, racism, sexism), but successful negotiation and transaction of threat may generate emotions, thoughts, and behavior that are nearly the same for all groups. Thus, identity buffering and identity protection is more alike than different across social

FRIDAY, MAY 30

SESSIONS

identities. As a second example to be explored, members of minority groups often function in contexts structured by mainstream values and managed-controlled by mainstream employees, (schools, colleges, banks, hospitals, places of employment, etc.); consequently, “code-switching” and identity shifting and even temporary “passing” are ubiquitous among members of stigmatized groups. Identity buffering and code-switching are ways to enact or manage social identity in intergroup situations. The other side of the coin is enacting identity and managing relationships within one’s community and social group (identity attachment and bonding). Of course not every encounter within one’s social group-community is necessarily positive and the way minority college students act and behave during encounters with internalized oppression (i.e., internalized racism, internalized anti-Semitism, internalized homophobia) is also examined. Through discussion and case studies, participants will develop greater awareness of the repertoire of identity expressions minority college students must master in order to experience identity coherence and well-being.

William Cross Jr., PhD, Professor, Higher Education, University of Denver - Denver, CO

MAJOR WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW Grand Ballroom 4, Third Floor
Novice

4003

Utilizing Film to Examine the Messages Within: “The NIGGER in You: Challenging Dysfunctional Language, Engaging Leadership Moments”

A high ranking Black woman at a prominent bookstore declined to approve a book signing for my newly published book *The NIGGER In You: Challenging Dysfunctional Language, Engaging Leadership Moments*. Would she have approved the book signing if the title of the book was *The RETARD in You*, or *The FAG in You*? If so, what does that say about language's impact upon us, the scars we carry, and our lack of empathy for others' pain from being subjected to similar dysfunctional language in terms of its uniquely contextual impact upon each one of us?

This workshop will examine the leadership moments we far too often avoid stepping into. It will also feature a conversation about the relationship between our passionate response to terms that insult us and our lack of consideration if not hypocrisy for others' pain, if not just our lack of consideration of the Other that we typically see in ourselves when we are wounded, in others when we are incapable of effectively managing our xenophobia but seldom see when we could make a difference by challenging problematic discourse.

J. W. Wiley, PhD, EdD, Director for the Center for Diversity and lecturer in Philosophy and Interdisciplinary Studies, SUNY - Plattsburgh, NY

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 301, Third Floor
Intermediate
Interactive Training

4004

Connecting Cultures, Educating the World

This 90-minute interactive session is designed to help participants improve curriculum and programming on their campus by offering practical strategies that will improve dialogue, interaction, and understanding among students, faculty, and staff. This session will highlight the importance of understanding, accepting, and valuing differences especially on predominately white campuses by participating in dialogues through scenarios, personal reflection, and other activities. This session is designed to create a better awareness of campus diversity by addressing how to have conversations about sensitive and potentially explosive topics, how to make the classroom and workplace more inclusive, and how to address insensitivity in online learning. This session seeks participation from the audience. By the end of this session, participants will have a better understanding of what works and what does not work to help bridge the connection of social tolerance. This session is for the novice to intermediate audience.

Kristina Marshall, JD, Professor of Social Science, Baker College of Owosso - Owosso, MI

A CONVERSATION WITH

FRIDAY, 8:30–10:00 AM

JW 302 - 303, Third Floor
Novice

4005

Life is Better With You: Asian American Women Making Connections With Each Other (Part 2)

This is a two-part, interactive session designed for Asian American Women. The pan-ethnic and political Asian-American Female identity embraces a complex intersection of identities and experiences. The web of emotion and connection within and across our personal and collective identities holds a unique power in our lives.

Part I is designed for us to connect with and share some of our personal experiences linked to living in the social location of Asian American Woman.

Part II is designed to take the insights we have gained into ourselves into our spheres of influence. What actions can we take as individuals and as sisters? How do we mentor and be mentored in our institutions? How do we make life better for each other and in the communities in which we grow?

Malia V Villegas, PhD, Director, Policy Research Center, National Congress of American Indians - Washington, DC

FRIDAY, MAY 30

SESSIONS

Kristi Ryujin, MS, Dir. Office of Diversity Affairs, Leeds School of Business, University of Colorado at Boulder - Boulder, CO

Pamela H Chao, MA, Professor, Sociology, American River College - Sacramento, CA

Meg Chang, PhD, Faculty & Field-Work Supervisor, Sarah Lawrence College - New York, NY

Chloe Sumner, Student, Scripps College - Claremont, CA

MAJOR WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 304 - 306, Third Floor

Novice

4006

Understanding and Challenging Christian Hegemony (Part I)

This day-long 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. This interactive discussion will look at how Christian hegemony looks today in the United States, what its everyday impact is, how it has developed historically, what are its foundational values, and how these influence us today. The premise of this workshop is that one cannot accurately understand racism, sexism, or other systems of oppression without coming to grips with the ways 1,700 years of Christian hegemony undergirds, shapes, supports, and obfuscates how power and violence really work in our society.

Amer Ahmed, Dean of the Sophomore Class and Intercultural Center Director, Swarthmore College - Swarthmore, PA

Paul Kivel, Educator, Activist and Writer, Violence Prevention and Social Justice - Oakland, CA

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 308, Third Floor

Intermediate

Interactive Training

4007

Chief Diversity Officers in Academic Medicine: The Good, The Bad, and The...

In October 2012, the Association of American Medical Colleges (AAMC) and Georgetown University launched the first Healthcare Executive Diversity and Inclusion Certificate program; this intensive leadership development program was designed to facilitate the acquisition and development of the core competencies and skills needed by leaders who have responsibility for the advancement of diversity at their institutions. This session will feature members of the inaugural cohort who completed the nine-month program in June 2013. Panelists will, (1) describe their unique roles and responsibilities as Chief Diversity Officers (CDOs) in academic

medicine; (2) discuss how their participation in the certificate program aided their professional development; (3) describe skills and competencies needed to be successful CDOs in academic medicine; (4) outline the challenges and successes faced by CDOs in schools of medicine; (5) describe success indicators for advancing and achieving diversity and inclusion in academic medicine; and, (6) offer advice to those contemplating CDO positions in academic medicine. During this interactive session, attendees will also have an opportunity to examine their own diversity and inclusion leadership quotients. There will also be ample time for the panelists to respond to audience questions related to the CDO role. This session should appeal to anyone considering a CDO position in academic medicine and/or who has interest in diversity and inclusion efforts in schools of medicine.

Sherree Wilson, PhD, Associate Dean, Cultural Affairs & Diversity, University of Iowa Carver College of Medicine - Iowa City, IA

V. Faye Jones, MD, Assistant Vice President, Health Affairs-Diversity Initiatives and Inclusion, University of Louisville School of Medicine - Louisville, KY

Darin Latimore, MD, Associate Dean, Office of Student and Resident Diversity, University of California, Davis School of Medicine - Sacramento, CA

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 309 - 310, Third Floor

Intermediate

Research/Assessment/Evaluation

4008

Evaluating Campus Diversity Climate: A Student-centered Approach at Ball State University

Though colleges and universities are constantly engaged in ongoing assessment and evaluation processes in order to compete, maintain, and demonstrate quality in today's performance-based funding age, few assessment efforts focus primarily and holistically on matters of campus diversity climate. As campuses grow more diverse with students, faculty, and staff convening from a multitude of backgrounds, college and university administrators will need to concern themselves with students' perceptions of the campus climate and the institutions' commitment to diversity. The two presenters operate from a student affairs theoretical perspective that supports and values the relationship between campus climate and student achievement as instrumental in affecting positive outcomes related to retention, academic performance, and matriculation.

In an effort to continue working toward the university's strategic goals and mobilizing the recommendations from the University Diversity Committee, the Multicultural Center at Ball State University in Muncie, IN, initiated efforts to determine the campus climate of diversity by assembling a student-centered advisory board that inquired about the diversity climate at the university and supported a university-wide evaluation of the construct. During this concurrent workshop the presenters plan to discuss the importance of student-focused evaluation endeavors, which focus primarily on campus diversity climate and how such evaluations can impact

FRIDAY, MAY 30

SESSIONS

both academic and student affairs practitioners. Additionally, the presenters will discuss the campus diversity climate evaluation project that they implemented at Ball State University during the Spring 2014 semester. The presenters hope to add to the discourse by Sylvia Hurtado and others who support evaluation frameworks, which focus on student outcomes and consider institutional practices as interconnected components of campus diversity climate.

The presenters also hope to engage participants in a discussion about the efforts to assess the campus diversity climate on their home campuses; successes, pitfalls, and how the data have been used to influence change or affirm initiatives currently underway.

Robin J. Phelps Ward, MA, PhD Pathways Program Director, Ball State University - Muncie, IN

Ro Anne Royer Engle, MA, Director of the Multicultural Center, Ball State University - Muncie, IN

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 312, Third Floor

Intermediate

Long and Short Range Planning

4009

Organizational Sagas, Theories of Justice, and the Story of Finding Support for a Campus Climate Assessment

Using organizational saga and justice theories as our framework, an interim chief diversity officer and the subsequent permanent chief diversity officer share their story of getting support, resources, and buy-in for a climate assessment over multiple years. The session's leaders will describe the cultural context of the university and initial steps toward establishing a baseline for conducting diversity research. They will highlight the role of diversity champions and vested stakeholders in moving climate assessment research forward. This description of roles also includes a focus on points of consideration regarding the decision to conduct the assessment in-house or through an external vendor.

Focused on funding in the era of tight budgets, the rationales for securing budget support from a campus-wide budget committee will be discussed. Session leaders will also explore particular campus controversies that added validity to the effort. They will also address the transition from interim to permanent chief diversity officer and how that partnership evolved into mutual collaboration to continue to advocate for climate research. Tactics for preparing the senior administration for the process will be offered to attendees.

The session leaders will discuss the development of a representative campus-wide task force on a 25,000-student campus to drive the project. They will also discuss the use of focus group data to help personalize the survey instrument and questions over how to balance transparency with confidentiality in sharing reports with the task force and wider campus community. Incentives to increase completion rates, particularly among students, will be explored. Lastly, the session leaders will answer questions and assist attendees

in efforts to get support for and conduct their own campus climate assessment.

Erik Malewski, PhD, Chief Diversity Officer, Professor, Kennesaw State - Kennesaw, GA

Linda Lyons, EdD, Assistant Professor of Education, Director of Strategic Initiatives, Kennesaw State University - Kennesaw, GA

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 201, Second Floor

Novice

Interactive Training

4010

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/satisfaction. These, in turn, can contribute to improved 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
- 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 Teraguchi, EdD, Johns Hopkins School of Medicine - Baltimore, MD

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 202, Second Floor

Intermediate

Interactive Training

4011

An Experiential Group Activity to Increase Awareness about Social Power between U.S. Cultural Groups

Social justice acknowledges an institutionalized system of social power that perpetuates injustices and inequities. Understanding the presence and impact of social power can be difficult for many individuals since this system is often invisible or viewed as "just the way it is." Consequently, discussions about power and

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SESSIONS

privilege pose challenges for facilitators and educators, possibly, more than discussions on cultural and traditions. The presenter's experience in multicultural and diversity education led to a search for activities that encourage learning about social power with minimum level of resistance or defensiveness. This presentation introduces attendees to an experiential group activity, Hierarchy of Social Power, developed with a specific group task that results in a learning process.

The activity utilizes small group process to create greater awareness of social and cultural dynamics. Working in small groups, participants will examine the social power of various cultural groups in the United States and through group consensus determine a ranking of groups that possess the highest levels of social power to the groups that possess the lowest levels of social power.

The activity's learning objectives encourage openness and initiate critical thinking about social power and its impact on individuals, groups, and society. Second, the participants examine their beliefs, attitudes, and perceptions, even social messages, about the social order of their communities, which illuminate the latent process of cultural socialization that occurs throughout their life experiences. An advantage of this activity is its design. The design provides a disarming environment for learning about social power, relies on group consensus to complete the activity's task, and offers flexibility in its implementation. The activity is appropriate for undergraduate and graduate education, faculty and staff professional development, and peer education programs.

Finally, the presentation reviews a pilot project utilizing the activity with undergraduate pre-service education students (N = 507). The students completed brief pre- and post-surveys to determine whether the activity contributed to their learning about social power. Data analysis determined students gained greater awareness about social power from participating in the activity. More specifically, participants reported becoming more aware of their social identities and the power and privilege associated with their social identities. Participants also stated they would recommend the activity to their peers. Implications for future practice and research will be discussed.

Cheryl Warner, PhD, Director, Mental Health Counseling, Indiana University/Purdue University-Indianapolis - Columbus, IN

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 203, Second Floor
Intermediate
Theoretical Models

4012

Being the Only One: Understanding the Intricacies and Pressures of Often Being the Sole Minority in a Majority Culture

Academic institutions, workplaces, and other organizations spend significant time and resources on identifying, recruiting, and retaining underrepresented personnel in order to diversify their organizations only to find, quite often, that the individual

does not remain with the organization or does not thrive within the ranks. Being a minority in a majority culture can be very difficult and present challenges of which the majority culture is unaware, challenges that are insurmountable to the individual and organization as a whole. Understanding the challenges of adjustment, assimilation, and acculturation are key to not only diversifying the culture but making it truly inclusive. Topics to be addressed include:

- The Pejorative Perceptions and Standard Stereotypes. These are held, not expressed, but significantly influential. Minority group members have to be aware of stereotypes about them and be especially conscientious about whether their behavior confirms or counters those stereotypes.
- Dispelling the Myths. Facts and misperceptions, educating and equipping constituents, serving as an ambassador who bridges the gaps. The minority group member often feels responsible for communicating what is fact and what is fiction in relation to the perception of his or her respective culture.
- Double Competencies. The pressures of having to be competent in both cultures simultaneously; the pressure to be perfect and “represent” the race. The minority member strives to excel in the majority environment, bearing the pressures of having to be competent in both cultures simultaneously and experiencing constant pressure to be the perfect representative of one's ethnic group, race, culture, and gender.
- The Pain of Being Invisible. Marginalization by the majority culture is painful and debilitating across all interactions. Understanding this phenomenon and its impact is critical.
- Perceptive Betrayal and Being Betrayed. Research shows that a social penalty often is imposed on members of a minority group by other minority group members, as well as the majority group, for acculturation efforts within the majority group. Resulting emotional and cognitive dissonance takes place when there is a perception that neither culture is accepting.
- Chameleontology. Organizations often reflect the mantra “survival of the fittest.” The fittest are often the majority, which means that the minority member often has to adapt skills and behaviors to survive, thrive, and become indispensable to the organization.

Delois Smith, MEd, LPC, NCC, Vice President for Diversity, Senior EO/Affirmative Action Coordinator, The University of Alabama in Huntsville - Huntsville, AL

Daylan Woodall, BA Communication, Admissions Counselor, The University of Alabama in Huntsville - Huntsville, AL

Chaundra Thompson, EdD, Assistant Director, Office of Accountability and Advocacy, Auburn University at Montgomery - Montgomery, AL

FRIDAY, MAY 30

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MAJOR WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 104, First Floor
Novice

4013

What Do I Say Now?--Responding to Biased Comments

Creating equitable and inclusive campus environments that value diversity requires that people are able to speak up when they hear someone say something prejudiced or stereotypical. But this can be one of the more challenging situations people face in being allies or supporting diversity. This interactive workshop will review a range of strategies that can be used in various situations to help ourselves and our students feel more skilled and empowered to interrupt biased comments. Participants will have the opportunity to briefly practice responding situations they face in their own lives and will leave with a list of strategies they can share with others.

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

MAJOR WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW White River Ballroom A, First Floor
Intermediate

4014

Conceptualizations of Safety in the Classroom: Reconsidered

This workshop will discuss ways that instructors of social justice and anti-oppression courses understand and operationalize the concept of safety for themselves and for their students. A critical responsibility for instructors in social justice and anti-oppression courses is to set the frame for a classroom environment where authentic learning can occur. Anti-oppression content, though, evokes a host of reactions in faculty and students, which can foster both a challenging and stressful teaching and learning environment. Because the content of these courses and the classroom dynamics that surface can be particularly complicated, instructors charged with teaching this material find themselves having to focus on both the delivery of didactic material and the unfolding internal and external reactions of the students. This concern is manifest in what is defined as safety in the literature, with the prevailing thought indicating that students need to feel psychologically and emotionally safe in order to be able to more fully participate in a course. This idea of a safe space for students in the classroom has been challenged; however, most educators maintain that students need to feel psychologically and emotionally comfortable in order to more fully participate in the classroom for any course. What does safety mean? What is a safe space? Do participants believe in the concept of safety in the social justice/anti-oppression classroom? If so, how do they create safety in the classroom? Participants will be encouraged to discuss the concept of safety, the ways that they conceptualize it

in the classroom, and the ways that they address this concept with their students.

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

MAJOR WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW White River Ballroom B, First Floor
Novice

4015

Asian Americans and Pacific Islanders in Higher Education Research and Perspectives on Identity, Leadership, and Success

By the year 2050, the Asian American and Pacific Islander (AAPI) population in the United States is expected to more than double, according to the U.S. Census Bureau. Recent reports indicate that more AAPI students are experiencing difficulties attaining academic success in colleges and universities than in the past. The book *Asian Americans and Pacific Islanders in Higher Education: Research and Perspectives on Identity, Leadership, and Success* compiles statistical reports, research findings, and experiential accounts that counter the lack of information about this population. Although the community of AAPI students and professionals in higher education is relatively small, it is significant and diverse. The model minority stereotype, which positions AAPIs as well adjusted, well mannered, smart, hardworking, and from financially well-off families, has cloaked the very real struggles and challenges this population faces on college and university campuses. It has resulted in AAPIs being largely invisible or excluded from conversations, research, and policies related to diversity and equity in higher education. The authors, representing a wide range of institutional experiences in the United States, probe deeply and challenge current perceptions, even among those within the group. Through the authors' research and narratives, the book gives voice and visibility to AAPI students and student affairs professionals. Some chapters are written in the context of racial history, power, and hierarchy in society and campuses consistent with Critical Race Theory and race formation scholarship. This essential book will help faculty, administrators, and educational policy makers advance learning outcomes for students of all ethnicities and strengthen the position of AAPI student affairs professionals. Such action will invigorate the effectiveness and success of colleges and universities that aspire to achieve true diversity and inclusion.

Doris Ching, EdD, Vice President Emeritus, Student Affairs, University Of Hawaii - Manoa, HI

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

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

Anna Gonzalez, PhD, Dean of Students, Lewis & Clark College - Portland, OR

FRIDAY, MAY 30

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CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW White River Ballroom C, First Floor
Advanced
Interactive Training

4016

Moving Your Diversity Dialogue from TALK to ACTION!

If we understand, value, and nurture our membership, GREAT THINGS WILL HAPPEN!

This nationally recognized, powerful, thought-provoking, humorous, interactive workshop addresses the diversity experience on our campuses. It takes a much-needed open and honest approach that challenges traditional thinking. The session is fast paced with insightful exercises. Participants leave with an action plan for improving themselves and their environment. This session is a must 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! - Indianapolis, IN

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW White River Ballroom D, First Floor
Novice
Curricular/Pedagogical Models

4017

Developing a Peer Dialogue Program on Campus: Pedagogical and Political Strategies

This session addresses the processes involved in developing and implementing a series of courses that introduce, and then 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. The presenters will summarize the steps required over a five-year period to introduce the course to the campus through the January term (vs. the regular semester term) and the expansion from a teacher-led dialogue course (Introduction to Intergroup Dialogue) to adding an advanced course in Peer Facilitation Training, where, after the first week of class, students facilitated class dialogues. Discussion will include the garnering of political and administrative support and the challenges in gaining support for co-teaching by faculty and staff in the courses. In addition, presenters will share the syllabus and activities of the course; they will discuss the pedagogical choices made in the Introduction and the Peer Training courses and how and why they differ and the role of co-learning in these courses. This workshop is related to the one-day workshop presented by student

facilitators who have completed the two-course program. Presenters will also discuss the most recent advances of creating a certificate program in Intergroup Dialogue—the first of its kind at similar colleges. This session should benefit faculty and staff interested in the development of student leaders in campus anti-racism work and students interested in taking an active role in this work on their campuses.

Barry Chersty, MA, MFT, PI, Saint Mary's College of California - Moraga, CA

Corliss Watkins, Academic Advisor, Saint Mary's College of California - Moraga, CA

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW White River Ballroom E, First Floor
Novice
Curricular/Pedagogical Models

4018

All We Do Is Step and Stroll? What Is a Black Greek Letter Organization?

African American Collegiate Greek Lettered Fraternities and Sororities boast a rich legacy. Unfortunately, they are often riddled with misconceptions and misunderstandings regarding their purpose, mission, and history.

All We Do Is Step and Stroll? What Is a Black Greek Letter Organization? is an interactive, innovative, fun, engaging and educational session that dispels these stereotypes. The session also offers practical short-term and long-term solutions for both non-members and Divine Nine members to positively change the expectation and culture of these organizations.

Rasheed Ali Cromwell, Esq., President, The Harbor Institute - Washington, DC

MAJOR WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW White River Ballroom F, First Floor
Novice

4019

The Grinch that Stole Thanksgiving: A Case Study for Addressing Issues Related to Holiday, Heroes, Mascots, and Institutional Change

Over the last three years Brooklyn Friends School in Brooklyn, NY, rocked their school community with two emotionally charged and challenging proposals and decisions. They removed Thanksgiving and Columbus Day from the school calendar and school communications. This workshop explores and examines the proposal, the decision making process, the support, the resistance, and the ongoing impact on community members both professionally and personally. Most importantly, presenters will share experiences and case study as a model for others to consider when making these

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courageous changes within their schools/institutions related to holidays, heroes, and mascots.

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

Lance Kelley, Instructor, Northeast Wisconsin Technical College - Green Bay, WI

Orinthia Swindell, Associate Director, Diversity, Brooklyn Friends School - Brooklyn, NY

James Loewen, Professor Emeritus, Department of Sociology, University of Vermont - Burlington, VT

MAJOR WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW White River Ballroom G, First Floor

Novice

4020

Social Interpreting: An Emerging Model of Multilingual Interaction

The central problem of language difference is flow. Challenges of multilingualism abound. People prefer the comfort and ease of communicating in their own languages. This is the bias of homolingualism. In a plurilingual situation, the intervention of an interpreter is understood, usually, as an unwanted intrusion in the social interaction between autonomous individuals. However, taking the social co-construction of identities, relationships, and meaning seriously enables recognizing participation in this special kind of intercultural communication as a significant leverage point for social change.

This workshop introduces a new medium for simultaneous interpretation that combines the distributive capacity of the internet with crowdsourcing as a filter of quality interpreters. Babelverse is a technology start-up company uniting a global network of multilingual people as interpreters for on-demand communication needs in any language combination. The basic ethos of Babelverse interpreting is to mediate intercultural communication among individuals and groups who want to understand each other.

Social interpreting challenges the traditional paradigm of the interpreter as a separate and invisible translation machine into interpreting as a collaborative activity in which the interpreter helps everyone construct meaning together. Developing skill to use interpreters and the interpreting process well is a cross-over skill to any/all difficult communication situations.

Stephanie Jo Kent, Doctoral Student, Department of Communication, University of Massachusetts, Amherst - Amherst, MA

MAJOR WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW White River Ballroom H, First Floor

Novice

4021

The Role of Foundations in Achieving Equity in Higher Education: Examples Using Noncognitive Variables

Adding noncognitive variables to admissions and postmatriculation programs can provide better assessment of student ability and potential, while increasing retention and diversity, and accounting for different learning styles and cultural backgrounds. A research based system of assessing noncognitive variables will be presented (Sedlacek, 2004, 2011; Sedlacek et al., 2007; Sedlacek & Sheu, 2005, 2008, 2013; Kalsbeek et al., 2013)

The eight noncognitive variables in the model are positive self-concept, realistic self-appraisal, handling racism/negotiating the system, long-range goals, support-person, leadership, community service, and nontraditional knowledge. The variables can be assessed in a variety of ways including structured items, short answer questions, essays, and interviews. Examples of applications of the model from foundation-funded scholarship programs such as the Bill and Melinda Gates Foundation, the College Success Foundation, and the Jack Kent Cooke Foundation will be presented and discussed.

William Sedlacek, PhD, Professor Emeritus, Counseling, Higher Education and Special Education, The University of Maryland, College Park - College Park, MD

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW White River Ballroom I, First Floor

Novice

Training of Trainers

4022

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

The session Dream Bigger Reach Higher combines 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.

Reyes will present 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. They will be asked to outline solutions and discuss ideas to inspire and motivate others on their campuses and communities.

In addition, the session helps participants develop goals, build self-esteem, discuss the characteristics of a critical thinker, and identify the qualities of a leader. Using their words to develop and create a mission statement that fits who they are, participants will engage in an exercise and discussion in order to create a plan and mission

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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, Speaker/Educator, Reyespoetry.com - Saginaw, MI

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW White River Ballroom J, First Floor
Intermediate
Theoretical Models

4023

Underrepresented Student Success: Reframing a Student's Sense of Place, Purpose, and Relationships in Educational Spaces

A student's capacity to succeed in higher education is strongly influenced by her ability to make sense of her place, purpose, and relationships within the institution. Furthermore, a student's capacity to succeed in the classroom is influenced by her ability to make connections with the classroom environment, content, and people. ARC Theory frames student learning in the context of Authenticity of identity, Relevance of curriculum and material, and interpersonal Connections. The theory emerged out of a number of campus initiatives and studies focused on underrepresented student success. This concurrent session will highlight the studies that led to the development of ARC Theory as well as innovative examples of ARC Theory in practice.

One study focused on reframing urban artists' notions of their sense of place in educational settings. Educational spaces often do not value the sense of identity authenticity that urban artists hope to hold on to and too many educators view such young men through deficit lenses. This presentation will discuss the Hidden Voices: Graffiti program, sponsored by Utah Valley University. This program, designed as an intentional example of culturally relevant pedagogy, challenged the campus and community to talk about spaces of authenticity, acceptability, and validation for underserved and underrepresented students in Predominantly White Institutions (PWI) of higher learning. By embracing the talents and potential artistic contributions of young men of color, the university has now benefitted from their voices in our classrooms and their mentorship to other younger men of color.

The presentation is aimed at educators seeking new lenses and/or approaches to underrepresented student success in the classroom. Faculty from all disciplines interested in issues of inclusive pedagogy, culturally relevant and culturally responsible classroom practices, and developmental education should attend. Administrators may also find the ARC approach useful as a broader academic frame for student success and persistence throughout their institutions.

After the presentation, participants will understand the lens of ARC Theory and how they might use such a lens to approach their pedagogy and classroom practices; have some practical sense, through exposure to examples across the academic spectrum, of

how to implement a commitment to Authenticity, Relevance, and Connection in their courses; and recognize within their own current practices what may hinder a student's sense of place, purpose, and relationship within the classroom setting.

Kyle Reyes, PhD, Special Assistant to the President, Utah Valley University - Orem, UT

CONCURRENT WORKSHOPS

FRIDAY, 8:30 AM–10:00 AM

JW 101, First Floor
Intermediate
Research/Assessment/Evaluation

4024

Bridging the Divide Between Faculty and Staff: Strategies for Communication and Cooperation

Faculty and Staff members from two 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 be focusing on issues related to diversity initiatives drawing from our own successes and challenges.

Topics that will be covered include: supporting student organizations; creating and sustaining programming for campus events; pursuing policy initiatives like disability access; promoting diversity across the curriculum, promoting diversity in recruitment and retention for faculty, staff, and students; and working on diversity committees.

This presentation is based on our collective experience with regular and in-depth communication and collaboration between student, staff, and faculty groups on our individual campuses, as well as across campuses in the Associated Colleges of the South Consortium. Specifically, as we have worked to negotiate diversity-related initiatives, we have had to communicate clearly with senior administrators, other faculty members involved, various offices and staff members across our campuses, as well as student groups. We have developed relationships, found common goals, and used our complementary strengths to plan comprehensive programs and policies for students and employees alike.

Although such collaborations are what make campus programs and policies successful, it is not always easy to collaborate effectively. We will have staff and faculty from two small liberal arts colleges discuss specific challenges we have faced, as well as our successes. The challenges many institutions face require ongoing communication, openness to various perspectives, and a willingness to disagree at times without hurting the overall objectives. We hope to help facilitate self awareness about how our own groups (faculty or staff) contribute to the lack of effective collaborations and then discover together ways that we can improve on such collaborations in the future.

This session should be especially interesting to participants who are working on developing diversity initiatives and improving faculty and staff relations. We hope to have an active discussion, utilizing

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experiences and ideas from all participants about how to use the 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.

Kelly Weeks, Associate Professor of Business, Centenary College of Louisiana - Shreveport, LA

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

Idella Glenn, PhD, Asst. Dean for Diversity and Inclusion, Diversity and Inclusion, Furman University - Greenville, SC

J.H. Atkins, MA, Assistant Vice President for Diversity, Associate Professor of Education, Centre College - Danville, KY

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 102, First Floor

Novice

Case Studies/Model Programs

4025

Centering the WHO? (Complexity) in Our WHAT? Agendas: Activating Student/Workforce Teams Using Culturally-responsive Strategies for Inclusive Excellence and Success for All

Participants will have an opportunity to learn about five student success-centered campus projects that apply culturally responsive, developmental planning, assessment, and evaluation. These collaborative student/workforce (faculty/staff/administrators) project teams have been members of UW-Madison's Student Success Institute (SSI). The SSI is a cross-campus/cross-role incubator for innovation and improvement of self, project partners, and intervention projects in order to enhance student success in a wide variety of domains.

This ongoing community of practice challenges participants to step outside their comfort zones to engage in one's personal self-development work while pursuing innovation in program development and evaluation to achieve a more socially just world.

Presenters will share their experience of working in teams with students as partners to cultivate and co-create spaces for learning and innovation. Presenters will describe how their SSI team projects help to foster more authentically inclusive and vibrantly responsive teaching, learning, living, and working environments that promote equity, inclusive excellence, and social justice by actively placing those who receive our services or products in the center and building the capacities of all involved. The discussion will focus on using multi-level assessment and evaluation as Self-in-Context diagnostic resources.

The SSI was founded and is facilitated by Dr. Hazel Symonette. Projects include: A Student Employment Work Model through which student employees are authentically integrated into the academic personnel office and involved in more meaningful and practical work applications, in the process gaining valuable transferable skills for post-college application. An umbrella team focused on increasing

student access and persistence in Science, Technology, Engineering, and Mathematics (STEM) fields, representing a partnership between the staff and Peer Tutors from the Physics Learning Center, the Ronald E. McNair Post-baccalaureate Achievement (McNair) program, the Institute for Biology Education, BTL International Festival of Urban Movement, and "Vivaldi Ain't All We Whistle," an effort to close the minority achievement gap by addressing issues of stereotype threat. An endeavor to develop an integrated community of scholars space for undergraduate and graduate students of color. A partnership to evaluate the impact of the McNair and AVID programs that aim to enhance academic preparation and transition to higher education through mentoring, on participants' adjustment, identity, and overall achievement.

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

Bharati Holtzman, Assistant Director, , University of Wisconsin - Madison, WI

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 103, First Floor

Novice

Theoretical Models

4026

Reframing Dynamics of Race and Racial Identity Development Using Chaos and Complexity

Several theories over the past few decades have acknowledged the nonlinear and dynamic nature of race and racial identity development. This session proposes a more overt application of nonlinear dynamics based in chaos and complexity can illuminate and unify disparate theories of race and racial identity development. Attendees will given a basic introduction of chaos and complexity and presented with existing theoretical frameworks that utilize concepts found in chaos and complexity. Properties of chaos and complexity will then be used to describe, predict, and unify the nature of stability, transition, and crisis found in racial phenomena into a single unified framework. Individuals who wish to examine race using interdisciplinary perspectives will find this session to be of particular interest.

Sean Hill, PhD, Vice President, Student Engagement, Lewis & Clark Community College - Godfrey, IL

FRIDAY, MAY 30

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CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 204-205, Second Floor

Intermediate

Interactive Training

4027

How We Fail Our White Students

This workshop details 13 reasons for our failure to create community, resolve conflict, and encourage inclusion in our schools. The first four points are:

1. Failure of white teachers to talk about whiteness and white privilege.
2. Fear and denial by white teachers to share, exhibit, and talk about their own European heritage. Most students don't know the European heritage of their teachers, or the chancellors of their colleges, or even the presidents of the United States. Nor have they been taught why that might be important in how they relate or don't relate to folks of color.
3. Not talking about differences in our classrooms as a positive experience but as something that divides us.
4. Not seeing or experiencing our differences as useful, important, and connecting.

In this workshop, the points are discussed and solutions are practiced. A partial list of solutions includes handouts such as:

- 21 Ways to Stop a Diversity Conversation
- Becoming Culturally Competent
- The Art of Mindful Inquiry
- What Would You Say if a (Student, Staff, Parent) Said...
- 9 Ways to Change the Classroom
- Conflict Mediation Training and Diversity Training for Students and Faculty and StaffA diversity dialogue incorporating small and full group diversity exercises, role-play, and personal stories follows a short introduction by the presenter. Additionally, film clips from the presenter's most recent film, *If These Halls Could Talk*, are shown. The film presents 11 diverse college students sharing what it is like for them on their college campuses. The students expose their frustration and anguish about trying to be understood and acknowledged. We celebrate our differences, but we do not practice them or integrate them into our workplaces or our relationships. We are not multicultural but rather multi-holidayed. We know very little about each other and we do not teach our students how to connect with each other, to be curious and authentic with each other. We do not help them to care for each other because we do not know how nor were we ourselves taught. That is why we need diversity training, to practice talking to each other and asking each other questions. And to see that there are really two or more Americas and to be curious about how society and even we ourselves are a part of the problem.

Lee Mun Wah, Director, StirFry Seminars & Consulting - Berkeley, CA

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 105, First Floor

Advanced

Training of Trainers

4028

Effective Diversity Initiatives at Historically Black Institutions: Mainstreaming Diversity Programs and Services to Include all Communities

Regardless of one's campus environment (HBCU, Majority, Private, Public, Gender-specific), this session will outline a successful diversity model implemented at North Carolina A&T State University and will examine how past and current approaches to promoting diversity inclusion can greatly impact efforts to include all communities on one's campus. In addition, this session will explore intentional ideals and cutting-edge models necessary to advocate for the resources needed to meet campus diversity needs. Participants will be able to address these questions:

- What should my organizational structure look like?
- Who should I collaborate with to effectively serve students?
- Am I student-centered in my approach to programming?
- Why is diversity and inclusion even more important today?
- Should HBCUs and PWIs approach diversity/multicultural initiatives differently?

Gerald Spates, MEd, Director, Multicultural Student Center, North Carolina A&T State University - Greensboro, NC

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 106, First Floor

Intermediate

Training of Trainers

4029

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. We will investigate why rates are so low and what can be done in order to stem the tide of males not graduating with their degrees.

Participants attending this workshop will have the opportunity to examine whether the campus culture at their institution is conducive to allowing multicultural males to succeed academically and socially at their institution. In addition, participants will have the opportunity to begin designing new programs and initiatives to address the retention of African American and Hispanic males on their campus. This session will benefit those interested in

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implementing or improving the retention and graduation rate of multicultural males.

Wayne Jackson, Director, University of Central Florida - Orlando, FL

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

CONCURRENT WORKSHOPS

FRIDAY, 8:30–10:00 AM

JW 107, First Floor
Novice
Interactive Training

4030

And Justice for All? Privilege, Oppression & Social Inequality

This interactive workshop invites participants to engage in self-reflection pertaining to systems of social inequality, privilege, and oppression and how these systems influence our perceptions and interactions with others and ourselves. Session participants will engage in experiential activities, group conversation, silent reflection, and small group work with a focus on personal growth and reflection. Participants will be asked to move around the space for some of the activities. This session should benefit individuals interested in how systems of privilege and oppression manifest themselves in our lives in conscious and subconscious ways—particularly those who are K-12 educators (or those who aspire to become K-12 educators). Additionally, this session may benefit professionals interested in diversity curriculum used with education students and individuals wishing to “experience” a diversity workshop curriculum used with education majors.

D. Scott Tharp, MSW, Associate Director, Center for Intercultural Programs, DePaul University - Chicago, IL

KEYNOTE ADDRESS

FRIDAY, 10:15–11:30 AM

JW Grand Ballroom, Third Floor
Novice

4100

Cheryl Crazy Bull

Dr. Cheryl Crazy Bull, whose Lakota name is Wacinyanpi Win (They Depend on Her), is the new American Indian College Fund President and is the former President of Northwest Indian College in Bellingham, Washington. Dr. Crazy Bull has more than 30 years of experience in tribal education. Her extensive experience with the tribal college movement includes initiatives that support Native student success, expansion of academic and workforce programming, community-based research, and intellectual capacity-building focused on leadership and tribal sovereignty. She has advanced the efforts of the tribal colleges to be more responsive to community opportunities and student needs. Dr. Crazy Bull has broad experience with building networks of supporters of tribal students and tribal

education and with all aspects of fundraising. She also served as President of the Board of Directors for the American Indian Higher Education Consortium.

Cheryl Crazy Bull, President & CEO, American Indian College Fund - Denver, CO

CONCURRENT WORKSHOPS

FRIDAY, 1:30 PM–2:45 PM

JW Grand Ballroom 1, Third Floor
Novice
Theoretical Models

4200

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.

This session 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.

Keri DeJong, EdD, Adjunct Professor, Education Studies, University of Massachusetts Amherst - Holyoke, MA

Barbara Love, EdD, University of Massachusetts Amherst - Amherst, MA

Valerie Jiggetts, University of Massachusetts Amherst - Amherst, MA

MAJOR WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW Grand Ballroom 2, Third Floor
Intermediate

4201

Creating Social Justice on Campus: Sharing Best Practices and Lessons Learned (Part I)

Campus diversity efforts often fail to create sustainable campus change. Most diversity initiatives often raise awareness and understanding, but many do not result in changes that significantly improve the experiences and success of all students, staff, and faculty on campus. As a result there is little progress or movement toward creating an inclusive, socially just campus environment where all constituents (students, staff, faculty, and administrators) experience equity, fairness, and equal access. As a consequence, student leaders, who at first enthusiastically partner with campus leaders to create greater inclusion, may feel disillusioned and disheartened and shift

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their energies toward other endeavors that speak more directly to their sense of calling and purpose.

Some universities and student affairs divisions have successfully implemented more strategic organizational change processes designed to create inclusive, socially just environments. The presenters of this program have experience partnering with student affairs professionals, campus leaders and diversity councils to design and implement strategic multicultural organization development change initiatives. During this session they will present information and facilitate dialogue that explore both the best practices and lessons learned as campuses have worked to create inclusive, socially just environments for all constituents. Participants will receive a workbook of materials to use as they develop and improve campus strategies to create systemic, sustainable campus change.

Becky Pettit, 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, and Founding Faculty, Alliance for Change Consulting, Social Justice Training Institute - Brooklyn, NY

Vernon Wall, MA, Director, Business Development, LeaderShape, Inc - Washington, DC

MAJOR WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW Grand Ballroom 3, Third Floor
Novice

4202

Consumerism as Racial Injustice: The Macro-aggressions that Make Me, and Maybe You, a Hypocrite

Did you know that, just before he was assassinated, Martin Luther King, Jr., encouraged people to boycott Coca-Cola because of racist business practices and that Coca-Cola continues to have racist hiring practices today? Did you know that Nike regularly has been found to be contracting work out to factories that use child labor in poor countries like Indonesia? Did you know that industrialized or factory farms create more carbon emissions than all other contributors to climate change combined and that the largely undocumented Latin@ workforce on factory farms often are forced to work without proper safety equipment?

If we are truly committed to ending racism, one thing we can do is consider how our consuming habits—what we eat, what we wear, and so on—affect people of color and other marginalized communities around the world. The presenter will talk about personal contributions to racism through consumerism and the rationale to be more mindful about consumption as a demonstration of commitment to racial justice. The presenter also will discuss everyday things we can do to make sure our money is not going to companies that exploit or oppress the very people for whom we advocate in racial justice work.

Paul Gorski, PhD, Founder, EdChange, Associate Professor, Social Justice, George Mason University - Washington, DC

A CONVERSATION WITH

FRIDAY, 1:30–2:45 PM

JW Grand Ballroom 4, Third Floor
Intermediate

4203

The Conviction behind the Work: Politicizing Inclusion Praxis and Pedagogy in the Context of Entrenched White Liberalism

In this session the presenter examines and problematizes the ways in which the culture and ideas of westernization and whiteness show up in and inform how teaching, learning, and practice in diversity and inclusion work in higher education are applied and engaged. Though 21st century rhetoric in higher education claims diversity to be a central tenet to how societies claim they function and progress, much diversity and inclusion work is discussed and practiced without regard to historical and political underpinnings and constructions of power, disparity, and difference in the context of higher education. The presenter argues that though educational institutions have come a long way in better understanding and addressing issues of diversity, they continue to fall short of realizing visions of equity and inclusion. He calls for a need to rupture and shift current understanding and practices grounded in the cultural needs of dominant comfort and to challenge privileged and discursive processes that veil continued manifestations of post-racialism and white liberal performativity that propagate institutional and intersecting inequities under umbrellas of diversity, inclusion, and social justice.

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

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 301, Third Floor
Intermediate
Theoretical Models

4204

"In The Cut": Pledging, Hazing, Gang Mentality, Rites of Passage, and the Quest for African American Cultural Relevance and Identity

“Along the Sepic River in Papua New Guinea, a group of initiates is about to enter the final stage of a long and arduous ritual. For six weeks they have been locked away in what is known as the spirit house. They range in age from eleven years old to more than 30. There is no set age for the rite but no one can have full status as a man until he’s done it.”

Why are our young people so willing to endure anything to become a part of a Greek organization? Are African American students subconsciously looking for a meaningful rite of passage that mimics the practices of our ancestors? Should some of the pledging practices of the past be reinstated in order to retain and better prepare African American students for the outside world? Does our DNA

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and those memories embedded deep in our brainstem predispose what some would call a tribal mentality? Ancestors have left us a framework for these rights of passage and the rituals that have guided men and women into adulthood for centuries.

This presentation will look at the Crocodile People of Papua New Guinea and the ritual that ushers the men of the tribe into manhood. Indicative of their process, although difficult, the members of the tribe approach the initiates with love and care. Opposed to the physical and mental violence that has manifested itself in the gang mentality of today, this presentation will delve deep into the mentality that now works against many of our students and our beloved organizations. This presentation will challenge the audience to think about the value of a more controlled and loving process. For those comfortable with disclosing feedback, each section is followed by an opportunity for discussion about how we can salvage the remnants of our history and culture and dialogue about the value of a controlled, challenging, rigorous, and more loving process. This presentation hopes to reach back through history and preserve those aspects of African American culture that will give young people rites of passage providing them with the cultural relevance and identity they so desperately seek.

John Rogers, MEd, Adjunct Faculty, College Readiness, Enrollment Management, Wright State University - Dayton, OH

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 302 - 303, Third Floor
Novice
Interactive Training

4205

Beyond White Allies: Developing Daily Practices and Fostering an Anti-racist Campus Community

Is it enough to simply claim to be a white ally? What does it mean to "be" an ally if one does not "do" ally work?

Recently, the term "ally" has become the site of debate, dialogue, and much contention. From Mia McKenzie's work on the blog "Black Girl Dangerous" to the Tim Wise incident on Facebook, we have taken to the web to explore the meaning and the actions (or inaction) associated with our allyship. These conversations, while uncomfortable, have been vital for moving white allyship forward.

But how do we bring this conversation to our students and colleagues on campuses? How can we challenge our campus communities to see that claiming to be an ally simply isn't enough? Where do white allies find community and support in doing anti-racist work on the college campus without relying solely on people of color for support and advice?

This highly interactive workshop will explore models of allyship and ally development that will assist white allies in developing ally practices. By looking intersectionally at our campuses, we will locate opportunities to become active and committed anti-racist allies and how to cultivate a culture of anti-racism. We will explore power,

privilege, and social justice and look at how we perpetuate systems of oppression on our campuses.

Jessamine Beal, MA, Assistant Director, Diversity Services, Suffolk University - Boston, MA

MAJOR WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 304 - 306, Third Floor
Novice

4206

Understanding and Challenging Christian Hegemony (Part II)

This day-long 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. This interactive discussion will look at how Christian hegemony looks today in the United States, what its everyday impact is, how it has developed historically, what are its foundational values, and how these influence us today. The premise of this workshop is that one cannot accurately understand racism, sexism, or other systems of oppression without coming to grips with the ways 1,700 years of Christian hegemony undergirds, shapes, supports, and obfuscates how power and violence really work in our society.

Amer Ahmed, Dean of the Sophomore Class and Intercultural Center Director, Swarthmore College - Swarthmore, PA

Paul Kivel, Educator, Activist and Writer, Violence Prevention and Social Justice - Oakland, CA

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 308, Third Floor
Novice
Research/Assessment/Evaluation

4207

Chinese, Japanese, and Korean International Students' Racial Stereotypes toward African Americans, Latinos, Caucasians, and Asian Americans in the United States

In response to recent budget cuts and declining revenue streams, American colleges and universities are admitting larger numbers of international students. These students add a great deal of cultural and intellectual diversity to college campuses, but they also bring racial stereotypes that can affect cross-racial interaction as well as campus climate. Forty-seven interviews with Chinese, Japanese, and Korean graduate and undergraduate international students were conducted at the University of California, Los Angeles, regarding these students' racial stereotypes and how contact with diverse others challenged or reinforced these stereotypes over time. Results indicated that a majority of students had racial hierarchies and

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harbored prejudices toward African Americans prior to arriving at UCLA. Asian international students had little knowledge of Latino culture, prior to arriving in the United States but quickly developed negative stereotypes through observations and media consumption. Asian international student views toward Asian Americans were initial feelings of cultural closeness but, after interaction, a feeling of cultural distance became prevalent. Asian international students' attitudes toward Caucasians were positive prior to arriving in this country, but after interacting, there was a feeling of cultural distance and misunderstanding. Positive cross-racial interactions did change negative stereotypes; however, a lack of opportunities to interact with diverse others led to stereotype proliferation. This research has implications for future policy and programming, which should strive to expose and educate international and domestic students about each others' cultural backgrounds.

Zack Ritter, PhD, Director, Academic Support and Career Services, American Jewish University - Los Angeles, CA

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 309 - 310, Third Floor
Novice
Theoretical Models

4208

"I Am Soooo Tired of Talking about This": Understanding, Seeing, and Addressing White Fatigue and Racial Dialogues

Since the election of President Obama, there has been an ongoing debate of a post-racial America, though repeated examples in the media show the nation is far from post-racial. The current environment is ripe—once again—for a national conversation about race and racism. But to have an effective conversation about racism it is necessary to examine how Whiteness is privileged institutionally. This is nothing new. Such conversations have been part of critical multicultural education for decades. Yet, because of the persistence of institutionalized and systemic racism, it has been necessary to consistently reengage this conversation.

Popularly, discussions about racism focus on the moral failings of a single individual, rarely moving to the more substantive institutional level. Making that conceptual leap takes a great deal of time and instruction. Unfortunately, that comes at the cost of some growing increasingly impatient with the dialogue. Due to the changes in our social mores, many White folks in the post-Baby Boomer generations feel as though they “get it” when it comes to racial issues. However, as scholars like Joe Feagin, Mica Pollock, Tim Wise, and others have pointed out, there are significant numbers of White folks who harbor ill feelings toward non-Whites and continue to use racist language and stereotypes or are generally uncomfortable talking about race. It is also pointed out that the institutional experiences of non-White folks is continuously marked by inequity. Despite the research that supports this, many feel that these points are just about folks holding onto the past. Movements like “hipster racism” may try to be ironic about race but reflect a general malaise about racial dialogues and are predicated on the notion that “racism is dead.” In effect,

within the community of Whiteness there is a fatigue toward racial dialogues and the desire to just move on has emerged.

This presentation will explore the notion of White Fatigue, a concept which describes the condition of an individual being tired of continued discussions about race, privilege, equity, and other issues related to race and social justice. Drawing from racial identity development theory, critical Whiteness studies, and media literacy, this interactive theoretical session will conceptually and operationally define White fatigue, explore contemporary media for examples of White Fatigue, and further consider strategies to help move beyond such fatigue.

Joseph Flynn, PhD, Associate Professor, Northern Illinois University College of Education - DeKalb, IL

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 312, Third Floor
Novice
Theoretical Models

4209

Barriers to Degree Attainment: Nontraditional African American Women and Community College

Student attrition and undereducation present significant challenges for community colleges. Although these challenges affect students from all economic levels, racial groups, and ethnic groups, for no other group are the issues of program completion and degree attainment more urgent and complex than for African American students. Approximately half of all undergraduate African American students attend community college and less than half of those students complete a program of study and attain a degree. Research on African American degree attainment—when disaggregated by gender—has focused primarily on males; little attention has been paid to African American women. Therefore, this study seeks insight into degree attainment of African American women enrolled in community colleges.

Michelle Talbert-Horsey, MEd, Doctoral Candidate, Duquesne University - Pittsburgh, PA

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 201, Second Floor
Intermediate
Theoretical Models

4210

From Theory to Praxis: “Inclusive Illinois: One Campus, Many Voices”—A University of Illinois at Urbana—Champaign Case Study

From the lens of a scholar-activist, this proposal examines the possibility for using the Transdisciplinary Applied Social Justice (TASJ) model (Pratt-Clarke, 2010) to inform diversity and

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affirmative action compliance initiatives to create transformative change in higher education. Issues of diversity, equal employment opportunity, and affirmative action require institutions to engage the university community in difficult conversations related to intersecting identities. They also require institutions to implement initiatives to further legal compliance and diversity objectives. It is in the implementation of diversity efforts that scholar-activists must be particularly strategic to help institutions move toward transformative change. The TASJ model can inform that approach.

With a focus on praxis, this presentation will describe the model and demonstrate its application to diversity initiatives and affirmative action compliance mandates at the University of Illinois at Urbana-Champaign. It will use concepts from Black feminism, critical race, and critical race feminism to discuss the culture, structure, and operations of an institution, as well as the power of voice, narrative, and collective action to create social change. The TASJ model requires an analysis of the role of Patricia Hill Collins' black feminist hegemonic, structural, disciplinary, and interpersonal domains in order to determine the most effective strategy of implementing effective social justice activism.

The University of Illinois will serve as the case study for the model. In particular, the model will be applied to the "Inclusive Illinois: One Campus, Many Voices" effort to demonstrate the potential, pitfalls, and lessons learned relating to implementing diversity initiatives in a large decentralized organization. Initiatives that will be examined include Project 2012-- Transforming Illinois: Re-envisioning Diversity and Inclusion; EDGE (Enhancing Diversity, Guiding Excellence); DRIVE (Diversity Realized at Illinois Through Visioning Excellence); and a the Diversity Values Statement.

This session will provide an approach for implementing diversity initiatives informed by scholarship and demonstrates the way in which theory can lead to praxis. Specific lessons learned from the Illinois case study will be shared that can be used as a road map and guide for other institutions.

Menah Pratt-Clarke, JD, PhD, Associate Chancellor/Associate Provost for Diversity, Associate Professor in EPOL, University of Illinois at Urbana-Champaign - Champaign, IL

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 202, Second Floor
Novice
Theoretical Models

4211

ID_BR—Discussing Ethnic Identity in Brazil

Brazil is a country that proudly advertises its ethnic and racial diversity on a global scale—and as the Fifa World Cup and 2016 Rio Olympics come closer, this advertising has spread even further. But the reality is that people of color face many barriers that the Brazilian government has not recognized.

ID_BR CARA::PELE::JEITO (FACE::SKIN::PERSONALITY) was formulated into a visual presentation to stimulate a dialogue about how physical characteristics (like skin color) impact one's experience in

personality, identity, social conditions and self perception. Knowing that any person can express more than one identity (phenotypical features, social conditions, personality, etc.), ID_BR uses a mix of media to display how individual testimonies were displayed to passersby. The first exhibition was held at the Pontifical Catholic University of Rio de Janeiro (PUC-RIO) campus. ID_BR was born to amplify this needed discussion about ethnic identity among the Brazilian population, particularly college students. Brazilian people of color (approximately 97 million people—50.7 percent of the country's total population) face barriers to obtain adequate education, even before entering the workforce. We see that dialogue and awareness are necessary to drive change at a social level. Creating an aware population will enable the employers, politicians, and teachers that influence the next generation.

We have envisioned ID_BR as theoretical and practical model to enable Brazilian citizens to think about their identity, in race, ethnicity, and nationality. As Brazil stands poised to step onto the global stage in the coming years, it is important to interact with other nations to exchange strategies and expand the dialogue. Our goal for ID_BR is to create a network of expositions and shows around major cities in Brazil—particularly those hosting events for the World Cup and events leading up to the Olympics. As well as presenting this idea in events open to discuss diversity and racial and ethnic issues and solutions. Engaging Brazilian citizens and international audiences and showing them a real image of Brazilian diversity and way of life is important to our cause.

Luana Genot, Entrepreneur of Diversity, PUC-RIO Brazil - Rio de Janeiro, Brazil

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 203, Second Floor
Intermediate
Theoretical Models

4212

“We Shall Overcome One Day” But When?: The Same Story of Racism and Institutional Inequalities for African American Students

Adhering to NCORE's mission to “address the resurgence of racist incidents in higher education,” this workshop intends to give further insight into the candidates Dissertation's in Practice. As Scholars in Practice, the candidates intend to challenge the traditional scholarly doctoral dissertation and suggest a practice extended to have generative impact and intended to both: (1) identify and understand real problems in colleges and universities, and (2) construct and suggest Design for Actions to those Problems of Practice. This NCORE workshop features an opportunity to feature publicly shared significant learning (Shulman, 2004) with the purpose of engaging others at the conference in ways that build on the learning of topics related to Critical Race Theory (CRT). Further, this workshop session, in the spirit of CRT, will include a counternarrative to facilitate discussion, engagement, and reflection. Thus, after the initial framing of the workshop, participants will explore the following

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SESSIONS

presentations which chronicle differing aspects of the African American Experience in Higher Education

Ronald Whitaker II, MSED, MBA, Doctoral Candidate, Duquesne University - Claymont, DE

MAJOR WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 204-205, Second Floor
Intermediate

4213

Designing Workshops/Classes on Social Justice Issues

The way a class or workshop is designed can significantly affect its outcome and whether its goals are met. We will explore a variety of strategies and principles for designing classes and workshops about diversity and social justice issues in order to create environments where people can effectively learn. We will discuss how to sequence topics and activities, balance content and process, attend to different learning styles, and create a climate where students can actively participate and constructively engage.

Diane Goodman, Diversity Consultant, Diversity and Social Justice Training and Consulting - Nyack, NY

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

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW White River Ballroom A, First Floor
Intermediate
Policy Issues

4214

Queer Coalition Building with Communities of Color

Shrinking budgets have made coalition building (or co-sponsorships) even more important than ever before. Multicultural student groups tend to be among the most underfunded. Financial concerns are among the most logical reasons for building coalitions (or allies) across, in this case, racial identities. Coalition building provides opportunities to present examples of unity and celebrate intersectionality.

Intersectionality, or the understanding of how multiple forms of oppression interlock, suggests exciting opportunities for building coalitions (or bonds) between student groups that seek to empower underrepresented populations, for instance, between queer- and racially-identified groups. A coalition can be a long- or short-term alliance and the presenter will challenge participants to actively seek opportunities for coalition building across unexplored and sometimes risky territory.

Romeo Jackson, Undergraduate Student, Northern Illinois University-DeKalb, IL

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW White River Ballroom B, First Floor
Intermediate
Research/Assessment/Evaluation

4215

From Exposure to Challenging Urban Youth with STEM in Agriculture through the Hoosier Agribusiness Science Academy Summer Institute

This presentation outlines important strategies and assessments of designing and implementing a summer institute for urban and first-generation college bound students in high school where the use of STEM in agriculture serves as an exposure element to new experiences, while challenging students to become post-secondary ready. This process used by the Office of Multicultural Programs in the College of Agriculture at Purdue University starts with research of the state standards for science and agriculture in K-12 as the foundation and builds on the agricultural science related concepts and activities at the university level. The importance of a summer institute is that the student experiences will serve as a bridge between the science curriculum/co-curricular in which students will be engaged during the school year. Students will have an opportunity to apply in the summer what they have learned throughout the academic year. Relevance and experiential education is extremely important in helping students learn. The student becomes more actively involved in the learning process than in traditional, didactic education. Equally important is implementing a pretest and posttest, as well as daily assessments to help capture the building blocks of the summer institute, as well as the growth of students participating. The Hoosier Agribusiness Science Academy (HASA) Summer Institute was created with the intent to immerse participants in a research-based, knowledge-gaining world of study through a series of presentations, hands-on lab experiments, mini-lectures, workshops, and field trips by departments within the College of Agriculture. The students are also exposed to agricultural businesses through farm and corporation visits to explore career opportunities in agricultural sciences. The visits are designed to help students see the benefit of a postsecondary education degree. With just a little research, evaluation, and collaboration, designing and implementing a summer institute can make the difference in a youth post-secondary decision.

Myron McClure, MS, Program Manager, Purdue University - West Lafayette, IN

Pamala Morris, PhD, Assistant Dean, Director, Purdue University - West Lafayette, IN

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CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW White River Ballroom D, First Floor
Novice
Interactive Training

4217

Exploring Immigration Issues through Art

The purpose of this presentation is to utilize an art installation *Immigration: A Vision of Hope* as a means to provide insight around issues of immigration, the DREAM Act, and undocumented students in the higher education system. *Immigration: A Vision of Hope* consists of a series of paintings focusing on one of our nation's most controversial topics—immigration. The artwork presents the immigrant's perspective to convey a message of humanity that will commemorate and give a voice to the many immigrants who are silenced by society, who have been misunderstood and judged and abused, and who do not enjoy the same rights that others have because of their color, race, and legal status. The installation tells a unique story about deportation, working class immigrants, the hardships of crossing the U.S. borders, the DREAM Act, human rallies, new immigration laws, etc. The presentation on *Immigration: A Vision of Hope* will help shed new light on this controversial and heated topic and create an opportunity for participants/viewers to step into the shoes of immigrants and experience the world as they do. At the conclusion of the program, participants will be empowered to utilize creative media such as art to educate themselves and others about social justice issues and in turn be inspired to encourage students to share their untold stories.

Claudia Ramirez Islas, MA, Resident Director, Oregon State University - Corvallis, OR

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW White River Ballroom E, First Floor
Intermediate
Interactive Training

4218

PASSING THE BALL: "Passing" and "Covering" Race and Sexuality in Sport

Why do elite athletes still “pass” or “cover” their sexuality in sport? The presentation examining the intersection of gender and racism in sport will be enhanced by digital stories of LGBTQ athletes. Using Kenji Yoshino's definitions of “passing” and “covering” spoiled and disfavored identities as a theoretical framework of discrimination, participants will discuss both the challenges and progress of fearless LGBT athlete role models, GoAthletes, and recent Nike LGBT summits. Everyone needs to embrace the critical role of athletic departments, allies, and administrators in helping to create more safe and empowering sport spaces and environments. Student-made video vignettes reveal the experience of several collegiate elite athletes, their families, and coaches. Participants will discuss the digital stories and why athletes “cover” their authentic selves and

who they love in order to “pass” in our hypermasculine, white-led, and heterosexist American sporting culture. An interactive dialogue will be facilitated in small and large groups to reflect and produce respectful, safe, positive, dynamic, and inclusive campus outcomes where athletes are viewed as just athletes, human beings who are productive and contributing academic community members.

Mark Schuster, Senior Dean of Students, Rutgers University - New Brunswick, NJ

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW White River Ballroom F, First Floor
Intermediate
Interactive Training

4219

The Power of Self-Definition: Networking as a Woman of Color

Racial and gender discrimination has influenced how women of color may be perceived in professional and academic arenas. However, barriers have been confronted for women of color through greater development of social capital. Relationship building, or networking, is a mainstream strategy used and promoted to increase one's social capital. Yet, majority professional norms do not value the cultural capital women of color bring to the profession of higher education. This session will utilize professional and academic resources to affirm women of color as individuals to improve self-perceptions in networking situations.

First, this session will offer insight about specific historical instances that have impacted the lives of women of color. Narratives about the professionalization of women of color will ground this discussion. Using this knowledge, the presenters will provide a rationale for the importance of social capital when searching for professional opportunities as students and professionals. This session will use networking as the means to demonstrate the importance of social capital when striving to be successful. Second, this session will present strategies that women of color can use to combat challenges that they may face related to their history and tools to demonstrate the importance of illuminating unique characteristics about themselves when interacting in professional environments. This upbeat, interactive session will engage participants through case studies and group discussion.

Tomika Ferguson, Coordinator, Indiana University - Bloomington, IN
Katherine Wheatle, Project Associate, NSSE Institute for Effective Educational Practice, Indiana University Center for Postsecondary Research - Bloomington, IN

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CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW White River Ballroom G, First Floor
Novice
Research/Assessment/Evaluation

4220

Boots on the Ground: Starting the Conversation about Serving Military and Veteran Students of Color

Though the story of military and veteran students is long, the conversation about serving the modern military and veteran student is just beginning. Across the country, the number of military and veteran students is growing rapidly. Currently, 20 percent of all veterans are people of color and the National Center for Veterans Analysis and Statistics predicts that by 2040, the veteran population will be 34 percent people of color. What are the needs of this student population and how can we serve them effectively?

This session examines findings from a multi-institution study of military and veteran students of color and their transition experiences at predominately White institutions. Results provide quantitative and qualitative data about their social, financial, academic, and personal transition experiences. Implications and resources for college and university personnel who provide direct or indirect services to military and veteran students of color will be discussed.

Denise Williams, MEd, Diversity Coordinator, College of Human Sciences, Iowa State University - Ames, IA

MAJOR WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW White River Ballroom H, First Floor
Novice

4221

Relationship: A Key Factor in Our Success and Happiness

Our success lies within our ability to relate with our self and with others. Healthy relationship is vital and contains within it the key to our well being, sustainability, and accomplishment. On the other hand, the lack of healthy and proper relationship can create longstanding issues, while also grounding any worthwhile endeavor, or potential expression of brilliance. The fact that life will bring challenges through our relationships is inevitable. However, the possibility in resolving these confrontations lie within an individual's power of understanding how to navigate through. When achieved, we find that this path creates for us a platform to experience and demonstrate our greatest possibilities and promise.

We will talk through 5 (five) important steps in learning how to develop and maintain healthy relationship while climbing the ladder to our greatest achievement and goal.

- Recall important events in your life
- Recognize the significance of what has happened to you; recognize your most precious possession which is your self

- Reconcile with those who you feel may have offended you or to whom you may have offended.
- Reframe by participating and becoming student to universal principles such as: Excellence, Community, Freedom, Deep Listening, Forgiveness (letting go), and Service
- Remember to ask what is your purpose on the planet and how is that purpose emerging through you now

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

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW White River Ballroom I, First Floor
Intermediate
Curricular/Pedagogical Models

4222

Finding Voice: Reframing Success in Communications Courses through Service Learning and Culturally Relevant Pedagogy

At their core, communication courses are about the discovery of voice in transmitting and expressing ideas and identities to others. Various constraints on voice may make expression impossible as boundaries and constraints are often imposed by institutions, organizations, and other individuals. Boundaries become especially apparent in educational settings where classroom practices and expectations are primarily based on an Aristotelian, Euro-American perspective. Normalized practices inherently ignore and discredit alternative or diverse approaches, voices, and perspectives. The result is a silencing of rich voices and the lack of minoritized narratives as valid speakers of their own experiences. This presentation describes a study that assessed how underrepresented student voices emerged in two university communication courses (Introduction to Public Speaking and Interpersonal Communications) using culturally relevant pedagogy and service learning. It is a study rooted in the assumption that traditional approaches to teaching communication do not adequately validate the diverse narratives of students found in most classrooms today.

In the study, the researchers sought to answer:

- What happens when a course is specifically designed to enhance and encourage voice?
- How are students' voices invited, allowed, and silenced in the classroom?
- How does the creation of student voice allow them to create opportunities for others to have voice?
- What are the implications for having those voices be heard?

The pedagogical approaches the researchers employed challenged and disrupted traditional majoritarian methods of communication content instruction. The assignments and courses were centered

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on students' racial/cultural identities and narratives in an effort to create spaces to validate unheard student voices.

The findings of the study demonstrate a remarkable sense of empowerment among all students involved. By inviting students to speak in Spanish, in narrative forms, and to their community, they were able to have an active construction in their identity in the classroom, which helped create and maintain a sense of community among themselves (Burkette, 2007) and the students whom they mentored in the public schools. Service learning was a key component in the process of developing a culturally relevant pedagogy and extending the connection to community. Such service allowed mentors to not only enhance and validate their own voice but to help students they worked with find and articulate their own voices. This study re-visioned the expectations of what communication courses should be like and whose narrative is validated in the process.

Kyle Reyes, PhD, Special Assistant to the President, Utah Valley University - Orem, UT

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW White River Ballroom J, First Floor

Intermediate

Research/Assessment/Evaluation

4223

Exploring Latin@ Student Resiliency through the Praxis of Testimonio

This session will re-center Latino and Latina students as the experts of their own experiences regarding resiliency in college. Using testimonio as theory made real, this session highlights the collected stories of a Salvadoran American student, an undocumented Mexican graduate student, a Chicano doctoral student, and others. What keeps them in higher education? How do they overcome challenges? What can we learn from their stories? The session will situate individual narratives within a larger collective experience simultaneously marked by oppression, resilience, and resistance. In doing so, they provide compelling counter-narratives that unveil societal (and educational) inequities while re-centering stories of marginalization as powerful sites of knowledge production and transformational resistance (Solórzano and Delgado Bernal, 2001). One of the key tenets of testimonio is to analyze and interpret individual stories as part of a collective experience and, through dialogue and reflection, move us forward toward a collective consciousness (Espino, Vega, Rendón, Ranero and Muñiz, 2012). Testimonio will be discussed as a social justice education framework that transforms cultural and personal narratives into critical social analysis. The session will tackle the question posed by the Latina Feminist Group (2001): "How can testimonio as self construction and contestation of power help us build the theory of our practice and the practice of our theory?" (2001, p. 19). This discussion will draw knowledge and insight from all participants in the room and further the conversation of testimonio as a decolonizing methodology. It is a growing method for scholars who seek to bring voice to the experiences of Latin@/Chican@ students in the educational pipeline and to better

understand how they respond to and heal from oppressive structures and experiences (Delgado Bernal, Burciaga, and Carmona, 2012).

Olivia Muñoz, MFA, Residence Director and Doctoral Student, International and Multicultural Education, University of San Francisco - San Francisco, CA

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 101, First Floor

Novice

Research/Assessment/Evaluation

4224

Name Brand Natives: American Indian Product Icons in the American Marketplace

In the United States, stereotypical images of American Indians are so pervasive and interwoven into the fabric of daily life that many hardly notice them; yet they are a significant factor in how the American dominant culture perceives American Indian cultures. Historical and contemporary use of American Indian symbols in advertising and branding contribute to stereotypes and prejudices and may adversely impact American Indian people.

A review of the existing scholarly literature reveals that little has been published regarding American-based advertising media and American Indian cultures. Late in the 19th century, American Indian images were used in early advertising as a means of dehumanizing Indians to defuse racial tensions. Moral issues surrounding images of American Indians in advertising tended to fall into three broad categories of stereotypes: the noble savage, the civilizable savage, and the bloodthirsty savage. American Indian product symbols still function as signs laden with meanings based on deep-seated stereotypes. Advertising and the use of American Indian mascots and team names has been the topic of debate and activism for a number of years with many activists and organizations urging discontinuation of American Indian images as sports team mascots, exploring issues of miseducation and implications to the self-esteem of American Indian youth.

This presentation will provide a surprising number of recent and current examples of American Indian symbols in advertising and branding; an overview of the historical development of the phenomenon; an examination of how product symbols contribute to stereotypes, prejudices, and discrimination; and discussion of adverse impacts on American Indian people. Impacts discussed include both ethnostress and the phenomenon that Steele and Aaronson term stereotype threat. Examples of positive responses will also be discussed, as well as efforts to affect a broader change in societal attitudes and beliefs concerning American Indians today.

Victoria Sanchez, PhD, Assistant Vice Provost for Educational Equity, Office of the Vice Provost for Educational Equity, Penn State - University Park, PA

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CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 102, First Floor
Intermediate
Theoretical Models

4225

What Do White Educators Need to Learn? Autoethnographies and Conversation around Race and Epistemologies of Ignorance

This session, conducted by two white professors of education, engages our 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. Rather, this practice is a complex and dynamic configuration of strategic and empathetic engagements with particular people, settings, situations, problems, sources, techniques, methods, assets, and liabilities. This session should benefit higher education faculty (and their students) and administrators and should be of interest to participants of any ethnicity.

Amy Bradshaw, PhD, Associate Professor, Instructional Psychology & Technology, University of Oklahoma - Norman, OK

Susan Laird, PhD, Professor, Educational Leadership & Policy Studies, Women's & Gender Studies, Human Relations, University of Oklahoma - Norman, OK

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 103, First Floor
Intermediate
Case Studies/Model Programs

4226

A Department Outreach Program for Diversity and Inclusion

This presentation provides insights for turning our high ideas of working with and within diverse community settings to expose the realities, difficulties, and successes experienced in an outreach

program serving about one-third each of African American, Spanish-speaking, and Caucasian students.

Preparing diverse students from rural economically challenged communities for success at the collegiate level is more than supporting high GPAs. Those students with potential unacknowledged also need support toward building a more diverse and capable world. This presentation will describe a model program of diversity outreach (Purple & Gold Connections) through the efforts of a small academic unit from a mid-size university and its community partner. The program, which is not a Trio Program, provides afterschool homework and enrichment activities, STEM support, college visits, and mentors. But, importantly, four aspects are different from other similar programs that are not generally addressed. These are developing diverse programming that promotes self-discipline and cross cultural growth, providing family support that helps members understand the impact of educational policy on their student's outcome, supporting the development of a diverse staff, and providing supportive dialogues for the myriad of family and social concerns that must be addressed to promote retention once admission is achieved. Developmental assets are incorporated as part of the natural process of growth and preparation.

This presentation will provide information on institutionalizing program components, building community partners, funding, and outcome assessments in hopes of helping other small departments consider the development and support of similar programs. Discussion will address the challenges and successes that arise with small programs offering community based outreach programs.

BJ Bryson, PhD, MSW, Professor, Purple & Gold Connections Director, James Madison University - Harrisonburg, VA

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 104, First Floor
Novice
Interactive Training

4227

An Introduction to Diversity and Social Justice Concepts

This interactive workshop invites participants to reflect upon core concepts related to diversity and social justice coupled with self-reflection on how these concepts influence their sense of self in their daily lives and interactions with others. Specifically, the concepts of social identity, diversity, privilege, oppression, and social justice allyship will be defined and connected to help illuminate how these concepts influence one another—and, in turn, influence how we choose to see ourselves. Session participants will engage in group conversation, silent reflection, and small group work. This session should benefit individuals interested in an introduction to core diversity and social justice concepts for self-reflection and understanding. Additionally, this session may benefit professionals interested in diversity curriculum used with first-year students or for

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individuals wishing to “experience” a diversity workshop curriculum used with first-year undergraduate students.

D. Scott Tharp, MSW, Associate Director, Center for Intercultural Programs, DePaul University - Chicago, IL

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 105, First Floor

Novice

Case Studies/Model Programs

4228

It Takes a Village: A Model of Collaboration between Community Colleges and Four-Year Institutions for Increasing Minority Male Participation in STEM

The Association of Public and Land-grant Universities (APLU) developed the Minority Male in STEM Initiative (MMSI). The purpose of the MMSI is to increase the recruitment and matriculation of underrepresented minority (URM) males in the STEM disciplines at public universities. Historically the term minority has focused more on Blacks and Latinos; however, in more recent years the term has expanded to include Native Americans and Southeast Asian Americans (e.g., Vietnamese, Laotian, Cambodian and Hmong).

The purpose of this initiative is to gather and examine exemplary practices for recruiting and graduating postsecondary science, technology, engineering, and mathematics (STEM) students from historically underrepresented minority (URM) populations, specifically undergraduate minority males (African American, Latinos, Native Americans, Pacific Islanders/Alaska Natives, and Southeast Asians).

The MMSI consisted of four institutional partnerships between a four-year and a two-year institution. These partnerships included Alabama A&M University and Lawson State Community College, Fresno State University and State Center Community College District, University of Illinois—Chicago and the City College of Chicago, and University of Minnesota—Twin Cities and the Minneapolis Community and Technical College.

Longitudinal data from the National Center for Educational Statistics (2000) revealed that entry into STEM disciplines is not substantially different from White and Asian students; however, minority male students tend to leave STEM disciplines during their undergraduate studies at significantly higher rates. Barriers that prevent underrepresented students from pursuing STEM degrees include racial isolation, lack of motivation, perceived low expectations from faculty, lack of peers' support in STEM disciplines, and perceived discrimination (Summers and Hrabowski, 2006). Yet, research has also demonstrated that multiple factors can also enhance URM STEM students' success, including academic preparation, faculty connections, meaningful research experiences, and strong social connections to a STEM community (Eagan, Hurtado, & Chang, 2010).

By focusing on the STEM pipeline between the community college and the four-year college/university, the Minority Male STEM Initiative (MMSI) provides empirical and programmatic evidence that informs the policies and practices that are geared toward

increasing the number of STEM degrees awarded to minority males nationally. Improving access to quality STEM education can strengthen the caliber of the U.S. workforce, strengthen economic growth, and ultimately increase the competitiveness of the United States.

Joel Mixon, MA, Advisor, Humphrey School of Public Affairs, University of Minnesota - Minneapolis, MN

Simone Gbolo, Director, Minnesota's Future Doctors Program, University of Minnesota - Minneapolis, MN

Samaad Keys, Program Director, Association of Public and Land Grant Universities - Washington, DC

Ram Nunna, Dean, Fresno State University - Fresno, CA

Malinda Gilmore, Chemistry Professor, Alabama A&M University - Normal, AL

Calvin Briggs, EdD, Mathematics Instructor, Lawson State Community College - Birmingham, AL

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 106, First Floor

Intermediate

Case Studies/Model Programs

4229

An Old Conversation in a New Way: Working Collaboratively to Reinvent and Reinvigorate Your Multicultural Office

Collaboration has become more integral and common in higher education. Positive outcomes such as an enriched academic experience as well as the ability to pool resources are advantages to collaboration (Amy, Eddy, & Ozaki, 2007; Bragg, 2000). Creating effective partnerships between multicultural offices and key campus constituents is essential to the effectiveness and viability of an office as well as enlarging the scope of resources available to students and the campus community (Kimbrough & Cooke, 2011).

Central themes exist across higher education literature and research regarding the responsibilities and mission of multicultural offices. These themes align with the Council for Advancement of Standards in Higher Education (2012), which stresses that multicultural offices must promote academic excellence, impact campus climate, provide cultural identity and awareness programming, recognize student success and achievement, and provide a trusted space. Further, collaboration reinforces for institutions that shaping a climate of inclusion is not the sole responsibility of a multicultural affairs office. “It must be everyone's job in the institution to work for the success of all students, including those who are underrepresented” (Ferguson & Thomas-Rashid, 2011, p. 137).

At the University of Dayton, collaboration and shared resources were key elements to the restructure and rejuvenation of the office of multicultural affairs (OMA). OMA is now structured based on a one-stop-shop philosophy that addresses academic needs, supports the development of cultural identity and awareness, supports recruitment and retention initiatives, provides leadership development and opportunities for students, and offers peer-to-

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peer support and social justice education. While OMA is structured to provide initial support to students in these areas, collaboration provides structured avenues for OMA to connect students to other departments within the institution.

In 2010, a strong vision coupled with a continued commitment to collaboration allowed the University of Dayton's OMA to undergo a period of rejuvenation and restructuring. Collaboration is a hallmark of many departments, but is particularly important for multicultural offices that strive to achieve a comprehensive mission.

This session will describe the process, detail the revised structure, and explore the opportunities of formal and informal collaboration for other institutions. We will provide an overview of relevant research, identify key strategies, and explore the possible challenges that might surface in restructuring and rejuvenating a multicultural office.

Aaron Witherspoon, MEd, Academic Success Specialist for OMA & College A&S, University of Dayton - Dayton, OH

Patty Alvarez, PhD, Assistant Dean and Director, Office of Multicultural Affairs, University of Dayton - Dayton, OH

Daria Graham, Associate Director, University of Dayton - Dayton, OH

CONCURRENT WORKSHOPS

FRIDAY, 1:30–2:45 PM

JW 107, First Floor

Novice

Case Studies/Model Programs

4230

Leveraging Academic Initiatives for Multicultural and First-Generation Student Retention Initiatives

The Multicultural Academic and Support Services office serves more than 31,000 students at the University of Central Florida, the nation's second largest university. To connect with all of these students, the MASS office has developed strategic and award-winning programs for first-generation and multicultural college students. These programs include our Brother2Brother program for first-generation and multicultural males, a First-Generation Student program, a six-week summer bridge program, and a multicultural transfer student program. The office also sponsors a Lunch and Learn initiative enabling students to take a professor out to lunch as a means of developing mentoring relationships. Finally, MASS is also creating a retention program for foster care alumni. In addition to these programs, MASS hosts more than 25 events each semester, including a speaker series and practice graduate school exams. In order to accomplish these goals, the MASS office has developed partnerships with campus and community partners, including Walt Disney World and the Orlando Magic. Participants will learn what they can do to create similar programs at their own institutions.

Lauren Murray, Graduate Assistant, Multicultural Academic & Support Services, University of Central Florida - Orlando, FL

Wayne Jackson, Director, Multicultural Academic & Support Services, University of Central Florida - Orlando, FL

Claudine Turner, Coordinator, Multicultural Academic & Support Services, University of Central Florida - Orlando, FL

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW Grand Ballroom 1, Third Floor

Intermediate

4300

Writing and Publishing for Social Justice

This interactive session explores the joys, challenges, strategies, and processes related to using the written word to promote and further social justice. First, participants will hear and discuss with a panel subjects related to creating, publishing, and sharing various genres of social justice writing, ranging from research studies to narrative storytelling. Topics include the process of writing, honoring the voices of authors while working as an editor, strategies for overcoming blocks and barriers, self knowledge gleaned from the writing process, and how to navigate the path from pen to publication. Following the panel presentation and discussion, participants will work in small groups to explore their own journeys related to writing and publishing. Each small group will be facilitated by one of the panelists. This session should be of interest to aspiring authors, writers with works in progress, and editors who work on social justice topics.

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

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

William Cross Jr., PhD, Professor, Higher Education, University of Denver - Denver, CO

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

Molly Keehn, Doctoral Candidate, Department of Student Development, University of Massachusetts Amherst - Amherst, MA

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW Grand Ballroom 2, Third Floor

Intermediate

4301

Creating Social Justice on Campus: Sharing Best Practices and Lessons Learned (Part II)

Campus diversity efforts often fail to create sustainable campus change. Most diversity initiatives often raise awareness and understanding, but many do not result in changes that significantly improve the experiences and success of all students, staff, and faculty on campus. As a result there is little progress or movement toward creating an inclusive, socially just campus environment where all constituents (students, staff, faculty, and administrators) experience equity, fairness, and equal access. As a consequence, student leaders, who at first enthusiastically partner with campus leaders to create

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greater inclusion, may feel disillusioned and disheartened and shift their energies toward other endeavors that speak more directly to their sense of calling and purpose.

Some universities and student affairs divisions have successfully implemented more strategic organizational change processes designed to create inclusive, socially just environments. The presenters of this program have experience partnering with student affairs professionals, campus leaders and diversity councils to design and implement strategic multicultural organization development change initiatives. During this session they will present information and facilitate dialogue that explores both the best practices and lessons learned as campuses have worked to create inclusive, socially just environments for all constituents. Participants will receive a workbook of materials to use as they develop and improve campus strategies to create systemic, sustainable campus change.

Becky Pettit, 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, and Founding Faculty, Alliance for Change Consulting, Social Justice Training Institute - Brooklyn, NY

Vernon Wall, MA, Director, Business Development, LeaderShape, Inc - Washington, DC

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW Grand Ballroom 3, Third Floor

Novice

Theoretical Models

4302

Dialogues on Diversity Present: The Black Jew Dialogues

For the last six years, The Black Jew Dialogues has toured the country performing its interactive comedy show to colleges, theaters, and community groups. The show is a five-time runner-up for Campus Activities Magazine's Best Diversity Program in America. The performance shines a light on how all the "isms"—and the fear and ignorance that drive them—get in the way of us all reaching our great American potential.

With almost 500 performances to its credit, the program continues to act as a hilarious and engaging model to help communities start a new and healthier kind of discussion about the nature of all of our differences.

With new sketches and video and a younger cast added for the 2013/14 touring season, the show has become a clarion call across three generations to make sure that the lessons and messages of social justice, diversity, and conscience are being passed down from one generation to the next. It explores how such powerful forces, such as the media in general and social media specifically, have become tools for shaping our perceptions of ourselves and others.

The performance is a 75-minute show made up of sketches, interactive video, audience participation, and a game show that

challenge us to examine many of our closest held beliefs (and mis-beliefs).

The performance is followed up by an actor/facilitator-led discussion about the show's content. Additionally, the audience is encouraged to share their perspectives and challenges both personal and institutional in building a culture of inclusivity in their lives and campuses. The Black Jew Dialogues aspires to be a model of how we can all engage in a renewed and healthy discussion about our differences.

This session should benefit individuals who need programming to spark and promote a dialogue that fosters a more open exchange of ideas about our distinctiveness.

Ron Jones, Co-Founder/ Company Principle, Lead Actor, Dialogues on Diversity - Winston Salem, NC

Simon Pringle Wallace, Actor / Facilitator, Dialogues on Diversity - Winston Salem, NC

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW Grand Ballroom 4, Third Floor

Novice

4303

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 Latin@s 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, Chief Diversity Officer, Office of Diversity and Inclusion, University of Puget Sound - Tacoma, WA

Ariel Luckey, Freeland Project - Oakland, CA

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CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 301, Third Floor
Intermediate
Policy Issues

4304

Understanding and Circumventing Barriers to Equity in Personnel Processes

An integrative, multi-disciplinary approach for incorporating theory into practice to achieve outcome-based results in the administration of equal employment opportunity and affirmative action programs in higher-education settings. This session is designed to impart the foundations of fair hiring and employment practices in higher education by linking applied psychological research (e.g., the impact of stereotyping in personnel selection), federal legal requirements (e.g., avoidance of unjustified adverse impact, engagement in affirmative action), and effective discrimination-limiting hiring and retention processes (e.g., structured interviews, compensation equity). Ultimately, attendees will come away with a better understanding of the dynamics behind interpersonal racism and institutional discrimination, their effects on hiring, promotion, and retention, and strategic approaches to preclude their individual and organizational impacts.

Andy Karafa, PhD, Associate Dean, Arts & Sciences, Ferris State University - Big Rapids, MI

Matthew Olovson, JD, Director of Equal Opportunity, Staff Attorney, Ferris State University - Big Rapids, MI

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 302 - 303, Third Floor
Novice

4305

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 member – 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 will include:

Designing appropriate advertisements

Improving paper screening procedures

Writing effective interview and reference questions

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

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 304 - 306, Third Floor
Novice

4306

Understanding and Challenging Christian Hegemony (Part III)

This daylong 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 would look at how Christian hegemony looks today in the U.S., what its everyday impact is, how it has developed historically, what are its foundational values, and how these influence us today. The premise of this workshop is that one cannot accurately understand racism, sexism or other systems of oppression without coming to grips with the ways seventeen hundred years of Christian hegemony undergirds, shapes, supports, and obfuscates how power and violence really work in our society.

Amer Ahmed, Dean of the Sophomore Class and Intercultural Center Director, Swarthmore College - Swarthmore, PA

Paul Kivel, Educator, Activist and Writer, Violence Prevention and Social Justice - Oakland, CA

FRIDAY, MAY 30

SESSIONS

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 308, Third Floor

Intermediate

Case Studies/Model Programs

4307

Theatre as Service Learning to Promote Higher Education in a Low Income Urban Community

Many colleges and universities have expended considerable resources to encourage its faculty and students to engage in Service Learning Projects to improve their communities. While all of these projects have contributed to community improvement, it seems they have been less successful in encouraging the residents to see the value of higher education. To accomplish this goal four elements must exist: (1) The project must contain the language of the audience; (2) It must comprise the real life situations of the audience; (3) It must mirror the lives of the audience as they have experienced life—their beliefs, priorities; (4) It must give useful information about higher education through the prism of the audience's experiences.

The arts are uniquely equipped to do this because they can capture the emotions connected with an attitude, feeling or belief. Theatre, particularly, can be an excellent way to communicate information that seems so vital to community betterment.

This project evolved from a theatre class in which students discussed the challenges associated with obtaining a Bachelor's Degree. When IUPUI offered faculty an opportunity to transform this course into a one that could contain a Service Learning element to take to the larger community, we researched the issues associated with the low income urban African American community called Martindale-Brightwood. We wrote and rehearsed vignettes that addressed information gaps and value differences that may be associated with low-income urban residents' quests for higher education.

Though higher education can be one of the ways to substantially improve the quality of life in a neighborhood it seems to be a low priority and understandably so. But, if residents can hear and see issues similar to theirs discussed in "private" altercations and situations, they are more likely to respond with different sensibilities when they experience such encounters in real life.

This session will include a short video of neighborhood, students who will perform several vignettes, the faculty member who directed the Service Learning/Performance project, the Director of the community project who served as the liaison between the university and the community, and a colleague who facilitates the discussion after the performance. Persons attending this session will receive information regarding the use of theatre in higher education communication to enlighten and recruit from disadvantaged urban communities.

Regina Turner, PhD, Associate Professor, IUPUI University College – Indianapolis, IN

Claudette Lands, EdD, Assistant Dean for Student Support and Diversity, IUPUI School of Education – Indianapolis, IN

Nicole Oglesby, Director of Diverse Community Partnerships, IUPUI – Indianapolis, IN

Sylvia White-Hooks, Media Consultant, IUPUI University College – Indianapolis, IN

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 309 - 310, Third Floor

Novice

Case Studies/Model Programs

4308

Bringing NCORE Home: The Iowa State Conference on Race and Ethnicity

For those looking to bring NCORE home, join us for a discussion of a highly successful campus program. Since 1999, Iowa State University has attended NCORE with a cadre of students and staff who return to campus to coordinate the Iowa State Conference on Race and Ethnicity (ISCORE), regularly attended by over 700 people. Students in the program engage in a highly discussion-oriented, supportive and structured experience that allows them to explore race and ethnicity in society and within their own experiences. This experience includes pre-NCORE session, discussion and debriefing throughout the conference, a course upon return to campus and a research project on race and ethnicity. This session will provide you with the evolution of the project and the conference, details about student preparation, and advice for bringing the project to your campus.

Denise Williams, MEd, Diversity Coordinator, College of Human Sciences, Iowa State University - Ames, IA

Japannah Kellogg, Director of the Student Support Services Program, Iowa State University - Ames, IA

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 312, Third Floor

Intermediate

Theoretical Models

4309

Changing Awareness into Action to Gain Equitable Results and Building an Equitable Education

In our nation's k-12 education system our African American male students are lagging behind. Race and ethnicity have become predictors of grades, test scores, and other measure of academic skill or knowledge. In addition the choice and opportunity for post-secondary opportunities are limited. For those students that do attend post-secondary institutions they realize that education is not the great equalizer. Our education system has become an apparatus of Mentacide. Mentacide has the effect of rendering the Black/African psyche void. Mentacide is also defined as the "deliberate and systematic destruction of a groups mind with the ultimate objective being the extirpation of the group" (Wright 1976). Mentacide,

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SESSIONS

according to Daudi Ajani ya Azibo is defined as the raping of the mind and spirit of a Black family.

Bobby Wright (1974) first coined the term mentacide in reference to the collective stripping of the intellectual power and knowledge of Black people. Azibo (1989) similarly incorporated the term in his extensive research on healthy and destructive Black personality classification. The combination of the two scholars results in a description of mentacidal behaviors that result from Blacks adoption values, belief system and ideas that lead to the denial of self-knowledge and knowledge of themselves within a positive African context.

The literature during the 1980 reflected the significance of this concept however, scholars have moved from this concept since the turn of the century with very few studies being applied to non-clinical settings and especially college students.

Two scholars have begun a journey of identifying the learning experiences that have led to varying expressions of mentacidal behavior among college African American men. The scholars are developing a classification system to better organize the magnitude of mentacidal behaviors to increase educator awareness and ultimately lead to the development of interventions.

Timothy Warren, Graduate Student, Post Secondary Teaching and Learning University of Minneosta - Brooklyn Park, MN

Na'im Madyun, PhD, Associate Professor, University of Minnesota - Minneapolis, MN

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 201, Second Floor
Intermediate
Theoretical Models

4310

GPSing the Stuff: Navigating through the messy mishaps, mis-steps, mis-understandings and mis-communications of Social and Organizational Behaviors that have been mis-labeled as harassment and/or discrimination

People complain about almost anything and have filed law suits for just about everything from spilled coffee to a person's eligibility to become President of the U.S. "Stuff" can simply occur because of an unintentional cultural mis-step on someone's part or a failure to communicate which may also be grounded in culture. Even with mis-steps or miscommunications, we 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 self-induced actions likened to Tiger Woods'. This session will particularly 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 we will be talking 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 Kirkland, EdD, Director, Indianapolis University/Purdue University-Indianapolis - Indianapolis, IN

Margo Foreman, MPH, Diverse Workforce Recruitment and Retention, Indianapolis University/Purdue University-Indianapolis - Indianapolis, IN

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 202, Second Floor
Novice

4311

The Shock of Higher Education: Toward Meritocracy or Internalized Classism?

This session begins with exploring the journey of a working-class Puerto Rican from first-generation college student to "Ivory Tower" university professor. This session will use this narrative as a springboard for having participants explore the role of classism in higher education. Participants will be afforded an opportunity to discuss their own class identities and its implications to their lives in and out of the classroom. Participants will leave the session not only with a clearer idea of their own social class identities, but also with strategies for interrupting classism on the personal and institutional levels as they navigate their own journeys amid the fine line between meritocracy and internalized classism

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

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 203, Second Floor
Advanced
Long and Short Range Planning

4312

Building Our House for Diversity: Strategies and Initiatives on Retaining and Recruiting Quality Diverse Faculty at a PWI

Based upon the work of Dr. Roosevelt Thomas' book, Building a House for Diversity, this session details strategies and initiatives to close the revolving door on faculty retention and recruitment at The University of Tennessee at Chattanooga. The session will emphasize retention initiatives that sustain gains in the diversification of faculty ranks and results related thereto over a period of four years (2009-13). Using Dr. Thomas' fable about the giraffe and the elephant, the renovation contractors (campus diversity professionals) realized design-flaws in our house, including the lack of insulation (professional development support) needed to sustain a climate conducive for success and the fact that the house did not meet the needs and interests of women and minorities. By understanding

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SESSIONS

that our house wasn't built for diversity, the contractors were able to design and deploy tactical renovations through the construction of five strategies to leverage the success of women and underrepresented minorities in the tenure and promotion process. Additionally, the contractors realized that although expandable doors provided a degree of access for women and minorities, structural integrity issues limited their ability and impacted their willingness to make the university their home.

Bryan Samuel, Office of Equity & Diversity, The University of Tennessee at Chattanooga - Chattanooga, TN

Nicole Brown, MPA, Coordinator I, Office of Equity and Diversity, The University of Tennessee at Chattanooga - Chattanooga, TN

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 204-205, Second Floor
Intermediate

4313

Facilitating Discussions about Diversity Issues

Effectively facilitating discussions about diversity is an essential skill for social justice education and leadership. In this workshop, participants will learn the "Straight A's Model" for facilitating diversity discussions and ways to deal with common responses and dynamics. There will be the 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, Diversity and Social Justice Training and Consulting - Nyack, NY

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

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW White River Ballroom A, First Floor
Intermediate
Long and Short Range Planning

4314

Creating Comprehensive Change: UC Berkeley's New Planning Toolkit on Equity, Inclusion and Diversity

Five years ago, University of California-Berkeley adopted a campus strategic plan for equity, inclusion, and diversity with three powerful goals: to enhance research, teaching, and public service; to expand pathways for access and success; and to establish a more engaging and healthy campus climate. To help bring this plan to life, the Division of Equity and Inclusion (E&I) now works with academic and administrative departments to develop unit-level initiatives that weave these priorities into all aspects of their work. In support of these departmental efforts, Berkeley E&I has developed a dynamic new Strategic Planning Toolkit, including resources and activities for data analysis, self-assessment, goal setting, and implementation, all

centered on issues of diversity, inclusion, and equity. This interactive workshop will showcase several of the toolkit's elements and provide a space to discuss ways of inspiring comprehensive and meaningful departmental change. Participants will receive access to the toolkit for use and adaptation at their own institutions.

Gibor Basri, PhD, Vice Chancellor, Equity and Inclusion, University of California Berkeley - Berkeley, CA

Elizabeth Gillis, Director, Strategic Initiatives, University of California, Berkeley - Berkeley, CA

Amy Scharf, PhD, Project/Planning Analyst, Department of Equity and Inclusion, University of California, Berkeley - Berkeley, CA

Elizabeth Halimah, MPP, Chief of Staff, Department of Equity and Inclusion, University of California, Berkeley - Berkeley, CA

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW White River Ballroom B, First Floor
Novice

4315

(N) ...There's no such thing as the N-Word, It's N!gga/er

(N) ...There's no such thing as the N-Word, It's N!gga/er: 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 more usage/presence in our society and in many different cultures, countries and communities. Many viewpoints are heard and some challenging questions are posed as the "N!GGER Word" is explained, examined and viewed through different perspectives and personal testimonies. Most importantly, we think about its influence on the millennial (21st century) 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 Moore. Are you ready?

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

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW White River Ballroom C, First Floor
Novice
Interactive Training

4316

I Am Not My Hair, Or Am I? Lifting the Hair-story in Our History, the Conversation Continues

Does your hair define who you are to yourself and others, and potentially impact how you show up in the world? 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

FRIDAY, MAY 30

SESSIONS

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 divine amongst us through awareness and understanding.

S Michelle Coleman, MA, Director, Human Resources, California Institute of Integral Studies - San Francisco, CA

SPECIAL FEATURES

FRIDAY, 3:30–5:30 PM

JW White River Ballroom D, First Floor
Novice

4317

Teach For America's STEM Initiative: Broadening the STEM Teacher Pipeline

Teach For America, a national organization committed to combating educational inequities and ensuring all children have access to educational opportunities, launched its STEM (science, technology, engineering, and math) in 2006. Since its inception, this initiative has primarily focused on increasing the pipeline of STEM teachers and improving the training and support for STEM teachers in their respective discipline. While the STEM Initiative has added additional foci of increasing the diversity of its STEM corps members, providing additional resources and training for culturally responsive STEM teaching, and helping change the predominant mindset that says that teaching isn't a STEM profession, there is still much work to be done. This session will provide an opportunity to share insight on current challenges and successes in increasing the diversity of the STEM teacher pipeline.

This session will be comprised of an overview of Teach For America's efforts to broaden participation in STEM teaching and increase the diversity of the STEM teacher pipeline (25 minutes), followed by group brainstorming sessions (50 minutes) to develop the beginnings of solutions or strategies to address the following three inter-related questions:

1. How do we increase the number of people of color who choose to teach STEM subjects at the PK-12 level?
2. How do we retain people of color in the classroom who choose to teach STEM subjects at the PK-12?
3. How do we change the mindset that teaching isn't a STEM career?

Joey Wilson, Director, Strategic Initiatives and Partnerships, STEM Initiatives, Teach For America - San Francisco, CA

SPECIAL FEATURES

FRIDAY, 3:30–5:30 PM

JW White River Ballroom E, First Floor
Novice

4318

A Conversation With Women of Color Mentors: Building Communities of Justice and Holding Space for the Songs of Our Ancestors

Five women of color will share personal reflections in a Talk-Walk and Radiate discussion of their informal/indirect mentoring that have impacted their lives and the lives of others. The panelists will speak to the relationship of mentoring to learning and share their lived journeys and experiences as both learners and teachers/mentors, followed by a dynamic fishbowl conversation and an open question-answer conversation with the audience. The session will begin with a "conocimiento" to build community and gather strengths that are present in the room and close with a form of "song" to embrace a new network of support and transformation.

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

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

Doris Ching, EdD, Vice President Emeritus, Student Affairs, University Of Hawaii - Manoa, HI

Cassandra Manuelito-Kerkvliet, Retired President, Antioch University Seattle - Seattle, WA

Laura Rendón, Professor & Co Director, Center for Research & Policy In Education, University of Texas San Antonio - San Antonio, TX

SPECIAL FEATURES

FRIDAY, 3:30–5:30 PM

JW White River Ballroom F, First Floor
Novice

4319

The Racialization of HIP HOP and All Things Brown: Responding to Racism in a "PostRacial" America

Since the election of president Barack Obama, the idea of a post racial America has permeated areas of higher education, yet academic and public scholars alike have argued that there is a visceral and increasing public backlash to all things brown. How is it possible that in a "colorblind" "multicultural" society, we continue to hear heightened discussions about the increasing hostile racial climate in society and in higher education? University campuses in particular have seen a rise in PR damage control as student groups engage in intolerant -racially charged/based events on campus. The cause for concern intensified with the death of Trayvon Martin and the release of George Zimmerman; and the profiling of African Americans at major department stores. Furthermore, the social media has created an outlet for those who feel free to express hate and racism via YouTube comments, twitter, and other social media outlets. When a cheerio commercial featuring a biracial family and a coca cola

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SESSIONS

commercial with “America the Beautiful” sung in different languages creates an outrage there is cause for us to pause and reexamine how much work is left for us to do.

Sam Museus, PhD, Assistant Professor of Education Administration, University of Hawaii at Manoa - Manoa, HI

David Leonard, PhD, Associate Professor, Department of Critical Culture, Gender, and Race Studies, Washington State University - Pullman, WA

Rafik Mohamed, PhD, Chair, Department of Social Sciences, Associate Professor of Sociology and Criminology, Clayton State University - Morrow, GA

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

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW White River Ballroom G, First Floor
Novice

4320

Present Day Struggles for Social Justice and The Role of the Academy

Current movements to combat racism and discrimination will be discussed, and ideas will be exchanged as to what roles institutions of higher learning should and should not play in these social justice struggles.

Mark Thompson, Host of "Make It Plain", SiriusXM - New York, NY

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW White River Ballroom H, First Floor
Novice

4321

The Impossible Will Take a Little While: Finding Hope in Difficult Times

Paul Loeb will explore these questions drawing on forty years researching and writing about citizen responsibility and empowerment--asking what makes some people choose lives of social commitment and persist for the long haul, while others abstain or give up. His political hope book *The Impossible Will Take a Little While* was named the #3 political book of 2004 by the History Channel and the American Book Association and has a brand-new updated edition just off the press, saying it “might possibly be the most important collection of stories and essays you will ever read.” His *Soul of a Citizen* book has become an activist classic on how to live a life of engagement. Together, they have nearly a quarter million copies in print, and are used at hundreds of campuses to inspire student engagement. In this complementary talk to his exploration of campus electoral engagement, Loeb will explore what keeps us going even in tough times like the present,

exploring how the leaders and unsung heroes of world-changing political movements have persevered in the face of cynicism, fear, and seemingly overwhelming odds. He'll tell stories of what it's like to go up against Goliath, whether South African apartheid, Mississippi segregation, racial or sexual prejudice, Wall Street greed, or the dictatorships overthrown in the Arab Spring, building on what Nelson Mandela has called “the multiplication of courage,” and the sense of Jim Wallis of Sojourners that hope is “acting despite the evidence and then watching the evidence change.” He'll explore how ordinary citizens can make their voices heard and actions count in a time when we're told neither matter, and how examples of courage and commitment can be transferable, so movements addressing vastly different issues can learn from each other. He'll explore how people get involved in larger community issues and what stops them from getting involved; how they burn out in exhaustion or maintain commitment for the long haul; how involvement can give a powerful sense of purpose, no matter how difficult the road.

Paul Loeb, Author: Soul of a Citizen and The Impossible Will Take a Little While - Seattle, WA

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW White River Ballroom I, First Floor
Intermediate
Interactive Training

4322

Strange Like Me

Hate groups are on the rise. In Texas an African American man was dragged to death behind a pick-up truck. In Wyoming a gay man was beaten and hung on a fence to die. For most of us, it's easy to distance ourselves from events like these and say, “That's not me. I wouldn't do that.” But what about the subtler prejudices that each of us carries. Do we make assumptions about others based on appearance, race, gender, religion, or sexual orientation? How do these assumptions affect our ability to really get to know another individual? More importantly, how can we overcome our preconceptions and begin to bridge the gaps that continue to keep people apart?

Strange Like Me begins with a monologue that lays bare the ugliness of hate, setting the stage for a lively discussion of diversity. In two scenes, we follow six students as they attempt to navigate the sometimes difficult terrain of multicultural campus relationships. During talk-backs, attendees can confront the characters and voice their own opinions on issues of racism, sexism, and homophobia.

In the first scene Linda, Ted, and Al could be friends, but racist and sexist assumptions drive them apart. How can they learn to bridge the gaps? This scene focuses on racism and sexism. It brings up questions about subtle prejudices we carry, when a joke is not funny, and how generalizations about people dehumanize them.

In the second scene Rich has just discovered that his best friend and roommate is gay. How should he deal with his feelings of fear and betrayal? Can they remain friends? This scene focuses on homophobia bringing up questions about how language and labels hurt, as well as how we are defined by our sexuality. They

FRIDAY, MAY 30

SESSIONS

also discuss what are some of the fears that drive homophobia and if an individual has the responsibility to reveal his or her sexual orientation to others.

Strange Like Me asks attendees to recognize that there are people who think, act, look, feel, and behave differently from themselves. The goal is to encourage attendees to examine and discuss their own feelings and actions when confronting people who are different. Through open dialogue attendees can work together to build bridges that will bring us all closer together.

Michael Agnew, Artistic Director, GTC Dramatic Dialogues - Minneapolis, MN

Jane Froiland, Actor, GTC Dramatic Dialogues - Minneapolis, MN

Darrick Mosley, Actor, GTC Dramatic Dialogues - Minneapolis, MN

Paul Rutledge, Actor, GTC Dramatic Dialogues - Minneapolis, MN

SPECIAL FEATURES

FRIDAY, 3:30–5:30 PM

JW White River Ballroom J, First Floor

Novice

4323

Student-Athlete Development: Problems and Practical Solutions

The numerous challenges student-athletes face (stereotype threat, overwhelming schedules, social and academic issues) are chronicled throughout athletics research. These challenges can prohibit a student-athlete's overall development. For example, in Nite's (2012) study of student-athlete development at a Division II institution, the administrators in the athletic department of that institution struggled with student-athletes' academic development. They noted that those struggles were a result of limited budgets/staff and the emphasis on winning. For other institutions, the issue may be stereotype threat. For example, Feltz, Schneider, Hwang, and Skogsberg (2013) stated that identification with a particular sport, gender, or race could all play a role in whether or not a student-athlete is more susceptible to stereotype threat. When focusing on academic development for Division I institutions, the NCAA (2013) showed that among the 2006 entering class of student-athletes, there were disparities among groups of student-athletes and among student-athletes and the general student body. For example, the graduation rates for African-American student-athletes were not as high as those of Caucasian student-athletes, and the graduation rates for Caucasian male student-athletes were lower than the rates for Caucasian males that were not student-athletes (NCAA, 2013). There are numerous theories for the racial disparities and disparities between athletes and non-athletes. However, there are not many opportunities for those involved in the athletics area of higher education and the academic area of higher education to dialogue about the aforementioned challenges and ways to help student-athletes. Moreover, there are fewer opportunities to discuss how issues such as stereotype threat affect student-athletes' overall development. For example, does stereotype threat play a role in challenges that Asian-American student-athletes face? Does stereotype threat cause some student-athletes to see themselves more as athletes than as students? To learn more about the issues

that hinder student-athlete development, and explore possible solutions, we would like to gather a panel of experts. The panel would consist of five experts and include a combination of professors who research athletics and athletics practitioners. Each panelist will get 15 minutes to discuss various challenges (racial, academic, social, etc.) and potential solutions related to student-athlete development.

Stephanie Blackmon, PhD, Assistant Professor, Educational Leadership and Policy Studies, University of Oklahoma - Norman, OK

Eric Snyder, PhD, Assistant Professor, Educational Leadership and Policy Studies, University of Oklahoma - Norman, OK

T. Elon Dancy II, PhD, Associate Professor, Educational Leadership and Policy Studies, Associate Professor, The University of Oklahoma - Norman, OK

Nicki Moore, PhD, Senior Associate Athletics Director, Senior Women Administrator, University of Oklahoma Athletics - Norman, OK

Eddie Comeaux, PhD, Assistant Professor, Graduate School of Education, University of California, Riverside - Riverside, CA

Yomee Lee, PhD, Associate Professor of Kinesiology, SUNY Cortland - Cortland, NY

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 101, First Floor

Intermediate

Policy Issues

4324

Social and Racial Justice for Urban Youth of Color: Prison, Military, or College?

This session will critically examine the impacts of race and class on the educational lives of young people of color in urban communities. Focus will be on the relationship among the prison-industrial and military-industrial complexes, federal and state budget expenditures, and higher educational opportunities for urban youth of color.

Kitty Kelly Epstein, PhD, Professor, Fielding Graduate University - Santa Barbara, CA

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MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 102, First Floor

Novice

Case Studies/Model Programs

4325

“LGBTQIAA, What Does It All Mean?!” The Many Identities, Definitions and Terminologies of the Campus Queer Community

Confused Yet?! This workshop is geared to provide clarity of identities when working with the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual campus communities.

In an effort to be inclusive of all students it is imperative as administrators/faculty to continuously educate ourselves in the way in which students need support. The following questions will inform our presentation:

1. What is Cis-gender?
2. What is Transgender?
3. What is Asexual?
4. What is Gender Expression?
5. Etc.....

Tiksha R. Morgan, Director of Multicultural Student Affairs & GLBTQ Resources, Emerson College - Boston, MA

Ita Meno, Partner CQ Strategies, LLC - Essex Junction, VT

MAJOR WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 103, First Floor

Novice

4326

Transmedia Character Building for Social Resilience

This workshop will introduce the mechanics of transmedia storytelling and elaborate an outline for an internet-based game (played through smart phones and computers) that links activities in the real world with points and rewards in the virtual world. Through the creation of a social game that promotes the lifelong development of individual character, communities can draw diverse constituencies together and facilitate the co-construction of new relationships. The concept of character appeals to everyone; it is an empty signifier that allows multiple interpretations. Strategically designed online competitions and carefully calibrated scorekeeping awards engage players of all ages and identities in learning about local resources, issues, and intersectionalities (Holvino, Wijeyesinghe) in the place where you live. Dialogue forums facilitate conversation about the competitions and the concerns and challenges they raise.

A fishbowl-type activity during the workshop will both simulate and generate potential components for the game.

The urgent need to transform society seems stymied by inertia. Social justice education and activism for social change requires comprehension of the inter-relatedness of the individual, cultural and institutional levels of social interaction. Successes of transmedia storytelling, however, provide a model for intervention.

Stephanie Jo Kent, Doctoral Student, Department of Communication, University of Massachusetts, Amherst - Amherst, MA

CONCURRENT WORKSHOPS

FRIDAY, 3:30–5:30 PM

JW 104, First Floor

Intermediate

Interactive Training

4327

Let's Get Real About Racism

There is so much that is unsaid in this country about race issues. In this workshop, we will explore a variety of ways to have an authentic dialogue on race and racism that will lead to a more intimate and honest conversation and relationship with each other. This workshop is about confronting some of the issues that keep us all from talking to one another about race/racism. It is also about discovering new ways to begin that conversation, how to create a bridge to talk about our differences, exploring what opens us up and what closes us down, and finally, 101 ways to become Culturally Competent in our relationships and workplaces. Before we can truly become a multicultural nation, we must have a relationship based on respect and understanding, reflection and curiosity; where our differences and our similarities are embraced, valued and integrated into the very fabric of our workplaces, communities, schools and governmental institutions.

Lee Mun Wah, Director, StirFry Seminars & Consulting - Berkeley, CA

FRIDAY, MAY 30

SESSIONS

MAJOR WORKSHOPS

FRIDAY, 3:30 – 5:30 PM

JW 105, First Floor
Novice

4328

Considering Graduate School?

Are you an undergraduate student who is curious about pursuing a graduate degree in the field of higher education? This session will highlight various areas in which students can become engaged with when working in student affairs on college campuses. Presenters will also discuss factors on selecting graduate programs to best-fit individual needs. This session will be beneficial to those who want to further explore the breadth and depth of working on a college university campus as well as demonstrate how social justice work can be infused into the work of any department.

Quanta D. Taylor, Graduate Administrative Associate, The Ohio State University - Columbus, OH

Jasmine Mickey, Graduate Administrative Associate, Student Life Multicultural Center, Ohio State University - Columbus, OH

FILM PREVIEW & DISCUSSION

FRIDAY, 7:30 – 10:00 PM

JW White River Ballroom F, First Floor
Intermediate

4402

If These Halls Could Talk: A Special Film Showing and Diversity Dialogue with Director, Lee Mun Wah

In the summer of 2010, Renowned Film Director Lee Mun Wah (The Color of Fear) brought together eleven college students from around the country to explore diversity issues such as racism within higher education. In the process of sharing their stories and different life experiences with one another, the students discover and expose the complexity and anguish that accompany those experiences. Their stories are starkly emotional and the issues they provoke are equally perplexing, begging to be heard and confronted. Join Master Diversity Trainer Lee Mun Wah for this special film showing, community address and diversity dialogue! A preview of this new documentary film can be found at: http://www.stirfryseminars.com/store/products/ith_f.php

Lee Mun Wah, Director, StirFry Seminars & Consulting - Berkeley, CA

SPECIAL EVENTS

FRIDAY, 8:00 – 10:00 PM

JW White River Ballroom E, First Floor
Novice
Case Studies/Model Programs

4403

The Movement “50 years of Loving Struggle in America”: World Premier Event

The power of the vote has, since the founding of the country, been held up as one of our fundamental rights. The Voting Rights Act of 1965 was one of the most significant pieces of legislation ever passed in U.S. history. It gave significant political traction to the strides made by the civil rights legislation recently passed and gave Blacks in America political leverage that the civil rights movement could not do on its own. The Movement “50 years of Loving Struggle in America” is a visual chronicle that highlights many of the political, social, and cultural markers of the almost 50 years since the passage of this landmark legislation.

This theatrical production features Emmy Award winning actor Ron Jones playing multiple characters that will take the audience through a multifaceted journey through the ever-changing face of the African American experience. Supported by interactive video, stock historical footage, quotations, and some of the most memorable music of the last two generations, Jones will weave the tapestry of struggle and triumph that made for the fastest cultural expansion of any group in American history and the effects it has had on our cultural self-perceptions. It is impossible to downplay the role that the vote made on making many of these changes possible.

Through both the comedic and poignant, the show’s characters will tell of the great struggles that have been met and of many that still challenge us. From the “Black Power 60s” to the “Blaxploitation 70s” to the “Cosby 80s” and through the so call “Post-Racial” new millennial, this is a survey of the best and sometimes worst of the African-American experience.

The performance will be followed up by an open discussion with the audience about the show’s content. The hope is that this performance will use the 50th anniversary of this landmark law to engage people in a discussion about culture, politics, and policy.

Ron Jones, Co-Founder/ Company Principle, Lead Actor, Dialogues on Diversity - Winston-Salem, NC

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SATURDAY, MAY 31

AT A GLANCE

CONTINENTAL BREAKFAST

THIRD FLOOR
SATURDAY, 7:00–8:30 AM

REGISTRATION

THIRD FLOOR
SATURDAY, 8:00 AM–12:00 PM

CLOSING LUNCHEON

THIRD FLOOR
SATURDAY, 11:30 AM–1:15 PM

5000

MAJOR WORKSHOPS
SATURDAY, 9:00–11:30 AM
Developing the Internal Capacity of Administrators, Faculty, and Staff to Create Inclusive Campus Environments

5001

SPECIAL FEATURES
SATURDAY, 9:00–11:30 AM
The Culturally Engaging Campus Environments (CECE) Model: A New Framework for Understanding Diversity and Student Success

5002

MAJOR WORKSHOPS
SATURDAY, 9:00–11:30 AM
This Is Your Brain on Racism: How Your Unconscious Misuse of Your Brain Keeps Oppression in Place and How to Use It Effectively for Personal and Social Liberation

5003

MAJOR WORKSHOPS
SATURDAY, 9:00–11:30 AM
Conversation and Coalition Building Around Multiracial Issues on Campus: Reflection, Dialogue, and Strategies

5004

MAJOR WORKSHOPS
SATURDAY, 9:00–11:30 AM
Diagnosis, Design, and Delivery: Training and Strategic Organizational Development to Increase Cultural Competency

5005

CONCURRENT WORKSHOPS
SATURDAY, 8:30–11:30 AM
"ACT-tion!" Theater Training Workshop

5006

CONCURRENT WORKSHOPS
SATURDAY, 8:30–11:30 AM
Real Talk: Engaging Diversity through Transformational Intergroup Dialogue

5009

CONCURRENT WORKSHOPS
SATURDAY, 8:30–11:30 AM
Intersectionality and the Management of Disputes on College and University Campuses

5011

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
Life in the Fishbowl: Black Women in Residence Life at Predominantly White Institutions

5012

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
Integrating Social Justice and Leadership Education

5013

MAJOR WORKSHOPS
SATURDAY, 8:30–9:45 AM
Addressing Islamophobia: Proactive Efforts to Address Hate and Bias on

5014

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
"But If I Go over There and Get to Know Them as Individuals, What Am I to Do with My Stereotypes?": Concept of Critical Mass and Diversity in Higher Education

5017

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
Race-based Impression Management: The Centrality of Race and Organizational Commitment in Black Management Consultants

5018

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
Madres, Mistolín and Maria: What Do Latina Students Bring to PWIs to Survive and Thrive?

5019

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
10 Myths of Social Justice

5020

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
Charting MAPS for Success: Mentoring, Academics, Collaboration, and Service

5021

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
From Community College to a Four-Year University: The MiCUP/MiLSAMP Program

5022

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
Hispanic Serving Institutions: Implications for Federal Reauthorization of HEA

5023

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
IMSD Program at NC State: Promoting a Sense of Community among Undergraduate Research Scholars

SATURDAY, MAY 31

AT A GLANCE

5024

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
Guiding Students to Success with STAR: How the STAR program Increased Multicultural Retention at a Private Liberal Arts College

5025

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
Exclusion: Removing the Barriers to Recruitment, Retention, and Promotion

5027

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
Intersections of Identities: A Student Coalition Model for Empowering Student and Cultural Engagement

5029

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
Creating Opportunities for Interaction among Diverse Students: A Diversity Affairs and University Honors Program Partnership at Miami University

5030

CONCURRENT WORKSHOPS
SATURDAY, 8:30–9:45 AM
Dare to Transgress?

5100

CONCURRENT WORKSHOPS
SATURDAY, 10:00–11:30 AM
Behind the Screen: What's Really Going On?

5101

CONCURRENT WORKSHOPS
SATURDAY, 10:00–11:30 AM
Diversifying Our Departments: A Dialogue with a Focus on Women Faculty of Color

5102

CONCURRENT WORKSHOPS
SATURDAY, 10:00–11:30 AM
Black Blues: Black Female College Students with Mental Health Concerns

5103

CONCURRENT WORKSHOPS
SATURDAY, 10:00–11:30 AM
“You’ve Never Lived in Those Shoes”: Facilitating Inclusivity on Campus and beyond through First-person Stories

5104

CONCURRENT WORKSHOPS
SATURDAY, 10:00–11:30 AM
Deliberate Approaches to Diversifying the Physician Workforce: Urban Health Program

5105

CONCURRENT WORKSHOPS
SATURDAY, 10:00–11:30 AM
Performance Pedagogy: Critical Thinking and Deconstructing “The Other” through Theater and Performance

5106

CONCURRENT WORKSHOPS
SATURDAY, 10:00–11:30 AM
An Analysis of Workplace Behavior and Patterns: The Intersection of Race, Gender, and Class in Today’s Political Economy

5107

CONCURRENT WORKSHOPS
SATURDAY, 10:00–11:30 AM
Exploring Our Cultural Capital: Latinos/as and African-Americans in Conversations about Equity, Ethnicity, and Race

5108

SPECIAL FEATURES
SATURDAY, 10:00–11:30 AM
How to Get Students Researching and Changing Sundown Towns

5109

CONCURRENT WORKSHOPS
SATURDAY, 10:00–11:30 AM
“You’re Only Scratching the Surface.... Literally!” Conversation on the Iceberg Concept of Culture

5110

CONCURRENT WORKSHOPS
SATURDAY, 10:00–11:30 AM
“Calling Out vs. Calling In”: A Process of Building Community”

5111

MAJOR WORKSHOPS
SATURDAY, 10:00–11:30 AM
One More River to Cross: Engaging the Intersections of Race, Sexual Orientation and Religion

5112

CONCURRENT WORKSHOPS
SATURDAY, 10:00–11:30 AM
Collaborative Practice You’ll Love; Strategic Planning Your Supervisor will Love!: or How Joint Strategic Planning Can Align and Maximize Our Work with Students of Color, Veterans, LGBTQIA, and Nontraditional Students

5113

CONCURRENT WORKSHOPS
SATURDAY, 10:00–11:30 AM
Taking D&I Training to the Next Level: E-learning Solutions

5114

CONCURRENT WORKSHOPS
SATURDAY, 10:00–11:30 AM
Different Demographics...Shared Experiences in the Workplace: Reported Social Alienation in White Men and Black Women Student Affairs Professionals

SATURDAY, MAY 31

AT A GLANCE

5115

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

Improving Graduation Rates for African American and Latino Students at Public Institutions

5116

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

Model of White Male Racism

5117

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

Circular Linearity: An Expanded Paradigm for Teaching and Learning

5118

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

Standing Still: Theory and Praxis on Intersectional Work in Social Justice/Identity Centers

5119

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

Using a Professional Book Club to Address the Challenges of Minority Professionals in Academe

5120

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

Cultural Values & Conflict

5200

CLOSING KEYNOTE ADDRESS

SATURDAY, 1:30 - 2:45PM

Soledad O'Brien



SATURDAY, MAY 31

SESSIONS

MAJOR WORKSHOPS

SATURDAY, 9:00–11:30 AM

JW Grand Ballroom 1, Third Floor
Intermediate

5000

Developing the Internal Capacity of Administrators, Faculty, and Staff to Create Inclusive Campus Environments

This session will use the “Indicators of an Inclusive Organization” tool to identify the types of specific behaviors and daily practices required from administrators, faculty, and staff to create inclusive organizations and the “Multicultural Competencies for College Administrators” tool to identify strengths and gaps within current leaders and staff. Presenters will also review models for intentional, strategic professional development programs to increase the internal capacity of administrators, faculty, and staff to create inclusive organizations and also models for performance management that infuse equity and inclusion competence into appraisal structures.

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

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

SPECIAL FEATURES

SATURDAY, 9:00–11:30 AM

JW Grand Ballroom 2, Third Floor
Novice

5001

The Culturally Engaging Campus Environments (CECE) Model: A New Framework for Understanding Diversity and Student Success

This session will provide a review of a new culturally relevant theory of college success among racially diverse student populations. Specifically, the emergence of existing dominant college success theories, limitations of these traditional theoretical perspectives in understanding and serving racially diverse populations, and new insights about college students of color that have deviated from traditional theoretical models. This context informed the development of the Culturally Engaging Campus Environments (CECE) model, which provides a new framework for understanding the ways in which institutional environments shape the experiences and outcomes of racially diverse populations. The remainder of this session will consist of a discussion of the CECE model and ways that it can inform and transform higher education research and practice.

The theoretical frameworks that have dominated discourse on undergraduate success for almost four decades and much of the existing research testing these perspectives have been based on White students' experiences, knowledge, and voices. These theories have also been critiqued thoroughly for their racial bias. However, higher education researchers have not yet generated new holistic, empirically grounded, and testable theoretical frameworks that can

provide the foundation for new bodies of knowledge and alternative narratives about college success to emerge. Moving forward, the field of higher education must transcend interpreting the experiences of students of color through frameworks based on White students' experiences and generate new and comprehensive perspectives grounded in the experiences and perspectives of racially diverse student populations and provide an interconnected set of quantifiable and testable hypotheses. The CECE model provides such a model and will be the focus of this session.

Doris Ching, EdD, Vice President Emeritus, Student Affairs, University Of Hawaii - Manoa, HI

Sam Museus, PhD, Assistant Professor of Education Administration, University of Hawaii at Manoa - Manoa, HI

MAJOR WORKSHOPS

SATURDAY, 9:00–11:30 AM

JW White River Ballroom D, First Floor
Novice

5002

This Is Your Brain on Racism: How Your Unconscious Misuse of Your Brain Keeps Oppression in Place and How to Use It Effectively for Personal and Social Liberation

Why are internalized racial superiority, internalized oppression, and the institutional expressions of racialization and inequality so pervasive and persistent, despite the efforts of progressives to create fundamental equity reforms? What can neuroscience, leading-edge somatic traditions, and the new energy psychologies teach us about how the “thought viruses” of racism and other oppressions hijack the nervous systems and bodies of both white people and people of color, of oppressor and oppressed? And how we can reclaim our personal power, resilience, and resourcefulness in the service of healing our lives, communities, and planet?

This workshop is open to all audiences but should prove especially useful to progressive educators and social activists seeking greater health, happiness, and effectiveness.

Victor Lewis, MA, Co-Director, Center for Diversity Leadership - Berkeley, CA

Hugh Vasquez, MSW, Senior Associate, The National Equity Project - San Francisco, CA

MAJOR WORKSHOPS

SATURDAY, 9:00–11:30 AM

JW White River Ballroom E, First Floor
Novice

5003

Conversation and Coalition Building Around Multiracial Issues on Campus: Reflection, Dialogue, and Strategies

This session uses interactive and experiential methods to create an environment where participants can discuss questions

SATURDAY, MAY 31

SESSIONS

concerning multiracial people and identity, dynamics between multiracial students and other students, and issues that support and block coalition building between multiracial groups and other communities on campus (such as organizations for Black, Latino, Asian, Native American, White, LGBTQ, or disabled people). Through activities that promote deeper levels of introspection and discussion, participants explore larger questions raised by the topic of multiracial people and identity. These questions include:

- What constitutes race?
- Can individuals choose how they identify in terms of race?
- What is the impact of multiracial students on other demographic groups on campus?

In addition, the session explores the impact of framing racial identity in a more complex and intersectional manner on how we view race, identity, and multiracial people. Using insights gained from the activities and discussion, participants will develop action steps and strategies to build coalitions across multiracial people, other racial communities, gender/sexualities, and class, among other groups based on social identities.

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

Meg Chang, PhD, Faculty & Field-Work Supervisor, Sarah Lawrence College - New York, NY

MAJOR WORKSHOPS

SATURDAY, 9:00–11:30 AM

JW 304 - 306, Third Floor
Novice

5004

Diagnosis, Design, and Delivery: Training and Strategic Organizational Development to Increase Cultural Competency

Whether you are bringing outside presenters to your campus or you are presenting programs using existing faculty and staff, training and other organizational development programs can be more effective if you have a clear idea of what changes in knowledge, awareness, and skills you are seeking for a particular audience and have considered the design and delivery of programs based on these needs.

This workshop has three very practical goals:

- To explore the realities and roadblocks to increasing culturally competent behavior on campus
- To learn about and practice both the identification of appropriate domains of learning (cognitive, affective and/or skill-building) for the changes being sought and the development of learning frameworks or designs most likely to result in those changes for a particular audience
- To provide tools that can be used on home campuses to evaluate and improve the effectiveness of existing programs and create new programs focused on cultural competency

This workshop begins with the premise that all members of the campus community have an obligation to improve their abilities in working effectively, respectfully, and inclusively with all those on and off campus who are our colleagues, constituents, students, and stakeholders. Increasing our cultural competence is both a goal and a lifelong process.

Designing effective capacity building programs, like developing effective curricula, is an important first step and this workshop will focus on doing that well.

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

CONCURRENT WORKSHOPS

SATURDAY, 8:30–11:30 AM

JW White River Ballroom B, First Floor
Novice
Training of Trainers

5005

"ACT-tion!" Theater Training Workshop

"ACT-tion!" is a theatrical training model for addressing the often complex issues of race, gender, and cultural inequities on campus. The ACT-tion! workshop is a social justice theater ensemble training using improvisational theater techniques to illustrate real situations that students encounter but are often mishandled or avoided because of lack of the cultural language to address them appropriately. The workshop will train students to develop compelling and engaging scenarios. In performance, the cast builds scenes to a dramatic peak and then freezes the action. They 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.

In addition to the theatrical training, participants will explore the equally important role of peer facilitators. This role is key to helping move and focus discussion in a healthy and productive direction.

The range of issues that students can cover is as broad as the campus itself. Team members can use this model to develop scenes and scenarios that address issues that would have resonance in all areas of campus life (drinking/drug issues, sexual awareness/dating etiquette, etc.). The student decides which issues will take center stage, then works to bring them to life for their peers. The ACT-tion! program is a training model that is not just open to students who desire to perform. It is a leadership program that educates potential leaders in healthy group facilitation techniques, positive, and reflective listening techniques, team building, and collective problem solving skills.

This workshop will give all participants the foundational skill to mount their own troupe, rehearse, and prepare for performance. It also will develop healthy facilitation styles that will engage and stimulate audience discussion. Workshop participants will receive training materials.

Ron Jones, Lead Trainer, Dialogues on Diversity - Winston-Salem, NC

SATURDAY, MAY 31

SESSIONS

CONCURRENT WORKSHOPS

SATURDAY, 8:30–11:30 AM

JW White River Ballroom C, First Floor

Intermediate

Interactive Training

5006

Real Talk: Engaging Diversity through Transformational Intergroup Dialogue

This is an interactive workshop for individuals who desire to improve their skills in leading, teaching, managing, and facilitating diverse groups. The Temple University Center for Social Justice and Multicultural Education has been offering Real Talk programs since 2010 as an innovative approach for professionals who desire to improve their multicultural competency by engaging in intergroup dialogues based on race, gender, sexual orientation, religion, class, and ability. In this experiential workshop, participants will understand the power of transformational intergroup dialogue to forge cross-cultural understanding and will communicate about intergroup conflicts and heal relationships. Participants will be provided with portions of the Real Talk curriculum and facilitator training model. Transformational Intergroup Dialogue draws from two well-known and successful models for promoting democratic dialogue, action, and civic engagement in the context of diversity: the Michigan Intergroup Relations Model, a process used by the University of Michigan and universities throughout the United States to promote intergroup dialogue and engagement in higher education and community settings, and Transformational Social Therapy (TST), a process used internationally to promote knowledge sharing and collaborative action involving diverse parties in municipalities, civil society, educational settings, and other public arenas. Both models are informed by the theory and practice of multicultural citizenship and theory and research on learning and equitable social change in the context of diversity. TST's grounding in depth psychology and critical social theory complements the Michigan Model by contributing a more robust understanding of the ways human needs and social structures interact and influence intergroup behavior. By participating in an actual intergroup dialogue, participants will experience the power of transformational intergroup dialogue in helping to raise each person's self-awareness for communicating effectively in diverse environments. Transformational intergroup dialogue assists participants in improving their skills in the area of intergroup relations, cross-cultural communication, problem solving, teamwork, and collaboration.

A significant amount of time will be dedicated to participants exploring the challenges of facilitating intergroup dialogues, as well as leading, teaching, and managing diverse groups. Participants will explore their capacities as group members, leaders, and facilitators and explore their challenges in developing trust with people who differ from themselves. While the major portion of the workshop will be focused on experiencing the process, participants will also explore how they can implement similar programs in their institutions and communities.

Tchet Dereic Dorman, Director, Temple University - Philadelphia, PA

Tiffenia Archie, PhD, Director, Temple University - Philadelphia, PA

CONCURRENT WORKSHOPS

SATURDAY, 8:30–11:30 AM

JW White River Ballroom F, First Floor

Intermediate

Theoretical Models

5009

Intersectionality and the Management of Disputes on College and University Campuses

Neutrality, universality, and colorblindness are central to conflict resolution processes, utilized with our best intentions to ensure procedural fairness and equality. Yet, research demonstrates that these so-called unbiased and culture-free processes are frequently implemented based on those whose identities are most privileged, negatively impacting those with targeted identities. This workshop introduces the use of intersectionality in formal (judicial) and informal (mediation, restorative justice, etc.) resolution processes to more fully contextualize conflict assessment and intervention according to realities of disputants' identities and circumstances without reinforcing the privileging of some over others. The workshop will:

- Illustrate how central tenets of conflict resolution produce disparate results for people based on their intersectional identities
- Examine ways to integrate an intersectional lens into conflict assessment and intervention through a case study
- Explore strategies for incorporating intersectionality in dispute systems design

The application of an intersectional lens to conflict resolution in its infancy and exchanging ideas can help to build effective strategies. This workshop should benefit attendees with formal or informal responsibility for handling campus disputes and those interested in intersectionality and conflict resolution.

Leah Wing, EdD, Senior Lecturer, Legal Studies Program, University of Massachusetts Amherst - Amherst, MA

CONCURRENT WORKSHOPS

SATURDAY, 8:30–9:45 AM

JW 302 - 303, Third Floor

Intermediate

Interactive Training

5011

Life in the Fishbowl: Black Women in Residence Life at Predominantly White Institutions

The experience of Black women as faculty and students on predominantly White institutions has been examined and discussed. The goal of this session is to explore how working in high visibility positions, specifically residence life, affects this population. The presenters will provide an overview of these experiences as well as programs and initiatives that have shown success. The focus of the session will be roundtable discussions with participants about both

SATURDAY, MAY 31

SESSIONS

recruitment and retention of Black women to the profession and how to balance and thrive as a Black woman in this context.

Autumn Harrell, MSED, Graduate Assistant, Indiana University - Bloomington, IN

Sabrina Griffith, Associate Director of Residential Communities, The University of Tampa - Tampa, FL

CONCURRENT WORKSHOPS

SATURDAY, 8:30–9:45 AM

JW 308, Third Floor
Intermediate
Long and Short Range Planning

5012

Integrating Social Justice and Leadership Education

Let's unpack social justice AND leadership education. Are the two isolated? How do they work in tandem? How can both exist when developing our student leaders? This interactive session will examine the dualism of social justice and leadership education. Through an exploration of models, theories, and praxis, professionals will develop strategies to best engage the whole student. The manifestation of developing a socially conscious and culturally mature leader is at the epitome of student affairs.

This presentation is for professionals interested in the coupling of social justice and leadership education. It will provide space and tools to explore how the two entities can be infused into working with students. The presenters currently serve as program directors for Social Justice and Leadership Education (SJLE) in University Housing at the University of Illinois at Urbana–Champaign. The presenters, likely along with many professionals, grapple regularly with how social identity impacts students' leadership development in college and beyond. Additionally, the presenters continue to craft training and development opportunities that intentionally fuse service learning, global perspectives, cultural competencies, and leadership theory, so that each of these elements is not isolated. As current research indicates, leadership demands an understanding and consciousness of one's environment. Likewise, individuals must be able to collaborate and handle controversy cross-culturally. Resultantly, students must be equipped with skills and awareness to recognize their surroundings and lead in the context of their own history, story, and identity.

Jacob Frankovich, MA, Program Director for Social Justice and Leadership, University of Illinois, Urbana-Champaign - Champaign, IL

Kimberly Hodges, MA, Program Director for Social Justice and Leadership, University of Illinois, Urbana Champaign - Champaign, IL

MAJOR WORKSHOPS

SATURDAY, 8:30–9:45 AM

JW 309 - 310, Third Floor
Novice

5013

Addressing Islamophobia: Proactive Efforts to Address Hate and Bias on Campus

The post-9/11 era in the U.S. has exposed a significant degree of prejudice and bigotry towards 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. Furthermore, the racist backlash against the first Indian-American winner of Miss America 2014 unveiled how widespread negative sentiment towards anyone who is confused to be Arab and/or Muslim. 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 Ahmed, Dean of the Sophomore Class and Intercultural Center Director, Swarthmore College - Swarthmore, PA

CONCURRENT WORKSHOPS

SATURDAY, 8:30–9:45 AM

JW 312, Third Floor
Novice
Research/Assessment/Evaluation

5014

“But If I Go over There and Get to Know Them as Individuals, What Am I to Do with My Stereotypes?”: Concept of Critical Mass and Diversity in Higher Education

Critical mass theory as a diversity enhancement strategy is the cutting edge of diversity research. On account of the increased value on diversity in the workplace, institutions of higher education have accepted the demand to enhance the 21st century skill sets of its students, which includes the ability to work, communicate, and problem solve with diverse groups of individuals. The theory of critical mass seeks to replace the 20th century theory of affirmative action. The study conducted at a state public university with high levels of nontraditional and commuter students explored the perceptions of racial minority students regarding critical mass. This participatory presentation explains the premise of critical mass theory, its macro scale benefits to institutions of higher education,

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as well as model process of its practical implementation on the micro scale level within the context of the classroom.

Erin Lynch, EdD, Instructor, Educational Specialties, Austin Peay State University - Clarksville, TN

Moniqueka Gold, EdD, Department Chair of Educational Specialties, Austin Peay State University - Clarksville, TN

Charmaine Lowe, EdD, Assistant Professor, Austin Peay State University - Clarksville, TN

Anthony Sanders, PhD, Assistant Professor, Austin Peay State University - Clarksville, TN

CONCURRENT WORKSHOPS

SATURDAY, 8:30–9:45 AM

JW 203, Second Floor

Novice

Theoretical Models

5017

Race-based Impression Management: The Centrality of Race and Organizational Commitment in Black Management Consultants

In an effort to keep pace with an increasingly globalized and diverse workforce, many organizations are investing more time and resources into their recruitment and retention initiatives associated with minority talent (Ragins, 2012; Skaggs & Kmec, 2012; Costen, Waller & Wozencroft, 2013). Likewise, in seeking to leverage the talent of a diverse workforce, a more comprehensive understanding of how minority individuals interact with the organization at the interpersonal level may be influential in informing key organizational initiatives. In the interest of understanding how organizations are experienced by racial minorities, the goal of this study is to identify the various techniques Black management consultants employ in seeking to effectively negotiate cross-cultural interactions with their professional colleagues and clients. Racial and ethnic minorities often face very unique challenges associated with navigating competing and often conflicting social identities (Morgan, 2002; Roberts, 2005; Roberts et al. 2008; Roberts et al., 2013 in press). This imbalance can create a very challenging and complex experience for these individuals, particularly when examined in the context of a racially majority organizational environment. The data collected from this study seeks to increase our understanding of how Black management consultants establish rapport within a racially homogeneous industry and will highlight the experiences of Black management consultants by demonstrating how a more acute understanding of the interpersonal process of negotiating cross-cultural interactions may be linked to organizational commitment. Additionally, this study seeks to expand the social identity-based impression management literature by further examining the manifestation of self-presentation behaviors enacted by Black management consultants.

Brook Jones, MEd, Doctoral Candidate, George Washington University - Atlanta, GA

CONCURRENT WORKSHOPS

SATURDAY, 8:30–9:45 AM

JW 204-205, Second Floor

Intermediate

Research/Assessment/Evaluation

5018

Madres, Mistolín and Maria: What Do Latina Students Bring to PWIs to Survive and Thrive?

The construction of parental involvement as it was introduced into American schools more than 90 years ago marginalizes Latina students and families. While research exists on the positive impact of Latina parental involvement, as well as cultural parenting practices unique to Latina culture that foster academic success, much remains to be learned. What teachers and administrators in K-12 and higher education settings have not yet widely considered is how Latina students bring with them six forms of cultural capital transmitted to them via their parents to persist in hostile environments such as Predominantly White Institutions (PWIs). This session is driven by a qualitative study that addressed what can be done to accommodate and support a growing Latina population by amplifying student narratives on how and under what circumstances they employed each of the six forms of capital. The findings reflect research with Latina college students at different types of higher education institutions (a selective all-women's college, a large co-educational university, and a community college) to examine how students describe and interpret parental involvement, employ cultural messages regarding education, and utilize cultural capital to persist at these PWIs. This study has implications for policy and practice for teachers and administrators in K-12 and higher education settings. It challenges these institutions to adopt asset-based approaches that propose to work with whole Latina/o families to support the whole Latina student. These complications faced by Latina students are not just issues of race. Findings will be shared with participants that provide recommendations for how Latina students can take active roles in advocating for themselves in higher education.

Jennifer Matos, EdD, Partner, Social Justice at Work Consulting Group - West Springfield, MA

CONCURRENT WORKSHOPS

SATURDAY, 8:30–9:45 AM

JW White River Ballroom A, First Floor

Novice

Curricular/Pedagogical Models

5019

10 Myths of Social Justice

The term "social justice" is being used (and misused) on college and university campuses more and more these days. What exactly is social justice? What is a socially-just community? What are the characteristics of a campus community committed to social justice? How do race, racism, and privilege fit into the social justice conversation. In this program, the ten myths of social justice will be

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shared as well as an assessment that can be used to measure your campus' commitment to inclusion, equity, and social justice.

Vernon Wall, MA, Director, Business Development, LeaderShape, Inc - Washington, DC

CONCURRENT WORKSHOPS

SATURDAY, 8:30-9:45 AM

JW White River Ballroom G, First Floor

Intermediate

Case Studies/Model Programs

5020

Charting MAPS for Success: Mentoring, Academics, Collaboration, and Service

This session describes retention strategies incorporated into the Multicultural Association of Pharmacy Students (MAPS) program at Purdue University, West Lafayette, Indiana. Data on increases in the number of underrepresented minority (URM) students, retention, and graduation rates of the targeted population will be discussed. Findings of specific interventions, advising techniques, and suggestions to key elements to the program's success will be shared. Information regarding the introduction of the first time offered mentoring component in collaboration with the chief diversity officer and vice provost for diversity and inclusion will be discussed. By attending this session, participants will be able to gain knowledge of how to create and/or grow an existing program, encourage underrepresented minorities persistence to graduation, and develop a cross-campus network of students and partnerships.

Linnette White, Director, Office of Multicultural Programs, College of Pharmacy, Purdue University - West Lafayette, IN

C. Christine Taylor, PhD, Vice Provost for Diversity, Chief Diversity Office, Purdue University West Lafayette - West Lafayette, IN

CONCURRENT WORKSHOPS

SATURDAY, 8:30-9:45 AM

JW White River Ballroom H, First Floor

Intermediate

Long and Short Range Planning

5021

From Community College to a Four-Year University: The MiCUP/MI-LSAMP Program

This session will showcase an award-winning program designed to address the opportunities and challenges first-generation, low-income, or underrepresented community college students may face in the transition to a four-year institution. The program is designed in two components: a summer research internship on Michigan Technological University's campus and on-campus support to those students who have made the transfer. This session will focus on

the programming pieces currently in place and the relationship developed between Michigan Tech and the community colleges.

This session should benefit participants interested in connecting community college students with undergraduate research opportunities, developing relationships with community colleges, and recruiting underrepresented populations to their universities.

Shezwaë Fleming, Director, Michigan Technological University - Houghton, MI

CONCURRENT WORKSHOPS

SATURDAY, 8:30-9:45 AM

JW White River Ballroom I, First Floor

Novice

Policy Issues

5022

Hispanic Serving Institutions: Implications for Federal Reauthorization of HEA

Research shows that Latinos are now attending universities at larger rates than their white counterparts. Latinos are a growing sector in institutions of higher education in the United States. Although access to these institutions has increased, the rates of retention are not growing at the same rates. The government has federally recognized funding for Hispanic Serving Institutions (HSIs). As federal funding continues to grow, these institutions are expected to better serve the needs of Hispanic students. Using Krippendorff Critical Content analysis, the implications for this federal policy will be explored. Information gathered through the Integrated Postsecondary Education System (IPEDS) will inform the research on HSIs and Latino student retention. These data will look at public and private four-year institutions with federal designation as HSIs. Findings will inform how institutions are using capacity building for Latino student success. Recommendations include allowable activities that link to student success, a consideration to revise the definition of an HSI, and a retention metric to differentiate between Hispanic enrolling and Hispanic serving.

Brenda Calderon, MA, Doctoral Student, CHCI Graduate Policy Fellow, George Mason University - Arlington, VA

CONCURRENT WORKSHOPS

SATURDAY, 8:30-9:45 AM

JW White River Ballroom J, First Floor

Intermediate

Case Studies/Model Programs

5023

IMSD Program at NC State: Promoting a Sense of Community among Undergraduate Research Scholars

The Initiative for Maximizing Student Diversity (IMSD) program at North Carolina State University utilizes a multi-tiered approach to increase the number of underrepresented minority (URM) students who attain bachelor's and doctoral degrees and engage in

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research in the biomedical and behavioral sciences (BBS). Student involvement both academically and socially has been shown to be positively associated with academic success, retention, and increasing levels of student involvement in research programs in higher education (Tinto, 1993; Astin, 1984). Studies have also found that level of commitment and the amount of time dedicated to a given program are indicators of academic success and retention (Astin, 1984). Moreover, data from our university have found that IMSD participants scored significantly higher than comparable non-participant BBS URM students in several areas including interest in research, expectations that research would be a significant part of their career, research outcome expectancy, and research self-efficacy (Brookins, et al., 2013).

This presentation will focus on strategies that were implemented to create a sense of community through program activities for students participating in a research program at North Carolina State University. The goal of the session is to discuss preliminary findings on the role of psychosocial variables (i.e., social support and sense of community) and the impact it has on the retention of URM students majoring in the areas of biomedical and behavioral sciences. This session should benefit upper level undergraduate students, graduate students, administrators, faculty members, and others engaged in the implementation of enhancement programs on campus.

Erin Banks, PhD, IMSD Program Director, North Carolina State University - Raleigh, NC

Amy Leonard, Graduate Research Assistant, North Carolina State University - Raleigh, NC

La Vera Brown, MS, Graduate Assistant, North Carolina State University - Raleigh, NC

CONCURRENT WORKSHOPS

SATURDAY, 8:30–9:45 AM

JW 101, First Floor

Novice

Case Studies/Model Programs

5024

Guiding Students to Success with STAR: How the STAR program Increased Multicultural Retention at a Private Liberal Arts College

The focus of this session will be to share the details of a retention program for first-year multicultural students at a small private liberal arts college. Since 2009, the program has increased multicultural student retention by 25 percent. In addition to improved retention rates, the STAR program has also been a catalyst to help participants become more engaged in the wider campus community. Attendees will learn about a model retention program they can replicate at their own institutions.

Bridgit Martin, St. Norbert College - De Pere, WI

CONCURRENT WORKSHOPS

SATURDAY, 8:30–9:45 AM

JW 102, First Floor

Intermediate

Interactive Training

5025

Exclusion: Removing the Barriers to Recruitment, Retention, and Promotion

We often wonder whether a subtle slight or an adverse assumption really occurred. And, if it occurred, should it matter? Exclusion is real. Insensitivity, isolation, and the absence of informal mentoring are just a few examples of the types of exclusion that have the ability to erode our confidence, create self-doubt, inhibit our willingness to contribute ideas, and silence our creativity. Natalie Holder-Winfield's research will reveal the most common barriers to diversity in recruitment, retention, and promotion of faculty and will provide chief diversity officers and others who lead staff and faculty development with strategies for removing these barriers. This seminar will demonstrate, through interactive exercises with the participants and discussion, how simple it is to build these barriers yet how deleterious they are to employee engagement. Attendees will develop practical approaches for moving diversity and inclusion principles into best practices that can be implemented.

Natalie Holder-Winfield, President, QUEST Diversity - Greenwich, CT

CONCURRENT WORKSHOPS

SATURDAY, 8:30–9:45 AM

JW 104, First Floor

Intermediate

Theoretical Models

5027

Intersections of Identities: A Student Coalition Model for Empowering Student and Cultural Engagement

The Seven Coalition Model seeks to provide an elevated, governing, and representative voice for students of color, LGBTQA students, women, and international students. It has both a physical and virtual presence to reach all four locations of Arizona State University (ASU).

ASU is the largest public university in the United States by enrollment. ASU's students are diverse and are very heavily involved in various activities and co-curricular experiences. Students pride themselves on innovation, being the change makers of the university while upholding time honored traditions. Even though ASU's racial and ethnic demographic is very competitive and reflects the state of Arizona's statistics, it is still challenged with the diversity trends seen across the country. To provide successful retention programs for first-generation students and to create innovative culturally inclusive strategies in a state with the most politically charged issues (like immigration) present major challenges for student affairs administrators at ASU. In order to have a successful college experience, the students who identify as students of color or multi-

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identity still seek out and thrive on the support the institution can provide. Administrators must be innovative in thinking about how to provide a diversity of services for all students, keeping in mind that these minority/underrepresented groups need programs that support their needs and growth.

The model, in its pilot stage this year, was established to replicate other student governing models like USG (University Student Government) and has the potential to create communication vehicles that can impact how the university operates and plans its future development.

The Seven Coalition Model is proving successful but has not come without challenges both on the student and administrative side. The vision is one that everyone believes in but the implementation process has provided various insights on student development theory and institutional change.

This student engagement model will be presented, as well as the development phases that are in place and planned. Participants of this workshop will leave with a step-by-step plan on how to engage students and ways to introduce the dialogue on programming for multiple and intersecting identities.

Amy Golden, EdD, Director for Strategic Initiatives, Arizona State University - Tempe, AZ

Gloria Noronha Peschau, Coordinator for Student and Cultural Engagement, Arizona State University - Tempe, AZ

CONCURRENT WORKSHOPS

SATURDAY, 8:30–9:45 AM

JW 106, First Floor
Intermediate
Training of Trainers

5029

Creating Opportunities for Interaction among Diverse Students: A Diversity Affairs and University Honors Program Partnership at Miami University

Several studies reveal that students who interact with racially and multi-diverse peers show greater intellectual growth and academic skills (Gurin, 1999; 2002). The Diversity Initiatives Office and University Honors Program at Miami University have collaborated to provide for high ability students who are majority white and upper income structured opportunities to interact with racially diverse and multi-diverse students on complex social issues to increase intercultural understanding. The presenters will discuss an intergroup dialogue strategy designed to train honors students to facilitate controversial topics and diverse issues for academic credit. The session will highlight the successes, challenges, and future directions of a peer training model that encourages cross-cultural dialogue in which students can learn to engage positive conversation inside and outside the classroom. This session should benefit faculty and staff in academic affairs and student affairs working to increase cross-cultural student interaction in the academy, as

well as developing meaningful and sustaining partnerships. Session participants are encouraged to share their work in this area.

Clifton Mcnish, Assistant Director, Miami University Honors Program - Fountain City, IN

Juanita Tate, PhD, Director, Miami University Divisional Diversity Initiatives - Oxford, OH

CONCURRENT WORKSHOPS

SATURDAY, 8:30–9:45 AM

JW 107, First Floor
Intermediate
Policy Issues

5030

Dare to Transgress?

The interest in diversifying the landscape of our higher education campuses through recruitment, retention, and promotion efforts to create more a more inclusive climate for underrepresented groups is a mantra that resounds with familiarity, for most of us. The critical relevance of this interest is clearly visible in the changing demographics of communities and students whom we serve, even in small, remote liberal arts institutions (Tierney and Bensimon, 1996).

Research and higher education practices have clearly demonstrated the impact of top leadership in prioritizing diversification of a college--resources and commitments dedicated to support the transformation in infrastructure and campus climate, along with civil rights, affirmative action, and grant initiatives have all played a role in helping us arrive at the changes we see on our campuses (Bonilla-Silva, 2003). What is less talked about, less visible today, are the acts of resistance and advocacy, grassroots efforts that galvanize, embold, or "transgress" (Hooks, 1994).

Has the mentoring of individuals of color within academe created individuals who, in the interest of their own survival and viability, have learned to "fly under the radar" and inadvertently defer from the exercise of the very powers that are given to them (Turner, 2003)? At the individual level, it behooves the mentor and the seasoned academic to advise junior faculty to proceed with caution, not to become embroiled in situations that will pull one away from one's research. However, when young underrepresented faculty are socialized to protect themselves, they often fail to fully participate in faculty affairs; they become complicit in maintaining the status quo. Without doubt, white allies need to speak up where underrepresented faculty members feel vulnerable or fear retribution. But what does it mean when the faculty of color or female faculty fail to act or remain silent (Turner, 2003). How do we recognize the need for all of us (as individuals and as members of various groups) to fully exercise and own the power we do have, to stand and no longer be relegated as outsiders or invisible? In other words, how does the practice of inclusion work if we remain silent?

Amanda Kim, PhD, Senior Advisor, St. Norbert College - De Pere, WI

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SATURDAY, 10:00–11:30 AM

JW 301, Third Floor
Intermediate
Case Studies/Model Programs

5100

Behind the Screen: What's Really Going On?

The preservation of our right to freedom of speech is something that most people take very seriously. Whether you engage in conversations with family or friends, the right to express one's opinions openly is one that we are accorded; however, when open dialogue is added along with social media, conversations can go from cordial to offensive and controversial by simply hitting the enter key on your keyboard. Creating and engaging in conversations around race and ethnicity will always be important, and with today's technology this does not require you to be face to face. In fact, more people are behind a screen when these conversations occur. The question then becomes: do you engage in healthy discourse or do you ignore the obvious argument that will ensue if you make a comment? Figuring out exactly what to say and how to say it in these potentially controversial conversations can be tricky. Even more tricky is coaching students through their emotions and feelings through their own responses to situations that may occur in their virtual space.

This workshop will explore social media outlets such as Facebook, Twitter, and Instagram in hopes of examining the tough conversations that are being held behind the screen. What are people more willing to say when they are not in your face? How does someone determine when to respond and how to respond in a way that is appropriate? When do comments and images become offensive and when does something cross the line? Using examples from the presenter's own FB, Twitter, and Instagram experience, scenarios will be explored and talked about in order to determine whether or not the lines have been crossed or blurred.

Renee Gibson, Assistant Director, Residence Life and Student Housing, Southern Methodist University - Richardson, TX

Melanie Johnson, MEd, Multicultural Coordinator, Multicultural Student Affairs, Southern Methodist University - Dallas, TX

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW 302 - 303, Third Floor
Intermediate
Theoretical Models

5101

Diversifying Our Departments: A Dialogue with a Focus on Women Faculty of Color

Underrepresentation of diverse women in the professoriate is a longstanding issue. In this session, presenters will examine several

theoretical and programmatic approaches to remedying this persistent problem.

We will present strategies based on interventions at the departmental level, drawing on research in multiple disciplines and contexts to develop distinct but complementary approaches. The approaches include structured dialogue, which draws on business school scholarship similar to that of Martin Davidson, who finds that critical diversity conversations with those in power and those on the margins can help diversify organizations, and the women and gender literature in political science which finds that women's mobilization is the key to advancing women's rights, including women's representation.

The first part of the session will consist of a vigorous conversation between the presenters about the applicability of these and other approaches to academe, and their strengths and weaknesses, with examples drawn from their experience as faculty and administrators at a Research I university. Since strategies may vary depending on discipline and institutional context, the second segment of the session will offer interactive exercises designed to engage participants and encourage them to reflect on their institutional, disciplinary, and personal experiences of organizational change and how they might pursue strategies aimed at increasing the numbers and diversity of faculty women. We will also explore the extent to which a gendered lens does or does not overlap and interact with a lens focused on race/ethnicity for this kind of transformational work in the academy.

*Gertrude Fraser, PhD, Associate Professor, Anthropology, PI., UVA
CHARGE/NSF ADVANCE, University of Virginia - Charlottesville, VA*

*Denise Walsh, PhD, Associate Professor, Politics, Associate
Professor, Studies in Women and Gender, University of Virginia -
Charlottesville, VA*

*Carol Mershon, PhD, Associate Professor, Politics, University of Virginia
- Charlottesville, VA*

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW 308, Third Floor
Intermediate
Theoretical Models

5102

Black Blues: Black Female College Students with Mental Health Concerns

Historical imagery that dates back to times of slavery has provided representations of Black women as innately hard-working, strong, and nurturing (Beauboeuf-Lafontant, 2009; Wallace, 1978). Though this image and expectation of strength in Black women originated in their service to White communities, it is reinforced within their own communities by their gender-specific roles as caregivers and matriarchs (Heath, 2006). It has also been argued that the image of strength continues to inform societal images of Black women as evidenced in the persistence of stereotypes such as the "angry Black woman" and the "welfare queen" (Beauboeuf-Lafontant, 2007). As a result, strength has become a burdensome expectation for

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Black women that is both informed and maintained by a matrix of interlocking oppressive categories such as, but not limited to, race, class, gender, and ability.

The fulfillment of the strong Black woman syndrome has been imparted intergenerationally among African women as a necessity for survival. The concept of the strength in Black women, in its present-day form, elicits unhealthy performances of identity that threaten Black women's mental wellness and limit their ability to harness their unique identities to circumvent and challenge oppressive environments (Beauboeuf-Lafontant, 2003; Harris-Lacewell, 2001). For some, the idea of the strong Black woman may serve as an asset while, for others, it results in intergenerational silence that masks their distressingly false performances of impenetrability and disregards their humanity. Further, limited access to health-related services, mistrust of healthcare providers, and the use of informal coping mechanisms discourage Black women from utilizing mental health services. For Black female college students, such barriers are compounded with the stress of acquiring post-secondary education.

Utilizing the theoretical frameworks of critical race feminism and disability studies, this presentation shares the narratives of Black female college students with mental health concerns at two predominantly White institutions. Through their stories, the study participants share their perception of strength as a necessary attribute for combating discrimination and demonstrating ability. This presentation will explore the myth of the "strong Black woman" and its emotional, physical, and spiritual impact across generations. Particular attention will be given to the importance of assisting Black female college students to move beyond survival to a space where they are able to mentally and physically thrive. Further emphasis will be placed on the potential benefits of utilizing mental health care professionals and harness strategies of self-advocacy to combat discriminatory environments.

Nadia Richardson, PhD, Founder and Wellness Consultant, Valenrich Wellness, LLC - Bessemer, AL

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW 309 - 310, Third Floor
Intermediate
Case Studies/Model Programs

5103

"You've Never Lived in Those Shoes": Facilitating Inclusivity on Campus and beyond through First-person Stories

Today, many smaller liberal arts—and often predominantly white—universities and colleges are experiencing demographic changes as they internationalize and otherwise diversify their student, faculty, and staff bodies. While such change brings important opportunities, many constituents first experience the change with uncertainty, insecurity, anxiety, and/or—if they belong to an underrepresented group—marginalization and even harassment. How can campus leaders and community partners help move beyond these initial reactions and structuralized inequity to a place from which people

may engage opportunities and help foster cultures of equity and inclusion? This interactive session will present the Welcome Project, now in its fourth year, as a model that provides skills, tools, and strategies to actively engage this question.

The Welcome Project (welcomeproject.valpo.edu) has drawn national attention for its efforts to illuminate the complexity of diversity and difference through its online collection of first-person stories edited from interviews with campus and civic members and its facilitated conversations held on campus and in the region. The stories have the power, in their honesty and vulnerability, to create a non-defensive space in which listeners more deeply empathize and thereby reflect on their own beliefs and behaviors and reconsider their positions on sensitive or charged topics. By using facilitated sessions, the Welcome Project helps universities and community partners navigate demographic shifts and, importantly, work to build a more equitable and inclusive campus and region.

The Welcome Project will be introduced in an interactive session that helps participants imagine how to:

- Find and collect stories from campus and city members
- Present those stories in a public multimedia web archive
- Identify key stakeholders both on and off campus
- Secure internal support
- Facilitate conversations in presentations, training, and workshops both on and off campus
- Involve students in all aspects of the work

Additionally, participants will consider ways in which such work can be valued by institutions as public scholarship and creative work.

Allison Schuette, Associate Professor of English, Co-Director of the Welcome Project, Valparaiso University - Valparaiso, IN

Liz Wuerffel, Assistant Professor of Art, Co-Director of the Welcome Project, Valparaiso University - Valparaiso, IN

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SATURDAY, 10:00–11:30 AM

JW 312, Third Floor
Advanced
Case Studies/Model Programs

5104

Deliberate Approaches to Diversifying the Physician Workforce: Urban Health Program

In 1978, the Illinois State Legislature created the University of Illinois Urban Health Program (UHP) to address the growing health disparities in underrepresented minority (URiM-Underrepresented in Medicine) communities, specifically in Illinois, in all six of the health science colleges in the University of Illinois system.

The mission of the UHP is to recruit, retain, and graduate underrepresented racial/ethnic minority students, specifically African Americans, Latinos, and Native Americans, into the health professions. The UHP seeks to expand educational and research

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opportunities for these populations, at all academic levels (including pre-college students), to develop underrepresented racial/ethnic minority health care professionals, faculty, and researchers with the goals of eliminating health disparities and advancing health equity.

Since 1978, the College of Medicine Urban Health Program (COM-UHP) has assisted in the graduation of more than 2,500 minority physicians and has helped the University of Illinois College of Medicine become the largest and one of the most diverse medical schools in the United States.

The COM-UHP offers a variety of programs and services for students who are Underrepresented in Medicine (URiM) and from disadvantaged backgrounds. These programs attract talent, provide access to medical education, support even progression through the curriculum and promote academic excellence. It also develops leaders who advance health equity. UHP's direct interventions bring "planned changes in organizations and communities...while developing, locating, and managing community resources" (Carlton-LaNey, 1999). COM-UHP's practice is rooted in understanding health disparities in minority communities by which direct interventions in medical school education create change in the larger system of health care. Through UHP's recruitment, nontraditional paths to health professions, and community building, more minority students are entering medical school with the goal of returning to and serving URiM communities.

This presentation will discuss the structure of the COM-UHP and the elements of its design. It will focus on the efforts of the University of Illinois College of Medicine to increase and sustain its diversity efforts for more than 20 years despite ongoing pipeline challenges. Additionally, the presentation will highlight the challenges and effective approaches to the academic progression of URiM and nontraditional learners that have been implemented and refined over the last 15 years.

Laura Hamilton, Assistant Director of Student Development, Urban Health Program, College of Medicine, University of Illinois at Urbana Champaign - Urbana, IL

Princess Currence, Director, Urban Health Program, College of Medicine University of Illinois at Chicago - Chicago, IL

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JW 201, Second Floor

Novice

Curricular/Pedagogical Models

5105

Performance Pedagogy: Critical Thinking and Deconstructing "The Other" through Theater and Performance

Whether teaching theater in the gen ed race curriculum, or teaching race in departments of theater, performance pedagogy offers a unique place to foster and encourage collaboration and interactive learning. Whether analyzing and critiquing examples of dramatic text or in writing and staging students' original work, performance pedagogy—narrative, playwrighting, and performance poetry—

encourages an interesting strategy for critiquing the relationship between race and other social identities. Likewise, performance pedagogy creates a safe space to have those sometimes difficult discussions about race, class, ethnicity, disability, able-bodied-ness, ageism and/or sexual identity.

By reading, writing, and mounting these original works created in and around discussions of race, students are urged to think deeply about the socio-political issues around difference and inclusivity across cultures and tied to particular moments in history. Through the narratives, plays, and poetry that students devise in response to classroom discussions and course content, they create work that rearticulates those issues to a broader audience.

This presentation addresses the efficacy of performance pedagogy in theater and in the gen ed race curriculum and offers assignment examples and strategies for incorporating aspects of performance pedagogy in almost any curriculum.

This session will appeal to all participants and might fit best with interactive training or curricular and pedagogical models.

Kimmika Williams-Witherspoon, PhD, Temple University - Darby, PA

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SATURDAY, 10:00–11:30 AM

JW 202, Second Floor

Intermediate

Interactive Training

5106

An Analysis of Workplace Behavior and Patterns: The Intersection of Race, Gender, and Class in Today's Political Economy

Scholars use the phrase "social location" to capture how the intersection of race, gender, and social class positions one in a particular place within society. This interactive training session integrates a historical and current analysis of workplace patterns that captures the complex factors shaping the intersection of race, gender, and class in the workplace. The workshop is a unique exploration grounded within a critical social theoretical framework to provide chief diversity officers, managers, and supervisors with strategies to navigate social location in the modern-day workplace. Additionally, the training session creates a space for participants to address challenges and assess to what extent today's work structures are organized by class. Similarly, presenters will explore the implication of class on work identity and ask to what degree current work structures foster levels of micro-aggression within the work environment. Presenters will use anecdotal data, knowledge from scholars, case law, and visual arts to corroborate the analysis. Further, the experiences of those attending the training will give voice to missing thoughts about differences in the U.S. labor market in relation to race and other social identities. At the end of the presentation, each attendee will begin to identify strategies to address the intersection of race, gender, and class within their respective work environments.

Marie-Michelle Rosemond, Doctoral Candidate, Eastern Michigan Educational Leadership, University of Michigan - Ann Arbor, MI

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CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW 203, Second Floor
Intermediate
Interactive Training

5107

Exploring Our Cultural Capital: Latinos/as and African-Americans in Conversations about Equity, Ethnicity, and Race

This program is not intended to address issues new to educational institutions. Rather, presenters will take a functional approach to address many issues that impact the development of a socially-just and diverse community. The session will focus on race and ethnic identity as a part of the college experiences of faculty, staff, and students and of African Americans and Latinos. In addition, it will touch on the intersectioning impact of gender and sex roles, class status, access and participation, sexual orientation, gender identities, religious differences, and the many intersections of the above issues and identities for immigrant populations and first-generation students in their roles as faculty, staff, and students. It is the view of the facilitators that identities are intersecting and contextual such that our session seeks not to essentialize identity to a single factor but to engage the complexity of multiple identities interacting.

This session should benefit those interested in understanding the issues that impact and shape interactions around equity, ethnicity, and race between Latinos and African Americans, identifying strategies for increased understanding and for building and supporting genuine and authentic relationships between Latinos and African-Americans. Participants should have an understanding of issues of power and privilege as well as familiarity of the U.S. historical context for members of both identity groups. Workshop participants will best be served if they engage in: Personal reflection on their own race/ethnicity, cultural values, behavior, and language.

Institutional cultural values, norms, beliefs, policies, and practices that positively and negatively contribute to the ability of Latinos and African Americans to engage with each other

Angela Batista, EdD, Dean of Students, University of Southern Indiana - Evansville, IN

Sherwood Smith, EdD, Director, Lecturer, University of Vermont - Burlington, VT

SPECIAL FEATURES

SATURDAY, 10:00–11:30 AM

JW 204-205, Second Floor
Intermediate

5108

How to Get Students Researching and Changing Sundown Towns

Sundown towns are communities that for decades were "all white on purpose." Some still are. Hundreds of towns had this policy, formally

or informally, in MI, OH, IN, IL, WI, OR, PA, and other northern states. Sundown towns were also common in Appalachia and the Ozarks, but rare in the Deep South. This workshop will bring attendees up to speed on the astonishing prevalence of sundown towns, whom they kept out, when they arose, and how they stayed white. Loewen will also suggest ways to deal with students who are unwitting products of all-white environments but now reside in your dormitories. The workshop will also explain how students can confirm whether a community had this policy, and once confirmed, how students can use the information to help the town transcend its white supremacist past. This is research that makes a difference, and students from middle school through Ph.D. programs have done it successfully.

James Loewen, Professor Emeritus, Department of Sociology, University of Vermont - Burlington, VT

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW White River Ballroom A, First Floor
Intermediate
Interactive Training

5109

“You’re Only Scratching the Surface....Literally!” Conversation on the Iceberg Concept of Culture

Gandhi’s seven deadly social sins are:

- Politics without Principle
- Wealth without Work
- Commerce without Morality
- Pleasure without Conscience
- Education without Character
- Science without Humanity
- Worship without Sacrifice

If we had permission from Gandhi, perhaps Communication without Understanding should be inserted. Relationships cannot be sustained if we do not understand or are not aware of the person and the lenses through which they see life. In this presentation, the audience will see that looking past the surface of culture and discovering the deeper learned and shared behaviors, values, and norms can open up countless possibilities for social understanding and relationship building. Edward T. Hall’s Culture Iceberg Model reveals that the surface is home to our behaviors or everyday happenings. Retrospectively, these everyday actions give way to stereotypes, prejudices, and/or profiles that can be harmful for relationship building. With this in mind, gained knowledge in the deeper portions of those behaviors, norms, and values within the cultures can be a vehicle to decreasing negatives or harmful perceptions of one another.

Ignorance! Assumption! Obviousness! These are some of the things that cause us to move through life without being considerate of the other person. These blissful lazy performances of the mind leave room for the Bobbie Harro’s cycle of socialization to take place, causing repeated harmful and dangerous patterns. Having a lazy mindset about learning the dynamics of one another keep us from pushing past the “learning edge” of understanding and “comfort

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zones” that keep us in a still position of growth. The objective is learning to explore the notion of understanding one another by looking past the surface and seeing life through those norms, values, and shared behaviors that shape lives through activities and videos examining multiculturalism as well as obtaining tools and materials to share with for future presentations or instruction. With this, relationships have a greater potential to be self-sustaining.

DeVon Jackson, MS, Assistant Director, Student Engagement and Cultural Development, Villanova University - Villanova, PA

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW White River Ballroom G, First Floor
Intermediate
Interactive Training

5110

“Calling Out vs. Calling In”: A Process of Building Community”

A flushing of the cheeks. A feeling of smallness. The familiar taste of shame. Being “called out” in social justice has a distinct sting that makes it challenging to return to spaces that should, in theory, be inclusive of its members. The facilitators of this session will posit a question once presented by a student who challenged, “Instead of calling each other out, what if we called each other in?” This session seeks to answer that question through brief introductions of theory and interactive activities to inspire transformative praxis. Participants will leave the session with skills and tools to raise the idea of calling in to create inclusive spaces at their home institutions

Jennifer Matos, EdD, Partner, Social Justice at Work Consulting Group - West Springfield, MA

Brandon Buehring, MEd, Partner, Social Justice at Work Consulting Group - Northampton, MA

MAJOR WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW White River Ballroom H, First Floor
Novice

5111

One More River to Cross: Engaging the Intersections of Race, Sexual Orientation and Religion

“Why do we always have to just talk about race, what about sexual orientation?” “Sexual Preference is a personal issue and should not be included in the diversity discussion because it’s a choice!” “Where am I supposed to go and be fully accepted, the Queer students don’t want me to be religious and the religious groups don’t want me to be Queer...” If you heard or felt these sentiments and are looking way

to effectively engage the intersections of race, religion and sexual orientation, this session is for you.

Learning Outcomes:

Participants will be introduced to the cycle of oppression

Participants will examine the similarities and difference between racism and heterosexism

Participants will be invited to explore how religion and spiritual beliefs impact their ability to navigate this conversation.

Participants will leave with tips for more effective engagement and community building.

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

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW White River Ballroom I, First Floor
Intermediate
Long and Short Range Planning

5112

Collaborative Practice You’ll Love; Strategic Planning Your Supervisor will Love!: or How Joint Strategic Planning Can Align and Maximize Our Work with Students of Color, Veterans, LGBTQIA, and Nontraditional Students

As professionals responsible for supporting students with multiple, intersecting, and at times divergent identities, we can be resistant to creating strategic plans because having a shared strategic plan can seem ill-suited to best meet the needs of the populations for whom we serve. However, the process of creating and implementing a strategic plan can result in ongoing constructive dialogue and interaction, capacity building, alliances across difference, and an increased and deeper understanding between student affairs practitioners who serve different student populations.

Presenters will share their strategic plan as a living document and explore its theoretical foundations in the Tri-Sector Practitioner Model (TSPM), developed by Dr. Toby Jenkins (2010). This model “highlights the three primary components that ensure cultural practice...is intentional and interwoven into the office culture. These three broad areas are community building and outreach, administrative practices, and cultural programming” (p. 139-40). Jenkins’ model is clearly based on support for students of color but can be adopted to serve a broader set of underrepresented student populations. Uniting around a shared strategic plan allows users to leverage their expertise to ensure consistency and equity in the delivery of services as well as to increase their capacity to serve LGBTQIA students, nontraditional students, student veterans, and students of color by aligning their programs and services around a shared theoretical model.

After highlighting the practical application and adaptation of Jenkins’ model, presenters will discuss the process of creating this intersectional strategic plan across focal areas in their department. Participants will gain important insights for implementation

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while exploring the possibilities and challenges of this type of collaboration in their current positions. The session will close with a chance to question and strategize with presenters, who are excited and optimistic that this plan could expand and evolve into an exemplary, collaborative approach for serving both the intersections and specific needs of the many and varied populations of underrepresented students on our campuses.

Maure Smith Benanti, Assistant Director, Lesbian, Gay, Bisexual, Transgender Education and Support, University of Oregon - Eugene, OR

Gretchen Jewett, Director, Nontraditional and Veteran Education and Support, University of Oregon - Eugene, OR

Keisha Janney, Specialist, Multicultural Inclusion Support, University of Oregon - Eugene, OR

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW White River Ballroom J, First Floor

Intermediate

Long and Short Range Planning

5113

Taking D&I Training to the Next Level: E-learning Solutions

Many higher education institutions have tried and tested the traditional Diversity and Inclusion (D&I) training methodologies with limited success. Low participation rates and diversity training fatigue is all too common in the industry. Gaining traction and momentum with faculty and staff resistant to the idea of attending D&I training is a common challenge that institutions grapple with. IBIS, a leading consulting firm, understands the challenges that higher education institutions face regarding D&I learning goals.

IBIS is a pioneer for cutting-edge and innovative D&I e-learning. This training will be interactive, engaging, and meaningful. Offering participants a safe environment to test out personal biases and assumptions has proven to be an effective way to educate people on dynamics of inclusion and exclusion. Using state-of-the-art interactions like inclusion meters, simulated coaching, and biases thought bubbles, ISIB has been successful in taking D&I training to the next level. The methodology allows for this training to be deployed to a large number of participants in a cost effective manner, with the flexibility of taking the course at the learner's pace and desired time.

This session will explore trends and best practices for developing D&I e-learning courses that result in measurable learning outcomes. Specifically, presenters will share how they implemented an effective e-learning D&I training program at the University of California, Irvine. The e-learning courses help participants:

- Identify individual roles and responsibilities for building and sustaining an inclusive environment
- Recognize the case for diversity and inclusion in higher education
- Understand the dynamics of inclusion and exclusion and practice skills required to be effective in a diverse environment

· Recognize the key best practices for respectful interaction with colleagues and students

· Develop personal action plans to create a more inclusive environment This session will explore the innovative approach taking the learner from education/awareness through action planning based on their specific roles. This last step helps to establish accountability and enhance integration of D&I into everyday practices.

IBIS e-learning courses are being used by Fortune 500 companies such as Boeing, Campbell Soup, Sun Life Insurance, Nestle, and Microsoft. Additionally, they have an extensive list of college/university clients including Babson College, Berklee College of Music, Boston University, Denver University, Harvard University, Lesley University, McMaster University, Rose-Hulman Institute of Technology, Simmons College, Suffolk University, and the University of Massachusetts.

Shilpa Pherwani, MA, Managing Partner, IBIS Consulting - Framingham, MA

Myra Hindus, MSW, Principal, Creative Diversity Solutions - Boston, MA

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW 101, First Floor

Intermediate

Research/Assessment/Evaluation

5114

Different Demographics...Shared Experiences in the Workplace: Reported Social Alienation in White Men and Black Women Student Affairs Professionals

This presentation discusses a shared phenomenon of professional alienation reported by Black female and White male student affairs professionals. The presentation reviews a study aimed at understanding the perceptions of social support at the workplace among a diverse group of student affairs professionals working in South and Midwest colleges and universities. The findings revealed the professionals reported prevalent feelings of social alienation at the workplace, consistent with other cited research. Furthermore, this study highlights significant differences among its demographic subgroups, indicating differences based on race and gender. Specifically, Black women and White male professionals expressed similar feelings and perceptions of being socially isolated in their work environments.

Collins (2001) notes Black women in academic institutions have differing experiences, backgrounds, and beliefs. The Black women professionals who participated in this study mirrored Collins' statement as they struggled with social isolation. The implications of their isolation lead them to feeling alone and mistrusting their colleagues to the point of having difficulties establishing personal relationships at work. Further analysis discovered that for Black women professionals, alienation as it interacts with race/gender significantly and negatively affects the position level of Black women. This has an indirect effect on their income earnings. This finding is particularly compelling since social isolation is an obstacle

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to professional advancement for Black woman student affairs professionals.

Whereas collegial relationships contributed to the alienation felt by Black women, attitudes and perceptions of being pushed aside contributed to the alienation felt by White men. There is little research on White male professionals; thus, this study documents voices expressed anecdotally yet rarely empirically. The study's findings from its White male participants reflected an observation by Von Bergen, Soper, and Foster (2002). The researchers stated that diversity is increasingly being seen as a threat to white males and can result in a general fear from that population that they will be unfairly overlooked for hiring/promotion. The White male professionals in the presentation's study expressed not only alienation but also frustration and feelings of exclusion in their work settings related to practices associated with affirmative action.

This presentation will address the breadth of social alienation across the study's sample and examine the depth of this phenomenon as it relates to the study's subgroups. Most importantly, the presentation will discuss implications for workplace diversity initiatives and propose strategies for engaging in meaningful and inclusive diversity conversations.

Sandra Miles, PhD, Director of Student Affairs and Ombudsman, Indianapolis University/Purdue University Indianapolis - Columbus, IN

Cheryl Warner, PhD, Director, Mental Health Counseling, Indiana University/Purdue University Indianapolis - Columbus, IN

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW 102, First Floor
Intermediate
Research/Assessment/Evaluation

5115

Improving Graduation Rates for African American and Latino Students at Public Institutions

This session describes an investigation of effective academic development and retention programs for African American and Latino students at selected mid-sized, non-Research I public universities. The result was the development of a cost-effective program, which resulted in six-year graduation rates of at least 50 percent of the African American and Latino students. Interviewed for this study were students; provosts; presidents; admissions staff; financial aid staff; student affairs staff; African, African American, Latino, and European American faculty involved in programs related to retaining and graduating African American students; and staff of programs which impacted special admit and regular admit African American and Latino students.

Information was analyzed relative to existing research literature and best practices. Several factors were uncovered about the graduation rates of African American and Latino students. Campus climate must minimize stereotype threat, assuring students of color that their race/ethnicity will not be a factor that works against them and includes opportunities to be an integral part of the university and its leadership. There must be a critical number of faculty of color;

screening of prospective faculty must occur to identify a willingness to work with African American and Latino students. Faculty development programs must be in place to assure understanding of the academic experience and cultural values the students bring to the institution. Admissions departments need ties with community organizations and high schools that will allow them to recruit students who are able to succeed. Universities must have summer and academic year programs for regular admit and special admit students, which include remedial courses, mentoring, advising, and support groups. Financial support must exist and graduation must be a priority for the administration and entire institution.

Rita Smith-Wade-El, PhD, Professor, Psychology Department, Director of African American Studies, Millersville University - Millersville, PA

Ismail Smith-Wade-El, Artistic Director, Theatre for Transformation - Lancaster, PA

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW 103, First Floor
Intermediate
Theoretical Models

5116

Model of White Male Racism

White racism is personal and behavioral, as well as cultural and structural in composition. Thus we need to look to see how they merge with each other to help develop the racist reality in a nation such as the United States. Developing a profile of racial hate will help us to see how the process of white racism developed and flourishes today. If we just look at the individual racist, we can be lulled into the belief that if we just get rid of those individuals, we will be rid of the disease. On the other hand, if we just look at the society or the cultural and structural reality of racism in the United States, we may be either turned away because of the magnitude of the problem or believe that we need only to change the laws and social structures to eliminate the problem.

Both individual and corporate aspects of the problems are real. Neither individual nor societal aspects of the problem, taken by them, will move us very far down the road. The individual racist is given encouragement by societal cues that suggest that racist behavior, if not welcome (and it is often welcome), will be tolerated. All societies include consistent acts, which, over time become habitual and thus seen as normal or natural. With this normal expectation, people fail to see the problem unless they are the focus of that unwelcome attention. But the reality is also that those who are in the spotlight are often the very people who are unable to revise or eliminate this unwelcome behavior.

In order to develop successful strategies, we need to develop a process that will allow us to see what happens as the different aspects of the process cross over each other and intersect with each other. This process has cooperative and conflictual strands that we need to understand.

Paul Kriese, PhD, Professor, Indiana University East - Richmond, IN

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CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW 104, First Floor
Intermediate
Theoretical Models

5117

Circular Linearity: An Expanded Paradigm for Teaching and Learning

Circular Linearity is a culturally centered and respectful paradigm for teaching that maintains academic rigor and promotes inclusive excellence. It is a racially aware model of pedagogy that expands the linear approach. Session facilitators will lead dynamic, activist-oriented introspection as we reflect on the disciplinary norms and racial identities that affect our specific teaching pedagogies. Questions include:

- What is it to be a chief diversity officer, psychologist, anthropologist, dean or provost, social worker, MC director, professor, student life coordinator, etc. of your particular racial identity?
- How do these ways of seeing and being a socially/racially positioned professional affect your teaching and facilitating?
- Where are you located in your story of becoming the professional that you are today? In so becoming, what disciplinary norms and racial narratives inform your language and practices around linear and circular teaching models?

Bringing to voice (as opposed to suppressing) the racially positioned questions that complicate our disciplinary agendas is important for enhancing our teaching effectiveness—and our students' success. With the support of our many stories, we can gain the ability to see the ways in which we may unintentionally recreate the abuses of our disciplines when we teach students and lead faculty.

By becoming more aware of our own stories and by developing the critical languages in which we speak them together as educators committed to equity, we are able to hone the strategic self-reflection necessary for claiming or reclaiming the centrality of the oral tradition in our teaching and learning. The session will culminate in an examination of several successful working models of Circular Linearity

Alice Oleson, PhD, Department Chair, Sociology and Criminal Justice, University of Dubuque - Dubuque, IA

Algernon Felice, PhD, President/CEO, Cultural BRIDGES Treatment and Consulting LLC - Madison, WI

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW 105, First Floor
Intermediate
Theoretical Models

5118

Standing Still: Theory and Praxis on Intersectional Work in Social Justice/Identity Centers

In the fast-paced industry of higher education administration, where The Chronicle of Higher Education churns out declarations and manifestos about the demise of the field should the next new idea not be embraced, enhanced, and enforced ASAP, standing still is close to sacrilege. However, this session seeks to do just that. This space is created to highlight the efforts of three social justice based offices at a medium to large public university in the Midwest that stopped rushing to pad their work with the intersectional stamp. In doing so, the centers not only acknowledge but evaluate how precisely the effort of infusing an intersectional approach in doing this work resulted in raw emotion, intellectual paralysis, historical wounds, and distrust among those who should most logically be allies, before taking a turn toward productivity. The session will first provide a brief theoretical history of intersectionality in student services, then examine this location specifically, offering a concise summary of the mission and goals of each office. The session will trace the process of introducing intersectionality as a working context in these sites and translate that to the sites of participants in the session. The content promises to offer solutions for how to move forward in what is, as the research supports, a common organizational derailment of using an intersectional approach to student service social justice work. Our hope is in telling our story of standing still we can offer new approaches to both acknowledging the complexity of this work as well as overcoming the moments that stall progression toward full intersectional integration.

Marlene Kowalski-Braun, Assistant Vice Provost for Student Affairs, Grand Valley State University - Allendale, MI

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW 106, First Floor
Intermediate
Training of Trainers

5119

Using a Professional Book Club to Address the Challenges of Minority Professionals in Academe

Issues of diversity and inclusion continue to plague academia, marginalizing members of minority groups. Within the last five years, an uprising of individuals who have been historically silenced and oppressed is taking place in the form of conferences, edited volumes, blogs, and academic writing collectives. To further the agendas of tolerance and authentic inclusion, conversations about challenges faced by minority groups working in universities is needed. More than addressing the lived experiences of gendered and

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ethnic minority populations in academia, a setting in which solutions and action steps to end marginalization is needed, too. This includes settings in which networking and mentoring can emerge organically among members of these groups, so that mutual support is fostered. We challenge campuses to engage in an exploration of these experiences by sponsoring book club discussion groups. The goals of such groups should be:

- To create an environment that is safe and fosters tolerance and inclusion
- To help individuals by providing an outlet so that they can negotiate the duplicity of their roles as minorities and as members of academe
- To create an avenue for professional mentoring among participants
- To raise greater awareness among university officials about the unique contributions of these marginalized groups, so that the campus climate becomes more hospitable

With this agenda, it is possible to shatter the silence that has historically surrounded these individuals and, at times, pushed them out of university settings. Support, in combination with consciousness-raising, pushes university officials to take seriously the unique contributions and hurdles faced by campus professionals. Navigating discrimination daily at the job site is labor intensive, effectively wasting the potential of both the oppressor and the oppressed. By minimizing, if not eliminating, intolerance and insensitivity, professionals can devote more attention to creating knowledge and mentoring students—the work traditionally associated with university settings. This session will highlight how Southern Illinois University—Edwardsville started such a book club with the above goals in mind. The session will provide tips on how to decide on the appropriate texts, how to develop the group, how to garner university support, and how to facilitate the dialogue in such a way that contributes to the overall growth of the university community.

Kimberly Carter, PhD, MSW, Assistant Professor, Department of Social Work, Southern Illinois University Edwardsville - Edwardsville, IL

Venessa Brown, PhD, Assistant Provost for Institutional Diversity & Inclusion, Professor of Social Work, Southern Illinois University Edwardsville - Edwardsville, IL

CONCURRENT WORKSHOPS

SATURDAY, 10:00–11:30 AM

JW 107, First Floor
Novice
Interactive Training

5120

Cultural Values & Conflict

This workshop invites participants to engage in self-reflection pertaining to personal values related to social identities, the impact of these socially-based values on assumptions and expectations, and how to effectively engage in cross-cultural conflict or discomfort. Session participants will engage in silent reflection, experiential activities, group conversation, and case-study analysis with an intentional focus on personal growth and reflection. This session should benefit individuals who desire reflection on their personal race and social class identities and wish to explore the impact of

their social identities on their own lives, particularly those involved in community service initiatives. Additionally, this session may benefit professionals interested in diversity curriculum used with service-learning initiatives or professionals wishing to see curriculum published in 2012's *Journal of Transformative Education*.

D. Scott Tharp, MSW, Associate Director, Center for Intercultural Programs, DePaul University - Chicago, IL

CLOSING KEYNOTE ADDRESS

SATURDAY, 1:30–2:45 PM

JW Grand Ballroom, Third Floor
Novice

5200

Soledad O'Brien

Soledad O'Brien is an award-winning journalist, documentarian, news anchor, and producer. O'Brien was the originator of *Black in America* and *Latino in America*. In June 2013, she launched Starfish Media Group, a multiplatform media production and distribution company dedicated to uncovering and producing empowering stories that take a challenging look at the often divisive issues of race, class, wealth, poverty, and opportunity through personal stories. Starfish Media Group continues to produce *Black in America* for CNN. O'Brien is a correspondent for HBO's *Real Sports with Bryant Gumbel* and a special correspondent for Al Jazeera's *America Tonight*.

In 2011, O'Brien won an Emmy for "Crisis in Haiti Report" on Haitian orphanages, following the massive earthquake. In 2013, she won Emmys for her coverage of the 2012 presidential election and her work on "Kids on Race: The Hidden Picture." Her coverage of Hurricane Katrina earned her and CNN a George Foster Peabody Award. She also received another Peabody Award for her coverage of the BP Gulf Coast oil spill. Her reporting on the Southeast Asia tsunami garnered CNN an Alfred I. DuPont award.

O'Brien's critically acclaimed documentary series, *Black in America*, and its follow-up, *Latino in America*, are among CNN's most successful domestic and international franchises. In 2013, *Latino in America 2*, the story of a Latina boxer who dreams of Olympic glory, won the celebrated Cine Award for documentaries. In 2013, O'Brien joined Harvard University as a distinguished fellow and was appointed to the board of directors of the foundation for the National Archives.

In the wake of Hurricane Katrina, O'Brien and her husband Brad created a foundation to help disadvantaged young women get to and through college. In 2013, they awarded scholarships to 25 deserving young women.

Soledad O'Brien, Award Winning Journalist, Documentarian, News Anchor, and Producer, Starfish Media Group - New York, NY



The Institute for Democratic Education and Culture

SpeakOut is a non-profit educational organization committed to education, racial and social justice, leadership development and activism.

Our network of speakers, artists, and strategic partners provide experiential learning opportunities through lectures, workshops, film screenings, performances and curriculum development.

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These scholars, authors, speakers and performers will present in over 30 conference sessions. Check program listings for details.

Visit the SpeakOut booth or contact us to learn how to bring them to your campus.

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Tim Wise

SpeakOut also represents these engaging speakers and artists:

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Winona LaDuke
Julianne Malveaux
Cherríe Moraga
Carlos Muñoz Jr.
Kevin Powell

Loretta Ross
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Cornell West
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Visit the SpeakOut Booth #18-19 for NCORE booksignings and to purchase books and DVDs.

www.SpeakOutNow.org

NCORE 2014 INFORMATION AND EXHIBITOR HALL

The National Conference on Race and Ethnicity in American Higher Education wishes to thank the companies and organizations that support the conference and encourage our participants to visit our vendors. Afternoon breaks from 2:45 - 3:15pm on Wednesday, Thursday, and Friday will be in the Exhibition Hall.

EXHIBIT HALL SCHEDULE:

WEDNESDAY, MAY 28

9 AM-6 PM

THURSDAY, MAY 29

9 AM-6 PM

FRIDAY, MAY 30

9 AM-6 PM

BOOTH 13

Amnesia, The Play

Information about the play, booking info, and info about Ariel Luckey's other productions

BOOTH 14

The Privilege Institute

BOOTH 16

Bia-Marantha

Jewelry and clothing

BOOTH 17

The White Privilege Conference

WPC is a conference that examines challenging concepts of privilege and oppression and offers solutions and team building strategies to work toward a more equitable world.

www.whiteprivilegeconference.com/

BOOTH 18

SpeakOut

The Institute for Democratic Education and Culture is dedicated to the advancement of education, racial and social justice, leadership development and activism. Our network of speakers, and artists provides experiential learning opportunities through lectures, workshops, film screenings, performances and curriculum development. SpeakOut works with colleges, universities, schools, organizations, government agencies and the private sector, promoting critical analysis, creativity and sustainable strategies for 21st century problem solving.

www.SpeakOutNow.org

BOOTH 20

Eiteljorg Museum of American Indians and Western Art

The Eiteljorg Museum of American Indians and Western art was founded to inspire an appreciation and understanding of the art, history and cultures of the American West and the indigenous peoples of North America.

www.eiteljorg.org

BOOTH 21

Latinos in Higher Education

LatinosinHigherEd.com is the first Latino professional employment web site designed specifically for the higher education community. It was launched in response to a growing concern about the need to promote career opportunities in higher education for the growing Latino population. This site helps employers connect with the largest pool of Latino professionals in higher education in the United States, Puerto Rico and internationally by disseminating employment opportunities to registered candidates and a national network of Latino-serving organizations.

www.latinosinhighered.com

BOOTH 22

Samara Lectures LLC

Samara Lectures LLC represents authors, activists, artists, and non-profit organizations whose missions speak to the core issues of our time. Our areas of focus include diversity, identity, human rights, civil rights, mental health, religion, and more.

www.samaralectures.com

BOOTH 23

The National Research Council of the National Academies

NRCNA conducts the Ford Foundation Predoctoral, Dissertation, and Postdoctoral Fellowship programs for research-based study in the sciences and the humanities. Complete information can be found at

www.nationalacademies.org/ford.

NCORE 2014 INFORMATION AND EXHIBITOR HALL

BOOTH 24

Social Justice Training Institute

The Social Justice Training Institute provides a forum for the professional and personal development of social justice educators and practitioners to enhance and refine their skills and competencies to create greater inclusion for all members of the campus community.

www.SJTI.org

BOOTH 25

African Imports

Since our inception in 1996, our motto has always been “whatever it takes to make the customer happy”. African Imports started out of my desire to bring a little bit of my Africa to a small circle of friends and also to satisfy the demand of people wanting own something exotic. We have grown from Kente to African Fabrics to Woodcarvings, Embroidery Clothing, Jewelry and Drums. We pride ourselves on providing quality products and excellent customer service.

BOOTH 26

West Love Color and Culture

WEST LOVE Color and Culture is the premiere community artisan visual arts exhibitor of linen and silk cultural artwear and textiles for the purpose of enhancing cultural awareness and valuing diversity.

BOOTH 27

The Foundation International

BOOTH 28

American Program Bureau

For nearly 50 years, American Program Bureau (APB) has been the leader in developing meaningful diversity programs for colleges nationwide. From its initial days representing luminaries such as Dr. Martin Luther King, Jr, Julian Bond and Myrlie Evers-Williams, APB's roster has grown to include today's foremost speakers on diversity, including Sybrina Fulton & Tracy Martin, Michael Eric Dyson and this year's NCORE keynote, Mark Lamont Hill. To learn how APB can help make your next event one to remember, please call 1-617-614-1600, or visit APB online at: www.apbspeakers.com.

www.apbspeakers.com.

BOOTH 29

Hope Children Center International

BOOTH 30

World Trust

Through education rooted in love and justice, World Trust is a catalyst for racial equity. World Trust produces documentary films designed to support dialogue about race. We also offer workshops that incorporate film & dialogue that educate and engage a broad audience in racial equity issues. World Trust is a trusted resource, engaging over 10,000 people each year in live events and helping build the capacity to challenge inequity.

World-trust.org

BOOTH 31

Harvard Graduate School of Education

Offering thirteen master's programs and two doctoral programs, HGSE aims to improve student opportunity, achievement, and success by generating knowledge and preparing future leaders in education practice, policy, and research.

BOOTH 32

JDOTT

John D. O'Bryant National Think Tank for Black Professionals in Higher Education (JDOTT) is a nonprofit organization that consists of a broad-based coalition of individuals representing institutions of higher education in the United States and abroad.

www.johndobryant.org/

BOOTH 33

LeaderShape, Inc.

Our Vision- A just, caring, and thriving world where all **lead with integrity™** and a healthy disregard for the impossible.

Our Mission- To transform the world by increasing the number of people who **lead with integrity™** and a healthy disregard for the impossible.

www.leadershape.org

BOOTH 34

Daffs Specialties

Women's wearable art clothing with matching accessories

BOOTH 35

African By Design

Handmade African clothing, hats, jewelry, and purses.

BOOTH 36

PM Press

PM Press creates radical and stimulating fiction and nonfiction books, pamphlets, T-shirts, visual and audio materials to entertain, educate, and inspire you. We exist to impact, amplify, and revitalize the actions and discourse of radical authors, artists, and activists. We aim to distribute these through every available channel with every available technology.

Please visit and follow us at pmpress.org, fb.com/pm.press, and [@pmpressorg](https://twitter.com/pmpressorg)

BOOTH 37

Quiet Elegance

We're back again and look forward to seeing our NCORE Family. Come by our booth to see this year's new handcrafted jewelry designs and your classic favorites. At Quiet Elegance we strive to capture the essence of beauty, elegance and reflect personality in each piece.

Quietelegancedesigns.com

BOOTH 38

Stylus Publishing, LLC

Stylus publishes books and journals that focus on higher education, and books on inclusive teaching in K-12. Our higher education program covers such areas as teaching and learning, service learning, assessment, online learning, racial diversity on campus, women's issues, student affairs, doctoral education, and leadership and administration.

www.styluspub.com

BOOTH 40

Afrique

Clothing and Bridal Wear

BOOTH 41

High Impact Training

High Impact Training was founded with a mission to change people's lives. We provide new perspectives and fresh ideas that create both immediate and long-lasting results. Our consultants help you to keep pace with change by tailoring their presentation material to meet their client's specific needs. High Impact Training has experience in developing presentations for colleges, universities, conferences, businesses, and not-for-profits across the country.

www.HighImpactTraining.net

NCORE 2014 INFORMATION AND EXHIBITOR HALL

BOOTH 42

Xquisit

BOOTH 43

Teach for America

Teach For America is a non-profit organization whose mission is to eliminate educational inequity by enlisting high-achieving recent college graduates and professionals to teach in low-income communities throughout the United States. All kids—no matter where they live, how much money their parents make, or what their skin color is – deserve access to a great education. TFA enlists committed leaders in our classrooms today who will continue to fight for students tomorrow.

www.teachforamerica.org

BOOTH 44

Alkebu-Lan Images

Nashville's Center for African-American Books, Educational Materials, Gifts and Positive Afro-Centric Apparel.

BOOTH 45

Cultural Competence, LLC

Cultural Competence is based out of Chicago, Illinois. We offer the program "Culture Shock" © to a variety of universities and corporate organizations across the country and abroad. The goal of Cultural Competence is to help individuals gain a social and historical understanding of racial, gender, and cultural stereotypes. We expose stereotypes to help break cultural barriers caused by past inequalities and injustice. Cultural Competence uses real life experiences from past participants and community members to develop programs that support the efforts to increase cultural understanding

BOOTH 46

Diversity Abroad

Founded in 2006, Diversity Abroad is the leading international organization which connects diverse students, recent graduates and young professionals with international study, intern, teach, volunteer, degree and job opportunities.

Diversity Abroad was founded on simple concept; connect a fast growing and diverse population of students and young professionals with meaningful international opportunities that will prepare them for future education and career opportunities.

DiversityAbroad.com launched in 2006 followed by the Go Global Campus Tour in 2008. In 2010 Diversity Abroad launched the Diversity Abroad Network, the first international education consortium dedicated to increasing participation and better serving the needs of diverse and underrepresented students in international education.

BOOTH 48

DEFAMATION-The Play

When Race, Class, Religion and the Law Collide

Nationally acclaimed, DEFAMATION is a riveting courtroom drama that explores the highly charged issues of race, class, religion, gender and the law with a twist: the audience is the jury. Through deliberations and post-show discussions, the audience engages in civil discourse that stimulates critical dialogue and challenges preconceived notions.

www.defamationtheplay.com/

BOOTH 49

Drexel University School of Education

Drexel University's Doctor of Education degree equips ambitious professionals with advanced management competencies for a broad range of learning environments. Offered by Drexel's award-winning School of Education, the program is offered fully-online or in an executive weekend/ hybrid format. The program is ideal for all levels of administrators and instructional experts, and participants may choose one of six concentrations. The program runs for 3 years, part time, and is organized in a cohort model to establish a learning community where students study and grow together.

www.drexel.edu/grad/programs/edu/

BOOTH 50

Maricopa County Community College

The Maricopa County Community College District (MCCCD) currently serves more than 230,000 credit students each year. The District has grown to 10 colleges, three skill centers, and a corporate college. There are 37 academic associate degrees, more than 10,000 courses and MCCCD is the largest provider of health care workers in Arizona.

www.maricopa.edu/jobs

BOOTH 51

Interactive Diversity Solutions

Interactive Diversity Solutions is promoting our innovative web-based program that teaches about race in an entirely new way. (Don't)

Guess My Race brings together art, technology, game play and cutting edge research from anthropology, history, psychology, cultural studies and sociology. A Games For Change Awards finalist, it has been played over a million times at homes, museums and schools, including Harvard University. Please visit our booth to demo the (Don't) Guess My Race program for yourself!

BOOTH 52

WordPlay MultiMedia, LLC

We provide workable strategies for overcoming the challenges of being a young-person in America. We offer powerful products in the form of self-produced books, DVDs, and empowerment tees that encourage critical thinking, better decision-making, obtaining an education, self-respect, and self-esteem. We're trying to keep our students in school and out of trouble. Life doesn't get better by chance, it gets better by choice.

www.frederickpreston.com

NCORE 2014 INFORMATION AND EXHIBITOR HALL

BOOTH 53

The Montage Group

"Dr. Consuela Ward has more than 15 years of experience in the field of diversity as a speaker, consultant, trainer, educator, administrator, and coach. Her passion and skill has deemed her to be a gifted and sought after expert on diversity topics, consistently leaving audiences craving more! Selected topics include Black Awareness, Women's Empowerment, Power and Privilege, and Cultural Competence. Also, check out her Poverty Simulation on Thursday at 3:30 p.m. or visit her booth during exhibiting hours. Consider inviting Consuela to your institution today and watch her change lives, one conversation at time!"

www.themontagegroup.com/index.html

BOOTH 54

Fulbright Student Program/Institute of International Education

The Fulbright U.S. Student Program provides grants for individually designed study/research projects or for English Teaching Assistant Programs.

BOOTH 55

Routledge

Routledge is a publisher of academic, professional, and reference books on a huge range of subjects, including Higher Education, Sociology of Education, and Multicultural Education. We are showcasing our new and bestselling books at a 20% discount for attendees of the NCORE conference, so be sure to stop by our booth!

www.routledge.com

BOOTH 76

NCORE INFORMATION Booth

www.ncore.ou.edu

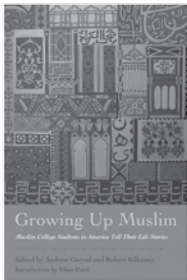
BOOTH 77

NCORE 2015

BOOTH 78

University of Oklahoma Outreach

Cornell University Press



Growing Up Muslim
Muslim College Students in America Tell Their Life Stories

EDITED BY ANDREW GARROD AND ROBERT KILKENNY

INTRODUCTION BY EBBO PATEL

"*Growing Up Muslim* is a candid portrayal that goes beyond abstract clichés of the 'good' educated and secular Muslims versus the undereducated, 'bad' religious believers."

—GENEVE ABDO, AUTHOR OF
MECCA AND MAIN STREET
\$22.95 paper



Mixed
Multiracial College Students Tell Their Life Stories

EDITED BY ANDREW GARROD, ROBERT KILKENNY, AND CHRISTINA GÓMEZ

"In *Mixed*, the editors have brought together insightful work on multiracial identity to encourage the next wave of research on multiracial experiences and urge the deeper conversations about race that we desperately need."

—DAVID L. BRUNSMAN, COAUTHOR OF
BEYOND BLACK
\$22.95 paper



Mi Voz, Mi Vida
Latino College Students Tell Their Life Stories

EDITED BY ANDREW GARROD, ROBERT KILKENNY, AND CHRISTINA GÓMEZ

"*Mi Voz, Mi Vida* recounts the opening chapters in the life stories of a Latino generation that will reshape American history in the twenty-first century. Here you will find true tales of strivers who often cross a wide cultural divide in search of ultimate success."

—HÉCTOR TOBAR, AUTHOR OF
TRANSLATION NATION
\$19.95 paper



BALANCING TWO WORLDS
Asian American College Students Tell Their Life Stories

EDITED BY ANDREW GARROD AND ROBERT KILKENNY

INTRODUCTION BY RUSSELL C. LEONG
AFTERWORD BY VERNON TAKESHITA

"As wonderfully diverse and complex as life itself, these narratives crafted unfold in the reading, and reveal identity and community, like memory and history, to be situated and fragmentary formations."

—GARY Y. OKIHIRO, AUTHOR OF
THE COLUMBIA GUIDE TO ASIAN AMERICAN HISTORY
\$19.95 paper



First Person, First Peoples
Native American College Graduates Tell Their Life Stories

EDITED BY ANDREW GARROD AND COLLEEN LARIMORE

FOREWORD BY LOUISE ERDRICH

"These courageous narratives directly address issues of internal racism, stereotypes, institutional support, politics of identity, and cultural preservation."

—HARVARD EDUCATIONAL REVIEW
\$19.95 paper

www.cornellpress.cornell.edu | 1-800-666-2211

NCORE National Advisory Council (NAC)

Now in its eleventh year, the NCORE National Advisory Council (NAC) is an important leadership organization comprised of NCORE participants. The function of the NAC is to assist in setting a vision for the NCORE conference through recommendations with respect to conference program, keynote speakers, and special events. As the name suggests, the function of the NAC is advisory.

To see a current listing of NCORE National Advisory Council members, please go to:

https://ncore.ou.edu/en/about/about_nacmembers/.

For information on how to apply to join this important leadership organization, please go to the NCORE Information Booth in the Exhibit Hall.

Thank You for Your Commitment and Support

**James P Pappas, PhD, Vice President University OUTREACH
Dean, College of Liberal Studies and Continuing Education Advanced Studies
College of Continuing Education, The University of Oklahoma**



More than 26 years ago, the University of Oklahoma dreamed of a national forum to foster dialog about campus race relations and educational access. That dream resulted in the National Conference on Race and Ethnicity in American Higher Education (NCORE). In its first fledgling days, it was an event of some 200 participants. Today, NCORE attracts more than 2,300 representatives from universities across the United States and abroad. The program originated out of an environment of Affirmative Action and equal opportunity concerns, but has kept pace with the ever changing issues that arise around diversity, equity and inclusion.

As a program devoted to promoting diversity, NCORE has grown to encompass a variety of issues beyond race. Cultural diversity is significant to me personally. My parents came from Greece and my earliest experiences involved straddling two cultures. English was a second language in our home, and our community attracted immigrants because of the coal mining industry found there. There were immigrants from numerous minorities ranging from Eastern Europeans to Latinos. They came to do menial labor because others were unwilling to engage in it. It was a very diverse social setting with opportunities to experience many other cultures. That rich social environment convinced me of the importance of ethnic, racial and socio-economic pluralism being critical to a successful American society. Because of these experiences, I have been especially pleased to be a part of a program like NCORE with its focus on inclusiveness and the fostering of opportunities for various subcultures.

After 26 years, the conference continues to be a leading forum on issues of race, ethnicity, and diversity in higher education. Each year, thousands of students, educators, administrators, business people, and government officials are engaged in vital sessions about issues that play crucial roles in the lives of thousands of students, often those who may not have easy opportunities for post-secondary education. Even though there has been considerable progress in inter-ethnic and inter-racial relations, much work remains. The need for a forum to have a dialogue remains as important today as it was a quarter century ago.



**Belinda Biscoe, PhD, Associate Vice President, University OUTREACH,
College of Continuing Education, The University of Oklahoma
Executive Director, Southwest Center for Human Relations Studies**

As associate vice president at a tier one research university, I understand the challenges facing our campuses as we prepare students for success in today's dynamic and changing work environments. As educators, we have an opportunity and an obligation to build future leaders with the imagination, passion and commitment necessary to make the communities we live in stronger and healthier.

Growing up in the South during the Jim Crow Era, I experienced some of the powerful struggles our country faced as we emerged from a society structured to separate and unequally serve. Thus, my life and my career are committed to the goal of helping to create a society that values all and serves all. My experiences have instilled in me an understanding of the importance of education. I believe a college education more than any other factor, breaks down racial stereotypes, increases opportunities, and decreases economic disparities.

The NCORE conference is a an important forum for discussion and exchange of information as institutions search for strategies to enhance access, social development, education, positive communication, and cross-cultural understanding in culturally diverse settings. NCORE is about understanding our connections with one other. It is also about empowering those bold difference makers who recognize both their ability to speak and their responsibility to do so.

I have had the honor of administrating the NCORE forum for many years, and my experience has taught me a crystal clear truth: At the end of the day, we need more than ideas. We need actions. Actions create change, make a difference, and foster a beloved community where we all belong. At its essence, NCORE is about igniting conversations and dialogues that generate new momentum in our quest for educational and social equity.

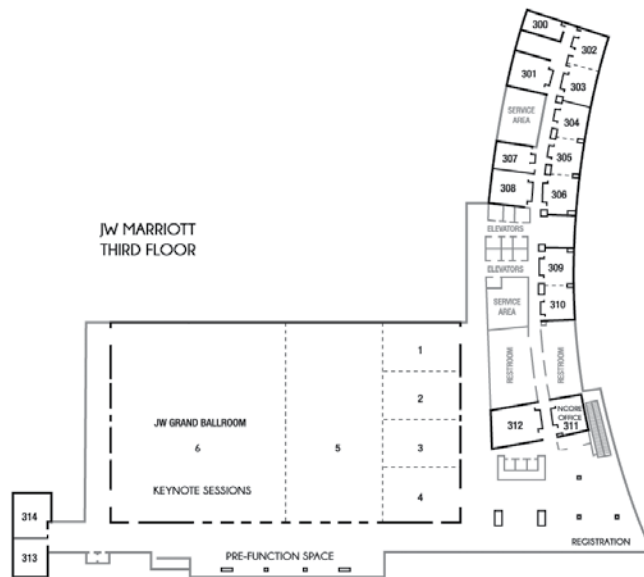
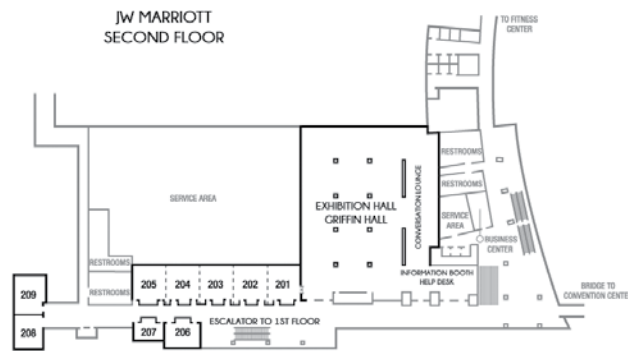
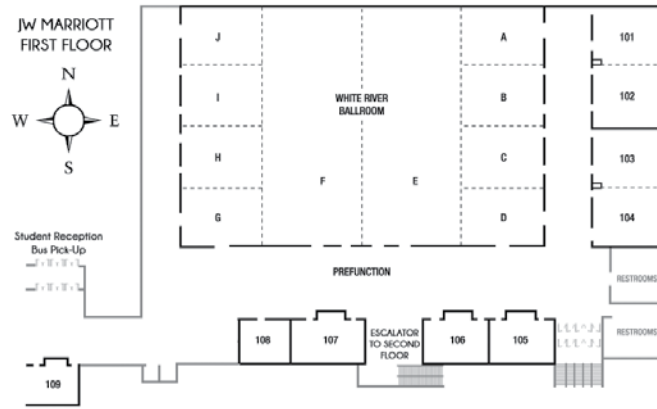
THE PUBLIC AND COMMUNITY SERVICES DIVISION

COLLEGE OF CONTINUING EDUCATION

THE UNIVERSITY OF OKLAHOMA

HOME OF NCORE

JW HOTEL MAPS



2014 NCORE GROUPS

THANK YOU TO OUR LARGE GROUPS AND STUDENT GROUPS
IN ATTENDANCE FOR NCORE 2014!

If you are interested in bringing a large group or student group to NCORE 2015, e-mail ncore@ou.edu for more information.

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Goshen College

Grand Valley State University

Hamline University

Hanover College

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Indiana State University

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Indiana University East

Indiana University – Purdue University Indianapolis

Iowa State University

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Rutgers University

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Sierra College

Teach For America

University of Michigan

University of Michigan – Flint

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