May 26–30, 2015 Washington, DC PROBLES RESCIONATIONAL CONFerence On Race & I man

## NCORE is a program of the Southwest Center for Human Relations Studies, which is part of the University Of Oklahoma's College of Continuing Education.

James P. Pappas, PhD
Vice President, University OUTREACH
Dean of the College of Liberal Studies, Founder of NCORE

Belinda P. Biscoe, PhD
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Director, Public and Community Services Division, OUTREACH
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#### The National Conference on Race and Ethnicity in American Higher Education Team

Kim Claxton Team Leader
Justin Lincks Program Coordinator
Kathie Nicoletti Logistics Coordinator

Corey Davidson Asst. Assistant Program Coordinator





#### Art Contest for 2015 NCORE

## Cover art for the 2015 program guide was created by Dewaine Green of Washington DC

This year's cover image was chosen from submissions in NCORE's first student art competition.

Partnering with pre-selected public secondary schools in the DC area, interested student artists were mentored by art teachers on their submissions. A selection panel made the final cover choice as well acknowledging 6 runners up.

This year's participating schools, located in the Congress Heights area in Washington, D.C., are Thurgood Marshall Academy and Friendship Academy.

Each participant school received a small monetary award to be used in support of the school's art program. The schools kept the art materials provided for the artists to use for submissions. The mentor teachers and students will be recognized during an art show in the conference hotel. Check the program for the time and place. The winning cover artist will also be recognized during one of the keynote general sessions.

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#### FRIDAY, MAY 29, 2015 SATURDAY, MAY 30, 2015 ADDITIONAL FEATURES Exhibitor Showcase and Resource Center 126

## ABOUT THE WASHINGTON HILTON

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## HOTEL MAPS ARE ON PAGE 137

## WELCOME TO NCORE

Welcome to the 28th Annual National Conference on Race and Ethnicity in American Higher Education. We are excited you are joining us in DC 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.

#### 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 Columbia on the Terrace Level of the Function Space.

#### 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 2015 conference. Your input is essential to the future success of this forum.

#### NCORE 2015 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, Twitter.com/NCOREConference, Instagram.com/NCOREConference to get breaking conference news. Use the official hashtag #NCORE2015 for the conference on Facebook, Twitter, and Instagram to start the conversation



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The University of Oklahoma is an equal opportunity institution.

# NCORE STUDENT LEADERSHIP DEVELOPMENT PROGRAM (SLDP)

The NCORE Student Leadership Development Program (SLDP) is an undergraduate student leadership development program that coincides with the current National Conference on Race and Ethnicity in American Higher Education program.

SLDP provides participants with targeted programming that addresses the evolving needs of undergraduate student leaders, opportunities to develop the skills needed to successfully navigate the hierarchical and political landscapes of higher education, and access to professional mentors throughout the many levels of higher education. SLDP is overseen by Co-Directors Monica Green (Hanover College) and Quanta' Taylor (Ohio State University).

In its inaugural year, the Student Leadership Development Program will enroll 50 undergraduate student leaders. Participants shall be assigned to a 10-person Mentoring Cohort. These Cohorts shall each be assigned a mentor who will work with the participants individually and as a group throughout the NCORE week. This year's mentors are:

- · Jon Riester, M.B.A. (Vice President for Enrollment Management, Hanover College)
- · Charles Sasaki, M.A. (Dean of Arts and Sciences, University of Hawaii- Kapiolani Community College)
- Dewain Lee, Ph.D. (Dean of Students and Associate Vice Chancellor for Student Development, University of Alaska Anchorage)
- Damian Evans, M.S. (Assistant Dean of Students and Director of Multicultural Affairs, University of Wisconsin- Parkside)
- · Jason Rodriguez, M.S. (Director of Multicultural Programs, Linfield College)
- · Olivia Munoz, MFA (Residence Director, University of San Francisco)
- · azlyn Stanciel (Undergraduate Student Leader, Hanover College)

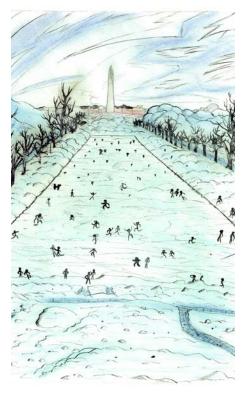
The opening session of SLDP is Preconference Institute #105, Being the Change – The Undergraduate Student's Guide to Understanding, Navigating, and Being Transformative Leaders within Institutions of Higher Education. This day long pre-conference institute seeks to equip undergraduate student participants with the skills to be transformative leaders within their respective higher education institutions. The pre-conference institute and the SLDP were developed with the assistance of the National Advisory Council's Student Leadership and Participation Committee.



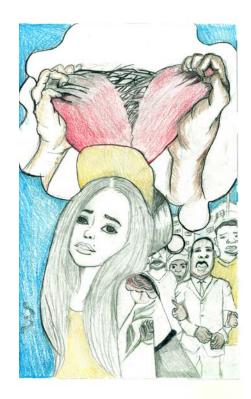
## 2015 COVER ART

#### Inaugural NCORE Cover Art Competition with Conference Site Communities

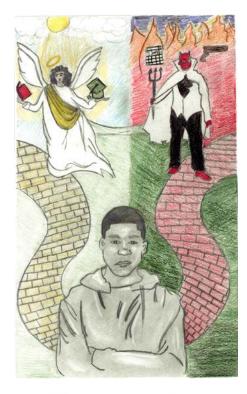
This year NCORE partnered with two high schools in Washington, DC to generate art submissions from student artists to feature on and in our NCORE conference guide. These schools were Thurgood Marshall Academy and Friendship Academy. We would like to thank the mentor teachers who worked with their students on their submissions following the guidelines we provided. Those teachers are Johnetta N. Queen of the Thurgood Marshall Academy and Carlos Richardson of Friendship Collegiate Academy.



Artist: Anthony Jeter, Friendship Collegiate



Artist: Charrel Speaks, Thurgood Marshall Academy



Artist: Khadija May, Thurgood Marshall Academy

## 2015 COVER ART

NCORE received 23 submissions of artwork which were inspiring and thoughtful. In addition to the piece of artwork selected to be featured on the cover, we are featuring the next six runners-up. We believe that you will find these pieces of artwork to be incredibly profound and heartfelt. Runners-up may also be used for the cover art for future issues of NCORE's on-line academic journal. Each participant school will receive a small monetary award to be used to help replenish art supplies that are used for this competition and in support of the school's art program. The mentor teachers and students will be recognized during an art show in the conference hotel.

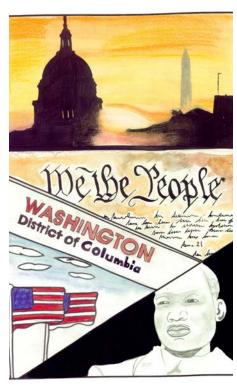


Artist:

George Harris,
Thurgood Marshall
Academy



Artist: Kierra Green, Friendship Collegiate



Artist: Aisa Willis, Friendship Collegiate

# 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: Wednesday, May 27 — 12:15 – 1:15 p.m. Thursday, May 28 — 5:45 – 6:45 p.m. Location: Cardozo Room

#### **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.

#### **BOARD MEETING**

Time: Wednesday, May 27 — 9:00-10:30 a.m. Location: Boundary Room, Terrace Level

#### NATIONAL SUMMIT (Index #253)

Time: Wednesday, May 27 - 3:30-5:30 p.m.Location: Jefferson East, Concourse Level

#### 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.

Times: Tuesday, May 26 — 6:00 – 7:30 p.m. Wednesday, May 27 — 5:45 – 6:45 p.m. Thursday, May 28 - 12:15 - 1:15 p.m. Location: Guston

#### 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: Tuesday, May 26 — 7:00 – 8:00 p.m. Friday, May 29 — 12:15 – 1:15 p.m.

Location: Lincoln East

#### 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: Tuesday, May 26 — 7:00 – 9:00 p.m. (Room: Jay) Wednesday, May 27 — 5:30 – 7:00 p.m. (Room: Monroe) Thursday, May 28 - 7:00 - 9:00 p.m. (Room: Jay)

#### 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: Wednesday, May 27 — 6:00 – 7:30 p.m. Friday, May 29 - 6:00 - 7:30 p.m. Location: Monroe Room

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## STUDENT SCHOLARSHIP RECIPIENTS

Currently in its 22nd 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 Georgetown University for hosting the 2015 Student Scholars reception.

NCORE® 2015 Student Scholars and their institutions are listed below:

#### Vivianna Alvarez

Undergraduate Hampshire College Amherst, MA

#### **Deliris Diaz**

Undergraduate New Jersey Institute of Technology Newark, NJ

#### Misha Inniss-Thompson

Undergraduate Cornell University Ithaca, NY

#### Jackie Lee

Graduate Student University of Connecticut Storrs, CT

#### Victor Mensah

Undergraduate Rutgers University New Brunswick, NJ

#### Claire Valderama-Wallace

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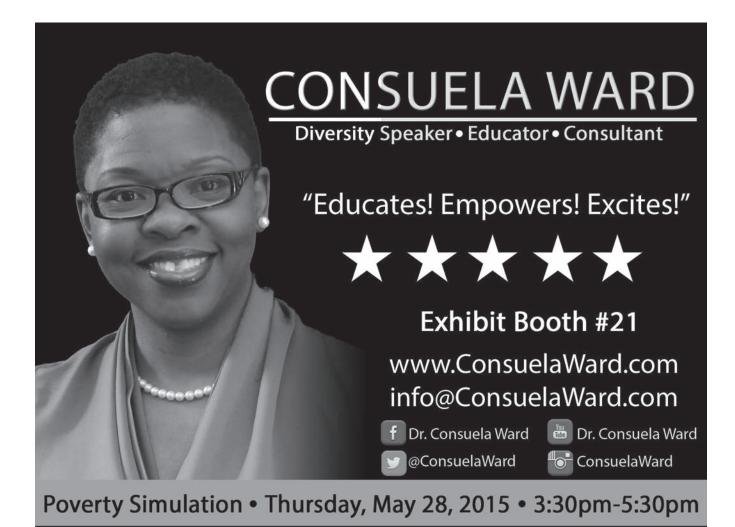
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#### Live Maluia

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#### **Ashley Redix**

Graduate Student University of Tennessee Knoxville, TN



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

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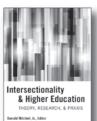
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#### Student Involvement & Academic **Outcomes: Implications for Diverse College Student Populations**

Edited by Donald Mitchell Jr., Krista M. Soria, Elizabeth A. Daniele & John A. Gipson

PB | \$40.95 | 272 pp | 978-1-4331-2619-2

#### **Intersectionality & Higher Education: Theory, Research, &** Praxis

Edited by Donald Mitchell, Jr., Charlana Y. Simmons & Lindsay A. Greyerbiehl PB | \$41.95 | 310 pp | 978-1-4331-2588-1

#### **Getting College Ready: Latina** Student Experiences of Race, Access, and Belonging at **Predominantly White Universities**

By Julie Minikel-Lacocque PB |\$40.95 | 218 pp | 978-1-4331-2764-9



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## TUESDAY, MAY 26

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

#### 101

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM – 5:30 PM
The Next Chapter-Our Stealth
Leadership Legacy: Women of the
Academy Transforming Systems of
Race, Power and Privilege

#### 102

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM – 5:30 PM
Making Sense of Self/Other Among
Asian Americans and Pacific Islander
Students: Supporting Our Strengths,
Resilience and Wellness

#### 103

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!

#### 104

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

#### 105

PRE-CONFERENCE INSTITUTE

TUESDAY, 8:30 AM – 5:30 PM

Being the Change – The Undergraduate
Student's Guide to Understanding,
Navigating, and Being Transformative
Leaders within Institutions of Higher
Education (For Undergraduate
Students Only)

#### 106

PRE-CONFERENCE INSTITUTE

TUESDAY, 8:30 AM – 5:30 PM

Using A New Recognition Of Whiteness

As A Teachable Moment

#### 107

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

#### 108

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM – 5:30 PM
Intersectionality, Race, and Identity

#### 109

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

#### 110

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

#### 111

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM – 5:30 PM
What's Your Role as the Chief Diversity
Officer?

#### 112

PRE-CONFERENCE INSTITUTE
TUESDAY 8:30 AM – 5:30 PM
Demystifying the Doctoral Process:
Realities Revelations and Resources
for Students and early Career
Professionals in the Academy

#### 113

PRE-CONFERENCE INSTITUTE

TUESDAY, 8:30 AM – 5:30 PM

The N!gga(er) Seminar: How Sports,
Film, and Music Fuel The N-dustry

#### 114

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM – 5:30 PM
Advancing The Department Chair's
Role in Diversity Transformation

#### 115

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

#### 116

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM – 5:30 PM
The New Indian: A Social Justice
Framework for the 21st Century

#### 117

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

#### 118

PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM – 5:30 PM
First Sound: Utilizing Oral Narratives
in a Greater Teaching Context

#### 119

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

#### 120

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

## TUESDAY, MAY 26

AT A GLANCE

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PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM – 5:30 PM
50 Shades of Color: Unpacking
Colorism

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PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM – 5:30 PM
Beyond Identity, Towards Liberation

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

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PRE-CONFERENCE INSTITUTE
TUESDAY, 8:30 AM – 5:30 PM
Asian and Asian-American Women's
Identity—Being Seen and Being Visible
are Not The Same

125

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

126

PRE-CONFERENCE INSTITUTE

TUESDAY, 8:30 AM – 5:30 PM

Can the Academy Develop "Global
Citizens?: A Dynamic Examination of
an "Ideal Program" Suggested and
Described by NCORE 2014 Participants
of the Institute on the Impact of
Internationalization on Equity in the
Academy

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

128

PRE-CONFERENCE INSTITUTE
TUESDAY, 11:30 AM-1:30 PM
LUNCHEON

129

SPECIAL EVENT
TUESDAY, 12:15-1:15 PM
Students Leading the Way— Activism
and Response to Racist Incidences

130

STUDENT SCHOLARS RECEPTION TUESDAY, 6:15-8:00 PM All students are welcome

151

SPECIAL EVENT
TUESDAY, 8:15-9:45 PM
Dispatches from the Movement:
Perspectives on Leadership, Organizing and Solidarity in the Struggle for Racial Justice

### The Parichehr Shababi-Nabavi Memorial Diversity Fund

Supporting Young Professionals Beginning Their Careers in the Areas of NCORE Programming

November 14, 2012, NCORE lost a dear member of our community when Paricher Shahabi-Nabavi passed away.

Pari's steady focus shaped the programming of NCORE conferences for 25 years. Her dedication to the creation of a safe, and nurturing forum transformed the lives of many of the tens of thousands who participated. Pari provided us an example of courage, passion and humility that we will keep in our hearts as we celebrate her life, continue the work, and build on her formidable contribution.

For her years of dedication and commitment to social justice for all and her efforts in helping to make NCORE what it is today a fund was established to



accept contributions to further the mission of the National Conference Race and Ethnicity in American Higher Education (NCORE). The 501(c)(3) foundation is to be used to provide assistance to cover all or part of an individual's conference registration fees or other NCORE related expenses for a selected candidate.

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

Support the fund by making a donation. Click the Pari Fund Link at https://ncore.ou.edu//

Fairchild, Terrace Level

#### 101

The Next Chapter: Our Stealth Leadership Legacy- Women of the Academy Transforming Systems of Race, Power and Privilege

Is there a next chapter-"Chapter Nine"—in our evolving professional narrative that emboldens women and women of color leaders to be pathmakers and pathfinders within the academy? Who tells us who we are in ways we cannot turn away from? How do we access truth tellers from across the generations; who inspires us to continually educate our hope? How do we intentionally craft a legacy that grows the immense potential in succeeding generations of women and women of color entering the academy? What cutting-edge and new strategies can be added to our stealth toolkits to enhance our overall leadership capacity and day-to-day interactions? Though we are positioned as change agents within our institutions, we still encounter systems of power and privilege across race and other -isms that leave us feeling "minoritized" and questioning our capacity to effect lasting and sustainable change. So, how do we make change happen in a way that values our professional and cultural capital in both the short and long term?

Building on our stealth leadership strategies that are embedded within our professional chapters, one through eight, this highly interactive institute will focus on how best to summon the courage and tenacity to stay the course when power and privilege abound, how to recognize and honor our strength in times of crisis and struggle, how resistance can be transformed into an opportunity for innovation, rather than a precursor for maintaining the status quo, and how acknowledging the interruptive nature of stealth behavior can offer brightness in the storm. As supported by previous sessions, we will continue to excavate the dynamics that occur with transitions, change, and risk taking within academic political environments and address the impact of unwritten codes of customs and traditions.

Session participants will continue engaging in defining the utility involved in change agency. Collective and strategic stealth planning play an important role in what social justice looks like in real time for the present and for the future. With bold, intentional, and viable stealth leadership we can nurture our cultural capital to impact our environmental scans and create a sustainable legacy of change.

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

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

Catherine Wong, MA, Director of Urban Outreach Initiatives, Lynch School of Education, Boston College - Chestnut Hill, MA Holmead East, Lobby Level

#### 102

Making Sense of Self/Other among Asian Americans and Pacific Islander Students: Supporting Our Strengths, Resilience, and Wellness

In this day-long collegial and experiential workshop, we will continue to explore how popular media, arts, and musical depictions of East Asians, South Asians, and Pacific Islanders influence the development of self-image among Asian American and Pacific Islander (AAPI) college students. We will unpack how recent selfgenerated images and popular media counterbalance traditional stereotypical images and ask what are the generational implications of recent depictions of AAPIs, our families, and communities? How do the images of AAPIs impact our educational experiences, social relationships, mental and physical health and wellness, and supportseeking? We will experientially and interactively explore the role of media, film, the Internet, and music as powerful influences with positive and negative consequences. Images influence us in various ways. They can create, maintain, or break stereotypes, which in turn informs self-image and agency. In this institute, we will collectively generate multiple ways of perceiving in order to inspire, shift perceptions, develop strength-based responses, and meaningful linkages within and across AAPI and other campus groups. In addition to our challenges, we will also underscore strengths, sources of resilience and wellness, and share resources.

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

Rahul Sharma, PsyD, Associate Professor, Illinois School of Professional Psychology, Argosy University, Chicago - Chicago, IL

Warin Tepayayone, M.A.s, BC-DMT, Non-Verbal Communication Expert and Mental Health Clinician - Ashburn, VA

Columbia 3, Terrace Level

#### 103

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

We increase prospects for unleashing illuminative powers to operate at our educator best when we intentionally embrace a contextually responsive approach. Doing so requires responsive uses of assessment as and for learning and not simply post-mortems of learning. Engaging contexts is foundational for appropriate and effective communications and social relations—the twin criteria for intercultural competence. For excellence and ethical praxis, educational processes practices should be broadly diversity-grounded and equity-minded in order to be socially responsive, responsible, and just.

This day and a half-long institute centers on human systems dynamics using a holistic systematic inquiry and a reflective practice framework. We will unpack and empathically engage the "who?" complexity in context: who is educated by whom with whom as embedded in situational, relational, temporal, and spatial/geographic contexts. We will explore who we are as educators, what we bring to

our work--our lenses/filters/frames and our sociopolitical locations--and how we empathically engage relevant attributes to activate and support student success. We will enhance our understanding of ourselves as educators and find ways to mindfully embrace a lifelong development journey that helps students do their best learning, best engaging, and best work.

PART I: Foundational Concepts for Unleashing Inclusive Excellence and Equity

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

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

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, PhD, Senior Policy/Planning Analyst, University of Wisconsin - Madison, Wl

Columbia 8, Terrace Level



## Five Lenses for Educating and Assessing 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 distinct 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 discussing the implications of the institute to participants' own work.

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, Professor Emeritus, Conflict Studies, School of Business, Hamline University - St. Paul, MN

Naomi Taylor, EdD, Educational Equity Coordinator, Adjunct Professor, School of Education, Minneapolis Public Schools/Hamline University -Roseville, MN Monroe, Concourse Level



Being the Change: The Undergraduate Students' Guide to Understanding, Navigating, and Being Transformative Leaders within Institutions of Higher Education\*

\*Student Leadership Development Program for Undergraduate Students Only

Serving as the opening session of the NCORE Student Leadership Development Program (SLDP), this day-long pre-conference institute will equip undergraduate student participants with the skills to be transformative leaders within their higher education institutions. This institute has been developed and will be presented by the 6 SLDP Mentors, whose leadership experiences span the many types of institutions and the multiple professional levels of higher education. During the institute, participants will take part in team building activities, case studies, in-depth brainstorming and discussion, leadership style assessment, site visits to local institutions, and meetings with local student leaders. Students will gain a better understanding of the complex political structures that exist within all higher education institutions and the many ways that students can strategically navigate these complex structures in an effort to create lasting and positive change. This pre-conference institute and the SLDP were developed with the assistance of the National Advisory Council's Student Leadership and Participation Committee.

Charles Sasaki, PhD, Dean, Arts & Sciences, CIES Fulbright Alumni Ambassador, Kapi'olani Community College - Honolulu, HI

Damian Evans, Assistant Dean of Students, UW- Parkside - Kenosha, WI

Dewain Lee, PhD, Associate Vice Chancellor for Student Development/Student Affairs and Dean of Students, , University of Alaska Anchorage - Anchorage, AK

Olivia Muñoz, MFA, Doctoral Candidate, International and Multicultural Education, University of San Francisco - San Francisco, CA

Jon Riester, MBA, Vice-President, Enrollment Management, Hanover College - Hanover, IN

Jason Rodriquez, Director of Multicultural Programs, Linfield College -McMinnville, OR

Jazlyn Stanciel, Student, Hanover College - Hanover, IN

Gunston, Terrace Level

#### 106

### Using a New Recognition of Whiteness as a Teachable Moment

For many of us who are white, recognizing that we have a race and that it matters throws us into serious cognitive dissonance. This can occur at a conference that focuses on race, in a class, becoming part of a campus initiative on diversity and inclusion, or hearing people

of color talk about "white people" and realizing they're talking about us!

What happens for a white person after this recognition is pivotal. If follow-up experiences are created intentionally so that learning opportunities are not lost, the possibility of avoiding an angry backlash is greater. More importantly, creating a critical mass of racial justice allies and activists who understand the connections between the personal/interpersonal levels and institutionalized privilege and supremacy is far more likely.

This day-and-a-half institute focuses on creating ongoing possibilities to move white people forward toward a greater understanding of what it means to be white and part of systemic white supremacy , learning how white supremacy and white public space play out on your campus clearly enough to be able to transfer that information to others, and building a diverse and inclusive group that models their organizing work on a leadership/followership model.

As bell hooks has reminded us, "individual struggle to change consciousness must be fundamentally linked to collective effort to transform those structures that reinforce and perpetuate white supremacy" (hooks, 1989, p. 119).

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

Jefferson West, Concourse Level

#### 107

#### 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 the understanding of the dynamics of oppression at the individual, group, cultural, and systems levels; explore dominant and subordinated group dynamics; broaden understanding of the breadth and depth of institutionalized oppression; examine the impact of oppression on ourselves as members of this global community; and 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 home campuses or communities.

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 campuses and communities.

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

Carmen Rivera, MA, Director, College Access, Access Center, Colorado State University - Fort Collins, CO Columbia 11, Terrace Level



#### Intersectionality, Race, and Identity

Historically, models of identity development, such as foundational frameworks of Black identity, White identity, Latino identity, etc., focused on race as an almost isolated dimension of a person's experience. Likewise, courses and co-curricular programs often position race apart from other aspects of identity, such as gender, sexual orientation, disability, and class. The framework of intersectionality describes how individuals experience multiple social identities simultaneously and how these identities influence and interact with each other. It also places identity in the larger context of social power and privilege and links this more complex understanding of identity to the promotion of social justice. Intersectionality provides educators with an analytic framework for critically evaluating identity, inter-group dynamics, and the nature of power and privilege in numerous contemporary educational contexts.

This pre-conference institute offers participants opportunities to examine and evaluate core aspects of intersectionality and the strengths and struggles of integrating the framework into research, teaching, and practice. Through presentations, personal reflection, a panel program, and small and large group activities, participants will contribute to and gain a greater understanding of intersectionality and its application to several areas of academic and campus life. The session includes an overview of identity models that incorporate aspects of intersectionality and how they can be used to understand both the experience of individuals and inter-group dynamics.

PART I: Intersectionality and Identity: An Ongoing Conversation

PART II: Incorporating Intersectionality in Teaching, Research, and Practice (Related to Race and Identity) on Campus

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

Lisa Bowleg, PhD, Professor of Applied Psychology, Department of Psychology, George Washington University - Washington, DC

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

James McShay, PhD, Director, Multicultural Involvement and Community Advocacy Office, Associate Director, Adele H. Stamp Student Union-Center for Campus Life, University of Maryland - College Park, MD

Terrell Strayhorn, PhD, MEd, Professor of Higher Education in the College of Education & Human Ecology and Director of the CHEE, The Center for Higher Education Enterprise at The Ohio State University - Columbus, OH

Rachelle Winkle-Wagner, PhD, Assistant Professor, Educational Policy and Analysis, University of Wisconsin - Madison, WI

Lincoln West, Concourse Level

109

#### The Fundamentals of Social Justice Education

Through a variety of experiential activities, presentation, and discussion, participants will gain an understanding of key concepts for social justice education. Going beyond diversity or multiculturalism, this session will explore what it means to educate for social justice. Topics to be considered include social identities, dominant and subordinated groups, commonalities and differences among different forms of oppression, intersectionality, power and privilege, and what it means to be an ally/advocate for social justice. 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 training. While the focus of the institute is on concepts not activities, participants will nonetheless leave with some activities they can carry out on their own campuses and a bibliography of additional resources. This dayand-a-half long institute will benefit those who are new to doing social justice work, lack 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

Part I will explore social identities and social groups. Participants will look at how our social identities affect our experiences, attitudes, and beliefs and how we are advantaged and disadvantaged as members of dominant and subordinated groups. The theory of intersectionality and how social identities and forms of oppression intersect and interact will be considered.

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

Part II will examine the manifestations of different forms of systemic inequality on individual, institutional, and cultural levels. 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. What it means to be an ally and advocate and strategies for change will also be addressed.

PART III: Design and Facilitation Issues

Part III will address designing and facilitating social justice educational experiences. First, participants will discuss design considerations for creating effective workshop/classes. Then, they will address some common facilitation issues and practice skills for constructively facilitating discussions about diversity and social justice issues.

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

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

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

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

Kalorama, Lobby Level

110

#### Latin@s in Higher Education

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

The focus is on making our institutions more responsive and effective in advancing Latino student recruitment, retention, and graduation.

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

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

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

Cristobal Salinas Jr., PhD, Research Associate, Iowa State University - Ames, IA

Columbia 6, Terrace Level

111

#### What's Your Role as the Chief Diversity Officer?

This day-and-a-half long institute will be led by seasoned CDOs and will help new CDOs (of less than three years) analyze and define their roles. Topics will include office and reporting structure; the role in diversifying and retaining faculty; designing, implementing, and analyzing campus climate surveys; collaborating with HR; and the role in Title IX reporting. Many campuses are considering and/or have recently established the CDO position, and while several candidates/NCORE participants have worked in the diversity field, the role of the CDO has a much broader scope and has many specialized requirements that may or may not be realized by new CDOs. This institute will assist the newly appointed CDO in navigating his or her role and will offer strategies for success early in a new career.

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 D. Moore, EdD, Commissioner - The Kentucky Commission on Human Rights for the Commonwealth of Kentucky, Retiree - Eastern Kentucky University - Special Advisor to the President and Chief Diversity Officer, Kentucky Commission on Human Rights for the Commonwealth of Kentucky - Richmond, KY

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

icer, McNeese State University - Lake Charles, LA

Embassy, Terrace Level

#### 112

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

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 a 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: The first session will break down the myths of being in a doctoral program and provide useful information and data regarding the doctoral process.

PART II: The institute will assist participants in developing a working plan for navigating through doctoral programs in general and the dissertation process in particular. This session will also present research on peer mentoring, with presenters modeling effective peer mentoring.

PART III: The Tenure Track Dance

The Administrative Tug of War

Promotion and Advancement

During the final session, presenters will reflect on the joys and complexities of haveing a carreet in higher education. All participants will receive bibliographic resources and strategies to assist them on their journey.

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

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

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

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

Columbia 4, Terrace Level

#### 113

## The Nlgga(er) Seminar: How Sports, Film, and Music Fuel the N-dustry

Who's 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. Remember Paula Deen? What about Trayvon? Let's talk about Huckleberry Finn, Hip-Hop music, Hollywood movies, comedians, family members, and

more! Now is the time for courageous conversations. 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. This session will consider how current events, media, popular music, and movies have used the word over the years and if the word has had any impact or influence on the millennial generation. Lastly, the session will offer suggestions about the need and importance of understanding the various realities associated with N!gga/er and recommend how to challenge and encourage all people, but specifically young people, to consider the ramifications of casual or uniformed usage of the troublesome word.

Eddie Moore Jr., PhD, Executive Director, The Privilege Institute - Brooklyn, NY

Frederick Gooding Jr, PhD, Assistant Professor, Ethnic Studies, Northern Arizona University - Flagstaff, AZ

Charles Modiano, President, Career Skills for Youth - Silver Spring, MD Gyasi Ross, Storyteller, Attorney and Editor, Indian Country Today Media Network/Suquamish Indian Reservation - Seattle, WA

Dena Samuels, PhD, Co-Chair of The Privilege Institute, and Director, Matrix Center for the Advancement of Social Equity & Inclusion, University of Colorado-Colorado Springs - Colorado Springs, CO

Morgan, Lobby Level



## Advancing the Department Chair's Role in Diversity Transformation

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.

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

Jane Sell, PhD, Sociology Chair, Texas A&M University - College Station, TX

Earl Smith, PhD, Sociology, Retired Chair, Wake Forest University -Winston-Salem, NC

Lincoln East, Concourse Level

115

## Navigating Triggering Events: Critical Competencies for Facilitating Difficult Dialogues

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

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

Effectively navigating triggering moments is a critical multicultural competency for creating sustainable campus change. In this highly interactive, engaging session participants will first identify their common triggers and less productive reactions during discussions about creating inclusive campuses and then explore strategies to respond effectively and use triggering events as teachable moments. This session should benefit participants interested in strategies to facilitate meaningful dialogue among campus constituencies and tools to respond effectively when they feel triggered. Participants will receive a comprehensive handout packet of worksheets and tools, as well as access to Dr. Obear's recent chapter, "Navigating Triggering Events."

Kathy Obear, EdD, President, and Founding Faculty, Alliance for Change Consulting, Social Justice Training Institute - New York, NY Tanya Williams, EdD, Deputy Vice President, Institutional Diversity and Community Engagement, Union Theological Seminary - New York, NY

Holmead West, Lobby Level

116

## The New Indian: A Social Justice Framework for the 21st Century

This day-long institute will provide a robust understanding of what social justice means for Native communities. Through participant-based discussion, panel presentations from community activists from the D.C. area, and action planning, institute participants will gain a more holistic understanding of how Native communities construct social justice frameworks as we navigate the socio-political issues of the 21st century. Developers of social justice training programs and curricula—which continue to emerge throughout the nation—will be provided with important perspectives and frameworks to improve their ability to serve and support Native identities.

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

Suzan Shown Harjo, President & Executive Director, Morning Star Institute - Washington, DC Adrienne Keene, EdD, Postdoctoral Fellow, Brown University -Providence, RI

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

Gregg Deal, Artist, Performance Artist, Filmmaker - Culpeper, VA

Jay, Lobby Level

117

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

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 guide 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. A review of emerging and essential terms used within and to describe lesbian, gay, bisexual, transgender, queer, and similarly-identified communities will serve as a foundation for learning. 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 be action-oriented and theoretical.

This session is tailored for participants who have 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.

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

Tikesha Morgan, Director of Multicultural Student Affairs & GLBTQ Resources, Emerson College - Boston, MA

Georgetown West, Concourse Level

118

#### First Sound: Utilizing Oral Narratives in a Greater Teaching Context

Spoken word arts education holds enormous potential for equipping teachers with new strategies and tools to prepare students for the challenges of the 21st century classrooms. In the summer of 2013, Youth Speaks launched an inaugural Summer Learning Institute

in partnership with three departments at the University of San Francisco. This teacher training program, First Sound Institute, leveraged the academic position of our collaborators at USF and demonstrated the direct connection between our pedagogy and the expectations of the Common Core Standards, while imagining its impact on learning and individual transformation.

In this day-long institute, the First Sound pedagogy and tools based in the creative and performing arts that have helped students succeed will be utilized, while integrating these tools to meet the new Common Core Standards. Having helped launch the youth spoken word movement by producing the first-ever Teen Poetry Slam in 1997, along with creating the Brave New Voices International Youth Poetry Festival and HBO program, Youth Speaks is poised to partner with change agents across the field in our efforts to expand this initiative.

James Kass, Founder, Executive Director, Youth Speaks/Brave New Voices/ The Living Word Project - San Francisco, CA

Hodari Davis, National Program Director, Youth Speaks/Brave New Voices/ The Living Word Project - San Francisco, CA

Susie Lundy, Bay Area Program Director, Youth Speaks/Brave New Voices/ The Living Word Project - San Francisco, CA

Oaklawn, Lobby Level

#### 119

## 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 levels to engage in deep learning about the complexities of serving multiraciallyidentified students. After briefly reviewing contemporary models of multiracial identity and development, presenters will focus on better understanding the contexts shaping and complicating such models. Further, the institute will focus on theoretical innovations that help to move of understanding of multiraciality forward, including systems of oppression and models for assessing the campus climate for multiracial students. The latter part of the institute will focus on applying theories to practice and working through hands-on issues related to serving multiracial students. Throughout the institute, contradictions in the popular discourse about multiraciality and recent controversies will be presented for participants to engage in critical thinking about their own potential biases (i.e., self-work) as well as how to educate others toward creating more inclusive contexts for multiracial students. Additionally, a range of activities, including presentations, journaling, and small- and large-group

discussions, will be used to allow participants to actively engage throughout the institute.

This institute will:

- Contextualize current approaches to supporting the healthy identity development of multiracial people;
- Explicitly connect the discourse on multiracial identity to monoracism, a system of oppression related to traditional racism that marginalizes those who do not adhere to society's promotion of discrete monoracial categories (Johnston and Nadal, 2010);
- Include multiraciality in larger efforts aimed at obtaining racial equality in higher education; and
- 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.

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

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

Victoria Malaney, MEd, Special Assistant to the Dean of Students, Student Affairs and Campus Life, University of Massachusetts Amherst - Amherst, MA

Georgetown East, Concourse Level



#### 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. 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.

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

Bryce Coefield, Pepperdine University - Malibu, CA

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

Edwina Welch, University of California, San Diego - La Jolla, CA

Jefferson East, Concourse Level

121

#### 50 Shades of Color: Unpacking Colorism

It is widely understood that judgments are made about people based on their skin color. However, the shade of color often influences the reactions and judgments made by people within a racial or ethnic group about each other, as well as by white people. These color judgments can shape differential access to job opportunities, sentencing in criminal cases, and access or exclusion from particular groups.

"Come out of the sun before you get any darker," "You're easier to talk to than other\_\_\_\_ people," and "You're not \_\_\_\_ enough"— these are just a few of the commonly heard remarks that indicate the presence of colorism. This day-long institute explores the ways in which people of color experience exclusion and mitigated privilege based on the shade of their skin, how colorism perpetuates racism, and effective alliance strategies for interrupting colorism within groups and across groups.

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

Sharon J Washington, PhD, Education Consultant - Oakland, CA

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

Jesus Treviño, PhD, Associate Vice President for Diversity, University of South Dakota - Vermillion, SD

Kelly Maxwell, PhD, Co-Director and Faculty Member, The Program on Intergroup Relations, University of Michigan - Ann Arbor, MI

Dupont, Terrace Level

122

#### Beyond Identity, Toward Liberation

There is an assumption within the field of education that a mere intellectual understanding of the practice and theory of racism might be sufficient to interrupt racism. In this day-long session, facilitators will provide a process for reconsidering the intellectual premises of social change models by inviting participants to reflect on and examine the term "identity" as it is defined in a range of social identity formation models. Contemplative and social justice frameworks will be assessed for their ability to strive toward liberation for all.

Participants will be introduced to contemplative practice as an established and valuable pedagogy in higher education. Current research in neuroscience will also be presented that highlights the capacity of contemplative practice to cultivate compassion and

empathy in social change work. Participants will be introduced to different contemplative practices in the afternoon, followed by a dialogue about application in participants' work toward social justice.

Katja Hahn D'Errico, EdD, Lecturer, University of Massachusetts Amherst - Amherst. MA

Rose Sackey-Milligan, PhD, Co-Director, C-Integral - Shutesbury, MA

International Ballroom East, Concurse Level

123

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

In this session, participants will be engaged in critical dialogue through different Hip Hop related interactive and heuristic activities, including spoken word and poetry, music, photography, 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.

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

Rosa Clemente, MPS, Community Organizer, Journalist & Political Activist - Los Angeles, CA

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

Olmeca, Hip-Hop Artist, Activist, Speaker - Henderson, NV Maimouna Youssef, The Adinkra Group - Mt. Rainier, MD

Columbia 12, Terrace Level

124

## Asian and Asian-American Women's Identity: Being Seen and Being Visible Are not the Same

This interactive session will consider various phases in the professional life of women who identify as and are perceived as living and working within a pan-ethnic and political Asian-American female identity. Drawing on the powerful connections and discoveries initiated with participants of the "Life Is Better with You" workshop, this year's session is designed for connection with and sharing of personal experiences of visibility linked to living in the social location of Asian American Women. At all stages of our professional life, the deeper need to be seen for who we are fully touches a web of emotion and connection within and across our personal and collective identities. Such genuine recognition strengthens our inner and outer practice. This workshop will take the insights gained through interaction into our spheres of influence and see what actions can be taken as individuals and as sisters. Participants will consider what mentoring means, how (or if) to mentor other women, and how to be mentored.

This workshop is designed for young professionals, mid-career, and those near-retirement. In our globalized multiracial environment, the complex intersection of identities and experiences functions as both an inner guide for ourselves as well as an external projection screen for the general public. How these domains interact and how we negotiate Self and Society are critical at each life stage. Therefore participants will discover how the life process of incorporating, embodying, and integrating our racial identity and racial self lends itself to identity development.

Meg Chang, EdD, Independent Scholar, Adjunct Faculty, CUNY -Queens College - Flushing, NY

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

Kristi Ryujin, MEd, Director, Office of Diversity Affairs, University of Colorado at Boulder - Boulder, CO

Chloe Sumner, Student, Scripps College - Claremont, CA

Cardozo, Terrace Level

125

#### Creating a Counter-storytelling Community for Crossrace Dialogue

This day-and-a-half long 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 an 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 Crossrace 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.

Because we hope to engage in cross-race dialogue, we encourage participants to bring colleagues whose perspectives and experiences can enhance the diversity of the group.

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, Teachers College, Columbia University - New York, NY Northwest, Lobby Level

126

## Can the Academy Develop Global Citizens?: A Dynamic Examination of an "Ideal Program"

This institute provides a rare opportunity to review the work done by participants in the NCORE 2014 Institute on Examining the

Impacts of Internationalization on Equity in the Academy: Plans, Promises, and Costs and extend that work.

The session will help participants examine, build on, and expand the suggested ideas and strategies for addressing Internationalization programs that purport to contribute to students becoming global citizens.

During the NCORE 2014 institute, participants spent a full day examining the ways in which internationalization policies and programs in today's universities and colleges support equitable practices in terms of who gets to participate in the programs in the academy. Many different dimensions of this question were explored. One specific focus was the deconstruction of the often-repeated goal of having the internationalization efforts on campus help create a "global citizenry." It was the consensus of the group that it might be possible to do this if a program were to be designed that would interconnect both domestic and international students, using both theoretical and experiential learning to explore the common threads of existence and our interrelationships and dependency economically, socially, politically and culturally. The half-day was spent developing an ideal program that would provide students with the academic and experiential foundations to understand the complex and changing relationships inherent in both domestic and international communities, with an eye toward providing students with the foundation to be critical global citizens.

This NCORE 2015 institute brings together as presenters faculty and administrators who work transnationally and are experts in curriculum, student programming, organizational development, and systems administration. Together with the new NCORE 2015 participants, this session will critically examine what it would take to establish such an ideal program, what challenges would be inherent in its establishment and development, and what strategies could be used to overcome these challenges and provide a firm foundation for the program's continued growth.

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

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

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

Cris Cullinan, PhD, Founder, ALiVE: Actual Leadership in Vital Equity, ALiVE: Actual Leadership in Vital Equity - Wilsonville, OR

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

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

Ruby Paredes, PhD, Associate Vice Provost, University of Wisconsin -Madison - Madison, WI Piscataway, Lobby Level

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Drawn to Diversity's Art as Activism: Utilizing Creativity-driven, Community-involved Art to Promote Equality, Reduce Violence, and Strengthen Communities

Drawn to Diversity's Art Force Five 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 community members the opportunity to share diverse perspectives using non-traditional mediums.

The Drawn to Diversity program will provide a comprehensive understanding of art therapy as a tool for addressing social justice issues followed by a hands-on community initiative which puts theory into physical practice using all NCORE attendees as artists.

The presentation will meet two criteria established by NCORE. It will serve as a case study / model program that is adaptable for other colleges and also serve as an interactive training for students and professionals. It will also offer concrete examples of managing and preventing incidents of racial and ethnic conflict on campus.

The NCORE pre-conference institute will feature three half-day sessions;

The first session will explore theory and examples of successful community-based art.

The second session will use case studies to develop educational responses to issues and incidents.

The third session will feature a choice between a hands-on art activity (created by the participants to engage all NCORE attendees) and a community outreach imitative whereas the Art Force Five will present a non-violence workshop to area youth.

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 - Drawn to Diversity, Student Activities, Alfred University - Alfred, NY

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

Caroline DeLeon, Coordinator, Multicultural and First-Generation Programming, Center for Diversity & Inclusion, American University -Washington, DC

Nur Amir, Undergraduate Student, Alfred University - Alfred, NY Nermin Moustafa, Undergraduate Student, Alfred University -Alfred, NY

Hakiere Parker, Undergraduate Student, Alfred University - Alfred, NY Quintin Reed, Undergraduate Student, Alfred University - Alfred, NY Ronnie Rosario, Undergraduate Student, Alfred University - Alfred, NY

## **TUESDAY EVENTS**

LUNCHEON

#### TUESDAY, 11:30 AM-1:30 PM

International Ballroom, Concourse Level



#### PRE-CONFERENCE INSTITUTE LUNCHEON

This luncheon is available to registered participants of the NCORE 2015 Pre-Conference Institutes.

SPECIAL EVENT

#### TUESDAY, 12:15-1:15 PM

International Ballroom, Concourse Level



### Students Leading the Way— Activism and Response to Racist Incidences

In January 2015, a group dubbed "Unheard" offered up seven grievances about the University of Oklahoma (OU) at a town hall meeting. They met several nights later in an official meeting with OU President David Boren. The grievances are commonly heard about campuses across the United States: lack of Black faculty, low enrollment of Black students, low retention of Black students, inadequate financial aid for Black students, inequitable funding of Black student organizations, low representation in administration at OU. Unheard articulated these grievances clearly, made demands and suggested specific and detailed policy changes. On March 9, 2015, the now infamous SAE fraternity racist chant video surfaced. In its aftermath, the space Unheard made for open discussion about subtle, individual and institutional racist issues led to deeper dialogue and action on these issues at OU. Additionally, it has opened up some spaces for multiple voices, alliance building and productive conflict about racism, homophobia and other issues at OU. In particular, longtime grievances about insensitivity towards and cultural appropriation of Indigenous people and their cultures have found some traction during this time. This panel provides student perspectives on student organizing, building alliances across student groups and keeping focused on political momentum on a campus where high profile discriminatory incidents have occurred.

Brittani Jackson, Graduate Advisor of Unheard; Resident Director, Residence Life; President, OU Black Graduate Student Association, The University of Oklahoma – Norman, OK

Spencer Davis, Parliamentarian of Unheard; President of the National Society of Black Engineers, Vice President of Phi Beat Sigma Fraternity Inc.; College of Engineering Recruiter; Undergraduate in Chemical Engineering, College of Engineering, The University of Oklahoma – Norman, OK

Brianna Faris, Graduate Student, The University of Oklahoma; Higher Education Counselor for Cheyenne and Arapaho Tribes; Member of Cheyenne and Arapaho Tribes - Norman, OK

Kathleen Wong(Lau), PhD, (Moderator) Director, Southwest Center for Human Relations Studies; Director, National Conference on Race & Ethnicity in American Higher Education (NCORE), The University of Oklahoma – Norman, OK SPECIAL EVENT

#### TUESDAY, 6:15-8:00 PM

Georgetown University Campus



## Student Scholars & Student Reception Hosted by Georgetown University

NCORE 2015 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, network, and discuss issues affecting students in higher education.

Transportation: Please meet us at the T Street entrance to the Hilton on the Terrace Level of the Hotel.

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

SPECIAL EVENT

#### TUESDAY, 8:15-9:45 PM

International Ballroom, Concourse Level



Dispatches from the Movement: Perspectives on Leadership, Organizing, and Solidarity in the Struggle for Racial Justice

From the ongoing police killings of Black and Brown people to the Prison Industrial Complex; from inequities in health, housing and education to the New Jim Crow, systemic structures-rooted in anti-Black racism-continue to deny basic human rights. But there has been an upsurge in resistance to this ongoing state-sanctioned violence - largely led by African American youth.

Come meet some of the leaders in this contemporary Civil Rights movement and find out more about their campaigns, organizing efforts, and vision for social transformation. They will convene with veteran racial justice advocates to also explore the tension points of the racial justice movement and to consider what it means to join in solidarity with this struggle.

This panel was developed in partnership with Speak Out. For more information on Speak Out, please visit their booth in the exhibit hall. www.speakoutnow.org

Charlene Carruthers, National Director, Black Youth Project 100 -Chicago, IL

Alicia Garza, Co-Founder, #BlackLivesMatter - Oakland, CA Rinku Sen, (Moderator) Executive Director, Race Forward -New York, NY

Sherika Shaw, Organizer, Dream Defenders - Miami, FL Tim Wise, Anti-Racist Activist and Author - Nashville, TN

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**WES MOORE** Youth Advocate & Author, The Work



NDABA MANDELA Grandson of Nelson Mandela



JOHN QUIÑONES Emmy-Winning Host, What Would You Do?



STEPHEN A. SMITH Sports Journalist & Social Critic



MICHAEL ERIC DYSON TRACY MARTIN Public Intellectual & Best-Selling Author



SYBRINA FULTON Parents of Trayvon Martin



SHERYL WUDUNN Pulitzer-Winning lournalist



Emmy-Winning lournalist



MARIA HINOJOSA HENRY LOUIS GATES JR. Emmy-Winning Filmmaker & Cultural Critic

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AT A GLANCE

#### REGISTRATION

THIRD FLOOR WEDNESDAY, 7:30 AM – 5:00 PM

#### 103

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!

#### 106

PRE-CONFERENCE INSTITUTE
WEDNESDAY, 8:30 – 11:30 AM
Using A New Recognition Of Whiteness
As A Teachable Moment

#### 109

PRE-CONFERENCE INSTITUTE
WEDNESDAY, 8:30 – 11:30 AM
The Fundamentals of Social Justice
Education

#### 111

PRE-CONFERENCE INSTITUTE WEDNESDAY, 8:30 – 11:30 AM What's Your Role as the Chief Diversity Officer?

#### 115

PRE-CONFERENCE INSTITUTE
WEDNESDAY, 8:30 – 11:30 AM
Navigating Triggering Events: Critical
Competencies for Facilitating Difficult
Dialogues

#### 120

PRE-CONFERENCE INSTITUTE
WEDNESDAY, 8:30 – 11:30 AM
Honoring Intersections of Identities:
Dynamic Cultural Centers as Campus
Change Agents

#### 125

PRE-CONFERENCE INSTITUTE WEDNESDAY, 8:30 – 11:30 AM Creating Counter-storytelling Community for Cross-Race Dialogue

#### 126

PRE-CONFERENCE INSTITUTE
WEDNESDAY, 8:30 – 11:30 AM
Can the Academy Develop "Global
Citizens?: A Dynamic Examination of
an "Ideal Program" Suggested and
Described by NCORE 2014 Participants
of the Institute on the Impact of
Internationalization on Equity in the
Academy

#### 127

PRE-CONFERENCE INSTITUTE
WEDNESDAY, 8:30 – 11:30 AM
Drawn to Diversity

#### 201

SPECIAL FEATURE

WEDNESDAY, 8:30 – 11:30 AM North Carolina Agricultural and Technical State University and Iowa State University: A Land-Grant Collaboration and Cultural Exchange

#### 202

MAJOR WORKSHOPS

WEDNESDAY, 8:30 – 11:30 AM Where are all the White People: Strategies for Engaging White People in Racial Justice

#### 203

MAJOR WORKSHOPS

WEDNESDAY, 8:30 – 11:30 AM Making Ferguson Matter: How Our Nation Can Achieve Greater Diversity and Social Justice

#### 204

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM Training Students to become Peer Facilitators for Intergroup Dialogue: Design, Implementation and Institutional Support

#### 205

CONCURRENT WORKSHOPS
WEDNESDAY, 8:30-11:30 AM
The Mechanics of Institutionalizing
Diversity: Organizing and Building a
Diversity Infrastructure

#### 206

CONCURRENT WORKSHOPS
WEDNESDAY, 8:30–11:30 AM
Intercultural Communication: A Tool of Cultural Competency for Healthcare Providers

#### 207

CONCURRENT WORKSHOPS
WEDNESDAY, 8:30–11:30 AM
Mediating Past the Stuff: A Strategy for
Diffusing Organizational Noise - Part I

#### 208

MAJOR WORKSHOPS

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

#### 209

CONCURRENT WORKSHOPS
WEDNESDAY, 8:30 – 11:30 AM
Our Necessary Journeys: Ensuring
First-Generation College Students
Navigate to Graduate

#### 210

CONCURRENT WORKSHOPS
WEDNESDAY, 8:30–11:30 AM
UndocuAlly Program for Educators:
Developing Effective Partnerships
between Faculty, Staff, and
Undocumented Students

#### 211

MAJOR WORKSHOPS
WEDNESDAY, 8:30–11:30 AM
Service Learning, Racial Justice and
Contemplative Pedagogy

AT A GLANCE

212

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM A Simulation of the Recruitment Process: Best Practices for Circumventing Barriers to Equity

213

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30 – 11:30 AM Facilitating the Success of Racially, Ethnically, Culturally and Linguistically Diverse Students Through Multipronged Strategies

214

MAJOR WORKSHOPS

WEDNESDAY, 8:30–11:30 AM An Intergroup Conversation with Multiple layers: Racism, Sexism, and Exploitation

215

CONCURRENT WORKSHOPS

WEDNESDAY, 8:30–11:30 AM Changing the Conversation: Transforming a Campus through Diversity Education and Training

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CONCURRENT WORKSHOPS

WEDNESDAY, 8:30 – 11:30 AM Sharks, Teddy Bears and Triggers... Oh My....

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PARI SHAHABI-NABAVI OPENING KEYNOTE ADDRESS

WEDNESDAY, 1:30 – 2:45 PM Rosa Clemente

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SPECIAL FEATURE

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Intersectionality and Cultural
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WEDNESDAY, 8:30–9:30 PM
Olmeca: A Night of Art and Revolution

**SESSIONS** 

SPECIAL FEATURE

#### WEDNESDAY, 8:30-11:30 AM

Georgetown West, Concourse Level

201

North Carolina Agricultural and Technical State University and Iowa State University: A Land-grant Collaboration and Cultural Exchange

As land-grant institutions in the 21st century, North Carolina Agricultural and Technical State University and Iowa State University share similar educational and cultural values: high quality, accessible education, and a commitment toward academic achievements and leadership opportunities that have global impact. Service and leadership are at the core of these values. Chancellor Harold Martin, Sr., of NC AandT and President Steven Leath of ISU are launching an exchange of faculty, staff, students, and academic programs to expand and enrich this shared focus between their institutions.

Recognizing that cultural growth can be promoted through experience, the exchange will focus on strategies to deepen the cultural competencies of faculty, staff, and students between a historically black university and a predominately white university. This exchange is a similar approach to the NCORE project at ISU where a cadre of students and staff participate in NCORE and return to coordinate and plan the university's own conference on race and ethnicity, ISCORE. This exchange brings the discussions, experiences, and resources of NCORE to Iowa. Similarly, the exchange between NC AandT and ISU will allow participants to bring new experiences and insights to their home institutions. There will be opportunities to share methods to create strategic, sustainable change and explore the cultural differences of two very different college campuses.

This session will begin with a presentation from Chancellor Martin and President Leath about the exchange. Details about the different departments within each institution participating in the exchange also will be shared.

During the second part of this session, participants will engage in a rich discussion with the panelists about the challenges and future of sharing institutional culture and resources to advance higher education. This session should interest institutional leadership, chief diversity officers, and those responsible for organizational success and seeking to facilitate effective change at the individual, group, and institutional levels.

Thomas Hill, Senior Vice President for Student Affairs, Iowa State University - Ames, IA

Japannah Kellogg, Director of Trio Student Support Services, Iowa State University - Ames, IA

Steven Leath, PhD, President, Iowa State University - Ames, IA Harold Martin, PhD, Chancellor, North Carolina Agricultural and Technical State University - Greensboro, NC MAJOR WORKSHOP

#### WEDNESDAY, 8:30-11:30 AM

Jefferson West, Concourse Level

202

## Where are all the White People: Strategies for Engaging White People in Racial Justice

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.

Meta Mendel-Reyes, PhD, Associate Professor of Peace and Social Justice Studies, Berea College - Berea, KY

Tema Okun, PhD, Author - Durham, NC

Dara Silverman, ACC, National Coordinator, Showing Up for Racial Justice - Beacon, NY

MAJOR WORKSHOP

#### WEDNESDAY, 8:30-11:30 AM

Jefferson East, Concourse Level

203

#### Making Ferguson Matter: How Our Nation Can Achieve Greater Diversity and Social Justice

Why are we witnessing trends that suggest that inequality—whether based on economic class, social status, race, ethnicity, or gender—is worsening rather than continuing to improve over time? The institutional response to these facts—disparate treatment of minorities by the criminal justice system, unequal access to educational opportunities, persistent residential segregation by race and ethnicity, stagnant wages for the middle class, and fewer job opportunities for communities like Ferguson—is to react as if the causes of these trends are unrelated and thus difficult to remedy.

The first part of the workshop will be used to identify how race, gender, class, ethnicity, and national origin (collectively referred to as "difference" from the cultural norm) continue to hamper full participation in the social, cultural, economic, and political life of this nation. More importantly, this session will address new strategies for confronting structural subordination that promotes

### **SESSIONS**

inequality in all of its present forms. The second part will be an examination of how unconscious bias fuels structural racism and sexism in public policies. The final part of the session will showcase new approaches throughout the nation that are successfully confronting structural inequality and current projects that are trying innovative techniques.

Elizabeth Castle, PhD, Director, Warrior Women - Mansfield, OH Sonia Jarvis, JD, Professor, Distinguished Lecturer, Baruch College, City University of New York - New York City, NY

CONCURRENT WORKSHOP

### WEDNESDAY, 8:30-11:30 AM

Monroe, Concourse Level Intermediate Experiential/Interactive Training

204

# Training Students to Become Peer Facilitators for Intergroup Dialogue: Design, Implementation, and Institutional Support

This session will benefit faculty and staff 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. This session describes, outlines, and models an innovative course designed to train undergraduate students to lead peer dialogues on topics such as racism, sexism, religion oppression, and classism at a small, Catholic, liberal arts college. Participants will discuss the syllabusand activities of the course, course development, institutional support, and cross-departmental collaborations to utilize training.

Corliss Watkins, MA, Student Engagement & Academic Success Specialist, Saint Mary's College of California - Moraga, CA

CONCURRENT WORKSHOP

### WEDNESDAY, 8:30-11:30 AM

Dupont, Terrace Level Intermediate Long- and Short-Range Planning

205

### The Mechanics of Institutionalizing Diversity: Organizing and Building a Diversity Infrastructure

This session is for individuals who may be new to their diversity role and/or have responsibilities for bolstering and advancing diversity and inclusion at their institutions. Participants will gain insight into the essential components of a diversity operation and will formulate a beginning framework for building a diversity infrastructure. Examining diversity infrastructures and operations is timely given the increasingly changing demographics of college campuses, the demand for diversity offices to be responsive to intersecting identities, new and emerging policies, mandates, legislation, and the level of scrutiny applied to diversity efforts and

state and institutional budgets. It is critical to consider how one designs and builds a diversity infrastructure. This session should benefit administrators, faculty, and academic leaders charged with establishing an institutional diversity initiative, program, or office.

Marco Barker, PhD, Sr. Director for Education, Operations, and Initiatives & Clinical Assistant Professor, Diversity and Multicultural Affairs, University of North Carolina at Chapel Hill - Chapel Hill, NC

CONCURRENT WORKSHOP

### WEDNESDAY, 8:30-11:30 AM

Embassy, Terrace Level Advanced Training of Trainers

206

### Intercultural Communication: A Tool of Cultural Competency for Healthcare Providers

This session examines the complexities of communicating across cultures within the multifaceted organizational context of the health care industry. In 2010, the document Advancing Effective Communication, Cultural Competence, and Patient- and Family-Centered Care: A Roadmap for Hospitals provided a clear assessment of skills vital to the continuance and furthering of effective provider services. Specifically, this session will benefit trainers, health practitioners, and advanced students of health care to use intercultural communication as a tool to create a cross-cultural bridge. Topics to be explored include differing belief systems into the prevention, causes, and treatments of illness; culturally bound nonverbal messages; family roles; perceived appropriate versus inappropriate self-disclosure; issues of formality versus informality; differing cultural values and cultural patterns; ethnocentrism; and religious beliefs and customs.

Pamela Perkins, MA, Professor, Prince Georges Community College, Founder, Human Communication Institute, LLC - Washington, DC

CONCURRENT WORKSHOP

### WEDNESDAY, 8:30-11:30 AM

Fairchild, Terrace Level Intermediate Case Studies/Model Programs

207

### Mediating Past the Stuff: A Strategy for Diffusing Organizational Noise - Part I

Most complaints are about Stuff (Something That U Find Frustrating). Individuals who engage in formal investigatory processes may or may not be vindicated yet are engaged in ongoing broken relationships. Mediating past the Stuff versus investigating can leave the relationship intact as complainants just want the troublesome behavior stopped. This session provides an overview regarding how this mediation training is designed to develop skills and competencies to address interpersonal

### **SESSIONS**

conflict and communication challenges. Part I will cover the basic principles, theories, and competencies for engaging in interest-based negotiations that distinguishes such process from adversarial approaches that tend to negatively impact relationships. Participants will observe and debrief the various stages of the mediation process. Participants will also be provided instruction and practical application on skills related to building relationships and rapport among and between parties in mediation.

Margo Foreman, MPH, Assistant Director, Diverse Workforce Recruitment and Retention, Indiana University-Purdue University Indianapolis - Indianapolis, IN

Kim Kirkland, EdD, Director, Office of Equal Opportunity, Indiana University Purdue University - Indianapolis, IN

MAJOR WORKSHOP

### WEDNESDAY, 8:30-11:30 AM

Columbia 4, Terrace Level



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

This session is based on two key ideas. One, the creation of race (and the system of racial oppression it supports) serves to unnaturally divide us from each other and disrupt our inherent human connectionAnd two, the 50 trillion cells in our bodies already know how to live in just and supportive communities 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 to be worked toward but rather a pathway that helps us all come home to rightful human interdependence. And 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 the above two ideas, the session begins by grounding into the body in myriad ways and helping participants explore the notion of embodied racial justice. From here the presenters will 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, the innovative framework of cellular wisdom developed for this session, and the practice of using it to upend the divisive patterns of racial oppression and replace them with ways of being that speak more truthfully to the human connection and the core principles of racial justice. The session will end with small group discussion and time for concrete application of this framework to participants' lives and to their racial justice work in higher education.

While there is attention given to embodiment in the session, the primary focus is on 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 folks new to racial justice content.

**Heather Hackman, PhD, Founder and President, Hackman Consulting** *Group - Minneapolis, MN* 

CONCURRENT WORKSHOP

### WEDNESDAY, 8:30-11:30 AM

Columbia 11, Terrace Level



### Our Necessary Journeys: Ensuring First-generation College Students Navigate to Graduate

First-generation college student success has created a buzz on many college campuses nationwide. Despite this attention, a 2015 Pell Institute study suggests that the educational inequality gap has increased over the past 45 years (Pell Institute, 2015). First-generation college students are among those students who encounter college completion challenges. However, despite many obstacles, they often view college success as necessary to their future stability. This interactive session examines how identities and intersecting factors influence the student experience for firstgeneration college students across different educational settings. Health, wellness, resilience, student agency, engagement, and social networks are among the factors participants will address in an effort to promote student success and retention. Through engaging activities, participants will explore holistic intervention strategies and create action plans for ensuring that students "navigate to graduate." This presentation will benefit academic administrators, students affairs practitioners, and multicultural development professionals.

Art King, MEd, Associate Vice President for Student Affairs, Dean of Students, Baruch College - City University of New York - New York, NY Elena Lewis, MA, Assistant Director, Brandeis University - Waltham, MA Jennifer Morazes, PhD, Director of Student Support Services in Academic Services, Brandeis University - Waltham, MA

CONCURRENT WORKSHOP

### WEDNESDAY, 8:30-11:30 AM

Columbia 12, Terrace Level Novice Experiential/Interactive Training

210

# UndocuAlly Program for Educators: Developing Effective Partnerships between Faculty, Staff, and Undocumented Students

This session will help participants develop skills, frameworks, and approaches toward effectively partnering with undocumented students. Although there will be a focus on engaging and serving undocumented students enrolled in post-secondary institutions, best practices that transfer to other educational levels will also be referenced. Participants can expect to articulate experiences and

### **SESSIONS**

challenges of undocumented students, become familiar with federal and state legislation that affects undocumented students, identify and make a commitment to use immigrant sensitive language, and personalize best practices and interventions. This session should benefit educators who work with undocumented students in educational settings, with a targeted focus on post-secondary institutions, and for those interested in developing an ally training program specifically serving undocumented student populations.

Andrea Gaytan, MA, Director, AB540 and Undocumented Student Center, University of California at Davis - Davis, CA

Vanessa Segundo, MSEd, Education and Training Coordinator, Undocumented Student Center, University of California at Davis -Davis, CA

Marcus Tang, JD, Attorney, AB 540 & Undocumented Student Center, University of California at Davis - Davis, CA

MAJOR WORKSHOP

### WEDNESDAY, 8:30-11:30 AM

Holmead East, Lobby Level



### Service Learning, Racial Justice, and Contemplative Pedagogy

Service learning has become increasingly popular for undergraduate students during their college career. While still struggling to be recognized as an acceptable academic practice within higher education, more colleges are requiring students to participate in civic engagement. As the number of students active in local community organizations increases, it becomes critical to pay attention to the value of such volunteering in the agencies. What are the costs and benefits for the organizations? Many of the organizations are in underfunded communities and are serving diverse populations, often different from the students' own cultural, racial, and class identities. Are we preparing students with adequate insight into their social identities? Are we offering them thoughtful reflexive praxis to help prepare them to enter into diverse communities?

Participants will share their experiences with service learning in their institutions and will explore differences and contradictions between helping and service, pity, sympathy, and compassion in order to understand the interplay between power, privilege, and oppression. Using contemplative practice as a tool to reflect about self enables teachers, staff, and students to understand systems of inequality through the lens of service. The one-year residential first year Service Learning Program (IMPACT!) at the University of Massachusetts Amherst engages students to learn and reflect about social justice theory and their personal social identities while also engaging in contemplative practice. Presenters will present this program as a potential model and discuss other models for this kind of integrated and liberatory work.

Katja Hahn D'Errico, EdD, Lecturer, University of Massachusetts Amherst - Amherst, MA CONCURRENT WORKSHOP

### WEDNESDAY, 8:30-11:30 AM

Holmead West, Lobby Level Intermediate Experiential/Interactive Training



### A Simulation of the Recruitment Process: Best Practices for Circumventing Barriers to Equity

This session will provide an overview of fair hiring practices by linking applied psychological research, federal legal requirements, and effective discrimination-limiting hiring processes. Participants will encounter segments of the recruitment process from the perspectives of both an applicant and a hiring committee member. Participants will be provided and asked to create samples of job postings, interview questions, selection metrics, etc. The session is designed to simulate an actual hiring scenario from start to finish and encourage discussion of the process at various points along the timeline. Attendees will come away with a better understanding of the dynamics of interpersonal racism and institutional discrimination, their impact on hiring practices (especially in light of Equal Employment Opportunity), and tools to create a fair hiring system at their own institutions. This session will benefit those involved with hiring faculty and/or staff.

Andy Karafa, PhD, Associate Dean, Arts & Sciences, Ferris State University - Big Rapids, MI

Matthew Olovson, JD, Director of Equal Opportunity/Staff Attorney, Office for Equal Opportunity/Governmental Relations & General Counsel, Ferris State University - Big Rapids, MI

**SESSIONS** 

CONCURRENT WORKSHOP

### WEDNESDAY, 8:30-11:30 AM

Jay, Lobby Level Intermediate Theoretical Models



Facilitating the Success of Racially, Ethnically, Culturally, and Linguistically Diverse Students through Multi-pronged Strategies

The success of increasingly diverse students in higher education is dependent on multiple factors. Changes must occur with students adapting often to new environments, institutions being accountable to addressing constantly increasing racial, ethnic, cultural, and linguistic diversity and all members of our educational communities being involved in active partnership to ensure success. In this dynamic workshop there will be several presentations exemplifying some common situations encountered by students, faculty, university and college staff, and the academic community. In addition to summarizing challenges, there will be a particular focus on facilitating processes for positive outcomes for students, namely positive academic, social or relational, and health standing. Collaboratively create a working set of promising practices for contemplation and conversation to enhance and invigorate our efforts in our home communities and institutions.

Alejandrina Estrada, Professor, College of Graduate and Professional Studies. John F. Kennedy University - Pleasant Hill. CA

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

Haydee Montenegro, PsyD, Professor, John F. Kennedy University-CGPS - Pleasant Hill, CA

Robbin Rasbury, PsyD, Assistant Professor, John F. Kennedy University -Pleasant Hill, CA

MAJOR WORKSHOP

### WEDNESDAY, 8:30-11:30 AM

Kalorama, Lobby Level



An Intergroup Conversation with Multiple Layers: Racism, Sexism, and Exploitation

With increased globalization, students from East and South Asia are a growing presence on U.S. college campuses. Yet finding ways to best support these students as they confront racism, sexism, and orientalism brings us face to face with both blatant and covert forms of racism related to physical appearance and rooted in stereotyped intergroup interactions. Given predominant stereotypes toward African American, Latino/as, American Indians, women, and the

generalizing social attitudes toward Asian students, finding common ground for shared support is both necessary and challenging.

This session is designed to help representatives of multiple disciplines in higher education assemble our collective hearts/minds in service of a new dialogue interrogating embedded stereotypes. There are similar issues for both African American and Asian American students, and we seek to engage in dialogue surrounding the needs of Asian students both domestic and international.

How we physically appear is so important to how people perceive and interact, and in turn it influences how we relate to each other. To begin this dialogue, presenters will familiarize participants with less obvious forms of communication such as nonverbal and non-vocal, proxemic, kinesic, and haptic forms of communication that are frequently outside of consciousness. Active exploration will shed light on the relationships among students interacting across ethnic borders.

Presenters will conclude the dialogue with problem-solving around issues related to the willingness to ask for help—or not; how to facilitate openness to student services and counseling; ways to provide another perspective on intergroup relations within the university; and build genuine relationships among students, counselors, faculty, and administrators.

Meg Chang, EdD, Independent Scholar, Adjunct Faculty, CUNY -Queens College - Flushing, NY

Anna Wong Lowe, PhD, Adjunct Faculty, Oklahoma Baptist University -Norman, OK

Lysa Monique Jenkins-Hayden, Owner, Clinical Director, Inspired Therapeutic Solutions - Philadelphia, PA

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

CONCURRENT WORKSHOP

### WEDNESDAY, 8:30-11:30 AM

Morgan, Lobby Level Intermediate Case Studies/Model Programs

215

### Changing the Conversation: Transforming a Campus through Diversity Education and Training

The goal of this session is to highlight the University of Georgia's innovative model of diversity education and training for faculty and staff. This session will benefit participants interested in either building a diversity training program or enhancing existing diversity training program(s) at their institution. Participants will explore the key components of the certificate including its institutional climate, partnerships, value, and curriculum. This interactive session will give allow participants to critically reflect on where their institutions are in each of the key component areas and identify potential

### **SESSIONS**

opportunities and challenges that exist for enhancing their campuses though diversity training.

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

Michelle Cook, PhD, Associate Provost and Chief Diversity Officer, Office of Institutional Diversity, University of Georgia - Athens, GA

CONCURRENT WORKSHOP

### WEDNESDAY, 8:30-11:30 AM

Oaklawn, Lobby Level Intermediate Theoretical Models

216

#### Sharks, Teddy Bears, and Triggers... Oh My...

Equity and social justice practitioner development is possible when groups are aware of affective impact hostile environments. This session will explore theories and practices that can be cognitively applied to alleviate the "it must be me" syndrome of the colonized mind and discuss how we can create inclusive spaces in an effort to transform the academy. Participants will have an opportunity to engage in a discussion of emotional intelligence, equity, and inclusion and take a brief inventory to determine their personality-conflict type in relation to the empowerment continuum and apply this conversation to their academic environment. By the end of this session, participants will be able to describe the difference between being in a rage vs. enraged, understand oppression and internalized oppression, differentiate between working in the cognitive and affective domains, and know when to use which effectively to advocate for equity and social justice.

Veronica Neal, PhD, Director of the Office of Equity, Social Justice & Multicultural Education, De Anza College - Cupertino, CA

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

PARI SHAHABI-NABAVI OPENING KEYNOTE ADDRESS

### WEDNESDAY, 1:30-2:45 PM

International Ballroom, Concourse Level

240

#### Rosa Clemente

Community organizer, freelance journalist, and Hip Hop activist Rosa Clemente ran for Green Party Vice President in the 2008 U.S. election. Along with Congresswoman Cynthia McKinney, the pair became the first women of color ticket in American history. Born and raised in South Bronx, NY, Clemente has been a community organizer and featured keynote speaker, panelist, and political commentator for more than 20 years.

In 1995, Clemente developed Know Thy Self Productions, which has since produced four major community activism tours and consults on issues such as Hip Hop activism, media justice, voter engagement

among youth of color, third party politics, intercultural relations between African Americans and Latinos, immigrants' rights as an extension of human rights, and universal healthcare. In 1998, she joined the Malcolm X Grassroots Movement and began organizing around issues of police brutality, the Prison Industrial Complex, and the freedom of U.S. political prisoners and prisoners of war.

In 2001, Clemente was a youth representative at the first ever United Nations World Conference against Xenophobia, Racism, and Related Intolerance in Durban, South Africa, where she sat on the reparations committee. Additionally, Clemente coordinated the Black August South African Hip Hop Tour, starring Dead Prez, Jeru DA Damaja, Black Thought of the Roots, Boots Riley of the Coup, and Talib Kweli. After returning from South Africa, she began co-hosting and producing the radio show Where We Live on WBAI in New York City.

In 2002, Clemente was named by RedEye magazine "one of the top 50 hip-hop activists to look out for." In 2003, she co-founded and coordinated the first ever National Hip-Hop Political Convention that brought more than 3,000 activists together to create and implement a national political agenda for the Hip Hop generation. In 2005, she co-founded the R.E.A.C.Hip Hop Coalition, a Hip Hop generation based media justice organization. In September of that year, ten days after Hurricanes Katrina and Rita ravaged parts of New Orleans and Mississippi, Rosa Clemente traveled to the devastated areas as an independent journalist and her on-the-ground reports were distributed to radio stations around the world.

Clemente has received numerous awards, grants and fellowships, and has written for Ebony, Clamor magazine, The Black World Today, The Final Call, The Ave. magazine, and numerous websites. She has also been the subject of articles in the New York Times, The Nation, The Progressive, The Village Voice, Urban Latino, Essence, Latina, Vibe, The Huffington Post, Alternet, Wiretap, All Hip Hop.com, Black Agenda Report, The Indypendent, Newsone.com, In These Times, and The Source. Clemente is a frequent contributor on CNN, C-SPAN, MSNBC, Al Jazeera, Free Speech TV, On the Real with Chuck D, Street Soldiers, Pacifica Radio, Grit TV with Laura Flanders, teleSUR, Hard Knock Radio, The Truth With Jeff Johnson (BET), The Bev Smith Show, The Warren Ballentine Show, Make it Plain with Mark Thompson, WPFW with Dr. Jared Ball, and Democracy Now!.

Clemente graduated magna cum laude from the University of Albany and wrote her master's thesis on the political development of the Young Lords Party, 1969-1974. She is currently a doctoral student in the W.E.B. Dubois department of UMASS-Amherst and a visiting scholar at California State University, Los Angeles. Her academic work has been dedicated to researching national liberation struggles inside the United States with a specific focus on the Black Panther Party and the Black and Brown Liberation Movements of the '60s and '70s, as well as the effects of COINTELPRO (Counter Intelligence Program) on such movements. She has also written extensively on Afro-Latino identity and politics, sexism within Hip Hop culture, media justice, Hip Hop activism, and African American and Latino unity.

Rosa Clemente, MPS, Community Organizer, Journalist & Political Activist - Los Angeles. CA

### **SESSIONS**

SPECIAL FEATURE

### WEDNESDAY, 3:30-5:30 PM

Georgetown West, Concourse Level



#### How to Become an AANAPISI Campus

Presenters representing the U.S. Department of Education and the Asian & Pacific Islander Scholarship Fund (APIASF) will provide participants with perspectives and insights on the importance of the Asian American Native American Pacific Islander Serving Institution designation. Participants will be provided with guidance on what steps higher education institutions need to take in order receive this designation and what it will mean for their campus.

Neil Horikoshi, JD, MBA, President, Asian & Pacific Islander American Scholarship Fund - Washington, DC

Mark Mitsui, PhD, Deputy Assistant Secretary for Community Colleges, The Office of Career, Technical, and Adult Education, US Department of Education - Washington, DC

Robert Teranishi, PhD, Associate Professor of Higher Education, Director of the PEER, Steinhardt School of Culture, Education, and Human Development, New York University - New York, NY

MAJOR WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Georgetown East, Concourse Level



The Quaker Peace Testimony and Law Enforcement: Exploring a New Framework for Guilford College's Justice and Policy Studies Department

Relations between police and many communities of color in the United States have long been characterized by a deep divide. This divide recently has garnered national attention in the wake of police actions resulting in the deaths of unarmed black people. The Justice and Policy Studies Department (JPS) at Guilford College grapples with this divide, working to create relationships and structures leading to the just and peaceful resolution of conflict.

This presentation examines ways the Quaker peace testimony guides the JPS curriculum, highlighting the need for a better way forward for educating police. Presenters include the College president, JPS chair, coordinator of the Criminal Justice major, deputy chief of the Greensboro Police Department, community organizer with the Beloved Community Center, and an alumna of the Criminal Justice major. The session should benefit those interested in innovative programs for criminal justice students, guided by core values of peace and justice.

Jane Fernandes, PhD, President, Guilford College - Greensboro, NC Hollyce Sherry Giles, Guilford College - Greensboro, NC James Hinson, Deputy Chief, Greensboro Police Department -Greensboro, NC Barbara Lawrence, JD, MPA, Guilford College - Greensboro, NC

Wesley Morris, Youth and Student Initiatives Coordinator, Beloved Community Center - Greensboro, NC

Wendy Poteat, MPA, Director of Governmental Affairs, Winston-Salem Chamber of Commerce - Winston-Salem, NC

SPECIAL FEATURE

### WEDNESDAY, 3:30-5:30 PM

Jefferson West, Concourse Level



### What is 21st Century Policing? - Achieving Racial Justice and Police Reform

The recent high profile killings by police offices has compelled the nation to once again focus on the ongoing racial disparities in American society and how this has infected the culture of policing. The concept of 21st century is evolving and multiple strategies must be employed to comprehensively effectuate change. This panel will explore this concept of achieving racial justice and police reform and examine the various strategies necessary on the federal, state and local level.

Roy Austin, Director, White House Office of Urban Affairs, Justice and Opportunity - Washington, DC (Invited)

Ron Davis, Director, COPs office, US Department of Justice – Washington, DC (Invited)

Vanita Gupta, Acting Assistant Secretary, Civil Rights Division, US Department of Justice - Washington, DC (Invited)

Kimberlé W. Crenshaw, JD, Professor, Columbia and UCLA School of Law, and President of the African American Policy Forum – New York, NY (Invited)

Rebecca Cokley, Executive Director, National Council on Disability – Washington, DC (Invited)

Cedric Alexander, President, National Organization of Black Law Enforcement Executives, and Co-Chair, President's Task Force on 21st Century Police Reform – Washington, DC (Invited)

Sherrilyn Ifill - President and Director-Counsel, NAACP Legal Defense and Educational Fund, Inc. - Washington, DC (Invited)

Barbara Arnwine, JD, (Moderator) President and Executive Director, Lawyers' Committee for Civil Rights Under Law – Washington, DC

**SESSIONS** 

SPECIAL FEATURE

### WEDNESDAY, 3:30-5:30 PM

Jefferson East, Concourse Level



### JDOTT National Summit: A Town Hall Conversation with Dr. Wayne A.I. Frederick, President of Howard University

In partnership with National Conference on Race & Ethnicity in American Higher Education (NCORE), the John D. O'Bryant National Think Tank (JDOTT) for Black Professionals in Higher Education will host a Conversation with Dr. Wayne A.I. Frederick, President of Howard University. It will be facilitated by Paul James, president of JDOTT, and will focus on the important historical role that Howard University has played in producing thought-leaders across many academic disciplines and civic areas, the vibrancy of Historically Black Colleges and Universities in the 21st Century -- especially in an era of social media -- and the importance of engaging college students in a broader climate that includes strained (and stained) community and police relations. The facilitator will engage Dr. Frederick in a manner that acknowledges the many facets of a college president's professional life, encompassing the range of Black intellectual thought, across the generational continuum. This session will particularly benefit college students, college presidents, new professionals, senior leaders, chief diversity officers, student and academic affairs personnel, civic leaders, and community activists. Those interested in establishing effective initiatives serving Black Think Tanks and Historically Black Colleges and Universities in the context of community building and preserving the academic and civic integrity of American higher education are especially invited to this National Summit.

Wayne A.I. Frederick, PhD, President, Howard University - Washington, DC

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

### WEDNESDAY, 3:30-5:30 PM

Lincoln West, Concourse Level



### Empire of Funk: Hip Hop and Representation in Filipina/o America

In light of the release of Empire of Funk: Hip Hop and Representation in Filipina/o America (Cognella Academic Publishing, 2014), this session will explore the historicity of Filipina/o American performance in hip hop and the role of these performances in Filipina/o American representation, Asian American Studies discourse, social movements, and popular culture. This session will dedicate time to interacting with audience members, many of whom we anticipate will be additional Empire of Funk contributors, interested scholars, local artists, and people involved and interested in the Filipina/o American (and, by extension, Asian American) hip hop scene.

Candice Custodio-Tan, DJ, Writer, Hip-hop Feminist, and Community Organizer, Diablo Valley College - San Ramon, CA

Roderick Labrador, PhD, Assistant Professor, Ethnic Studies, University of Hawaii - Manoa - Honolulu, Hl

Mark Redondo Villegas, PhD Candidate, University of California - Irvine - Irvine, CA

CONCURRENT WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Lincoln East, Concourse Level Novice Experiential/Interactive Training



### Late to Class: Incorporating Class into Campus Race Conversations

Diversity work on campus usually includes race and gender and occasionally sexual orientation and other identities, but rarely is the often-invisible class discussed. Classism intersects with every other form of oppression, and race and class are intertwined. As long as class is taboo, this silence maintains the invisibility of class. Why is class important in higher education? Education is said to be the great equalizer, but by the time students get to college their educational careers have already been influenced their class. Still, dialogues about issues of class are virtually absent from campus life. Without information and opportunities to un-learn classism, our campuses perpetuate it. This workshop breaks down ways to destigmatize class and gives participants a model for cross-class dialogue on their campuses. Participants will develop action steps to help make this invisible force more visible and to reduce institutional classism on their campuses.

Anne Phillips, Director, Class Action - Boston, MA

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

**SESSIONS** 

SPECIAL FEATURE

### WEDNESDAY, 3:30-5:30 PM

Monroe, Concourse Level



### Advocacy: Discussion on Developing Support Systems within the Academy

What is involved with Native Student Affairs? Is the profession defined and if so, what are the parameters? This workshop will address and consider case studies selected to represent representative scenarios and environments faced by American Indian Student Services Professionals. The purpose of the case studies is to prompt a dialogue with attendees on addressing our issues, our concerns and our solutions. Case studies will focus on our work as Native professionals and include topics such as mentoring, balancing our lives as university professionals with our commitment to our communities, preserving our roles in the academy, advocating for our students, securing support programs, identifying and lobbying for program funding, identifying allies, connecting with our tribal communities, and still conducting the responsibilities for which we were hired, which, in many instances, has nothing to do with the aforementioned.

Heather Kind-Keppel, MS, MEd, University Diversity and Inclusion Officer, University of Wisconsin-Parkside - Kenosha, WI

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

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

Ricardo Torres, Counseling Faculty (retired), California State University – Sacramento, CA

Stephanie Waterman, PhD, Associate Professor, Warner Graduate School of Education and Human Development - Rochester, NY

CONCURRENT WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Cardozo, Terrace Level



### Addressing Islamophobia: Dispelling Myths to Break Down Barriers

The post-9/11 era in the U.S. has exposed a significant degree of prejudice and bigotry towards Muslim people. In 2012, a violent hatemotivated 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, underscored by the horrific murders of three UNC students, there continues to be widespread racial profiling, hate crimes and bullying throughout the country. This program will benefit participants interested in these questions and more, providing needed context to bridge divides.

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

### WEDNESDAY, 3:30-5:30 PM

Du Pont, Terrace Level

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# "Shout Out to the Real Africans": Who's Black in America? – An Examination of How Concepts of Blackness Informs Experience

Our session will explore perceptions of Blackness and how it effects student development at a Pre-dominantly White Institution. We will examine and gauge what is Blackness, nationally and internationally, how is it informed by the media to the masses and how one's environment may determine the formulation of self. We will explore Blackness, cultural identity and aesthetics through various lens, but especially within the framework of the current social justice movements, including the Black Lives Matter Movement, as well as the recent rash of race-related incidents. Participants will be guided through a historical snapshot of the creation of Black identity, the misconceptions and appropriations.

Those in attendance will learn how to: 1) assist Black students in creating a strong sense of self and identity particularly in a hostile or seemingly unsupportive environment; 2) create intentional dialogue and environment to support students; 3) create tools to provide a centered, safe and brave space for Black students; and, 4) designing a sustainable environment.

This session will be interactive, visual and participatory. It is designed to support Multicultural, Cross Cultural and ethnic specific advisors and educators working in diverse Black communities. It is intended to be most helpful for those interested in developing skillsets, competencies and/or learning opportunities.

<sup>1</sup> Marshawn Lynch Interview, January 29, 2015

Nzingha Dugas, Director, African American Student Development Office, Division of Equity and Inclusion, University of California-Berkeley - Berkeley, CA

Dejae Edison, UC Berkeley Undergraduate, Treasurer, Black Student Union, African American Student Development Office, Division of Equity and Inclusion, University of California-Berkeley – Berkeley, CA

Clarence Ford, Jr., UC Berkeley Undergraduate, Transfer Liaison, African American Student Development Office, Division of Equity and Inclusion, University of California-Berkeley – Berkeley, CA

Victor, Sandifer, Jr., BA, Program Coordinator, African American Student Development Office, Division of Equity and Inclusion, University of California-Berkeley – Berkeley, CA

Gabrielle Shuman, UC Berkeley Undergraduate, Co-Chair, Black Student Union, African American Student Development Office, Division of Equity and Inclusion, University of California-Berkeley – Berkeley, CA

**SESSIONS** 

MAJOR WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Embassy, Terrace Level



#### Black Voices and White Voices: Sounds From Scotland

Scotland may be at a critical juncture in terms of race relations and new directions for a multi-racial society. Though the presence of Black individuals in Scotland can be traced as far back as the 16th century and a small, more visible Black population has been present post WWII, recent demographic changes including immigrants from a number of African countries have put the number of Black people in the country now at an all time high.

This session, based on stories from research conducted in Fall 2014, gives voice to a selected cross-section of Black residents of Scotland: across generations; locally born Scots; Afro-Caribbean persons; and new arrivals from Africa. A complicated mix of daily realities, racial and cultural identities, and historical and political legacies converge to sound out the challenges and exciting possibilities for Scotland today. Even while priding themselves as politically progressive, fair-minded, anti-racist, in-tune with oppressed groups, and much more welcoming of immigrants than other Europeans, White Scots still have to deal with issues of obliviousness, power and privilege, long established racist institutions and their own history of enslaving Africans. Poignant stories serve as an education for how people can work together on race relations.

Jeanette Davidson, PhD, ACSW, Director of African & African American Studies, Professor, School of Social Work, The University of Oklahoma - Norman, OK

CONCURRENT WORKSHOP

#### WEDNESDAY, 3:30-5:30 PM

Fairchild, Terrace Level Novice Theoretical Models



### Dismantling Presumed Incompetence: Testimonies and Transformative Strategies for Latinas in Higher Education

Latina women are incredibly competent, creative, and a growing force within higher education. Historically, Latina women face many issues that have gone unnoticed, which further marginalizes their hardships. In this interactive session, presenters will offer a healing space for transformative dialogue around the experiences of Latina women navigating various political and cultural landscapes within higher education institutions. Healing spaces allow members to be accountable for the influence of the power and privilege they carry as well as acknowledge microaggression and systems of oppression that persist. Participants will learn new strategies on how to transform their own experiences and change the narrative around diversity and inclusion by embedding changes through strategies for hard conversations, deliberate dialogue, supervision, and mentoring.

This session should benefit staff, faculty, and administrators aiming to embark on transformative professional development.

Yolany Gonell, MSW, Director, Diversity And Inclusion - Cross Cultural Center, Stetson University - Orlando, FL

Olivia Muñoz, MFA, Doctoral Candidate, International and Multicultural Education, University of San Francisco - San Francisco, CA

Marcela Ramirez, MS, PhD Student, Higher Education, University of California, Riverside - Fontana, CA

CONCURRENT WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Gunston, Terrace Level Intermediate Case Studies/Model Programs



#### Stereotype Threat: A Threat in the Air, Mind and Body

The purpose of this study was to contribute student perspectives to the body of knowledge related to promoting student success for underrepresented groups in schools of nursing and medicine. By understanding the degree to which stereotype threat (ST) exists among marginalized groups and how individuals experience it, educators can not only support students but help them reach their full academic potential. Through an examination of student perspectives, strategies to promote retention and student success were explored by inter-professional educators and chief diversity officers. The overall goal of this study was to transform our academic healthcare organization into an inclusive, empowering, and equitable environment that promotes workforce diversity in the health professions, thereby promoting health equity. This interactive presentation should benefit educators interested in deepening their understanding of the experiences of health professions students related stereotype threat.

Kupiri Ackerman-Barger, PhD, RN, Assistant Director, Master's Entry Program in Nursing, University of California Davis - Sacramento, CA

Darin Latimore, MD, Associate Dean, Office of Student and Resident Diversity, University of California, Davis School of Medicine -Sacramento, CA

**SESSIONS** 

MAJOR WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Columbia 3, Terrace Level

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### Researching and Publishing on Multiracial Topics: Lessons Learned and Developing Best Practices

From the politics of labeling and counting mixed race students in research, to the interactions with editors who might not care about multiraciality, this session explores key issues related to researching and publishing on multiracial topics. Join several panelists from various fields in and outside of academia, as they share their experiences with various aspects of the research and publishing enterprise. From developing their own ideas for projects and conducting research, to writing for peer-reviewed journals and even turning the dissertation into a book, the panelists have a wealth of knowledge and expertise related to researching and publishing. They will share lessons learned along the way in their various roles as researchers, authors, editors, and most importantly, readers that can help others move their own work forward. Moreover, this session allows for the discussion of not only the general challenges of the research and publishing process, but also what happens when you add the complexities of multiraciality. Depending on contexts, multiracial topics can at times be viewed as too controversial or unworthy of our scholarly attention. Without conducting innovative research and disseminating new knowledge, there will continue to be limited/limiting discourses on mixed race, setting up dangers of a "single story" to encompass all experiences of such a diverse population. Publishing can be used as a way to open up new lines of inquiry, challenge narrow framings, and insist upon anti-racist approaches to research and practice. It also allows us to use various approaches to reach multiple audiences (e.g., scholarly, popular, student, literary). By exposing some of these issues, participants will have the opportunity to engage in critical conversations and move toward developing their own best practices for researching and publishing on multiraciality.

Lawrence-Minh Davis, PhD, Director, The Asian American Literary Review, Inc. - College Park, MD

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

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

Steven Riley, Founder/Creator, MixedRaceStudies.org, National Association of Mixed Student Organizations - Washington, DC

CONCURRENT WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Columbia 4, Terrace Level

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### Mediating Past the Stuff: A Strategy for Diffusing Organizational Noise - Part II

This session further develops the skills needed in order to mediate past the Stuff by bringing together many of the concepts and practices learned in Part I and capturing the key traits, skills, and practices essential for achieving effectiveness as a mediator in an organizational context. This session engages participants through multiple role-plays that are interactive. In addition, the hallmarks of success as a mediator are defined with emphas on bringing parties together to work through their conflicts and communication challenges rather than on guaranteeing a resolution that remains solely within parties' control to determine. This session also provides guidance on establishing positive relationships with administrative officials and a good reputation as an internal mediator in order to be relied upon to serve the needs of internal organizational constituents who require third-party assistance to resolve workplace conflicts.

Margo Foreman, MPH, Assistant Director, Diverse Workforce Recruitment and Retention, Indiana University-Purdue University Indianapolis - Indianapolis, IN

Kim Kirkland, EdD, Director, Office of Equal Opportunity, Indiana University Purdue University - Indianapolis, IN

MAJOR WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Columbia 6, Terrace Level

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### ESPNdustrial Complex: How Sports Media Is Fueled by White Male Supremacy

When Sara Ganim, a 24-year-old small-paper journalist, broke the Penn State child sex scandal, her explosive report was widely ignored and uninvestigated by corporate sports media for the next seven months. How could this happen? Sports media--led by ESPN's \$40 billion empire -- promotes a system of white male privilege and supremacy that routinely protects the power of owners and corporate partners, criminalizes athletes of color, and renders women athletes invisible unless the uniform is a bikini. Is it about black, white, or green? Is it true that "women can't sell"? What's the social impact relative to our educational and criminal justice systems?

In this myth-busting session, participants will be asked to evaluate provocative sports imagery, guesstimate what really sells, and acquire a deeper understanding of sports media's invisible oppression. Participants will leave with resources and strategies

**SESSIONS** 

to challenge inequality in sports media and incorporate sports as a vehicle to address broader social issues within their curricula.

Frederick Gooding Jr, PhD, Assistant Professor, Ethnic Studies, Northern Arizona University - Flagstaff, AZ

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

CONCURRENT WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Columbia 8, Terrace Level Intermediate Theoretical Models



### Building a Movement for Difficult Dialogues: Teaching and Learning in Higher Education

Issues of racial injustice have become focal concerns on college and university campuses. Campuses must respond with successful approaches to work through conflict and allow for difficult conversations to emerge. This session will include interactive examples of dialogic practice that discuss difficult topics, particularly with respect to racial justice. These models come from Difficult Dialogues National Resource Center partner campuses. The workshop will be structured across four segments: Difficult Dialogues as an Overarching Paradigm, Organizing Intergroup Dialogues about Campus Racial Justice Issues, Community Engagement in Campus Dialogues, and Establishing a Difficult Dialogues Program. Facilitators will provide an engaging and interactive workshop designed to increase knowledge and skills for participants. This session should particularly benefit people seeking successful campus examples for engaging in effective, though difficult, conversations.

Melissa Biggs, PhD, Administrative Associate and Program Coordinator, Humanities Institute, University of Texas - Austin, TX

**Kimberly Griffin, PhD,** Associate Professor, University of Maryland - College Park, MD

Kelly Maxwell, PhD, Co-Director and Faculty Member, The Program on Intergroup Relations, University of Michigan - Ann Arbor, MI

Roger Worthington, PhD, Professor and Chair, Department of Counseling, Higher Education, and Special Education, University of Maryland - College Park, MD

MAJOR WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Columbia 11, Terrace Level



### Using National Data to Study Race & Ethnicity in Higher Education

Race and ethnicity scholars have contributed much to our understanding of higher education and broader societal issues. Consider what we know about the Black-White Achievement Gap, Racial Patterns in the Class-based Opportunity Gap, and STEM diversity issues. What connects much of the research on these

topics? Seminal studies were based on secondary analysis of existing national data (not new data collection). In fact, race and ethnicity scholars stand much to gain from learning how to access and analyze data from nationally representative samples, like those provided by the U.S. Department of Educations' National Center for Education Statistics, National Science Foundation and other large-scale datasets available in the public domain, to study race/ethnicity questions. The purpose of this major workshop is to encourage the production of high-quality research on race and ethnicity by instructing participants on the appropriate use of national data and large-scale databases in higher education research. The workshop is organized in three parts: [1] Identifying and Accessing National Databases, [2] Technical Issues in Analyzing National Data, and [3] Illustrative Case Study Examples. Time will be reserved for Q&A, as well as large group discussion. All participants will receive take-away materials including: list of databases, sample restricted license agreement, chapters on complex sampling issues, and much more.

Royel Johnson, EdM, Policy Analyst - Center for Higher Education Enterprise (CHEE), Doctoral Candidate, The Ohio State University -Columbus, OH

Terrell Strayhorn, PhD, MEd, Professor of Higher Education in the College of Education & Human Ecology and Director of the CHEE, The Center for Higher Education Enterprise at The Ohio State University - Columbus, OH

CONCURRENT WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Columbia 12, Terrace Level Intermediate Case Studies/Model Programs



### Working From Whiteness: Supporting and Challenging White Students in Racial Justice Work

How do you challenge white students about white privilege? How can you support them in developing ally skills and working for racial justice? What is the role of white students in racial justice movements on college campuses and beyond? This interactive workshop will allow participants to examine how privilege operates within social justice organizing on campus and how to develop their skills in challenging and supporting student leaders as they grow and develop as allies. Presenters will also include tips for self sustainability and self care. The session goal is to challenge and educate participants as well as to open a space for reflection and community support. This session will benefit white faculty, staff, and students committed to racial justice and interested in developing white allies on their campuses. This workshop will address some of the ways in which those who hold a privileged white identity can productively participate in racial justice movements.

Tiffany Alves, Student, Suffolk University - Boston, MA

Jesse Beal, MA, Assistant Director, Diversity Services, Suffolk University
- Boston, MA

Dylan Santos, Student, Suffolk University - Boston, MA Michelle Wallace, Student, Suffolk University - Boston, MA

**SESSIONS** 

CONCURRENT WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Holmead East, Lobby Level Intermediate Social Media Issues

268

#### "Not my Race, Not my Problem"

This session will provide participants with tools needed to properly respond to racism over social media. Collegiate cultural clubs/ organizations often communicate or have a social media page, and when a national event happens such as Ferguson, organizations most often immediately start planning their next steps. Protests and teach-ins are a few things that organizations start arranging, but what happens when not everybody responds in a positive way to your organization's ideas/workshops? This session will allow the audience to explore past social movements, take a critical look to issues that are "not my problem," and learn how to create cross cultural networks for solidarity. Presenters will also provide guidelines on how your cultural club should properly respond to a large scale national event within or outside communities with which one identifies.

Kyle Manley, Student, University of Michigan-Flint - Flint, MI Nakshidil Sadien, Student, University of Michigan - Flint - Flint, MI Crystal Torres, Student, University of Michigan - Flint - Flint, MI

CONCURRENT WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Holmead West, Lobby Level Novice Experiential/Interactive Training

269

### STEM Careers Toolkit: A Resource to Expand Career Opportunities for Community College Students

This session will center on NAPE's STEM Careers Toolkit, a resource to help counselors expand students' career choices beyond traditional occupations and into high-skill, high-wage STEM careers. Participants will learn about the motivation to design this in-demand counselor and student resource as well as engage in the activities contained in the toolkit. Participants will gain a deeper understanding of the gender and race gaps that persist in college STEM programs and consider what that means in terms of economic equity, be introduced to a variety of STEM occupations and the desirable perks that often come with them, and learn how to help students identify work and life values in relation to making education and career decisions. This session will benefit community college counselors eager to increase female student and student of color participation, retention, and completion in STEM programs of study.

Elizabeth Tran, Senior Program Manager, National Alliance for Partnerships in Equity - Gap, PA CONCURRENT WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Jay, Lobby Level Novice

270

### Connecting & Addressing Bias, Inequality & Violence on Your Campus

· Many scholars, researchers, and professionals concerned with inequality, violence, or both have demonstrated how much of our society's violence is embedded in biased attitudes and structures that create and maintain inequality and oppression. Many of these scholars and professionals have also recommended and created techniques for dismantling bias, increasing equity and inclusion, and preventing violence. In this session, Nancy Chi Cantalupo, NASPA's Vice President for Equity, Inclusion & Violence Prevention, will introduce participants to some of the research connecting bias, inequality, and violence to issues of deep concern to students on our campuses, including the killings of Travvon Martin, Michael Brown, and Eric Garner, as well as gender-based violence between students. In addition, she will discuss tools that we can use on our campuses to dismantle both personal biases and structures of inequality.

Nancy Chi Cantalupo, JD, Associate Vice President for Equity, Inclusion and Violence Prevention, National Association of Student Personnel Administrators - Washington, DC

CONCURRENT WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Kalorama, Lobby Level Novice Case Studies/Model Programs

271

#### When and Where I Enter: Women, Work, and Life

Creative and impactful dialogue is often a link to building bridges of understanding within the profession of higher education. Specifically, women who have elected to working within the field of diversity and inclusion have powerful stories to share that illustrate their commitment to social justice. These stories often serve as a multi-generational look into what makes a professional stay in the field or choose to leave.

Using the concepts of the learning circle as a mechanism for a discussion among equals, this session will be highly interactive and give participants an opportunity to hear the stories about the successes, failures, and challenges that women of difference have faced in their commitment to and for diversity issues to remain in the forefront of discussions on college campuses.

This highly interactive session should particularly benefit any conference participant who is interested in the field of diversity and

### **SESSIONS**

inclusion or those wishing to learn more about the importance of being allies to those in the field of social justice and diversity.

Carretta Cooke, MSEd, Chief Educational Officer and Consultant, Beyond Boundaries Consulting - New Orleans, LA

Debbie Corsino, EdM, Diversity Recruitment & Retention Specialist, Western Washington University - Bellingham, WA

Monica Green, MA, Associate Director of Admission, Director of the Benjamin Templeton Scholars Program, Hanover College - Hanover, IN

LaKerri Mack, PhD, Assistant Professor, Political Science Department, Troy University - Troy, AL

Rose Pascarell, Vice President, University Life, George Mason University - Fairfax, NV

Nia Woods Haydel, PhD, Director, Center for Academic Excellence, Dillard University - New Orleans, LA

CONCURRENT WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Morgan, Lobby Level Intermediate Long- and Short-Range Planning

272

Our Example: Strategic Diversity Planning at University of Wisconsin-Madison and Cooperatively Navigating Its Application

The University of Wisconsin-Madison, serving more than 43,000 students with nearly 18,000 staff including 2,000 faculty members, is now in its fourth decade of designing, adopting, and implementing plans to address ever-changing governing principles on diversity. A panel will discuss the essential elements of diversity work and planning from the foundations of institutional commitment to idealizing the end goal and restructuring organizational priorities and policies to support the process. The panel will illuminate how one institution's commitment to inclusive excellence has brought an entire campus and community to a new level of involvement related to diversity issues and decision-making processes. This session is for any employee, faculty member, or administrator from an institution with a complicated organizational chart facing a complex long-term diversity planning process.

Valeria Davis, Senior University Relations Specialist, Office of the Vice Provost & Chief Diversity Officer, University of Wisconsin-Madison -Madison, WI

Lynnsey Jones, Administration Supervisor, Division of Diversity, Equity, and Educational Achievement, University of Wisconsin-Madison - Madison, WI

Binnu Palta Hill, MBA, Director of Diversity, Wisconsin School of Business, University of Wisconsin-Madison - Madison, WI

Ruby Paredes, PhD, Associate Vice Provost, University of Wisconsin -Madison - Madison, WI

Jacqui Scott-Papke, PhD, Communications Specialist, Office of the Vice Provost & Chief Diversity Officer, University of Wisconsin-Madison - Madison, WI

Patrick Sims, Interim Vice Provost and Chief Diversity Officer, Division of Diversity, Equity, and Educational Achievement, University of Wisconsin Madison - Madison, WI

Lillian Tong, PhD, Faculty Associate, Wisconsin Institute for Science Education and Community Engagement (WISCIENCE), University of Wisconsin-Madison - Madison, WI

CONCURRENT WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Oaklawn, Lobby Level Intermediate Experiential/Interactive Training



### Intersectionality and Cultural Humility: Moving beyond Multicultural Competencies

This session extends understanding of identities to enhance work with diverse campus communities. Models of cultural humility promote deep understanding of multicultural relationships (Hook, Davis, Owen, Worthington and Utsey, 2013). Further, studies of intersectionality--the complexities of our multiple and intersecting identities-- promote more nuanced awareness. Intersectionality promotes a view of identities as "mutually constituted, interconnected, fluid, and contextually specific" (Cheshire, 2013). In this context, intersectionality requires examination of structural power and its macrosystemic privileges and oppressions and relational power and organizational hierarchies (Hernández and McDowell, 2010). Video clips, group activities, and exercises will promote critical understanding and application of this framework. The session will benefit university life professionals who seek deeper campus relationships based on a shared understanding of lived experiences of identity.

E. Janie Pinterits, PhD, Assistant Provost for International & Multicultural Intiatives, Alliant International University - San Francisco, CA

Daniel Walinsky, PhD, Lecturer, Educational, School, and Counseling Psychology, University of Kentucky - Lexington, KY

CONCURRENT WORKSHOP

### WEDNESDAY, 3:30-5:30 PM

Piscataway, Lobby Level Intermediate Experiential/Interactive Training



### The Dialogue Arts Project: Reimagining Diversity Education

This session consists of an inspiring performance by an award-winning artist and educator and a model for how to implement the arts and the creative process into academic curriculum to generate student-teacher dialogue around critical issues of social identity and diversity. This session—an introduction to the presenter's larger integrated arts curriculum, developed and researched over a

### **SESSIONS**

seven-year period in New York City Public Schools-- aims to redefine how educators and students learn to recognize and negotiate their identities in the context of the increasingly multicultural environments in which they work and live. This session should benefit artists of all levels and conference participants interested in the conversation surrounding social identities, education, and art.

Adam Falkner, MA, Founder and Executive Director, The Dialogue Arts Project at Columbia University Teachers College - Brooklyn, NY

SPECIAL FEATURE

### WEDNESDAY, 5:45-7:00 PM

Jefferson East, Concourse Level



### The NCORE Journal: Writing for Social Justice and Change

This session provides an overview of the newly launched Journal Committed to Social Change on Race and Ethnicity in higher education (JCSCORE), including the underlying goals and vision of the editors, and the process for submitting manuscripts for consideration for publication in future editions. The panel brings together the editorial staff to discuss future publishing opportunities across many genres of scholarly writing including traditional research articles, narrative story-telling, critical and discursive analysis, program assessment measures, case studies of exemplar programs and practices, innovative training curriculum, creative writing including and other forms of social justice scholarship on race and ethnicity in higher education. The panel will also discuss the journal's contracting of an experienced social justice writer who will work with those authors who need assistance and coaching in writing in order to translate their applied trainings into a publishable piece for submission. The process of booking those hours with limits for each author will be presented.

JCSCORE is an interdisciplinary peer-reviewed journal that aims to publish outstanding and innovative scholarship on race, ethnicity and sovereignty in higher education. The journal explores and examines interaction from interdisciplinary perspectives and reports on the status, needs, and direction of human relations studies affected by race, ethnicity and sovereignty in higher education. As a journal of NCORE, the editors welcome work that reflects the complexities of intersectionality of identities as well as creative forms of scholarly work.

Belinda Biscoe, PhD, Advisor, Journal Committed to Social Change on Race and Ethnicity; Associate Vice President, OUTREACH College of Continuing Education, The University of Oklahoma – Norman, OK

Bruce Busby, PhD, Editor-in-Chief, Journal Committed to Social Change on Race and Ethnicity; Dean University College and Associate Provost for Student Success, Saint Cloud State University – St. Cloud, MN

Cristobal Salinas, PhD, Managing Editor, Journal Committed to Social Change on Race and Ethnicity; Research Associate, Iowa State University - Ames, IA

Charmaine L Wijeyesinghe, PhD, Submissions Support, Journal Committed to Social Change on Race and Ethnicity; Consultant, Organizational Development and Social Justice Education - Delmar, NY Kathleen Wong(Lau), PhD, Executive Operations Editor and Advisor, Journal Committed to Social Change on Race and Ethnicity; Director, Southwest Center for Human Relations Studies; Director, National Conference on Race & Ethnicity in American Higher Education (NCORE), The University of Oklahoma – Norman, OK

SPECIAL EVENTS

### WEDNESDAY, 7:00-8:30 PM

International Ballroom, Concourse Level



#### NCORE 2015 Welcoming Reception

Please join friends, colleagues, first-time attendees, and NCORE veterans for the opening reception of NCORE 2015.

#### Pop-Up Media Projections

A multicultural pop-up media projection of Asian Pacific American and Latino art pieces which challenges the traditional curation of objects of cultural groups as separate and bounded by ethnic an racial enclaves. Asian Pacific American's lives have historically been intertwined with the lives of other peoples and this pop-up exhibit explores those connections.

Adriel Luis, Curator of Digital and Emerging Media, Smithsonian Asian Pacific American Center – Washington, DC

#### Talent Showcase

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, reflecing issues revolving around, and situated in race and ethnicity that grant agency and commitment to artists doing this work.

#### Open Mic Hosts:

Michael Reyes, Speaker/Educator, Reyes Poetry - Saginaw, MI

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

SPECIAL EVENT

### WEDNESDAY, 8:30-10:00 PM

International Ballroom, Concourse Level

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### Olmeca: A Night of Art & Rebellion

Olmeca is a bilingual hip-hop artist/producer whose work has been featured on CNN Latino, Democracy Now, ABC, FOX, NPR, URB Magazine and TV series "Sons of Anarchy." Olmeca grew up in L.A. and Mexico, a reality that brewed his music mix of genres and cultural sensitivity. He coexists between English and Spanish speakers providing a platform to unify seemingly disconnected stories. Olmeca graduated from CSULA with a degree in Philosophy. He has visited and worked with Zapatista communities for over 10 years, as well as the migrant communities and urban youth in the U.S.

Olmeca, Hip-Hop Artist, Activist, Speaker - Henderson, NV

AT A GLANCE

#### CONTINENTAL BREAKFAST

THURSDAY, 7:30 – 8:30 AM

#### REGISTRATION

THURSDAY, 8:00 AM-5:00 PM

### 300

SPECIAL FEATURE

THURSDAY, 8:30 – 10:00 AM
Dream Defenders – The TRAP: Schools,
Prisons & Police

### 301

A CONVERSATION WITH

THURSDAY, 8:30 – 10:00 AM Indigenous Stereotype, Decolonization, Consumption and Diversifying America's Idea of Indigeneity

### 302

CONCURRENT WORKSHOP

THURSDAY, 8:30 – 10:00 AM "And" (not "or"): Strengthening LGBTQ Students' Integration on Campus through Intersectional Practice

#### 303

MAJOR WORKSHOP THURSDAY, 8:30-10:00 AM Raced in America

### 304

MAJOR WORKSHOP

THURSDAY, 8:30 – 10:00 AM A Courageous Conversation about White Supremacy, White Privilege, & Oppression

### 305

MAJOR WORKSHOP

THURSDAY, 8:30 – 10:00 AM Beyond Binaries: Identity & Sexuality

#### 306

MAJOR WORKSHOP

THURSDAY, 8:30 – 10:00 AM
Keeping the Conversation Alive: Using
Data to Drive Critical Discussion and
Institutional Action

### 307

CONCURRENT WORKSHOP

THURSDAY, 8:30 – 10:00 AM Dismantling Internalized Dominance: Increasing the Capacity of Whites to Partner to Create Meaningful Change

### 308

CONCURRENT WORKSHOP

THURSDAY, 8:30 – 10:00 AM Black Like Who?: Examining the Experiences of Foreign-Born Black Students in Higher Education

#### 309

CONCURRENT WORKSHOP
THURSDAY, 8:30 – 10:00 AM

Establishing an Undocumented Student Resource Center

### 310

CONCURRENT WORKSHOP

THURSDAY, 8:30 – 10:00 AM Beyond Pre-Matriculation: Longitudinal Approaches to Supporting Underrepresented Minorities in Medicine

### 311

MAJOR WORKSHOP

THURSDAY, 8:30 – 10:00 AM Making "Green" Multicultural: Race, Class and the Conservation Movement

### 312

MAJOR WORKSHOP

THURSDAY, 8:30–10:00 AM Mixed Foundations: Supporting and Empowering Multiracial Student Organizations

### 313

SPECIAL FEATURE

THURSDAY, 8:30 – 10:00 AM Disrupting the Culture of Silence: Confronting Gender Inequality and Making Change in Higher Education

### 314

MAJOR WORKSHOP

THURSDAY, 8:30 – 10:00 AM Exploring How Faculty in Higher Education Respond to an Assessment of their Intercultural Competence

### 315

SPECIAL FEATURE

THURSDAY, 8:30 – 10:00 AM Systemic-Change and Cultural Transformation: Embracing and Practicing Inclusive Excellence at the University of South Dakota

### 316

A CONVERSATION WITH

THURSDAY, 8:30–10:00 AM Latinos, Asian Americans, and Academic Profiling: High School Lessons for Institutions of Higher Education

### 317

CONCURRENT WORKSHOP

THURSDAY, 8:30 – 10:00 AM Everyone's Here Except the Asians: How to Create AAPI-Inclusive Spaces on a College Campus

### 318

CONCURRENT WORKSHOP

THURSDAY, 8:30 – 10:00 AM How to Have Successful Classroom Discussions on Diversity Issues

### 319

CONCURRENT WORKSHOP

THURSDAY, 8:30 – 10:00 AM Black Women in Academia: Examining the Realities of Black Women in the Ivory Tower

#### 320

CONCURRENT WORKSHOP
THURSDAY, 8:30–10:00 AM
Addressing Inclusive Language on Big
10 Campuses

AT A GLANCE

321

CONCURRENT WORKSHOP
THURSDAY, 8:30 – 10:00 AM
How Would Social Media Have
Changed The Civil Right Movement?

322

SPECIAL FEATURE

THURSDAY, 8:30 – 10:00 AM
Racing Research/Researching Race
II: Examining the Biases Against
Conducting Social Science Studies on
Race

323

CONCURRENT WORKSHOP

THURSDAY, 8:30 – 10:00 AM Microaggressions and Challenges to Self-care for Higher Education Professionals

324

CONCURRENT WORKSHOP

THURSDAY, 8:30 – 10:00 AM The Politics of Identity in Graduate Education: Supporting Emerging Spaces for Solidarity

325

CONCURRENT WORKSHOP

THURSDAY, 8:30 – 10:00 AM
From Recruitment to Retention:
Exploring Programs that Model
Inclusive Student Excellence for
Underrepresented and Minority Male
Students

326

CONCURRENT WORKSHOP

THURSDAY, 8:30 – 10:00 AM Taking it to the Next Level: Strategic Positioning for Diversity Strategic Planning at Penn State

327

SPECIAL PRESENTATION
THURSDAY, 8:30 – 10:00 AM
Inaugural NCORE Poster Session —
Part I

329

KEYNOTE ADDRESS
THURSDAY, 10:15-11:30 AM
Dr. Adrienne Keene

330

MAJOR WORKSHOP

THURSDAY, 1:30 – 2:45 PM Girls Behind Bars: Black Girls and the School-to-Prison Pipeline

331

CONCURRENT WORKSHOP
THURSDAY, 1:30 – 2:45 PM

White Perceptions on White Discrimination and Oppression

332

CONCURRENT WORKSHOP

THURSDAY, 1:30 – 2:45 PM A Lat Crit Perspective on the Future of HSI Research

333

MAJOR WORKSHOP

THURSDAY, 1:30 – 2:45 PM Under the Affluence: Shaming the Poor, Praising the Rich and Jeopardizing the Future of America

334

SPECIAL FEATURE

THURSDAY, 1:30 – 2:45 PM Access to Opportunity: Addressing Inequalities in College Access and Success

335

SPECIAL FEATURE

THURSDAY, 1:30 – 2:45 PM Advancing Black Male Student Success

336

MAJOR WORKSHOP

THURSDAY, 1:30 – 2:45 PM Microaggressions: Subtle Barriers to Creating Inclusive Campus Environments - Part I 337

MAJOR WORKSHOP

THURSDAY, 1:30 – 2:45 PM Intersectionality and Identity on Campus: Keeping the Connection to Power and Privilege

338

CONCURRENT WORKSHOP

THURSDAY, 1:30 – 2:45 PM Toward a More Inclusive Pipeline: Race, Opportunity and Equitable Prior Learning Assessment

339

SPECIAL FEATURE

THURSDAY, 1:30 – 2:45 PM HR as Architects of Cultural Competence on Campus

340

CONCURRENT WORKSHOP

THURSDAY, 1:30 – 2:45 PM "We Have Risen to Confront Systemic Racial Injustices": A Counter-Narrative to The Black Church is Dead

341

CONCURRENT WORKSHOP

THURSDAY, 1:30 – 2:45 PM #ITooAm: Examining the Role of Social Media in College Student Activism

342

SPECIAL FEATURE

THURSDAY, 1:30 – 2:45 PM Is the Growing Income Inequality in the U.S. due to the Decline in American Union Membership?

343

CONCURRENT WORKSHOP

THURSDAY, 1:30 – 2:45 PM Intersections of Identities: A Student Coalition Model of Empowering Student and Cultural Engagement - Part II: The Student Leaders Perspectives

AT A GLANCE

### 344

CONCURRENT WORKSHOP THURSDAY, 1:30 – 2:45 PM Anatomy of a Riot: A Historical Understanding of Race Riots for Ferguson, MO

### 345

CONCURRENT WORKSHOP
THURSDAY, 1:30 – 2:45 PM
One More River to Cross: AfricanAmerican Male College Students
Perceptions of the LGBTQ Community

### 346

CONCURRENT WORKSHOP
THURSDAY, 1:30 – 2:45 PM
#Ayotzinapa #YaMeCansé
#BlackLivesMatter: Mexican Cultural
Performance as Folklórico Activism

### 347

MAJOR WORKSHOP
THURSDAY, 1:30 – 2:45 PM
Life as Primary Text: Deep Dive into
Youth Speaks' Core Pedagogical
Constructs

### 348

CONCURRENT WORKSHOP
THURSDAY, 1:30 – 2:45 PM
Keeping It Movin': African American
Women's Unconscious Experience of
Historical Trauma

#### 349

CONCURRENT WORKSHOP
THURSDAY, 1:30 – 2:45 PM
Teaching First-Year Students
About Diversity and Social Justice:
Curriculum Design, Implementation
and Assessment Results

#### 350

CONCURRENT WORKSHOP
THURSDAY, 1:30 – 2:45 PM
Reading Groups, Resistance, and
Homeplace-ing: Women of Color
Reflect on the Work of Justice

### 351

CONCURRENT WORKSHOP
THURSDAY, 1:30 – 2:45 PM
Fighting Anti-Semitism, Protecting
Free Expression

### 352

MAJOR WORKSHOP

THURSDAY, 1:30 – 2:45 PM
Understanding Bisexuality:
Challenging Stigma and Reducing
Disparities Among College Students

### 353

CONCURRENT WORKSHOP
THURSDAY, 1:30 – 2:45 PM
Capacity Building and Community
Engagement: Utilizing Multicultural
Leadership Skills and Theories in a
Nonprofit Setting

### 354

CONCURRENT WORKSHOP
THURSDAY, 1:30 – 2:45 PM
SWAG... Black Student Retention
Project at Vincennes University

#### 355

CONCURRENT WORKSHOP
THURSDAY, 1:30 – 2:45 PM
Designing Transformative
Multicultural Initiatives: Theoretical
Foundations, Practical Applications
and Facilitator Considerations

#### 356

CONCURRENT WORKSHOP
THURSDAY, 1:30 – 2:45 PM
Creating a Freshmen Orientation
Program Designed to Increase
Retention for Student of Color

### 357

SPECIAL PRESENTATION
THURSDAY, 1:30-2:45 PM
Inaugural NCORE Poster Session —
Part II

### 360

SPECIAL FEATURE
THURSDAY, 3:30-5:30 PM
Peoples History of the Voting Rights
Struggle: First Hand from SNCC
Veterans

### 362

CONCURRENT WORKSHOP

THURSDAY, 3:30 – 5:30 PM

Diversity in the University - Keep It

Real Diverse Game Workshop

### 363

MAJOR WORKSHOP
THURSDAY, 3:30 – 5:30 PM
Facing Yourself Before You Face
Others: Bringing Your Authentic Self to
Facilitating

### 364

SPECIAL FEATURE
THURSDAY, 3:30 – 5:30 PM
Compliments and Criticisms: The
Underrepresentation of Women of
Color and the Long Walk to Higher
Education Leadership

### 365

MAJOR WORKSHOP
THURSDAY, 3:30 – 5:30 PM
Allyship: White Folks Living and
Working for Racial and Social Injustice:
15 Stories

### 366

MAJOR WORKSHOP
THURSDAY, 3:30 – 5:30 PM
What Do I Say Now? - Responding to Microaggressions and Biased
Comments - Part 2

#### 367

CONCURRENT WORKSHOP
THURSDAY, 3:30 – 5:30 PM
The Secret to Successful Town Hall
Meetings

AT A GLANCE

368

CONCURRENT WORKSHOP THURSDAY, 3:30–5:30 PM Transforming Campus Climate: Analysis, Action and Impact

369

CONCURRENT WORKSHOP
THURSDAY, 3:30–5:30 PM
Increasing University Access for
Underrepresented Groups: How Do We
Know What Works? A Study of Ontario
Universities

370

MAJOR WORKSHOP

THURSDAY, 3:30-5:30 PM

Where I am From, Where I am Now:
Reflections on Professional Practice

371

CONCURRENT WORKSHOP
THURSDAY, 3:30 – 5:30 PM
What to Do When (So Called) Allies
Attack: Turning Counter-Productive
Battles Into Campus-Wide Progress

372

SPECIAL FEATURE

THURSDAY, 3:30 – 5:30 PM "Which Box Should I Check?" Changing (Mixed)Racial Demographics and Policy Implications for Higher Education

373

CONCURRENT WORKSHOP

THURSDAY, 3:30-5:30 PM Ohana Means Family: Supporting Pacific Islander Students at Your Institution

374

CONCURRENT WORKSHOP THURSDAY, 3:30 – 5:30 PM Poverty Simulatione

375

MAJOR WORKSHOP
THURSDAY, 3:30-5:30 PM
Developing Inclusion Practitioners:
A Critical Element for Creating
Sustainable Change

376

MAJOR WORKSHOP
THURSDAY, 3:30-5:30 PM
Seeking Cultural Competence in
Hiring: Strategies for Attracting and
Retaining the Faculty and Staff We
Need

377

CONCURRENT WORKSHOP
THURSDAY, 3:30 – 5:30 PM
Social Identity Conceived as a
Repertoire of Everyday Transactions
and Enactments

378

MAJOR WORKSHOP
THURSDAY, 3:30-5:30 PM
Pedagogical Strategies and
Institutional Commitment to Improve
Success Rates for Underprepared
Students

379

CONCURRENT WORKSHOP
THURSDAY, 3:30 – 5:30 PM
Sisters of the Academy: A Model of
Success

380

CONCURRENT WORKSHOP
THURSDAY, 3:30 – 5:30 PM
Myths of the Mestizo, Mulatto, and
Metis: Intersectionality in Indigenous
Identity

381

SPECIAL FEATURE

THURSDAY, 3:30 – 5:30 PM
The Challenge of Maintaining an
Inclusive Classroom: How Do We
Address the Increase in Students with
Emotional Needs and Trauma and the
Impacts on the Teaching and Learning
Environment

382

CONCURRENT WORKSHOP
THURSDAY, 3:30 – 5:30 PM
The New Media Movement: Using
Media for Positive Social Impact
Instead of Sensationalized Stories
Through The Power of Podcasting

383

CONCURRENT WORKSHOP
THURSDAY, 3:30 – 5:30 PM
From Paper to Practice: Institutional
Culture Change through Diversity
& Inclusion Strategic Planning and
Implementation

384

CONCURRENT WORKSHOP
THURSDAY, 3:30 – 5:30 PM
I'm Gay; I'm Latino: I Won't Choose!

385

CONCURRENT WORKSHOP
THURSDAY, 3:30 – 5:30 PM
Beyond the Classroom Walls:
Alternative Spaces and Emancipatory
Education

387

SPECIAL PRESENTATION
THURSDAY, 3:30 – 5:30 PM
Inaugural NCORE Poster Session —
Part III

390

SPECIAL EVENT
THURSDAY, 8:00 – 9:30 PM
An Evening with Maimouna Youssef

391

FILM PREVIEW & DISCUSSION
THURSDAY, 8:00 – 10:00 PM
TESTED: Diversity, NYC Public Schools
and Hight Stakes Testing

392

FILM PREVIEW & DISCUSSION
THURSDAY, 8:00 – 10:00 PM
A Film and Dialogue Session offered by
Shakti Butler

394

SPECIAL EVENT

THURSDAY, 8:00 – 10:00 PM The Last Jews – An Apocalyptic Comedy A Dramatic Presentation and Dialogue

**SESSIONS** 

SPECIAL FEATURE

### THURSDAY, 8:30-10:00 AM

International Ballroom East, Concourse Level



#### Dream Defenders - The TRAP: Schools, Prisons & Police

Dream Defenders are honing in and focusing on the TRAP, the trap is made up of schools, prisons & police. This means our work is being directed towards The School To Prison Pipeline, The Prison Industrial Complex with a focus on local private prisons & Police Brutality which has gone rampant in our communities for too long.

Education is a civil right and must be redesigned to be dynamic according to the needs and cultures of different communities. During this session we will be breaking down the STPP. Along with the School to Prison Pipeline, there is also a Prison to School Pipeline. We'll be breaking down this issue and its intersections with gender, sexual orientation and culture. We will also be sharing the work that Dream Defenders is doing to impact this issue.

Sherika Shaw, Organizer, Dream Defenders - Miami, FL Iris Nevins, Organizer, Broward Dream Defenders - Miramar, FL

A CONVERSATION WITH

### THURSDAY, 8:30-10:00 AM

Georgetown West, Concourse Level



### Indigenous Stereotype, Decolonization, Consumption, and Diversifying America's Idea of Indigeneity

Artist/Activist Gregg Deal (Northern Paiute) will discuss the actions of stereotype, decolonization, and consumption of Indigenous people though American culture. As an artist, Deal has created work that speaks to these issues and contributes to the often difficult conversations around the Indigenous place in American society. Deal's work and activism ultimately contribute to philosophies of decolonization and diversifying America's idea of Indigeneity, particularly in the modern day. Challenging the ways in which non-Natives in America view Indigenous people creates rich work and deepens conversation around identity and stereotype. Doing so allows for examination of the roles they play in the lives of Indigenous people (particularly children) and how these ideas inform the long-held views of non-Natives across the country. Having a hard discussion about these issues enables new and different perspectives and ideas to emerge, ultimately supporting the mental and physical health of Indigenous people.

Gregg Deal, Artist, Performance Artist, Filmmaker - Culpeper, VA

CONCURRENT WORKSHOP

### THURSDAY, 8:30-10:00 AM

Georgetown East, Concourse Level Intermediate Research/Assessment/Evaluation



### "And" (not "or"): Strengthening LGBTQ Students' Integration on Campus through Intersectional Practice

This session will share research and explore practices that support LGBTQ students' integration on campus through their multidimensional identities (race, ethnicity, gender, class, religion, nationality, and citizenship) and through cultural resources in curricular and co-curricular programming. The presenters will highlight campus practices that underscore the complexity of LGBTQ student experiences in connection with ally and multicultural student experiences. The presenters will discuss findings from an original research study that captures educational practices and perceptions of campus practitioners and faculty differently committed to serving students' intersectional identities. This session should benefit student affairs practitioners and faculty seeking to enhance LGBTQ students' sense of integration on campus through academic and co-curricular experiences that engage all students in exploration and affirmation of their intersectional identities.

Rebecca Dolinsky, PhD, Program Manager and Research Analyst, Association of American Colleges and Universities - Washington, DC

Heather McCambly, MA, Project Coordinator, Pathways to Results and Transformative Change Initiatives, Office of Community College Research and Leadership at the University of Illinois - Chicago, IL

MAJOR WORKSHOP

### THURSDAY, 8:30-10:00 AM

Jefferson West, Concourse Level



#### Raced in America

Recognizing that we are all great students of a culture that has reinforced inaccurate and inappropriate structures, Beyond Our Wildest Dreams: Racial Equity Learning (REL) focuses on the history, culture, and identity that maintains and reinforces the systems of racism.

This session will examine how, whether conscious or unconscious, most white people have developed ways of existing in the world that demonstrates white culture, its values, and practices as better and superior to those of people of color. Participants will identify interactions that perpetuate and model racist dynamics, through examining history, story-telling, and analyzing media. Participants

### **SESSIONS**

will identify how the racial status quo exists and learn strategies for understanding and dismantling structuralized paradigms.

Our time will result in:

- Recognizing that policy and law-making are historically cumulative and determine dominant norms or culture
- The further development of a critical lens, to see how power and economics shape policy and law
- A Deeper and broader understanding of history, culture, power and economics as propagating white identity formation and spreading the reinforcement of white culture as superior

REL is a resource for educators, trainers & leaders and supports individuals in identifying racial stratified systems and structures. Through storytelling, multi-media, the arts, historical analysis, and critical dialogue REL encourages individuals to take personal initiative and make changes by naming and re-framing, and developing outcomes for addressing and changing the system of inequity.

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

Dia Penning, MA, Director of Curriculmum, Education Manager, World Trust Education Services - Oakland, CA

MAJOR WORKSHOP

### THURSDAY, 8:30-10:00 AM

Jefferson East, Concourse Level



### A Courageous Conversation about White Supremacy, White Privilege, and Oppression

This interactive session examines issues of white supremacy, white privilege, and other forms of oppression. Presenters will explore how these issues show up in thoughts, interactions, institutions, and cultural practices and create divisive environments and outcomes despite best intentions. Participants will practice conversational tactics that deepen understanding and engagement especially when viewpoints differ and tensions run high. Participants in this session will learn new understandings, practical skills, and employ tools to empower them to be positive role models and effective agents of social and institutional transformation. Participants will leave with a new tool to analyze racialized systems and other systems of oppression, a deepened understanding of the origin of differences and how they obstruct efforts to create equity, increased confidence in engaging in courageous conversations, and an action planning tool to create and follow through on tangible goals.

Debby Irving, MBA, Racial Justice Educator and Writer, Debby Irving -Cambridge MA

Eddie Moore Jr., PhD, Executive Director, The Privilege Institute - Brooklyn, NY

MAJOR WORKSHOP

### THURSDAY, 8:30-10:00 AM

Lincoln West, Concourse Level

305

### Beyond Binaries: Identity and Sexuality

This session explores the landscape of sexuality and how we "map" sexual orientation. No two people are alike. Given that, how do we assign labels to our complicated and unique experiences? In this interactive workshop presenters will conduct an anonymous survey of those present and look together at the data. Where do we fall on the sexuality continuum? How do we label? How old were we when we came to our identities and to our sexualities? In this fun and interactive program we explore different experiences of identity, the interplay between gender and sexuality, and the complexities of attraction.

Robyn Ochs, EdM, Speaker, Teacher, Writer, Assistant - Boston, MA

MAJOR WORKSHOP

### THURSDAY, 8:30-10:00 AM

Lincoln East, Concourse Level

306

### Keeping the Conversation Alive: Using Data to Drive Critical Discussion and Institutional Action

Issues confronting 21st century higher education are complex and broad reaching, requiring institutional leaders to think innovatively, strategically, and intentionally about how to engage in meaningful and transformative inclusion and equity work. A necessary process in helping advance effective and transformative diversity work on campus is assessing and gauging the landscape in order to identify, act on, and address diversity issues and challenges; and while campus climate assessments are often carried to collect data, rarely do institutions leverage the data to inform institutional action and change.

This session provides a methodological model for how campus climate surveys and findings can be used to keep conversation alive, intentionally create critical dialogue and capacity building, and inform curricular, policy, and practice change necessary for institutional transformation. In 2011-12, the University of Puget Sound's Diversity Advisory Council (DAC) conducted a climate survey and strategically and intentionally worked to make it a driver for continuous conversation and action. In 2013-14, the DAC created a community participatory framework to discuss the findings, challenges, and possible actions that served as an effective strategy for engaging the institution in transformative diversity work. Presenters will share how this method of engaging with survey data contributed to working toward implementing effective strategies for equity, inclusion, and broader thinking about diversity. Participants will learn how survey results/data can be used to engage campus discussions and inform curricular change and institutional action. Participants will walk away with a clearer pedagogic understanding on how to effectively transform campus climate survey data into

### **SESSIONS**

campus-wide initiatives aimed at promoting dialectic reciprocation, institutional transparency, and inclusive praxis.

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

Ellen Peters, MEd, Director of Institutional Research & Retention, University of Puget Sound - Tacoma, WA

CONCURRENT WORKSHOP

### THURSDAY, 8:30-10:00 AM

Monroe, Concourse Level Novice



Dismantling Internalized Dominance: Increasing the Capacity of Whites to Partner to Create Meaningful Change

Too often well-intentioned white people (staff, teachers/faculty, administrators, educators) interact in ways that unintentionally perpetuate racist dynamics among their colleagues and those they serve. Most white people have been socialized within dominant systems and have internalized messages and beliefs that white cultural values and practices are better. Whether through conscious and/or unconscious actions, most white people 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 in their organizations, explore strategies to dismantle internalized dominance in themselves and others, and identify effective ways to partner with white people and people of color to dismantle racism.

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

Craig Elliott, PhD, Assistant VP, Enrollment and Student Services, Samuel Merritt University - Oakland, CA

CONCURRENT WORKSHOP

### THURSDAY, 8:30-10:00 AM

Cardozo, Terrace Level Intermediate Theoretical Models



### Black Like Who?: Examining the Experiences of Foreignborn Black Students in Higher Education

This session is designed to introduce a model titled Learning Race in the U.S. Context (LRUSC), which proposes the racial identity development of foreign-born Black students. This model was first published in 2014 in the Journal of Diversity in Higher Education and was created based on empirical data of foreign-born students enrolled in STEM. Through these data, it was determined that foreign-born students of color experience race differently in the United States than domestic students of color. Accordingly, a model was created that traces the racial identity development of these

students and how their experiences in postsecondary education shape this development. This session should benefit individuals working with diverse populations, particularly students of color who were born abroad. By the end of this session, participants will be able to understand the experiences of foreign born students of color and how practitioners can improve the experiences of these students.

Nina Daoud, Doctoral Candidate, Higher Education, University of Maryland, College Park - College Park, MD

Sharon Fries-Britt, PhD, Associate Professor, Higher Education, University of Maryland, College Park - College Park, MD

Chrystal George Mwangi, PhD, Assistant Professor, University of Massachusetts, Amherst - Amherst, MA

Alicia Peralta, PhD Candidate, Higher Education, University of Maryland - College Park, MD

CONCURRENT WORKSHOP

### THURSDAY, 8:30-10:00 AM

Dupont, Terrace Level Intermediate Case Studies/Model Programs



### Establishing an Undocumented Student Resource Center

The goal of this presentation will be to describe the development of a student community center focused on supporting undocumented students as a response to centralized recruitment and retention efforts. A review of the first year of operation will detail ways in which students and staff have leveraged services provided to develop avenues for changes within departmental and university procedures. A specific focus will be given to advocacy and promising practices as methods of establishing similar student community centers as an institutional priority. This session should benefit participants interested in developing similar resources at their respective institutions, are currently in preliminary stages of implementing similar resources, or would like to learn more about ways institutional resources can proactively respond to the retention and graduation of undocumented students at the post-secondary level.

Andrea Gaytan, MA, Director, AB540 and Undocumented Student Center, University of California at Davis - Davis, CA

Vanessa Segundo, MSEd, Education and Training Coordinator, Undocumented Student Center, University of California at Davis -Davis CA

Marcus Tang, JD, Attorney, AB 540 & Undocumented Student Center, University of California at Davis - Davis, CA

### **SESSIONS**

CONCURRENT WORKSHOP

### THURSDAY, 8:30-10:00 AM

Embassy, Terrace Level Intermediate Case Studies/Model Programs



### Beyond Pre-matriculation: Longitudinal Approaches to Supporting Underrepresented Minorities in Medicine

The mission of the College of Medicine Urban Health Program (COM-UHP) at the University of Illinois College of Medicine (UIC-COM) is to recruit, retain, and graduate underrepresented minorities (URM) in medicine, specifically Blacks/African-Americans, Hispanics/Latinos, and Native Americans with the goals of eliminating health disparities and advancing health equity. Participants in this interactive session will learn about the longitudinal approaches that are a part of the COM-UHP Medical Student Development Program (MSDP). This program has a proven track record of successfully supporting underrepresented minorities with varying academic backgrounds. Participants will discover the frameworks and strategies that have made the MSDP successful: alignment with institutional mission, collaboration with a network of campus-based officials, deliberate and holistic relationships with students, and community engagement.

Princess Currence, MSW, Director - Urban Health Program, College of Medicine - University of Illinois at Chicago - Chicago, IL

Laura Hamilton, MA, Assistant Director, College of Medicine Urban Health Program, University of Illinois College of Medicine - Urbana, IL

Melissa Harrell-Robinson, MSW, Coodinator of the LSU Black Male Leadership Initiative Fellows Program/Graduate Assistant for the O, Office of Diversity, College of Medicine Urban Health Program, University of Illinois College of Medicine - Rockford, IL

Lorene King, MLS, Academic Skills Specialist, Urban Health Program, College of Medicine Urban Health Program, University of Illinois College of Medicine - Peoria, IL

Reina Salcedo, MEd, Assistant Director of Student Development, College of Medicine Urban Health Program, University of Illinois College of Medicine - Chicago, IL

Stacey Walters, MEd, Co-Leads the COM-UHP Medical Student Development Program, College of Medicine Urban Health Program, University of Illinois College of Medicine - Chicago, IL

MAJOR WORKSHOP

### THURSDAY, 8:30-10:00 AM

Fairchild, Terrace Level



### Making "Green" Multicultural: Race, Class, and the Conservation Movement

The future of our planet will soon be in the hands of a new generation of Americans, one very different from the generation that preceded it. As evidenced 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, conservation, 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 conservation 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 conservation and outdoor organizations but the broader green movement as well.

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

MAJOR WORKSHOP

### THURSDAY, 8:30-10:00 AM

Gunston, Terrace Level

312

### Mixed Foundations: Supporting and Empowering Multiracial Student Organizations

Multiracial college students face pervasive monoracist attitudes and structural oppression. These students, like many students from historically marginalized backgrounds, experience greater satisfaction and retention rates when their identities are understood and their needs accommodated. This session will focus on supporting and empowering multiracial students and mixed race student organizations on college campuses. Presenters will utilize student affairs research and identity development theory to address common challenges that multiracial organizations face and how to effectively confront them. Participants will learn about the importance of creating inclusive spaces for multiracial students, equipping them with strong leadership skills, and advising them through political and administrative hurdles.

Kendra Danowski, Program Coordinator for Civic Engagement & Social Justice, Eugene Lang College, The New School for Liberal Arts - Queens, NY

Victoria Malaney, MEd, Special Assistant to the Dean of Students, Student Affairs and Campus Life, University of Massachusetts Amherst - Amherst, MA

**SESSIONS** 

SPECIAL FEATURE

### THURSDAY, 8:30-10:00 AM

Columbia 3, Terrace Level



### Disrupting the Culture of Silence: Confronting Gender Inequality and Making Change in Higher Education

Campus climates are micro-level work environments that differ across institutions; are imbedded in cultures; and are reflective of broader social, economic, and political contexts. We can better understand universities and the careers they foster as gendered organizations by examining structures, practices, and internal dynamics (Roscigno, 2011). Presenters hope through sharing this examination to begin or enhance the shift in academic cultures that drive chilly climates, discrimination, harassment, marginalization, and other challenges for women.

Panel members, all representing works within the publication, will share narratives, models for self-care, and other information including policies to incorporate in the change process—at both the organizational and individual levels.

Diana Bilimoria, PhD, Case Western Reserve University - Cleveland, OH

Kristine De Welde, PhD, Associate Dean of University-wide Programs and Faculty Engagement in Undergraduate Studies, Florida Gulf Coast University - Fort Meyers, FL

Monica Criffin, PhD, Director, Community Studies and Engaged Scholarship, College of William and Mary - Williamsburg, VA

Renay Scales, PhD, Director of Faculty Development, Kentucky College of Osteopathic Medicine - Pikeville, KY

MAJOR WORKSHOP

### THURSDAY, 8:30-10:00 AM

Columbia 4, Terrace Level



### Exploring How Faculty 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, and Taylor, 2012; Cushner and 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 and Wlodkowski, 2009). Addressing intercultural competency with faculty members is one way to help colleges and universities become

more responsive to their changing demographics (Ginsberg and Wlodkowski, 2009; Hiller, 2010; Ouellett, 2010; Taylor, 2013).

The goals of this interactive session are to:Examine the definitions and meanings of intercultural competency, the Intercultural Development Inventory (IDI) assessment, and Intercultural Development Plans (IDPs); Invite participants to reflect on their own intercultural experiences; Explore 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 interest to faculty, administrators, staff, students, and all those concerned with creating safer, more welcoming, and more inclusive campus environments.

Naomi Taylor, EdD, Educational Equity Coordinator, Adjunct Professor, School of Education, Minneapolis Public Schools/Hamline University -Roseville, MN

MAJOR WORKSHOP

### THURSDAY, 8:30-10:00 AM

Columbia 6, Terrace Level



# Systemic Change and Cultural Transformation: Embracing and Practicing Inclusive Excellence at the University of South Dakota

The University of South Dakota's vision is to become an Inclusive Excellence (I.E.) university. Creating an I.E. university that practices diversity and inclusiveness system-wide involves leadership, planning, and implementation. Crucial to the practice of I.E. is leadership, vision, strategizing, and creativity. The process is a long-term endeavor that yields a culture that values and practices diversity and inclusiveness throughout all aspects of the institution. This session, led by the USD senior diversity officer, outlines the details regarding visioning, planning, consensus building, and implementation of I.E. The chairs of I.E. committees from the Schools of Business, Health Affairs, Arts and Sciences, School of Medicine, and the Library will present on the implementation of diversity and inclusiveness in their respective areas. Each presenter will discuss the dynamics, opportunities, and challenges related to the implementation of diversity and inclusiveness. This session should be of interest to senior diversity officers, diversity committees, provosts, and diversity planners.

Caroline Anderberg, CSA Reference Librarian, University Libraries, University of South Dakota - Vermillion, SD

Patti Berg-Poppe, PhD, Associate Professor - Physical Therapy, University Of South Dakota - Vermillion, SD

Jesus Treviño, PhD, Associate Vice President for Diversity, University of South Dakota - Vermillion, SD

Mandie Weinandt, ABD, Instructor, Beacon School of Business, University of South Dakota - Vermillion, SD

Mandy Williams, PhD, Associate Professor - Communication Disorders, College of Arts & Sciences, University of South Dakota - Vermillion, SD

Gerald Yutrzenka, PhD, Associate Dean for Diversity & Inclusion, Associate Professor, Division of Basic Biomedical Sciences, University of South Dakota - Vermillion, SD

**SESSIONS** 

A CONVERSATION WITH

### THURSDAY, 8:30-10:00 AM

Columbia 8, Terrace Level

316

### Latinos, Asian Americans, and Academic Profiling: High School Lessons for Institutions of Higher Education

As politicians and pundits debate the causes of an achievement gap, this talk shifts the focus to opportunity, social, and punishment gaps. Focusing in particular on the high school experiences of the two fastest growing panethnic groups in the United States—Latinas/os and Asian Americans, this session will consider what these multiple gaps suggest for institutions of higher education. Forms of resilience and how students and teachers are affirming identities, creating inclusive spaces, and fostering critical consciousness are also discussed. By connecting what is happening in our high schools to dynamics in higher education, we can enhance students' educational opportunities and college experiences.

Gilda Ochoa, PhD, Professor, Sociology & Chicana/o-Latina/o Studies, Pomona College - Claremont, CA

CONCURRENT WORKSHOP

### THURSDAY, 8:30-10:00 AM

Columbia 11, Terrace Level Novice Case Studies/Model Programs

317

### Everyone's Here Except the Asians: How to Create AAPI-inclusive Spaces on a College Campus

How do we give visibility to AAPI students when facing the model minority myth in (PWIs) steeped in only addressing underrepresented populations for retention, recruitment, and graduation? This session addresses strategies for student outreach, addressing the model minority myth, and laying the building blocks to a cohesive AAPI community. This session is a case study of a PWI at a southern institution where AAPI students: lack sustainable support from administration, are often mistaken for Asian international, lacked either race consciousness or awareness, and lack as a group crosscultural acceptance within their own communities. Participants will not only learn about experiences at NC State University but can discuss issues, observations, and common practices at their own respective institutions with others. Participants will walk away with shared resources from and connections at other college campuses that are experiencing similar obstacles.

**Natalie Nguyen, MEd,** Assistant Director, GLBT Center, North Carolina State University - Raleigh, NC

CONCURRENT WORKSHOP

### THURSDAY, 8:30-10:00 AM

Columbia 12 Intermediate Experiential/Interactive Training

318

### How to Have Successful Classroom Discussions on Diversity Issues

Many students complain that their instructors are often unprepared and seem to be uncomfortable when discussions of diversity issues surface. Too few educators are trained to have these types of conversations for fear they may elicit deep emotions and conflicts between individuals and groups. In this new and dynamic workshop, Lee Mun Wah will model how to successfully create a safe container in which to have these types of conversations, where each person feels valued and acknowledged. Participants will learn: \*How to Create a Safe Container for Intense Dialogues \*Mindful Techniques to De-escalate Conflicts in Seconds \*Exercises That Enhance Community and Compassion \*Replacing Reactive Behaviors with Mindful Responses \*The Art of Mindfully Noticing Intent and Impact \*The Art of Mindful Inquiry \*9 Healthy Ways to Communicate This session benefits educational leaders and administrators, teachers, counselors, and anyone who wants to create change and community in our divided society.

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

MAJOR WORKSHOP

### THURSDAY, 8:30-10:00 AM

Holmead East, Lobby Level

319

### Black Women in Academia: Examining the Realities of Black Women in the Ivory Tower

This session examines the academic experiences of three young, nontenured scholars of color at three distinct stages of academia. This presentation will examine the issues of a lack of mentorship from senior faculty, struggling with negative stereotypes of Black women in and outside of the classroom, coping with resistance to expanding their curricula to include issues important to the Black community or challenge and expose White privilege, seemingly punitive evaluations and intolerance from students and administrators, and a lack of funding for research and professional development. Finally, this session will offer insight and strategies to better assist those in the same academic stages advance within the ivory towers. This session should benefit those who feel they have no voice, support system, or poor academic-navigation methods teaching in predominantly-White institutions.

Andrea Baldwin, PhD, Professor, Women's Studies, Auburn University - Columbus, GA

**SESSIONS** 

CONCURRENT WORKSHOP

### THURSDAY, 8:30-10:00 AM

Holmead West, Lobby Level Intermediate Case Studies/Model Programs



#### Addressing Inclusive Language on Big 10 Campuses

This session will review the process used to launch a multi-faceted inclusive language campaign at several large, public, four-year institutions. The University of Maryland, University of Michigan, and Pennsylvania State University have been collaborating as Big 10 partners to implement similar campaigns. These campaigns and other similar initiatives work toward more inclusive campuses for students, staff, faculty, and administrators with underrepresented identities. In this session, presenters will discuss the various stages of developing the campaign on their campuses including successes, challenges, and critical collaborations. Participants will learn about programming and related initiatives that comprise these campaigns and engage in a simulated experience demonstrating approaches to conversations about language and inclusion.

Amy Martin, PhD, Associate Director Neighborhoods Student Success Programs, Associate Vice Provost for Undergraduate Studies, Michigan State University - East Lansing, MI

Amanda McLittle, MEd, JD, Associate Director of Diversity and Inclusion, University of Michigan - Ann Arbor, MI

**Nicholas Pazdziorko, MEd,** Area Coordinator, Residence Life, Penn State University - University Park, PA

CONCURRENT WORKSHOP

### THURSDAY, 8:30-10:00 AM

Jay, Lobby Level Novice Social Media Issues

321

### How Would Social Media Have Changed the Civil Rights Movement?

On the 51st anniversary of the killing of civil rights workers James Earl Chaney, Andrew Goodman, and Alpha Epsilon Pi alum Michael "Mickey" Schwrner, AEPi fraternity and Dialogues on Diversity are collaborating to ask this question which crosses generations of social activism The killing of these now iconic figures gave great momentum to the cause of civil rights for young people who were on the front lines of struggle, marching, and organizing. They took their passion for civil rights far beyond the borders of college campuses. This open forum discussion will lay down a foundation for the what tools and tactics were implemented in generations past and what the current generation can learn from them. Additionally it will explore many of the current tools and tactics being used to bring about change and how effective they are.

David Marias, BS Entomology, Civic Engagement Coordinator, Jewish and Leadership Programing Department, Alpha Epsilon Pi -Indianapolis, IN

Ron Jones, Actor, Director, and Trainer, Dialogues on Diversity - Winston-Salem, NC

SPECIAL FEATURE

### THURSDAY, 8:30-10:00 AM

Kalorama, Lobby Level



Racing Research/Researching Race II: Examining the Biases against Conducting Social Science Studies on Race

At a 2014 NCORE session last year, a presentation by a cross-national panel of scholars from both the United States and Canada examined how research studies on race are often distorted and misused to the detriment of the communities they presume to study. From the ensuing discussion with the audience, which included both faculty and graduate students, it was clear that there was strong interest in this topic and a desire to delve more deeply into it. Subsequently, the Faculty Interests and Needs Committee of the NCORE National Advisory Committee strongly recommended that this session be repeated and expanded.

In keeping with that recommendation, the panel for this session will again discuss questions about when, how, and for whose benefit social science research on race and ethnicity is conducted, interpreted, used, and reported. In addition, the panel will also discuss the difficulties both graduate students and junior faculty of color often encounter in conducting research on race and ethnicity. Students often are discouraged from pursuing such research and faculty who do are often perceived as not conducting legitimate research. This systematic exclusion of graduate students and faculty of color from pursuing such research has guaranteed the hegemony of a dominant culture perspective in both collecting and reporting studies on race.

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 mentors and gatekeepers in examining the value and formulation of such research.

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

Sonia Nieto, EdD, Professor Emerita of Language, Literacy, and Culture, School of Education, University of Massachusetts, Amherst -Amherst. MA

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

Paul Watanabe, PhD, Director, Institute of Asian American Studies, Chair and Associate Professor of Political Science, University of Massachusetts - Boston, MA

### **SESSIONS**

CONCURRENT WORKSHOP

### THURSDAY, 8:30-10:00 AM

Morgan, Concourse Level Novice Experiential/Interactive Training

323

### Microaggressions and Challenges to Self-care for Higher Education Professionals

Microaggressions are verbal/behavioral indignities that communicate slights toward people of minority status. Often unaware of their harm (Nadal, 2013) many people are both recipients and perpetrators. Microaggressions impede self-care and raise risk of burn-out in higher education professionals. In this presentation, participants will identify three interaction styles in hierarchical relationships (Helms and Cook, 1999) and how they relate to self-care. Presenters will offer self-care tools. In examining inadvertent perpetration, privilege and oppression issues may be avoided; yet this is at odds with effective ally development. Thus, presenters will discuss how to "fail forward" when we microaggress. Presenters will discuss microaffirmations: allying interactions supporting people of minority status. Participants will role play using broaching to address diversity issues (Day-Vines et al., 2013). This session should particularly benefit university life professionals.

Janie Pinterits, PhD, Assistant Provost for International & Multicultural Intiatives, Alliant International University - San Francisco, CA

Daniel Walinsky, PhD, Lecturer, Educational, School, and Counseling Psychology, University of Kentucky - Lexington, KY

CONCURRENT WORKSHOP

#### THURSDAY, 8:30-10:00 AM

Northwest, Lobby Level Intermediate Case Studies/Model Programs

324

### The Politics of Identity in Graduate Education: Supporting Emerging Spaces for Solidarity

This session explores the development of parallel programs designed to foster dialogue about the politics of identity in graduate education. The presenters will discuss the evolution of such programs at Fielding Graduate University including new opportunities created by an increasingly international student population. This presentation should benefit staff, administrators, faculty, and students interested in the creation of inclusive spaces in higher education.

Gloria Bravo-Gutiérrez, PhD, Coach, Women Empowerment Education Projects, Ingenia Creative Solutions - Gilbert, AZ

Placida Gallegos, PhD, Professor, Fielding Graduate University - Cedar Crest, NM

Jenny Johnson-Riley, MA, Doctoral Student, Fielding Graduate University - Seattle, WA Mari Kong, MA, Doctoral Student, Police Officer - San Diego Police Department, Fielding Graduate University - San Diego, CA

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

**Steven Schapiro, EdD, MAT, Professor, Human and Organizational** Development, Fielding Graduate University - Cedar Crest, NM

CONCURRENT WORKSHOP

### THURSDAY, 8:30-10:00 AM

Oaklawn, Lobby Level Intermediate Case Studies/Model Programs

325

### From Recruitment to Retention: Exploring Programs that Model Inclusive Student Excellence for Underrepresented and Minority Male Students

During this session, participants will have the opportunity to explore inclusive student excellence recruitment, retention, and leadership programs at one university and gain insight into promising practices in creating high-impact experiences designed for diverse populations—males from diverse backgrounds, first-generation students, students from rural communities, and other underrepresented populations. Presenters will discuss how they connect recruitment to retention and how they design programs that incorporate "inclusive excellence" principles, address institutional priorities, and bolster high-impact practices. Presenters will also share their experiences in navigating three major areas: cultural differentiation, multiculturalism, and institutional collaboration. This session should benefit professionals who have responsibilities for and/or leadership in designing and developing programs aimed at student recruitment, retention, and leadership development.

Marco Barker, PhD, Sr. Director for Education, Operations, and Initiatives & Clinical Assistant Professor, Diversity and Multicultural Affairs, University of North Carolina at Chapel Hill - Chapel Hill, NC

Ada Suitt, JD, Director for Inclusive Student Excellence, Diversity and Multicultural Affairs, University of North Carolina at Chapel Hill -Chapel Hill, NC

**SESSIONS** 

CONCURRENT WORKSHOP

### THURSDAY, 8:30-10:00 AM

Piscataway, Lobby Level Advanced Long- and Short-Range Planning

326

### Taking It to the Next Level: Strategic Positioning for Diversity Strategic Planning at Penn State

Penn State is merging diversity planning into its overall strategic planning without losing the momentum built over the past 15 years. At the same time, the institution is strategically positioning the Office of the Vice Provost for Educational Equity to build university diversity capacity. Education equity , strategic planning/assessment , and extensive infrastructure are recognized as among the oldest and most robust. A Fall 2014 review yielded enlightening results to inform the next university strategic plan to complete the merger. This session will cover lessons learned, insight from the front lines, essential considerations such as assessment, and a Q&A. This session should benefit those who are implementing or strengthening a strategic planning and assessment approach and who are building institutional capacity for diversity transformation.

Victoria Sanchez, PhD, Assistant Vice Provost for Educational Equity, Office of the Vice Provost for Educational Equity, Penn State -University Park, PA

SPECIAL PRESENTATION

### THURSDAY, 8:30-10:00 AM

International Ballroom West, Concourse Level

327

### Inaugural NCORE Poster Session — Part I

Please join us at the Inaugural Poster Session in International Ballroom West on the Concourse Level. This year, over 50 posters were accepted for display and presentation at NCORE 2015. All posters will be on display today, Thursday, May 28. Posters being presented during this session are as follows:Adrienne Keene, EdD, Postdoctoral Fellow, Brown University- Providence, RI

### A First Look at a Coaching Program to Support Junior Faculty of Color's Grant-Writing Success

Presenters: Lutheria Narelle Peters and Norma Iris Poll

Black Male Think Tank

Presenter: Eddie Moore

#### Closing the Achievement Gap: Evaluating a Mentor-Mentee Based Program for First Generation African American College Students

Presenters: Alfred L. Harper, Joan Wright Mawasha and Raghav Suri

### Considerations for the Effective Mentoring and Work-Life Balance of STEM Women of Color Faculty

Presenters: Kijana Crawford, Christopher Henry Hinesley, Dena Phillips Swanson, and Tomicka Wagstaff Developing the Graduate Student Pipeline in STEM Using Mentoring-Based Recruitment Strategies

Presenters: Brittini Brown and Levon T Esters

Eureka: Making Connections for the New STEM Student Elite with Education for a Global Leadership

Presenter: Orlando-Marquez Kittrell

Exceptions to the Rule: Case study of Critical Academic Incidents that Influenced Two Latino Males' STEM Degree Persistence and Attainment.

Presenters: Maura Flaschner and Connie Hargrave

### Faculty Mentoring Underrepresented Students: Introducing the BEACON Mentors at Cal Poly

Presenters: Robert Flores, Camile O'Bryant and Jennifer Teramoto Pedrotti

First Generation College Student: How To Transcend Cultural Limitations From Prior Generations & Turn The Impossible Into Possible

Presenter: Andres Lara

### Moving Beyond the Front Desk: Deepening the Student Internship Experience

Presenters: Naliyah Kaya, Yvette Lerma, James McShay, and Erica Simpkins

### Peer Mentorship, the Next Generation: Fluid Approaches to Changing Needs

Presenters: Amy Davis and Vincent Stephens

### Prenursing Undergraduate Pipeline: Creating a Sense of Community

Presenter: Mel Freitag

Preparing Culturally Responsive STEM Educators: From the Post-Secondary Classroom to the K-12 classroom

Presenters: Alice Cook and Angela Stoltz

Reflections in the Mirror: Supervising Students of Color Presenter: Dejanae Banks

Stereotype Threat: A Threat in the Air, Mind and Body

Presenters: Kupiri Ackerman-Barger, Darin Latimore and Claire Valderama-Wallace

The Alabama Alliance for Students with Disabilities in STEM: A Bridge Retention Model

Presenters: Overtoun Jenda and Brittany McCullough

Towards a Theory of Culturally Based "Nurturing": Determining Effective Strategies in Aiding "At-Risk" Incoming Freshmen Address Challenges Faced When Entering College

Presenter: Terrell R. Morton

United We Stand: Increasing the Persistence of URMs in STEM through Strategic Partnerships

Presenters: Brittini Brown and Levon Esters

What Are First-Year Students Learning about Diversity and Social Justice: A Qualitative Learning Assessment

Presenter: D. Scott Tharp

**SESSIONS** 

KEYNOTE ADDRESS

### THURSDAY, 10:15-11:30 AM

International Ballroom, Concourse Level

329

#### Adrienne Keene

Adrienne Keene is the author of Native Appropriations (nativeappropriations.com), a blog dedicated to pushing back against stereotypes and misrepresentations of Native peoples. As a citizen of the Cherokee Nation, Adrienne is passionate about reframing how the world sees contemporary Native cultures. Through her writing and activism, she questions and problematizes the ways Indigenous peoples are represented in fashion, the media, and pop culture—asking for celebrities, large corporations, and designers to consider the ways they incorporate "Native" elements into their work. Adrienne holds a doctorate from the Harvard Graduate School of Education and is a postdoctoral fellow in Native American Studies at Brown University, where her research focuses on Native students navigating the college application and transition processes, highlighting stories of resilience and success.

Adrienne Keene, EdD, Postdoctoral Fellow, Brown University-Providence, RI

SPECIAL FEATURE

### THURSDAY, 1:30 - 2:45 PM

International Ballroom East, Concourse Level

330

## Girls Behind Bars: Black Girls and the School-to-Prison Pipeline

Black girls are experiencing devastating rates of criminalization, expulsion, and suspension in schools across the United States, yet there is no national agenda to address the specific social and structural barriers that impact Black girls' access to safe, affirming and holistic education. BYP100 will explore this issue and strategies to transform the lives of Black girls in the education system through grassroots organizing and community accountability.

Representatives of BYP100 will join Charlene Carruthers to present this session. The Black Youth Project 100 (BYP100) is a national organization of Black 18-35 year old activists dedicated to transformative leadership development, direct action organizing, public policy advocacy and civic engagement. Find us online at www. byp100.org and @BYP\_100

Charlene Carruthers, National Director, Black Youth Project 100 - Chicago. IL

Samantha Master BYP100 Member, Black Youth Project 100 – Washington, DC

Jessica Pierce, National Co-Chair, Black Youth Project 100 – Washington, DC

JeNae Taylor, BYP100 Member, Black Youth Project 100 - Chicago, IL

CONCURRENT WORKSHOP

### THURSDAY, 1:30-2:45 PM

Georgetown West, Concourse Level Intermediate Research/Assessment/Evaluation

331

### White Perceptions on White Discrimination and Oppression

This session examines perceptions white students at a predominantly white university have regarding white discrimination and oppression. The phenomenon of imagined white oppression and discrimination has rarely been studied, and when it has, it has lacked a critical approach. This session will address when and why white students might claim they are being oppressed or discriminated against, and it will develop strategies for teaching and reaching these students. This session should benefit participants interested in whiteness studies, research regarding the perceptions of white students on race, and those concerned with developing strategies for teaching on race and racism to these students.

Gabe Miller, Doctoral Student, Texas A&M University - College Station, TX

CONCURRENT WORKSHOP

### THURSDAY, 1:30-2:45 PM

Georgetown East, Concourse Level Novice Research/Assessment/Evaluation

332

#### A Lat Crit Perspective on the Future of HSI Research

Hispanic-Serving Institutions (HSIs) are uniquely positioned to engage Latino students in ways that most predominately White campuses cannot. While this is the ideal scenario, there is a great deal of debate over how well HSIs handle this challenge. Some scholars argue that enrolling a large number of Latino students does not necessarily mean that the institution has committed itself to fostering ethnic identity or providing a high quality education. Other researchers have pushed back against what they believe to be inappropriate methods of assessing commitment. The session goal is not to report new data that will resolve this debate. Rather, presenters will apply a LatCrit lens in developing a research agenda that is appreciative of the sociopolitical context within which HSIs are nested. This session should benefit staff and administrators regardless of knowledge level who are interested in conceptualizing how HSIs can capitalize on their privileged access to Latino students.

Rick Sperling, PhD, Assistant Professor, Psychology, St. Mary's University - San Antonio, TX

**SESSIONS** 

MAJOR WORKSHOP

### THURSDAY, 1:30-2:45 PM

Jefferson West, Concourse Level



### Under the Affluence: Shaming the Poor, Praising the Rich and Jeopardizing the Future of America

In this session, based on his newest book, Under the Affluence: Shaming the Poor, Praising the Rich and Jeopardizing the Future of America, Tim Wise examines the ways in which American politics and culture serve to rationalize inequalities on the basis of class and race.

From the myth of "rugged individualism" to the racialized attacks on the nation's poor, American ideology has long served to explain away inequity as a natural outcome of differential talent, effort or cultural attributes. But as Wise shows in this session, to believe that the poor and unemployed are to blame for their own plight, or that the rich deserve their positions and wealth is to believe in a pernicious and destructive lie that threatens the very heart of democracy and true equal opportunity.

By exploring the way that racism has been central to the development and perpetuation of the nation's class system, Wise demonstrates the importance of undermining the dominant white racial narrative not solely to fight racism itself, but larger economic and social injustice as well.

Tim Wise, Anti-Racist Activist and Author - Nashville, TN

SPECIAL FEATURE

### THURSDAY, 1:30 - 2:45 PM

Jefferson East, Concourse Level



### Access to Opportunity: Addressing Inequalities in College Access and Success

Despite higher education's potential to level the playing field, large inequalities still exist in college enrollment, persistence, and completion by race and income. The College Board launched Access to Opportunity to address the barriers that prevent low-income, first-generation, and underrepresented students from engaging in the type of challenging high school course work that would prepare them for acceptance, success, and completion at a best-fit college. The panel will engage in dialogue around the various campaigns and initiatives underway to break down these barriers (e.g., Realize Your College Potential, Apply to Four or More, All In, etc.). Panelists will discuss how partnerships with schools, districts, colleges and universities, and community-based organizations can address these issues at scale.

Steven Colon, Vice President, Access to Opportunity, The College Board - New York, NY

Wendall Hall, PhD, Senior Director, Policy Advocacy, The College Board - New York City, NY SPECIAL FEATURE

### THURSDAY, 1:30 - 2:45 PM

Lincoln West, Concourse Level



#### Advancing Black Male Student Success

In this session, Professor Harper will speak from his newest book, Advancing Black Male Student Success from Preschool through Ph.D. Specifically, he will highlight opportunities for postsecondary faculty and administrators to improve the status, experiences, and outcomes of Black men at community colleges, at a range of four-year institutions, and in graduate degree programs at predominantly white research universities. This conversation will be placed in Dr. Harper's 2012 Anti-Deficit Achievement Framework, which rejects one-sided hopeless notions of Black male students in higher education and instead amplifies policies and practices that lead to success. Numerous examples from campuses that participated in the Institutional Change for Black Male Student Success project will be offered.

Shaun Harper, PhD, Executive Director, Center for the Study of Race and Equity in Education, University of Pennsylvania - Philadelphia, PA

MAJOR WORKSHOP

### THURSDAY, 1:30 - 2:45 PM

Lincoln East, Concourse Level



#### Microaggressions: Subtle Barriers to Creating Inclusive Campus Environments - Part I

Despite our best efforts to create inclusive, multicultural environments, people from marginalized groups are often subject to subtle, unconscious, and unintentional bias and discrimination. Microaggressions or microinequities can affect student and staff productivity, achievement, stress levels, morale, feelings of inclusion, and interpersonal relationships. This interactive workshop will review some of the research on microaggressions and other types of unconscious bias, discuss how people have experienced them, and consider how we can be more conscious of the impact of our behavior.

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

### **SESSIONS**

MAJOR WORKSHOP

### THURSDAY, 1:30 - 2:45 PM

Monroe, Concourse Level



### Intersectionality and Identity on Campus: Keeping the Connection to Power and Privilege

Intersectionality is gaining currency among scholars and practitioners in higher education because it frames individual identity as complex and integrated and affected by larger systems of power, privilege, and socio-political contexts. However, the connections between personal identity and structural power and privilege are often lost in evolving representations and understandings of the framework and in efforts to incorporate intersectionality into teaching, research, campus programs, and change efforts related to race and other social identities. This session brings together three panelists who examine intersectionality through their writing, teaching, and own reflection, to dialogue with participants about the nature of power and privilege, intersectionality, and identity. Panelists explore their evolving understanding of intersectionality and identity, share issues and insights that pushed their thinking about identity and larger systems of power, and describe areas where they continue to struggle in their own application of intersectionality. After panelists make initial remarks, participants will engage with the discussants and each other in what promises to be a lively dialogue on how we understand identity and larger systems of power and what meaning and guidance we can take away from the session to apply to our work related to race and identity on campus.

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

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

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

CONCURRENT WORKSHOP

### THURSDAY, 1:30 - 2:45 PM

Cardozo, Terrace Level Novice Theoretical Models



### Toward a More Inclusive Pipeline: Race, Opportunity, and Equitable Prior Learning Assessment

This session introduces a tool to provide students triply marginalized by race, class, and status as "nontraditional" with an alternative pathway through higher education. Prior Learning Assessment (PLA) addresses all three sides of higher education's iron triangle: cost, access, and quality. Presenters will share national data demonstrating that PLA significantly increases graduation rates for students of color, even as they are the least likely to access

PLA. Using a critical race framework, presenters will describe how race-conscious approaches to PLA increases minority participation and provide interactive practice in assessing experiential learning through alternative epistemologies. This session particularly benefits administrators interested in proven strategies for increasing minority success at reduced cost and researchers committed to remedying racial disparities in degree completion.

Frances Boyce, MA, Lecturer, Business, Management and Economics, State University of New York Empire State College - Hauppauge, NY

Cathy Leaker, PhD, Associate Dean, SUNY Empire State College -New York, NY

**Richard Olson, MA,** Research Associate, Council on Adult and Experiential Learning - Chicago, IL

SPECIAL FEATURE

### THURSDAY, 1:30-2:45 PM

Dupont, Terrace Level

339

#### HR as Architects of Cultural Competence on Campus

Higher education human resource (HEHR) professionals, and others responsible for managing the higher education workforce, directly affect institutional excellence by fostering individual commitment to and engagement in building a diverse, equitable and inclusive community. CUPA-HR, as a professional organization for HEHR learning and professional development, provides tools and resources for higher ed professionals to help lead the way to shape culture and to cultivate supportive and inclusive environments.

Join us for this interactive session using CUPA-HR's tools and resources developed to impact diversity and inclusion campus. During this workshop, you'll:

Discuss the challenges associated with recruiting and hiring diverse faculty and staff and how members of search committees can be better prepared to create and implement inclusive search on campus;

Review and discuss a powerful approach used by one campus to share stories of diversity from faculty, staff and students that help enrich the campus community and create greater cultural understanding and competence;

Discuss with other attendees the practical applications for building and fostering diverse communities on campus in partnership with HR.

This is an interactive session designed to benefit those who are interested in creating and sustaining an institution-wide environment where diversity, equity and inclusion are an integral part of the campus culture.

Leah Burns, Chief Development Officer, College and University Professional Association for Human Resources - Knoxville, TN

**SESSIONS** 

CONCURRENT WORKSHOP

### THURSDAY, 1:30-2:45 PM

Embassy, Terrace Level Intermediate Theoretical Models

340

### "We Have Risen to Confront Systemic Racial Injustices": A Counter-narrative to "The Black Church Is Dead"

In his provocative 2010 article titled "The Black Church Is Dead," Princeton professor Eddie Glaude, Jr., argued that the Black church has lost its "prophetic voice" to address contemporary issues. This presentation offers a counter-narrative to this claim by highlighting the Center for Urban Theological Studies (CUTS). CUTS is a Christian, two- and four-year degree granting institution that has historically prepared graduates to lead transformational change in urban communities, while simultaneously confronting systemic racial inequalities through the lens of social justice and the social gospel. Through its new research center, CUTS is undertaking scholarship on urban ministry and constructing programs and models to enhance the work being done in urban communities. This session should benefit individuals who understand the saliency of religion and spirituality in confronting racism, patriarchy, and systemic inequalities.

Sherry Jones, DMin, Academic Dean and Professor of Bible and Ministry, Lancaster Bible College at the Center for Urban Theological Studies - Philadelphia, PA

Tanya Solomon, PhD, Research Associate, CUTS Research Center, Lancaster Bible College at the Center for Urban Theological Studies - Philadelphia. PA

Ronald Whitaker II, MS, ED, MBA, Doctoral Candidate, Duquesne University - Claymont, DE

CONCURRENT WORKSHOP

### THURSDAY, 1:30 - 2:45 PM

Fairchild, Terrace Level Novice Theoretical Models

341

#### #ITooAm: Examining the Role of Social Media in College Student Activism

Although most higher education curricula include using the internet in some form (e.g., Blackboard sites, online databases), little is known about the role of social media as it relates to higher education spaces. In particular, a number of major activist efforts have grown out of social media and have changed how we view college student activism. This session will discuss social media as a form of activism, with a particular focus on race-related activism, in order to provide participants a better understanding of social media influences. By the end of this session, participants will be able to learn how navigate Twitter and use hashtags as well as identify and synthesize a problem facing a particular population based on what has been posted using the hashtags. This session will interest individuals who

want to learn more about social media and those who engage with students whose voices traditionally have gone unheard within higher education spaces.

Nina Daoud, Doctoral Candidate, Higher Education, University of Maryland, College Park - College Park, MD

SPECIAL FEATURE

### THURSDAY, 1:30 - 2:45 PM

Gunston, Terrace Level

342

### Is the Growing Income Inequality in the United States Due to the Decline in American Union Membership?

Professor David Jacobs and doctoral student Lindsey Myers of Ohio State University published research last year that supports the premise that the decline in American union membership correlates to income inequality. They contend that this decline began in 1981 when President Reagan broke the air traffic controllers strike. The authors suggest that President Clinton also was guilty of policies unfavorable to the ability of American workers to organize into unions. According to their analysis, the policies that weakened unions implemented under Reagan and those of Republican presidents who followed Reagan along with Clinton were key factors for the decline in union strength and the resulting growth in income inequality.

This income inequality argument was further supported in a June 2014 interview with former U.S. Labor Secretary Robert Reich in Salon, of in which he shared a conversation he had with a U.S. corporate executive. The executive told Reich, "If the American middle class cannot afford our products, we are in deep trouble."

A local example of a different kind of union-busting occurred in 2011 in California when the Los Angeles County Federation of Labor led a fight to prevent the industrial city of Vernon from being disincorporated by the state government. Vernon companies employ 55,000 workers, a third of which are unionized. The irony of the disincorporation legislation was that it was authored by a state legislator who was once a labor organizer for the United Food and Commercial Workers Union.

What do these examples tell us? Namely that we must work together to strengthen the American family's ability to have a quality of life that will also support the U.S. economy. This panel, which includes Dr. David Jacobs, the primary author of the aforementioned study, and former union organizer, Victor Griego, will review how the success of the U.S. labor movement correlates to a decent quality of life for the American family. The discussion will emphasize audience participation; participants will be asked to share personal stories that illustrate the arguments discussed above.

Victor Griego, Founder and Principal, Diverse Strategies for Organizing - Los Angeles, CA

David Jacobs, PhD, Professor of Sociology, The Ohio State University - Columbus, OH

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

### **SESSIONS**

CONCURRENT WORKSHOP

### THURSDAY, 1:30-2:45 PM

Columbia 3, Terrace Level Novice Theoretical Models

343

# Intersections of Identities: A Student Coalition Model of Empowering Student and Cultural Engagement--Part II: The Student Leaders' Perspectives

This session examines an innovative student-driven, staff-supported student engagement and governance model foundationally rooted in multi-identity, intersectionality, and student empowerment theory and practice. Information on the background and rationale for the Student Coalition Model for Empowering Student and Cultural Engagement (now in its second year-- and as a part II to last year's presentation) will be presented from the student leaders themselves. This session should benefit participants interested in multi-identity, intersectionality, student leadership, student engagement, and impacting positive change across campus culture, policy, and student experience.

**Amy Golden, EdD,** Assistant Dean of Students, Arizona State University - Tempe, AZ

CONCURRENT WORKSHOP

### THURSDAY, 1:30 - 2:45 PM

Columbia 4, Terrace Level Novice Theoretical Models

344

### Anatomy of a Riot: A Historical Understanding of Race Riots for Ferguson, MO

In light of the recent unrest that followed the death of Michael Brown, it is necessary to examine the causes of such violence. To understand these tragic events, historical analysis of race riots that have taken place in the region is constructive. Specifically examined are the events that transpired in Spring Valley, IL (1895), Virden, IL (1898), East St. Louis (1917), and Chicago, IL (1919). Furthermore, the focus of an historical investigation will be on Springfield, IL (1908), a scenario which offers many important insights to help understand the events in Ferguson. In each case study, an examination of economics, racism, and demographics is used in search of a pattern that preceded (or precipitated) violence. This session will benefit students and educators alike in examining the historical context of local race riots that give a more nuanced understanding of the events in Ferguson this past fall and offer hope to change the paradigm that allows such a tragedy.

Matthew Coryell, MA, Teacher/Student, History, Chaminade College Prep and Saint Louis University - Saint Louis, MO CONCURRENT WORKSHOP

### THURSDAY, 1:30-2:45 PM

Columbia 6, Terrace Level Intermediate Research/Assessment/Evaluation

345

### One More River to Cross: African-American Male College Students' Perceptions of the LGBTQ Community

This session examines the perceptions of a sample of male students from a public Historically Black College and University (HBCU) regarding members of the lesbian, gay, bisexual, transgender, and queer (LGBTQ) community. In comparison to Predominantly White Institutions (PWIs) HBCUs have struggled to create supportive environments for LGBTQ students, faculty, and staff. The researcher used a questionnaire scored on a five-point Likert scale to measure students' attitudes and perceptions of LGBTQ students. Supporting LGBTQ students as they matriculate into four-year colleges or universities is critical to HBCUs' long-term survival. Increasingly, HBCUs face declining student enrollment, which impacts federal and state allocations. The session includes a summary of the findings, implications for institutions, and recommendations for further research and should benefit faculty, administrators, and other personnel from post-secondary institutions.

Larry Walker, EdD, Research Fellow, School of Graduate Studies, Morgan State University - Baltimore, MD

CONCURRENT WORKSHOP

### THURSDAY, 1:30 - 2:45 PM

Columbia 8, Terrace Level Intermediate Case Studies/Model Programs

346

#### #Ayotzinapa #YaMeCansé #BlackLivesMatter: Mexican Cultural Performance as Folklórico Activism

With the media's coverage of stories related to identity politics and the livelihood of people of color, communities have resorted to artful resistance for strength, for healing, and most importantly for change. This session will explore testimonios from community-based, traditional Mexican folklórico companies in Northern California that help to make sense of current events impacting communities of color. These testimonios are presented as folklórico activism and capture the voices of dancers (folkloristas) within a larger story of advocacy. These folklórico testimonios highlight the connection that dancers have to their community, to their homeland, and to education. This research will explore how folkloristas effect change in their communities through folklórico activism. This session should benefit students, higher education professionals, and community members interested in artful resistance, education, activism, and Mexican cultural performance and folklore.

Manuel Alejandro Perez, EdD, Doctoral Candidate, International & Multicultural Education, University of San Francisco - Sacramento, CA

**SESSIONS** 

MAJOR WORKSHOP

### THURSDAY, 1:30-2:45 PM

Columbia 11, Terrace Level

347

### Life as Primary Text: Deep Dive into Youth Speaks' Core Pedagogical Constructs

Take a deep dive into Youth Speaks' unique arts-based education methodology (Safe Space and Life as Primary Text). One of the most powerful tools we employ is the idea that young people's lives serve as the primary text we explore. This does not mean we limit writers to telling only fact-based, first-person narratives, but we do ask young people to process ideas through their own experiences and understandings, rather than the understandings they are told they should know. This session will introduce participants to one of our most popular creative writing exercises. We will unpack our unique set of arts-based teaching strategies to demonstrate their effectiveness in cultivating students' critical and creative thinking skills. This pedagogy was put into practice during the inaugural First Sound Institute, a collaboration between the University of San Francisco's School of Education and Youth Speaks. This session will be co-facilitated by Youth Speaks' Lead Teaching Artists and is open to practioners, organizers, education, and arts professionals across disciplines and expressions.

Michelle Lee, Lead Artist, Poet-Mentor, Youth Speaks - San Francisco, CA

Susie Lundy, Bay Area Program Director, Youth Speaks/Brave New Voices/ The Living Word Project - San Francisco, CA

CONCURRENT WORKSHOP

### THURSDAY, 1:30 - 2:45 PM

Columbia 12, Terrace Level Intermediate Research/Assessment/Evaluation

348

### Keeping It Movin': African American Women's Unconscious Experience of Historical Trauma

This session explores historical trauma and its emotional effects on pregnant and parenting African American women at a Sacramento community-based agency. Historical trauma is the result of deliberate and systematic infliction of acts upon a target population by a dominant population. These acts continue over a long period of time and disrupt the population from its natural historical course resulting in a legacy of physical, psychological, social, and economic disparities that persists across and throughout generations. The session provides lessons learned and insights obtained from the individual interviews conducted with the participants as well as the sharing of innovative techniques that are effective in affect regulation. This session should benefit participants interested in the resilience and wellness of African American women as well as providers who serve African American women in a variety of educational and community settings.

Shannon Dicksn, PsyD, Professor, Counselor Education Program, School of Education, California State University, Sacramento -Sacramento, CA

Alondra Thompson, MSW, Clinical Social Worker, Communicare Health Centers - Sacramento, CA

CONCURRENT WORKSHOP

### THURSDAY, 1:30 - 2:45 PM

Holmead East, Lobby Level Novice Case Studies/Model Programs

349

# Teaching First-year Students about Diversity and Social Justice: Curriculum Design, Implementation, and Assessment Results

This session showcases a standardized social justice workshop given to 2,600 first-year students across 109 classes at a large, private Catholic university. The student workshop provides foundational knowledge pertaining to social justice concepts and an opportunity to practice dialoguing across differences. Session participants will discuss the workshop curriculum and relevant guiding theories and pedagogies used in its design, collaborations required, and logistics used to implement workshops for all classes, methods of evaluation, positive results from workshop evaluations, and insightful results from a qualitative learning assessment of the workshop. This session should benefit professionals who design, implement, or evaluate diversity training for students (specifically first-year students) and those interested in diversity and social justice education curriculum.

### **SESSIONS**

All participants who attend will receive copies of related curriculum and assessment materials.

Scott Tharp, MSW, Associate Director, Center for Intercultural Programs, DePaul University - Chicago, IL

CONCURRENT WORKSHOP

### THURSDAY, 1:30 - 2:45 PM

Holmead West, Lobby Level Novice



### Reading Groups, Resistance, and Homeplace-ing: Women of Color Reflect on the Work of Justice

This panel will explore the elements of the Critical Race Reading Group that allow it to be a potent site of refreshing and resistance. We will also reflect on how these elements are reflective of our broader work as women of color scholars in and outside of the formal institution.

At the start of the Spring 2014 semester, the authors of this paper along with a few colleagues began to meet in each other's homes informally for socializing and critical conversation for what has since be entitled "Critical Race Reading Group." The group meets to discuss critical literature, reconnect, share "war" stories, and support one another as marginal/marginalized faculty and allies. Over the course of time, this woman-led and woman of color–sustained endeavor has developed into a unique academic "homeplace" (hooks, 1990). Our regular meetings not only provide the reprieve and support we need to endure the continual onslaught of "imperialist white supremacist capitalist patriarchy," but it also has become a space of resistance where we are able to share survival strategies, discuss class and campus-wide initiatives, and share and develop various efforts as justice workers (hooks, 2015).

Roksana Alavi, PhD, Assistant Professor, College of Liberal Studies, Affiliate Faculty, Women and Gender Studies, The University of Oklahoma - Norman, OK

Lupe Davidson, PhD, Co-Director, Center for Social Justice Affiliate Faculty, Women and Gender Studies, The University of Oklahoma -Norman, OK

Kirsten Edwards, PhD, Assistant Professor, Educational Leadership and Policy Studies, University of Oklahoma - Norman, OK

CONCURRENT WORKSHOP

### THURSDAY, 1:30 - 2:45 PM

Jay, Lobby Level Novice Policy Issues



#### Fighting Anti-Semitism, Protecting Free Expression

This session will examine the kinds of hate and bias that are frequently reported by Jewish and Israeli college and university students. Special attention will be given to allegations that implicate

issues of freedom of speech and academic freedom. In this session, presenters will describe the variety and extent of recent allegations, examine contemporary efforts to define what is anti-Semitism and how it differs from legitimate criticism of the State of Israel, explain the applicable legal rules, discuss recent federal policy changes, present best practices nationwide, and apply these rules to various case studies and hypotheticals. This session should benefit participants responsible for addressing difficult issues involving discrimination, hate, bias, and harassment.

Kenneth Marcus, JD, President and General Counsel, The Louis D. Brandeis Center for Human Rights Under Law - Washington, DC Aviva Vogelstein, JD, Staff Attorney, The Louis D. Brandeis Center for Human Rights Under Law - Washington, DC

MAJOR WORKSHOP

### THURSDAY, 1:30 - 2:45 PM

Kalorama, Lobby Level

352

### Understanding Bisexuality: Challenging Stigma and Reducing Disparities Among College Students

Bisexual people face a number of health related disparities, including higher rates of suicide and intimate partner violence than even their lesbian and gay counterparts. This session will look at the concept of minority stress as it relates to LGBTQ people and highlight disparities faced by bisexual people. Presenters will challenge negative messages and stigma that surround the bisexual community, explore what it means to be bisexual, and discuss strategies for supporting bisexual students.

Robyn Ochs, EdM, Speaker, Teacher, Writer, Assistant - Boston, MA

**SESSIONS** 

CONCURRENT WORKSHOP

### THURSDAY, 1:30-2:45 PM

Morgan, Lobby Level Intermediate Curricular/Pedagogical Models

353

### Capacity Building and Community Engagement: Utilizing Multicultural Leadership Skills and Theories in a Nonprofit Setting

This session features a collaborative partnership between the Leadership Residential Academic Program (RAP) of the University of Colorado Boulder and the YWCA of Boulder County. Both entities focused their efforts on viewing service learning more as a social change process rather than charity work. This was accomplished through their collaborative work in the YWCA's program "Reading to End Racism," which bridged academic theories within multicultural leadership development with practical real-world experience. This interactive session should particularly benefit university programs interested in partnering with community nonprofit organizations to create model programs for service learning through social change.

Kate Harris, Undergraduate Student, University of Colorado Boulder -Boulder, CO

Johanna Maes, PhD, Faculty, Leadership Residential Academic Program and the Department of Ethnic Studies, University of Colorado Boulder - Boulder, CO

Patricia Villalobos, Undergraduate Student, University of Colorado Boulder - Boulder, CO

CONCURRENT WORKSHOP

### THURSDAY, 1:30 - 2:45 PM

Northwest, Lobby Level Novice Case Studies/Model Programs

354

### SWAG: Black Student Retention Project at Vincennes University

Session presenters will describe the innovative recruitment process and partnerships for the enrollment of students to the interventions in place to retain the students at a higher level. Early College, Project Excel, and community partnerships are some of the strategies that Vincennes implemented to attract African American students. Participants will learn about strategies and action steps that are needed to prepare students for college and programs that help them stay in college and graduate, including the SWAG program, Success Coordinators, and the Multicultural Affairs Office. This session will give participants a better understanding of enrollment and retention goals, project outcomes, and the progress made along with recommendations for the continuation of action research. This session will assist policymakers, administrators, and researchers

with the ongoing examination of the college experience for African American students that leads to success.

Taja Davidson, MEd, Associate Dean of Students, Student Affairs, Vincennes University - Vincennes, IN

Odelet Nance, PhD, Assistant Dean of Instruction, Early College Programs, Vincennes University - Ft. Wayne, IN

Tiffany Powell, Assistant Director of Admissions/Coordinator of Multicultural Recruitment, Vincennes University - Vincennes, IN

Charles Surrett, Coordinator of Multicultural Student Affairs, Vincennes University - Vincennes, IN

CONCURRENT WORKSHOP

### THURSDAY, 1:30-2:45 PM

Oaklawn, Lobby Level Novice Training of Trainers

355

#### Designing Transformative Multicultural Initiatives: Theoretical Foundations, Practical Applications, and Facilitator Considerations

Session presenters will describe the Authentic, Action-oriented Framing for Environmental Shift (AAFES) method, which is a framework for campus communities to strengthen their diversity and inclusion efforts. Presenters will introduce a structured approach that refers to as well as applies to the relevant theoretical frameworks, research, and practices surrounding diversity initiatives in postsecondary education. This approach introduces individual and organization skills needed to manage difference effectively. The corresponding guiding principles and practical strategies inform conscious scholar practitioners, academics, student affairs professionals, and administrators on college campuses. This session should benefit all campus community members (higher education administrators and student affairs professionals, faculty, students, and staff) who aim to participate in the social change process by engaging difference through a guided process.

Joy Gayles, PhD, Associate Professor, Leadership, Policy and Adult and Higher Education, North Carolina State University - Raleigh, NC

Paulette Granberry Russell, JD, Sr. Advisor to the President for Diversity, Director, Office for Inclusion and Intercultural Initiatives, Michigan State University - East Lansing, MI

Daviree Velázquez, MEd, Assistant Director for Diversity Programs, Center for Multicultural Equity & Access, Georgetown University -Washington, DC

Sherry Watt, PhD, Associate Professor, Higher Education & Student Affairs Program, University of Iowa - Iowa City, IA

### **SESSIONS**

CONCURRENT WORKSHOP

### THURSDAY, 1:30-2:45 PM

Piscataway, Lobby Level Intermediate Case Studies/Model Programs

356

### Creating a Freshman Orientation Program Designed to Increase Retention for Students of Color

This presentation will focus around an eight-year orientation endeavor that saw a double digit retention increase at a Hispanic Serving Institution. Black and Latino students are thriving because of an intentional focus on academic excellence, leadership development, community service, and lifelong friendships. The presenter created the program with limited faculty support at the beginning but built positive relationships between Student Affairs and Academic Affairs in the process. Today, the orientation program is the reason the institution received glowing reviews during its accreditation, with the faculty singing the praises of the program.

Mark Hartley, EdD Candidate, Author, Public Speaker and Encourager of Others' Dreams, California State University, San Bernardino - San Bernardino, CA

SPECIAL PRESENTATION

### THURSDAY, 11:30-2:45 PM

International Ballroom West, Concourse Level

357

#### Inaugural NCORE Poster Session — Part II

Please join us at the Inaugural Poster Session in International Ballroom West on the Concourse Level. This year, over 50 posters were accepted for display and presentation at NCORE 2015. All posters will be on display today, Thursday, May 28. Posters being presented during this session are as follows:

"But I Won't Be Teaching Those Students": Deepening Preservice Teachers' Understanding of Race Through Intergroup Dialogue Presenter: Natasha Camille Murray

Building Academic Resiliency for Diverse Student Populations by Incorporating Meditation into a Freshman Orientation Program Presenters: Kofi Kondwani and Jacqueline McMillan

Communicating To Transcend Cultural, Ethnic, & Socialeconomic Differences: How To Speak So Others Listen, Follow, & Get Inspired

Presenter: Andres Lara

Confronting Poverty and Homelessness in the United States: Collective Activism and Civic Engagement

Presenter: Rajni Shankar-Brown

Continuing the Conversation Across the Ages - The Value of a Radically Inclusive Intergenerational Dialogue on Race and Ethnicity

Presenters: Elaine Brigham and Tanya Williams

Gatherings: A Safe Space for Women of Color to Connect and Develop Within a Predominantly White Institution

Presenter: Selene Roman

Healing hearts and minds: Addressing Sexual Victimization on Historically Black College and University Campuses

Presenter: Na'imah F. Sedegah

If Only My Voice Could be Heard: Using Poetry to Create Dialogue About Racism and Sexism Presentation about Self Expression and Empowerment

Presenter: Terri Johnson

**Latina Wisdom: Community College Stories of Success**Presenter: Gloria Bravo-Gutiérrez

Reaching Students Where They Are: Identifying Success Factors among Students of Color

Presenters: Tanisha McIntosh and Cortney Totty

Soy Mi Cuento: Latinas Bridging Multiple Worlds in Schools Presenter: Lillian Marlene Diaz-Imbelli

The Immortal Life of Henrietta Lacks keeps on giving: Use of literature and Dialogue as Tools to Engage Community, Diversify Curriculum, and Develop Future Healthcare Provider and Faculty Skill and Commitment to Address Health Disparities

Presenters: Marjorie Hammer and Shirley Strong

The Influence of Campus Microaggressions on Positive and Negative Intersectional Identity Constructions of Black Deaf Female College Students

Presenter: Reshawna Chapple

The Myth of the Modern Day Super Women: A Women's Empowerment Workshop

Presenter: Consuela Ward

SPECIAL FEATURE

### THURSDAY, 3:30-5:30 PM

International Ballroom East, Concourse Level

360

### Peoples History of the Voting Rights Struggle: First Hand from SNCC Veterans

As we approach the 50th anniversary of the Voting Rights Act of 1965, the mainstream media will be full of stories and photos of LBJ and a handful of Civil Rights Movement iconic leaders. Missing will be the stories and images of the long, grassroots struggle for voting rights—the day to day work away from the media spotlight; the role of local leaders, women, young people; the strategic thinking; and much more. The true history offers lessons that are vital to inform the continued struggle for full voting rights today. In this session, participants will be introduced to the grassroots history of the movement, with an interactive lesson, audio-visual resources, and the opportunity to learn first-hand from veterans of the voting rights struggle. The guest speakers are Judy Richardson, SNCC veteran, associate producer of Eyes on the Prize and co-editor of Hands on the Freedom Plow: Women in SNCC and Courtland Cox, SNCC

#### **SESSIONS**

veteran who served on the steering committee for the 1963 March on Washington for Jobs and Freedom.

The lesson and resources introduced in this session can be used on college campuses to challenge the master narrative of the movement

Courtland Cox, Consultant for D.C. Public Schools, Student Non-Violent Coordinating Committee (SNCC) Veteran - Washington, DC

Judy Richardson, Author and Filmmaker, Student Non-Violent Coordinating Committee (SNCC) Veteran - Washington, DC

CONCURRENT WORKSHOP

### THURSDAY, 3:30-5:30 PM

Georgetown East, Concourse Level Novice Experiential/Interactive Training

362

# Diversity in the University - Keep It Real Diverse Game Workshop

Transforming how Diversity and Inclusion 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 to build the foundation of your diversity and inclusion initiatives, and to bring innovation, open communication and collaboration into your respective milieu.

The highly unique blend of diversity exercises, information and Keep It Real Diverse game play will provide you with an enjoyable, high-energy, hands-on interactive and experiential training opportunity. This interactive experience of bridge-building and inclusion will enable each participant in this workshop to move their understanding of what diversity means to them personally, and how it can be applied, to a new level.

At the conclusion of this 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.

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

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

# THURSDAY, 3:30-5:30 PM

Jefferson West, Concourse Level



# Facing Yourself Before You Face Others: Bringing Your Authentic Self to Facilitating

For many of us who facilitate conversations about race, we too frequently focus on designing a session that will work: one that will challenge participants to think, to provide tools for them to use, and facilitate their taking effective action. In other words we begin at step two, having skipped the first and arguably the most important step.

The purpose of this session is to explore what we need to do to set the stage to facilitate by readying ourselves. We will explore what it means to do our deepest personal work, assess our own stages of readiness for managing tough group interactions, examine our willingness to negotiate the intersections of our own identities and the ways we use those to maintain our power in the status quo, and gage our ability to stay in role function about specific issues, to right ourselves if we fall into ego function, and to repair the damage we might have done in that process.

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

**Veronica Neal, PhD,** Director of the Office of Equity, Social Justice & Multicultural Education, De Anza College - Cupertino, CA

SPECIAL FEATURE

## THURSDAY, 3:30-5:30 PM

Jefferson East, Concourse Level

364

#### Compliments and Criticisms: The Underrepresentation of Women of Color and the Long Walk to Higher Education Leadership

In this session, the presenters will discuss the trajectory of university leaders with attributes such as a proven record of leadership, skill, and competence. The typical leadership trajectory begins with academic achievement (or a terminal degree) followed by accomplishments in teaching, scholarship, and service to universities and communities. However, the panelists will discuss the informal or hidden requirements that sometime surpass the formal or expected criteria. Notably, there also are a number of higher education leaders who have come from outside the academic setting, who have gleaned leadership experience and credibility from alternative areas such as business or military. This session should benefit women in the pipeline and recruiters or academic search committees that do not know where to look, for whom to look, or by what criteria to evaluate the experiences and expertise of underrepresented women vis-à-vis other candidates.

Doris Ching, EdD, Vice President Emeritus, Student Affairs, University Of Hawaii - Kapolei, Hl

### **SESSIONS**

Charlene Dukes, PhD, President, Prince George's Community College -Largo. MD

Verna Orr, EdD, Adjunct Faculty, Howard University - Washington, DC Paula Whetsel-Ribeau, Associate Provost for Diversity & Assessment, Mount St. Mary's University - Emmitsburg, MD

MAJOR WORKSHOP

### THURSDAY, 3:30-5:30 PM

Lincoln West, Concourse Level



# Everyday White People Confront Racial and Social Injustice: 15 Stories

Everyday White People Confront Racial and Social Injustice: 15 Stories is a collection of stories by white activists who have been engaged in the racial and social justice arena for more than 30 years. The goal of the book is to capture the voices of the authors in a way that makes their personal life experiences and knowledge accessible to everyone. For this book the authors were asked to explore three questions: How did you get into this work?; What have you learned?; and What do you recommend for future generations? Authors attending NCORE will participate in the panel in addition to the book's editors and share their personal journeys into social justice.

Paul Gorski, PhD, Founder, EdChange, Associate Professor, Social Justice, George Mason University - Washington, DC

**Heather Hackman, PhD, Founder and President, Hackman Consulting**Group - Minneapolis, MN

Frances Kendall, PhD, Consultant, Kendall and Associates - Richmond,  $C^{\Delta}$ 

James Loewen, Professor Emeritus, Department of Sociology, University of Vermont - Burlington, VT

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

Ali Michael, PhD, Director of P-12 Consulting & Professional Development, Center for the Study of Race and Equity in Education, University of Pennsylvania - Philadelphia, PA

Eddie Moore Jr., PhD, Executive Director, The Privilege Institute - Brooklyn, NY

Marguerite Parks, PhD, Associate Dean, Associate Professor, , University of Wisconsin Oshkosh - Oshkosh, WI

MAJOR WORKSHOP

## THURSDAY, 3:30 – 4:45 PM

Lincoln East, Concourse Level



# What Do I Say Now?: Responding to Microaggressions and Biased Comments – Part 2

Creating equitable and inclusive campus environments requires that people are able to speak up when they hear someone say something prejudiced or stereotypical. Yet, 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 and respond to microaggressions. Participants will have the opportunity to briefly practice responding to situations they face in their own lives and will leave with a list of concrete strategies they can share with others.

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

CONCURRENT WORKSHOP

### THURSDAY, 3:30-5:30 PM

Monroe, Concourse Level Intermediate Social Media Issues

367

#### The Secret to Successful Townhall Meetings

We often see town hall meetings explode into intense confrontations with participants leaving emotionally upset and even more divided. Recently, President Obama expressed a reluctance to have a National Dialogue on Race because of his fears that folks would become too polarized with little accomplished or changed. In this workshop learn Mindful Techniques to de-escalate polarizing factions, and develop ways to create meaningful dialogues where each person can feel heard and valued. Participants will learn: \*How to Create a Safe Container for Intense Dialogues \*Mindful Techniques to De-escalate Conflicts in Seconds \*Exercises that Enhance Community \*Replacing Reactive Behaviors with Mindful Responses \* Noticing Intent and Impact \*The Art of Mindful Inquiry \*9 Healthy Ways to Communicate This session benefits educational leaders and administrators, activists, teachers, social workers, and anyone who wants to create change and community in our divided society.

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

CONCURRENT WORKSHOP

## THURSDAY, 3:30-5:30 PM

Cardozo, Terrace Level Intermediate Case Studies/Model Programs

368

# Transforming Campus Climate: Analysis, Action, and Impact

This interactive session will focus on key issues of campus climate-including respect for differences, inclusion and exclusion, attitudes toward diversity, and satisfaction with classroom, workplace, and campuswide environments. UC Berkeley recently conducted a campuswide climate survey with the goal of understanding these

#### **SESSIONS**

issues among students, faculty, and staff—and of identifying pressing concerns and challenges. The survey results revealed that one in four members of the UC Berkeley community have experienced exclusionary behavior. In response, the campus has launched several new climate initiatives. In this session, initiative leaders will facilitate a broad-ranging discussion, drawing from their own experiences and incorporating participants' concerns from their home campuses. The session will look at both the power of survey data and the impact of new projects. It should benefit those interested in creating inclusive environments for marginalized populations.

Andrew Eppig, PhD, Institutional Research Analyst, Division of Equity & Inclusion, University of California, Berkeley - Berkeley, CA

Elizabeth Gillis, Director of Strategic Initiatives, UC Berkeley, Division of Equity & Inclusion - Berkeley, CA

Elizabeth Halimah, MPP, Chief of Staff, Department of Equity and Inclusion, University of California, Berkeley - Berkeley, CA

Rudolfo Mendoza-Denton, Associate Professor of Psychology, Co-Director of Berkeley's Relationships and Social Cognition Laboratory, University of California, Berkeley - Berkeley, CA

Sidalia Reel, EdD, Director, Staff Diversity Initiatives, Office of the Vice Chancellor for Equity & Inclusion, University of California, Berkeley -Berkeley, CA

Amy Scharf, PhD, Project/Planning Analyst, UC Berkeley - Berkeley, CA

MAJOR WORKSHOP

# THURSDAY, 3:30-5:30 PM

Dupont, Terrace Level Novice Case Studies/Model Programs

#### 369

Increasing University Access for Underrepresented Groups: How Do We Know What Works? A Study of Ontario Universities

The underrepresentation of minority students in postsecondary education is an issue that is common to both the American and Canadian contexts. Similarly, increased focus has been placed on efforts to actively recruit and improve access for underrepresented students. How postsecondary institutions view their roles in reducing underrepresentation and how they enact those roles has been the subject of a few studies. In this session, we share the results from a study in which we, along with colleagues and students at the University of Toronto, have been investigating how Ontario's 20 publicly-supported universities define student underrepresentation, how these universities understand their role in increasing access for underrepresented groups, and what relevant programs or initiatives are being offered by the universities. Beyond describing practice, we consider coherence of outreach, access, and recruitment activities with institutional policy, mission and goals; their sustainability and funding; how these activities are positioned within the university, including complementarity with other recruitment goals; and how universities are evaluating their efforts. Lastly, we offer a model for

evaluating initiatives designed to decrease under-representation in postsecondary education programs.

The session should be of benefit to administrators, faculty, researchers, and community organizations who are working on issues related to access to post-secondary education, in particular to public university, for underrepresented and/or marginalized students.

Sandra Carnegie-Douglas, MEd, Anti-Racism & Cultural Diversity Officer, Division of Human Resources & Equity, University of Toronto -Toronto, ON, Canada

Ruth Childs, PhD, Associate Professor, Leadership, Higher & Adult Education, University of Toronto - Toronto, ON, Canada

Jonathan Hamilton-Diabo, OCT, MTS, Director, First Nations House, University of Toronto - Toronto, ON

MAJOR WORKSHOP

#### THURSDAY, 3:30-5:30 PM

Embassy, Terrace Level



# Where I am From, Where I am Now: Reflections on Professional Practice

In 2007, NASPA published Where I am From: Student Affairs Practice from the Whole Students Lives which highlighted the journeys of students affiliated with the NASPA Minority Undergraduate Fellows Program. Via self-biographical narratives, 42 Fellows provided insight into their lives as underrepresented students in higher education. Using this text as a framework, this session will make intentional time to reflect upon our identities, environments, and how these things impact and interact with our lives. Attendees will dialogue about how our identities influence our professional practice, as well as how to recreate this experience with their community members.

Tiffany Ayiku, MA, Director of Educational Programs, National Association of Student Personnel Administrators - Washington, DC

Nathan Victoria, MEd, Director of Member Engagement & Student Initiatives, National Association of Student Personnel Administrators -Washington, DC

CONCURRENT WORKSHOP

## THURSDAY, 3:30-5:30 PM

Fairchild, Terrace Level Intermediate Experiential/Interactive Training



What to Do When (So-called) Allies Attack: Turning Counter-Productive Battles into Campus-wide Progress

Diversity work is hard work. Practitioners put in long hours and often have to overcome professional isolation and opposition from many different directions on campuses. These challenges

### **SESSIONS**

in themselves are enough to contribute to "Racial Battle Fatigue" (Smith, 2003), but what does one do when the opposition they face comes from those who are in positions designed to support and advance diversity work? What does one do when (so-called) allies attack? Through a facilitated constructive panel discussion, this question will be discussed and solutions based on experiences will be offered. This session should benefit new chief diversity officers and their staff and professionals new to their roles as well as experienced diversity professionals.

Shakeer Abdullah, PhD, Assistant Vice President, Equity and Diversity, University of Minnesota - Minneapolis, MN

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

Derek Greenfield, PhD, Visionary Speaker, Consultant, and Thought Leader, INPowerment LLC - New Orleans, LA

Kim LeDuff, PhD, Chief Diversity Officer/Associate Vice Provost, Equity, Diversity & International Affairs, University of West Florida - Pensacola, FL

Rebecca Nelson, MA, Director, Neighborhood Health Division, Columbus Public Health - Columbus. OH

SPECIAL FEATURE

# THURSDAY, 3:30-5:30 PM

Gunston, Terrace Level



"Which Box Should I Check?": Changing (Mixed) Racial Demographics and Policy Implications for Higher Education

Individuals are routinely asked to report race for themselves (or for family members) throughout their lives: from birth certificates to Census and other survey forms to college applications. The collection of data on racial demographics has moved from early U.S. census designs that required the surveyor to classify an individual's race based on observation, to beliefs that individuals are most qualified and have the right to racially identify according to their preferences. Use of current data on race assumes that it generally allows for individuals to identify publicly in a manner that is concurrent with their personal racial identities. Yet changes in racial (and ethnic) demographics, including the increasing attention to multiracial populations, can puzzle not only those asked to fill out such forms, but the scholars and administrators in higher education who have to make sense of which boxes individuals choose. This panel explores the challenges for collecting and using racial and ethnic data in higher education, particularly within the context of the recently mandated guidelines from the U.S. Department of Education (DOE) on how institutions must collect, maintain, and report racial and ethnic demographic data (e.g., the "two or more races" dilemma). Panelists will also explore current debates about potential changes to the 2020 Census, share research findings on how different groups of students may struggle when encountering such racial and ethnic

demographic questions, and discuss policy implications for higher education institutions.

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

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

Anthony Ocampo, PhD, Associate Professor, Sociology, California State Polytechnic University - Pomona, CA

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

CONCURRENT WORKSHOP

# THURSDAY, 3:30-5:30 PM

Columbia 3, Terrace Level Novice Theoretical Models

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# Ohana Means Family: Supporting Pacific Islander Students at Your Institution

What is the difference between Asians and Pacific Islanders and why does it matter? Pacific Islanders have vastly different cultures and needs than other ethnic groups and they are immigrating and migrating east and south in the United States in droves. This session will give participants the general understanding of the support services necessary to increase retention and completion of the fastest growing population in U.S. higher education. It will cover demographics, data, theoretical and practical approaches and provide personal case studies between university and community college Pacific Islander students. It will also provide meaningful ways that non-Pacific Islanders can support their peers. The educational goals, challenges, and approach to supporting Pacific Islander students require thought and preparation. This session should benefit individuals focused on student support administrators, faculty, and staff.

Laurie Franklin, MEd, Dean, Enrollment & Student Financial Services, Everett Community College - Everett, WA

Brett Kuwada, PsyD, Faculty, Counseling and Career Services, Everett Community College - Everett, WA

Makerusa Porotesano, MEd, Director of Student Activities and Leadership Programs, Student Affairs, Chaminade University of Honolulu - Honolulu, HI

Michael Tuncap, PhD, Director, Diversity, Equity & Inclusion, Green River Community College - Auburn, WA

**SESSIONS** 

CONCURRENT WORKSHOP

### THURSDAY, 3:30-5:30 PM

Columbia 4, Terrace Level Novice Experiential/Interactive Training



#### **Poverty Simulation**

This poverty simulation is a unique tool to educate participants about the daily survival strategies of a low-income family trying to survive from month to month. The purpose is to sensitize participants to the challenges of low-income families in meeting basic needs, to experientially increase their knowledge about the financial pressures faced by this group, and to discuss tangible pathways out of poverty. Participants assume the roles of different families facing poverty in scenarios ranging from generational poverty to those new to poverty. Participants are charged with the task of providing basic necessities and shelter for their family using their income and applicable government assistance. The experience lasts two hours and includes an introduction, the actual simulation exercise, and a processing period at the end of the simulation. This session should benefit educational administrators, faculty, college students, diversity practioners, and policy makers.

Consuela Ward, EdD, Founder, President, The Montage Group -Kennesaw, GA

MAJOR WORKSHOP

### THURSDAY, 3:30-5:30 PM

Columbia 6, Terrace Level



# Developing Inclusion Practitioners: A Critical Element for Creating Sustainable Change

In this session, participants will learn how to develop a group of inclusion practitioners in their organization. The primary role of such practitioners is to infuse issues of equity and inclusion into daily practices and use an inclusion lens to develop/revise policies, programs, practices, and services to eliminate negative differential treatment and create greater equity in the organization. Inclusion practitioners use their culture competence to create sustainable systemic change in a variety of ways: serving on search committees; providing an inclusion lens during staff meetings and on departmental committees and task forces; serving as a peer coach or mentor for colleagues and leaders who want to deepen their cultural competencies; and facilitating discussions and planning sessions that incorporate equity and inclusion as a core component. Participants will receive a packet of materials to use as they develop structures to deepen the internal capacity of leaders and staff to use an inclusion lens in everything they do.

Kathy Obear, EdD, President and Founding Faculty, Alliance for Change Consulting, Social Justice Training Institute - New York, NY Beni Towers Kawakita, Illinois State University - Normal, IL MAJOR WORKSHOP

# THURSDAY, 3:30-5:30 PM

Columbia 8, Terrace Level



#### 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.

Hiring processes 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. This session 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, including designing appropriate advertisements, improving paper screening procedures, and writing effective interview and reference questions.

Cris Cullinan, PhD, Founder, ALiVE: Actual Leadership in Vital Equity, ALiVE: Actual Leadership in Vital Equity - Wilsonville, OR

CONCURRENT WORKSHOP

#### THURSDAY, 3:30-5:30 PM

Columbia 11, Terrace Level Intermediate Experiential/Interactive Training



#### Social Identity Conceived as a Repertoire of Everyday Transactions and Enactments

This session will focus on the enactment of social identity everyday college life. Examples will be drawn from the following social identities: Black/African-American, Native American, LGBT, Women, Disabled, and Jewish.

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

#### **SESSIONS**

MAJOR WORKSHOP

# THURSDAY, 3:30-5:30 PM

Columbia 12, Terrace Level



## Pedagogical Strategies and Institutional Commitment to Improve Success Rates for Underprepared Students

The need for narrowing achievement gaps between the widest growing population—that is, students most at risk of finishing a college degree—and their wealthier cohort has been well established. That gap must be narrowed and, hopefully, eliminated for three reasons. One, it is the ethical thing to do in a society that gives lip service to equal opportunity for all. Two, the underserved and underrepresented groups will benefit personally in many already demonstrated ways including making it into the middle class, improving their health, their civic mindedness and civic behavior, and the overall quality of their lives. Three, if America fails to bring this fastest growing population up to speed in terms of educational levels and workforce skills, our nation will be unable to compete in a global economy.

This interactive session will draw participants into an analysis of recent research that shows best practices in teaching designed to benefit all students but seems to have the greatest impact on underprepared students. Additionally, the session will focus on what practices and policies could be used to better prepare students before and upon entering college and, once there, what college policies can do to enhance their chances of degree completion. Recent research shows there are relatively easy-to-implement interventions to improve student success rates even within the constraints of limited college funding.

Angela McGlynn, Professor Emeritus, Psychology, Mercer County Community College - West Windsor, NJ

CONCURRENT WORKSHOP

#### THURSDAY, 3:30-5:30 PM

Holmead East, Lobby Level Novice Case Studies/Model Programs



#### Sisters of the Academy: A Model of Success

Sisters of the Academy (SOTA) Institute is an organization of Black women whose mission is to facilitate the success of Black women in the academy. Participants will gain insight into SOTA's programs and initiatives and the overall SOTA Model. Participants may also assist in the success of special populations at their respective institutions or collaborate with SOTA to assist in providing similar services in their respective spaces. This session should benefit women in higher education interested in improving their academic career outlook as well as administrators looking to develop models and strategies to

benefit the academic growth of educators and professionals on their respective campuses.

Tamara Bertrand Jones, PhD, Assistant Professor, Higher Education, Florida State University - Tallahassee, FL

Denise Davis-Maye, PhD, Associate Professor, Department of Sociology, Auburn University Montgomery - Montgomery, AL

Felicia Mensah, PhD, Associate Professor, Mathematics, Science and Technology, Teachers College, Columbia University - New York, NY

Devona Pierre, EdD, Diversity & EO Consultant, Office of Diversity, Inclusion & Equal Opportunity, University of South Florida - Tampa, FL

Virginia Tickles, PhD, Stem Chair, Aerospace Engineer, Sisters of the Academy, NASA Space Flight Center - Huntsville, AL

CONCURRENT WORKSHOP

## THURSDAY, 3:30-5:30 PM

Holmead West, Lobby Level Novice Theoretical Models

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# Myths of the Mestizo, Mulatto, and Metis: Intersectionality in Indigenous Identity

In this session we'll examine the intersection of identity for American Indians within Latino, African-American, and Canadian cultures. We'll look at case studies and discuss some of the common myths associated with Mestizo, Mulatto, and Metis identities. Participants will also be introduced to the One-Drop Rule and Blood Quantum Model and see how they fit into these narratives. This workshop will explore the racial ambiguity of mixed identities of the past and what it means to be "Mixed" in the 21st century. This session should particularly benefit students and educators interested in a deeper understanding of their own mixed heritage as well as those interested in understanding the diverse backgrounds of their students and peers on their campuses and in their communities. Participants will engage in dialogue about how they can relate to these examples and what they can take back to their universities to continue the conversation regarding intersectionality and mixed identity.

Carolina Castoreno, President, Native American Student Alliance, IUPUI - Indianapolis, IN

Charmayne Champion-Shaw, PhD, Director, American Indian Programs, Native American Indigenous Studies, IUPUI American Indian Programs - Indianapolis, IN

**SESSIONS** 

SPECIAL FEATURE

# THURSDAY, 3:30-5:30 PM

Jay, Lobby Level



The Challenge of Maintaining an Inclusive Classroom: How Do We Address the Increase in Students with Emotional Needs and Trauma and the Impacts on the Teaching and Learning Environment?

As college student demographics continue to change, faculty face unique challenges in managing the increasingly complex teaching and learning environment. Adding to this, research suggests a substantial rise in student stress, psychological issues, campus violence, and overall student health needs, all of which present major challenges for faculty in higher education. Faculty may be among the first to discover warning signs of student emotional problems based on student behavior in the classroom, and effectively managing student behavior and ensuring a safe classroom environment are part of the faculty role. Faculty are responsible for treating students with dignity and respect and students are also expected to demonstrate appropriate, respectful behavior toward others in the university community, including faculty. Though some students may have mental or emotional disorders (protected under ADA), they should still be held accountable to the same student code of conduct.

In this session, the implications of student emotional needs and mental health issues for faculty, staff, and students will be discussed. Common classroom management challenges and strategies for creating a positive learning environment and effectively addressing student needs will also be addressed. The session will conclude with a discussion of student and faculty rights and responsibilities, recognizing signs of student distress, and strategies to consider when student conduct negatively impacts the teaching and learning environment.

**Zoila Airall, PhD,** Assistant Vice President for Campus Life, Assistant Professor of the Practice in the Program In Education, Duke University - Durham, NC

Miriam Gogol, PhD, Professor of English, School of Liberal Arts, Mercy College - Dobbs Ferry, NY

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

Becky Petitt, PhD, Vice Chancellor for Equity, Diversity and Inclusion, University of California, San Diego - La Jolla, CA

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

Gregory Tanaka, PhD, JD, MBA, Visiting Distinguished Fellow, Instituto McLaren de Pedagogia Critical y Educacion Popular - Emeryville, CA CONCURRENT WORKSHOP

### THURSDAY, 3:30-5:30 PM

Kalorama, Lobby Level Novice Media Representations



The New Media Movement: Using Media for Positive Social Impact instead of Sensationalized Stories through the Power of Podcasting

This session explores the innovative digital platform of podcasting as a vehicle to educate, share information, and bring awareness in a more socially responsible manner than is currently practiced by mainstream media. Information on the background and research of podcasting will be provided. Insights and lessons learned from the facilitator's implementation as a host of a podcast also will be discussed. This session should benefit participants who are interested in media and journalism and the impact that they have on audiences.

Monica Jones, MSW, Author, Motivational Speaker and Host, The Monica Marie Jones Show Podcast, Inspiration Inc. - Detroit, MI

CONCURRENT WORKSHOP

## THURSDAY, 3:30-5:30 PM

Morgan, Concourse Level Intermediate Long- and Short-Range Planning

383

From Paper to Practice: Institutional Culture Change through Diversity and Inclusion Strategic Planning and Implementation

This session explores the opportunities and challenges of implementing a university-wide strategic plan for diversity and inclusion (D&I). Wake Forest will be used as a case study, looking at the ways in which it has implemented an umbrella structure for D&I work across the institution. Panelists will discuss their work as members of WFU's Diversity and Inclusion Leadership Team, and how they balance that with the mandates of their respective offices (Women's Center, LGBTQ Center, and Office of Multicultural Affairs). The session will examine institutional efforts at transformation vis-à-vis D&I, with a focus on the work of the practitioners implementing this strategic vision. Presenters will discuss both the logistical challenges of this work, as well as the challenges of doing D&I work at a traditionally conservative, Southern institution. This session will benefit current and aspiring D&I professionals, as well as university administrators charged with implementing D&I strategic plans.

L. Wesley Harris Jr., MA, NCC, LPCA, Interim Director, Office of Multicultural Affairs, Wake Forest University - Winston Salem, NC

Angela Mazaris, PhD, Director, LGBTQ Center, Wake Forest University - Winston-Salem. NC

Paige Meltzer, PhD, Director, Women's Center, Wake Forest University - Winston Salem, NC

**SESSIONS** 

CONCURRENT WORKSHOP

# THURSDAY, 3:30-5:30 PM

Northwest, Lobby Level Intermediate Experiential/Interactive Training

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#### I'm Gay; I'm Latino: I Won't Choose!

This session will examine the similarities and differences of various civil rights movements. Insights and lessons learned will be shared by an administrator who is a gay man of color on how to navigate the role of administrator when you are often asked to choose one identity versus the other. This session aims to highlight the intersectionality of identities as it relates to how it influences the work of university administrators. Participants will be encouraged to think about and identify best practices for working with students while respecting their multiple identities.

Oscar Collins, MEd, Interim Co-Director, Center for Multicultural Advancement & Student Success, University of Massachusetts Amherst - Amherst, MA

CONCURRENT WORKSHOP

# THURSDAY, 3:30-5:30 PM

Oaklawn, Lobby Level Intermediate Curricular/Pedagogical Models

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# Beyond the Classroom Walls: Alternative Spaces and Emancipatory Education

This session will examine the use of blended learning spaces in a social justice curriculum. Presenters will discuss their experiences as students and faculty participating in a combination of virtual and on site learning environments. Examples will include transformational learning experiences such as intensives at the Highlander Research and Education Center and traditional conference settings. This session should benefit students and faculty working in the design and delivery of distance education programs with a social justice component.

Gloria Bravo-Gutiérrez, PhD, Coach, Women Empowerment Education Projects, Ingenia Creative Solutions - Gilbert, AZ

Placida Gallegos, PhD, Professor, Fielding Graduate University - Cedar Crest, NM

Jenny Johnson-Riley, MA, Doctoral Student, Fielding Graduate University - Seattle, WA

Mari Kong, MA, Doctoral Student, Police Officer-San Diego Police Department, Fielding Graduate University - San Diego, CA

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

Steven Schapiro, EdD, MAT, Professor, Human and Organizational Development, Fielding Graduate University - Cedar Crest, NM SPECIAL PRESENTATION

### THURSDAY, 3:30-5:30 PM

International Ballroom West, Concourse Level

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#### Inaugural NCORE Poster Session — Part III

Please join us at the Inaugural Poster Session in International Ballroom West on the Concourse Level. This year, over 50 posters were accepted for display and presentation at NCORE 2015. All posters will be on display today, Thursday, May 28. Posters being presented during this session are as follows:

#### "I Have to Do Just as Much or More": The Role Culture and Habitus Plays in the College Persistence of Black Immigrant Students

Presenter: Erica Marie Richards-Chew

#### "I See Myself as a Bridge:" Collecting Stories and Facilitating Action through the Welcome Project

Presenters: Christina Crawley, Rocio Pulido, Allison Schuette, and Liz Wuerffel

"New Media, New Voices: Strategic Opportunities for Historically Black Colleges and Universities to Foster Diversity in Media"

Presenter: Lori Webster

Anatomy of an Ambassador: A Program for Creating Culturally Fluent Servant Leaders

Presenter: Vincent Stephens

# Building Sustainable Communities: Promoting EcoJustice Education

Presenters: Elizabeth Loudon and Rajni Shankar-Brown

Charting Change: Encouraging Meaningful Conversations among Students to Bring About Impactful Changes for an Inclusive Campus for All.

Presenter: Ting-Han Chang

# Creating Transformative and Inclusive Academic Environments With Contemplative Practices

Presenter: Carrie Bergman

Disrupting the Subtractive Identity of Black Queer faculty on Predominantly White Colleges and Universities.

Presenter: Jillian Rochelle Watts

Does Teaching About Diversity, Health disparities and Social Justice Result in Learning: A Content Analysis of Student Work Presenter: Shirley Strong

Exploring the Intersections between American Indians and the Majority Culture in a University Seminar at a Land-Grant and Traditionally White Institution

Presenter: Cassie McMann

Hybrid Social Justice Workshops: Using Online Education Modules to Enhance Live Trainings with Students

Presenter: D. Scott Tharp

Is There Power in Forgiveness?: The Interaction Between Public Regard, Forgiveness, and Negative Affect Following Racial Discrimination

Presenter: Misha N. Inniss-Thompson

#### **SESSIONS**

# Leadership and Intersecting Identities: Pedagogy of Identity-based Leadership Courses

Presenters: Jude Paul Dizon, Brandon Dula, Naliyah Kaya, Yvette Lerma and James McShay

#### Racial and Ethnic Identity of Black Immigrant Students

Presenter: Erica Marie Richards-Chew

#### Racial Regard: The Intersection of Private Positive Racial Attitudes of Black Student Leaders and Public Ascribed Stigmas at a PWI

Presenter: Veronica Adele Jones

# Sharing Strength and Resiliency using Photo-Voice: Indigenous Students Perspectives of the Impacts of Residential School

Presenter: Natahnee Winder

#### Strategies in Minority Faculty/Staff Recruitment

Presenter: Sonel Shropshire

# Training Providers on Issues of Race and Racism to Improve Health Care Equity

Presenter: Stephen Nelson

# Understanding the Experiences of College Students Who Have Autism

Presenter: Monique N. Colclough

#### We Need Each Other! How Sustainability and Diversity Can Work Together to Build a More Equitable World

Presenter: Caroline Savage

# Welcoming and Including Staff in a Diverse College or University Community

Presenter: Deb Collins Luckadoo

SPECIAL EVENT

# THURSDAY, 8:00-9:30 PM

International Ballroom, Concourse Level



#### An Evening with Maimouna Youssef

A fresh blend between Nina Simone and Lauryn Hill, Maimouna "Mumu Fresh" Youssef is a Grammy-nominated singer, songwriter, producer, and emcee whose lush spirit filled vocals could bring you to tears while still being able to rap with the top emcees in the game. Drawing from her eclectic Afro-Native Muslim identity, she is a powerful and dynamic artist-activist who has challenged conventional music industry expectations for female artists by remaining true to her spirit and identity. Maimouna uses her socially-conscious yet entertaining expression as a vehicle to empower youth and marginalized communities. She has worked with the likes of Angelique Kidjo, Femi Kuti, Nas, Dead Prez, Cody ChesnuTT, Martin Luther, Jill Scott, Erykah Badu, Mos Def, and Talib Kweli. In addition, she has toured worldwide as a supporting vocalist for legends such as Zap Mama, The Roots and Common. Maimouna is a rare talent who inspires and transforms the boundaries of possibility for all who witness her rare abilities. Mumu Fresh IS an Experience, and certainly is not one to be missed.

Maimouna Youssef, The Adinkra Group - Mt. Rainier, MD

FILM PREVIEW & DISCUSSION

### THURSDAY, 8:00-10:00 PM

Jefferson West, Concourse Level

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# TESTED: Diversity, NYC Public Schools and High Stakes Testing

Stuyvesant, Bronx Science, Brooklyn Tech. Each year, thousands of 8th graders compete to secure a coveted spot at one of these elite NYC public high schools. While black and Latino youth constitute 70 percent of the city's public school population, at some of these high schools, they represent less than five percent. Meanwhile, Asian Americans and whites form supermajorities at all three. This film follows a diverse group of students as they try to pass a standardized test, the sole criteria for gaining admissions. Tested includes the voices of such education experts as Pedro Noguera and Diane Ravitch as it explores issues surrounding access to a high-quality public education, affirmative action, and the model-minority myth.

Curtis Chin, Writer, Producer, Director - New York, NY

#### **SESSIONS**

FILM PREVIEW & DISCUSSION

# THURSDAY, 8:00-10:00 PM

Lincoln West, Concourse Level



### A Film and Dialogue Session offered by Shakti Butler

Film #1: "It's time! This classic film, previously released as "Light in the Shadows," was ahead of its time. Released in 2005, it features an authentic conversation between women of color and white women. My experience of showing this film was that women of color loved it and white women ... well, not so much. And so, this film was never really promoted. Times are changing! I believe we are ready to step into more challenging and transparent conversations that can lead to strong alliances that address systemic and structural change. What this film illumines is how conversations on race can often break down along lines of culture and power. As such, it is designed for those who are ready to take another step in learning and/or developing facilitation skills that invite deeper listening and truth-telling. The conversation takes place around a metaphorical round table at which everyone has an equal seat thus challenging the power dynamics of white culture." – Shakti Butler

Film #2: A sneak peek of the first film that will be part of a social justice trilogy:

- a) Healing Justice, an exploration of restorative justice and the prison pipeline
- b) Hip-Hop Justice, Understanding the Role of Hip-Hop Pedagogy in Social Justice  $\,$
- c) Earth Justice, Take care of the earth the unifying sustainer of all life  $\,$

Shakti Butler, PhD, Founder and Creative Director, World Trust Education Services - Oakland, CA SPECIAL EVENT

# THURSDAY, 8:00-10:00 PM

Georgetown West, Concourse Level Novice Theoretical Models

394

# The Last Jews – An Apocalyptic Comedy A Dramatic Presentation and Dialogue

This session should particularly benefit anyone interested in exploring the elements of our character that makes us capable of such great atrocities towards "the other" -in this case genocide. In the The Last Jews - the Jewish people find themselves in the crosshairs of hatred once again. The survival of the Jews depends on a couple (well into their AARP years) who can't stand the sight of each other, and haven't spoken since their acrimonious divorce 20 years earlier. In the midst of trying to escape from their well-intentioned kidnappers – and each other – they discover that love can die, but can't be destroyed. Their poignant tale and wild ride exemplifies how Jews – along with African-Americans, Irish, Italians, Armenians– have always found humor even in the most dire circumstances. Larry will present a staged reading of the play followed by a discussion.

Larry Tish, Assistant Director, Dialogues on Diversity - Cambridge, MA

AT A GLANCE

#### CONTINENTAL BREAKFAST

THIRD FLOOR FRIDAY, 7:00-8:30 AM

#### REGISTRATION

THIRD FLOOR FRIDAY, 8:00 AM-5:00 PM

#### 400

CONCURRENT WORKSHOP
FRIDAY, 8:30 – 10:00 AM
America's Most Wanted - Hop Hop,
Media and Mass Incarceration

### 401

SPECIAL FEATURE

FRIDAY, 8:30 – 10:00 AM Asian Critical (Asian Crit) Theory: New Directions for Research and Practice on Asian Americans in Higher Education

# 402

CONCURRENT WORKSHOP

FRIDAY, 8:30 – 10:00 AM
The GENIUS of Hip Hop: Hearing the
Pedagogical Value of Rhyme and
Reason in the Classroom

#### 403

SPECIAL FEATURE

FRIDAY, 8:30 – 10:00 AM
The Ferguson "Effect": The Dynamics of Racism and Its Influence on African Americans In Pursuit of Higher Education

## 404

MAJOR WORKSHOP FRIDAY, 8:30 – 10:00 AM (De)Colonization

#### 405

SPECIAL FEATURE

FRIDAY, 8:30 – 10:00 AM Sports as a Lens for Examining Race, Gender, Class, and Power in U.S. History and Society Today

## 406

CONCURRENT WORKSHOP
FRIDAY, 8:30 – 10:00 AM
We're the Good Ones: Building
Consciousness and Solidarity to Create
Social Change

#### 407

MAJOR WORKSHOP FRIDAY, 8:30–10:00 AM

Removing Several Barriers and Misconceptions that Block Faculty Diversity

### 408

MAJOR WORKSHOP FRIDAY, 8:30 – 10:00 AM Intersectionality, Research & Race (IRR): Learning from the Field

#### 409

CONCURRENT WORKSHOP
FRIDAY, 8:30 – 10:00 AM
Having Our Say: A Diversity Dialogue about Today's Multigenerational
Workplace from the Female
Perspective

#### 410

CONCURRENT WORKSHOP
FRIDAY, 8:30–10:00 AM
Fusion Yaas!: Intragroup Discussion
Groups and Their Impact on Queer
Students of Color at a Historically
White Institution

#### 411

MAJOR WORKSHOP
FRIDAY, 8:30–10:00 AM
Connecting Intersectional Theory and
Course Design and Assessment

#### 412

MAJOR WORKSHOP
FRIDAY, 8:30–10:00 AM
Increasing Recruitment and
Persistence of Underrepresented
Minorities in STEM Career Pathways

#### 413

CONCURRENT WORKSHOP FRIDAY, 8:30 – 10:00 AM Queer Coalition Building with Communities of Color

### 414

CONCURRENT WORKSHOP
FRIDAY, 8:30 – 10:00 AM
"Merry Cripmas" and a "Happy
Blackface MLK Day": Increasing
Cultural Competence at Clemson
University

### 415

MAJOR WORKSHOP
FRIDAY, 8:30 – 10:00 AM
Countering the Dominant Narrative:
Voices at the Margins Moving Center

# 416

CONCURRENT WORKSHOP
FRIDAY, 8:30 – 10:00 AM
Critical Interventions and Practices of
Educators in Undocumented Latina/o
Students' Lives

## 417

CONCURRENT WORKSHOP
FRIDAY, 8:30 – 10:00 AM
Navigating Barriers to Graduate and
Professional Education for Students of
Color: Best Practices from The Institute
For Recruitment of Teachers (IRT)

#### 418

CONCURRENT WORKSHOP
FRIDAY, 8:30 – 10:00 AM
Olivia Pope 201: Issues Management
When the NFL and #NotAMascot Come
to Town

#### 419

CONCURRENT WORKSHOP
FRIDAY, 8:30 – 10:00 AM
Foundations of a Diversity Action Plan:
Lessons Learned from an Academic
Medical Center

### AT A GLANCE

420

CONCURRENT WORKSHOP
FRIDAY, 8:30 – 10:00 AM
And Still We Rise: Cultivating the
Personal Resilience to Champion
Diversity through Institutional Politics

421

CONCURRENT WORKSHOP

FRIDAY, 8:30 – 10:00 AM
Unafraid Educators: Institutionalizing
Ally Training Programs with and for
Undocumented Students

422

CONCURRENT WORKSHOP

FRIDAY, 8:30 – 10:00 AM Understanding the Experiences of Women of Color who are Leaders in Higher Education

423

CONCURRENT WORKSHOP

FRIDAY, 8:30 – 10:00 AM
Bringing Equitable Solutions to Life
on Campus: A Pathway to Results from
Illinois

424

CONCURRENT WORKSHOP

FRIDAY, 8:30 – 10:30 AM Building and Sustaining an Effective Bridge into Engineering for Underrepresented Students at a Predominantly White Institution

425

CONCURRENT WORKSHOP

FRIDAY, 8:30 – 10:00 AM Culturally Responsive Teaching for Native American Students: Scientific Research and Theoretical Application

426

CONCURRENT WORKSHOP

FRIDAY, 8:30–10:00 AM Putting Diversity and Inclusion In Play: A Playful and Innovative Approach to Diversity & Inclusion Resistance 429

KEYNOTE ADDRESS FRIDAY, 10:15-11:30 AM Phil Yu

430

SPECIAL FEATURE
FRIDAY, 1:30 – 2:45 PM
RAPtivism: Hip Hop Justice Around The
World

431

MAJOR WORKSHOP

FRIDAY, 1:30 – 2:45 PM
Bringing NCORE Home: The Iowa State
Conference on Race & Ethnicity

432

CONCURRENT WORKSHOP
FRIDAY, 1:30 – 2:45 PM
Use Your Voice: A Collaborative
Strategic Approach to Developing
Student Activism

433

MAJOR WORKSHOP

FRIDAY, 1:30 – 2:45 PM Black Lives Matter: Theorizing Educational Moments and Racial Movements in Obamamerica

434

MAJOR WORKSHOP
FRIDAY, 1:30 – 2:45 PM
White Women's Guide to Teaching
Black Males

435

MAJOR WORKSHOP

FRIDAY, 1:30 – 2:45 PM

Decolonizing "Diversity" in Higher

Education

436

CONCURRENT WORKSHOP FRIDAY, 1:30 – 2:45 PM Making the Leap from AAO to CDO: Moving from Compliance to Partnerships 437

A CONVERSATION WITH
FRIDAY, 1:30 – 2:45 PM
Building a Stronger Movement for
Equity and Social Justice in Education

438

CONCURRENT WORKSHOP
FRIDAY, 1:30 – 2:45 PM
International Perspectives on Race and Ethnicity: Brazil and Jamaica

439

CONCURRENT WORKSHOP

FRIDAY, 1:30 – 2:45 PM
Future Faculty Tutoring: An Innovative
Way to Create a Community and
Provide Academic Support for
Underrepresented Minority Students

440

CONCURRENT WORKSHOP FRIDAY, 1:30 – 2:45 PM Influence of Campus Climate on Academic Success for Latino Undergraduate Students

441

CONCURRENT WORKSHOP FRIDAY, 1:30 – 2:45 PM 10 Myths of Social Justice

442

CONCURRENT WORKSHOP
FRIDAY, 1:30 – 2:45 PM
Intersectionality of Race and Class:
Implications for Curriculum in Higher
Education

443

MAJOR WORKSHOP
FRIDAY, 1:30 – 2:45 PM
A Performed Lecture: The Esoteric
Dilemma of Race

### AT A GLANCE

#### 444

CONCURRENT WORKSHOP
FRIDAY, 1:30 – 2:45 PM
A Journey of Social Consciousness:
Native American Culture and
Experiences

#### 445

MAJOR WORKSHOP

FRIDAY, 1:30 – 2:45 PM

Young Chicago Authors and Louder

Than a Bomb Philosophy

## 446

CONCURRENT WORKSHOP
FRIDAY, 1:30 – 2:45 PM
Race, Sexuality, and Leadership:
Experiences of LGBTQ Faculty and Staff of Color at Southern Universities

# 447

CONCURRENT WORKSHOP
FRIDAY, 1:30 – 2:45 PM
Diary of a Mad Black Man: The
Inclusion of Emotional Awareness
within Concepts of Masculinity,
Ethnicity, & Identity

#### 448

CONCURRENT WORKSHOP
FRIDAY, 1:30 – 2:45 PM
"What's the T?": Best Practices for
Developing LGBTQ Programming for
African American Student Populations

#### 449

CONCURRENT WORKSHOP
FRIDAY, 1:30 – 2:45 PM
The Students of Color Network:
One Graduate Program's Approach
to Supporting Students of Color to
Promote Retention

#### 450

CONCURRENT WORKSHOP
FRIDAY, 1:30 – 2:45 PM
Identity Development of Transracial
Adoptees and Its Impact on Their
College Experience

### 451

CONCURRENT WORKSHOP
FRIDAY, 1:30 – 2:45 PM
Aspiring to the Professoriate: Job
Market Trends and Possibilities for
Underrepresented Doctoral Students

### 452

CONCURRENT WORKSHOP FRIDAY, 1:30 – 2:45 PM White Fatigue: Exploring the Challenges of Moving from an Individual to a Systemic Understanding of Racism

#### 453

CONCURRENT WORKSHOP
FRIDAY, 1:30 – 2:45 PM
Racial Diversity within University of
Oklahoma Student Organizations

### 454

CONCURRENT WORKSHOP
FRIDAY, 1:30 – 2:45 PM
Leading Out Loud: Strengthening
Multicultural Competency for
Emerging Leaders

#### 455

CONCURRENT WORKSHOP
FRIDAY, 1:30 – 2:45 PM
A Restorative Approach to Diversity
and Inclusion

#### 460

SPECIAL FEATURE
FRIDAY, 3:30 – 5:30 PM
Voting Rights in the 21st Century Improving Minority Voting Rights

### 461

MAJOR WORKSHOP

FRIDAY, 3:30 – 5:30 PM

Calling Out the Wizard Behind the
Curtain: Critically Addressing the
Corrosive Effects of Whiteness in
Teacher Education

### 462

SPECIAL FEATURE
FRIDAY, 3:30-5:30 PM
KPOP: The Lure of Korean Pop Culture in the Global Community

## 463

SPECIAL FEATURE
FRIDAY, 3:30-5:30 PM
Racism in the Christian Church: A
Panel of Religious Leaders Directly
Takes on the Issue

#### 464

FRIDAY, 3:30–5:30 PM Beyond the Monuments: Race and Class in D.C.

#### 465

MAJOR WORKSHOP
FRIDAY, 3:30–5:30 PM
Exploring the Intersections: American
Indians and African Americans

#### 466

CONCURRENT WORKSHOP
FRIDAY, 3:30-5:30 PM
Black Women White Women:
Reconciling Our Past, Healing for Our
Future

#### 467

MAJOR WORKSHOP
FRIDAY, 3:30–5:30 PM
Reducing Stereotype Threat for
Vulnerable Students and Faculty —
Some Bystander Exercises

#### 468

CONCURRENT WORKSHOP
FRIDAY, 3:30 – 5:30 PM
Why Do Only Some of the Pieces of
Equity and Diversity Work "Take Hold"
in Higher Education?

# AT A GLANCE

#### 469

CONCURRENT WORKSHOP

FRIDAY, 3:30-5:30 PM

Being The Only One: Understanding the Intricacies and Pressures of Often Being the Sole Minority In A Majority Culture

## 470

CONCURRENT WORKSHOP

FRIDAY, 3:30-5:30 PM

The Power of Storytelling: Normalizing the College Experience for Students of Color through Authentic and Powerful Narratives

### 471

MAJOR WORKSHOP

FRIDAY, 3:30 – 5:30 PM

Mixed Race in a Box: Teaching Mixed Race in the 21st Century

## 472

MAJOR WORKSHOP

FRIDAY, 3:30-5:30 PM

Treading Treacherous Waters: A Conversation with Women Faculty of Color on Teaching Race

#### 473

CONCURRENT WORKSHOP

FRIDAY, 3:30 – 5:30 PM Trans\* 101: The Basics

## 474

CONCURRENT WORKSHOP

FRIDAY, 3:30-5:30 PM

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

## 475

MAJOR WORKSHOP

FRIDAY, 3:30-5:30 PM

Countering the Dominant Narrative: Voices at the Margins Moving Center

# 476

SPECIAL FEATURE

FRIDAY, 3:30-5:30 PM

Cultural Competence in Undergraduate Education: A Case Study on How to Make it Happen

### 477

SPECIAL FEATURE

FRIDAY, 3:30-5:30 PM

Perspectives on Asian American and Pacific Islander Undocumented Immigrants, Recent Refugees, and Pacific Islanders

### 478

MAJOR WORKSHOP

FRIDAY, 3:30-5:30 PM

The Student Employment Work Model (SEWM)

# 479

CONCURRENT WORKSHOP

FRIDAY, 3:30-5:30 PM

Championing Campus Staff: The Neglected Social Justice Agenda in the Academy

#### 480

CONCURRENT WORKSHOP

FRIDAY, 3:30-5:30 PM

Using Critical Discourse Analysis to Understand Student Resistance to Diversity and Social Justice:
Implications for Workshop Design and Facilitation

#### 481

CONCURRENT WORKSHOP

FRIDAY, 3:30-5:30 PM

Transformation from Within: A Model for Weaving Inclusive Excellence into the Fabric of a University

#### 482

CONCURRENT WORKSHOP FRIDAY, 3:30 – 5:30 PM

Giving Voice

### 483

CONCURRENT WORKSHOP

FRIDAY, 3:30-5:30 PM

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

#### 485

CONCURRENT WORKSHOP

FRIDAY, 3:30-5:30 PM

Beginning a Career in Academia: Practical Strategies for Graduate Students of Color

### 490

SPECIAL EVENT

FRIDAY, 7:00-8:30 PM

BrownGirl. Bluegrass.: A Theatrical Look into Identity, Race, and Culture through the Eyes of a Brown Girl from Kentucky

# 491

FILM PREVIEWS & DISCUSSION FRIDAY, 7:00 – 9:00 PM

The Changing Face of Harlem

### 492

SPECIAL EVENT

FRIDAY, 7:00 - 9:00 PM

The Movement: 50 Years of Love & Struggle

**SESSIONS** 

CONCURRENT WORKSHOP

# FRIDAY, 8:30-10:00 AM

International Ballroom East, Concourse Level Novice Media Representations



# America's Most Wanted: Hop Hop, Media, and Mass Incarceration

This session examines the negative imagery prominent in current rap music and probes who is responsible for shaping the narrative that dominates the genre. This session further analyzes the direct connection between the contrary images of young men of color and the inordinate proportion of the same demographic fueling the prison industrial complex. This session should particularly benefit participants who are working with young men of color, who study media literacy, and look at the impact of hip hop culture on the world. This session should be of particular interest to those who are working to end the criminalization of black men not only in the media but also in our daily lives.

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

SPECIAL FEATURE

#### FRIDAY, 8:30-10:00 AM

Georgetown West, Concourse Level



#### Asian Critical (Asian Crit) Theory: New Directions for Research and Practice on Asian Americans in Higher Education

Over the last two decades, many people have contended that the United States has evolved into a post-racial society, in which race is no longer a central factor in determining life chances and outcomes. Despite these assertions, existing empirical data suggest that racial realities continue to influence most, if not all, aspects of American society in profound ways. Despite the important role that race plays in determining the experiences and outcomes of Asian Americans in education, coherent conceptual frameworks that are specifically focused on delineating the ways in which race and racism shape the lives of Asians in the American education system are difficult to find. Museus and Iftikar have contributed to filling this gap by utilizing existing knowledge to build upon Critical Race Theory (CRT) and develop an Asian Critical Theory (AsianCrit) in education.

In this session, presenters will describe the context that led to the generation of eight AsianCrit tenets, outline these tenets, and engage the audience in a discussion about how the tenets can inform research and practice in higher education. Participants will leave with an understanding of the AsianCrit framework, ideas about how they can incorporate it into their work, and how it can be adapted to apply to other minority groups.

Jon Iftikar, PhD Candidate, University of Wisconsin - Madison -Madison, WI

Samuel Museus, PhD, Associate Professor, University of Denver - Denver, CO

CONCURRENT WORKSHOP

# FRIDAY, 8:30-10:00 AM

Georgetown East, Concourse Level Novice Curricular/Pedagogical Models



# The Genius of Hip Hop: Hearing the Pedagogical Value of Rhyme and Reason in the Classroom

This session will feature the principle that Hip Hop performs an important social function, and consequently so does the messaging within it. Presenters will examine why and how something so controversial and marginal could become so mainstream and central. Presenters will then infuse historical contextualization as a backdrop against exploration of particular genres, artists, styles, sounds, images, and rhetorical techniques within the Hip Hop movement. Finally, by exploring the various literary, musical, and methodological techniques employed in Hip Hop, participants will better hear and feel the messages, meanings, and impact of this artistic form and see (or hear) how they can better use this powerful medium to better connect with today's student.

Frederick Gooding Jr, PhD, Assistant Professor, Ethnic Studies, Northern Arizona University - Flagstaff, AZ

SPECIAL FEATURE

## FRIDAY, 8:30-10:00 AM

Jefferson West, Concourse Level



### The Ferguson Effect: The Dynamics of Racism and Its Influence on African Americans in Pursuit of Higher Education

This session will discuss the dynamics of racism as it is reflected in our current society. Psychological implications will be explored through the combined lens of large group dynamics and the history of slavery in the United States. Greater understanding of the relationship between these two areas serves to provide a framework from which events like Ferguson, Staten Island, Cleveland, and other tragedies may be better understood. The profound societal messages conveyed through these atrocities presents great conflict and challenge for many African Americans in pursuit of higher education, particularly advanced degrees.

The panelists for this session are all trained counselors/psychologists who have helped students deal with the psychological impact of otherness, racism, and other environmental stresses.

Stacey Jackson-Lampley, PhD, Director of APA Accredited Psychology Training Program, Howard University - Washington, DC

**Ayana Watkins-Northern, PhD,** Director, Howard University Counseling Services, Howard University - Washington, DC

#### **SESSIONS**

MAJOR WORKSHOP

# FRIDAY, 8:30-10:00 AM

Jefferson East, Concourse Level



#### (De)Colonization

Recognizing that we are all great students of a culture that has reinforced inaccurate and inappropriate structures, Beyond Our Wildest Dreams: Racial Equity Learning (REL) focuses on the history, culture, and identity that maintains and reinforces the systems of racism.

This session will explore the historical and scientific rationales for colonialism and imperialism. Throughout history and all over the planet indigenous peoples have been physically extincted or their minds, bodies, and souls commodified. Using physical movement, system analysis, extensive research and film produced by curriculum partner Sean Tambour Marshall (Chainwheel and Broken Arrow School), and critical dialogue, participants will examine:

- Colonialism's molding of power and economics
- How its function creates and maintains individuals that are less than
- The intricate way in which ideals of colonialism are part of a larger pattern of relationships (both internal and external)
- Relationships that subvert colonialist paradigms and support collective and communal action

REL is a resource for educators, trainers & leaders and supports individuals in identifying racial stratified systems and structures. Through storytelling, multi-media, the arts, historical analysis, and critical dialogue REL encourages individuals to take personal initiative and make changes by naming and re-framing, and developing outcomes for addressing and changing the system of inequity. The tools examined and learned become a foundation to explore and develop additional ways of making change and supporting transformation.

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

Dia Penning, MA, Director of Curriculmum, Education Manager, World Trust Education Services - Oakland, CA

SPECIAL FEATURE

### FRIDAY, 8:30-10:00 AM

Lincoln West, Concourse Level



# Sports as a Lens for Examining Race, Gender, Class, and Power in U.S. History and Society Today

One of the leading journalists in the field of sports, Dave Zirin, will introduce resources and cutting edge analysis on the politics of sports. These can be used in college classrooms to examine issues of oppression and resistance in U.S. history through the lens of

America's favorite pastime: sports. Zirin will share an excerpt from his film, Not Just a Game, that traces how American sports have glamorized militarism, racism, sexism, and homophobia. It also highlights a largely forgotten history of rebel athletes who stood up to power and fought for social justice beyond the field of play. He will talk about the themes in his recent books Brazil's Dance with the Devil: The World Cup, the Olympics, and the Fight for Democracy, The John Carlos Story: The Sports Moment That Changed the World, and A People's History of Sports in the United States. This is a rare chance to hear from and dialogue with Zirin. Howard Zinn noted, "If there was an award for 'Most Valuable Sportswriter,' I would vote for Dave Zirin. His writing combines vivid narrative, good humor, impressive knowledge of the game, and a keen awareness of the connection between sports and the world outside."

Dave Zirin, Sports Journalist and Activist, The Nation - Washington, DC

CONCURRENT WORKSHOP

## FRIDAY, 8:30-10:00 AM

Lincoln East, Concourse Level Novice Theoretical Models



# We're the Good Ones: Building Consciousness and Solidarity to Create Social Change

This session examines how two white doctoral students studying race and racism have learned and grappled with privilege and oppression throughout their personal, academic, and professional lives. The session will include discussions of the different approaches the presenters have utilized in facing and responding to their own white privilege, as well as methods for facing and responding to white privilege in various aspects of their lives. The session will end with their experiences with teaching race and privilege to students. This session will benefit those looking to better understand their own white privilege, particularly white students pursing a degree in teaching race and racism in higher education.

Gabe Miller, Doctoral Student, Texas A&M University - College Station, TX

Josephine Nummi, Graduate Student & Assistant, Sociology, Texas A & M - College Station, TX

MAJOR WORKSHOP

## FRIDAY, 8:30-10:00 AM

Monroe, Concourse Level



# Removing Several Barriers and Misconceptions that Block Faculty Diversity

This interactive session will focus on how to increase faculty diversity. On many campuses and professional schools, a number of roadblocks and erroneous assumptions about faculty diversity need to be dismantled. Issues that might be addressed include:

**SESSIONS** 

global diversity versus domestic diversity within faculty ranks; lack of opportunities to hire faculty who are U.S. under-represented minorities or women who are under-represented in male-dominated disciplines; retaining non-traditional faculty; and more.

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

MAJOR WORKSHOP

## FRIDAY, 8:30-10:00 AM

Cardozo, Terrace Level



# Intersectionality, Research, and Race (IRR): Learning from the Field

Have you ever wondered how and why two people in higher education can have similar experiences but very different outcomes, although they have the same race in common? Ever wonder why some first-generation college students can navigate campus deftly while others struggle to adjust from the first day? Spent any time thinking whether "Black, low-income urban male" is the same as "low-income, Black male from the inner city"?These questions allude to the intersections of social identities that operate within a larger matrix of power and oppression. To comprehend them fully, the questions require a lens or perspective that provides language for talking about such constructs: intersectionality.

In this session, Drs. Terrell Strayhorn, Rachelle Winkle-Wagner, Jennifer Johnson, and Brian McGowan will share their research about the power role that intersectionality can play in higher education race research. Specifically, they strive to achieve four objectives: to posit intersectionality as a useful heuristic for higher education race research; to introduce core elements of intersectionality as a framework; to illustrate intersectionality's utility in the context of their published works; and to offer opportunity for group work, engagement, and personal reflection.

Jennifer Johnson, Adjunct Instructor, Biology Department, Miami University - Oxford, OH

Brian McGowan, PhD, Indiana State University, Educational Leadership - Terre Haute, IN

Terrell Strayhorn, PhD, MEd, Professor of Higher Education in the College of Education & Human Ecology and Director of the CHEE, The Center for Higher Education Enterprise at The Ohio State University - Columbus, OH

Rachelle Winkle-Wagner, PhD, Assistant Professor, Educational Policy and Analysis, University of Wisconsin - Madison, WI

CONCURRENT WORKSHOP

### FRIDAY, 8:30-10:00 AM

Dupont, Terrace Level Intermediate Theoretical Models



# Having Our Say: A Diversity Dialogue about Today's Multigenerational Workplace from the Female Perspective

Successfully navigating diverse multi-generational organizations can be difficult whether you are a newcomer or a seasoned mentor . The ever-evolving workplace creates specific challenges for women. Panel topics to be discussed include: how generational values impact the way women work; how women have learned to play the game and created some rules of their own along the way-; sharing the scars and strategies of speaking up, being heard, being seen, and moving up. This session is appropriate for all conference attendees and should particularly benefit those seeking to understand the politics and power structures in organizations, a perspective of the female experience in institutions of higher education, and workplace strategies for successful advancement in any organization.

Beverly Johnson, MPA, State Services Manager, University of Georgia -Carl Vinson Institute of Government - Atlanta, GA

Delois Smith, MEd, LPC, NCC, Vice President for Diversity, Office of Diversity, The University of Alabama in Huntsville - Huntsville, AL

CONCURRENT WORKSHOP

#### FRIDAY, 8:30-10:00 AM

Embassy, Terrace Level Intermediate Case Studies/Model Programs

University - Syracuse, NY



#### Fusion Yaas!: Intragroup Discussion Groups and Their Impact on Queer Students of Color at a Historically White Institution

This session examines Fusion, a discussion group for people of color who identify as lesbian, gay, bisexual, transgender, and queer at Syracuse University. This participant-centered discussion will consider inequality on campus, interpersonal issues, and images of queer people of color in the media. Participants will be introduced to current facilitators, receive a brief history of the LGBT Resource, Fusions structure, and hear from current Fusion members. This session will benefit individuals who work with or are interested in supporting queer students of color and those with a passion for examining and dismantling systems of oppression from an intersectional standpoint.

Montinique McEachern, MEd, Doctoral Student, Marriage and Family Therapy, Syracuse University LGBT Resource Center - Syracuse, NY Michael Riley, MS, Associate Director, LGBT Resource Center Syracuse

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**SESSIONS** 

MAJOR WORKSHOP

# FRIDAY, 8:30-10:00 AM

Fairchild, Terrace Level



# Connecting Intersectional Theory and Course Design and Assessment

A robust dialogue is underway in higher education on the theories, principles, and models of intersectionality. Undergraduate and graduate courses in a range of disciplines now regularly address intersectionality and intersectional analysis as frameworks for understanding the individual and community implications for the ways in which multiple identities interact and relate to social injustice and unequal access. In this session, presenters will consider course development and assessment frameworks that build in an intersectional approach to the development of course-based outcome goals, formative and summative assessment measures, learning activities, and pedagogical strategies. This interactive session will include presentations, brief writing and reflection exercises, and small and large group discussions. Participants will have the opportunity to develop or revise existing curricular goals, learning activities, and assessments. Instructors (and instructional developers) at all career stages (i.e., graduate students, part- and fulltime instructors, and tenure system faculty) from across disciplines are welcome.

\*Please note that a review of core principles of intersectionality and examples of intersectional models from the literature will not be covered in this session.

C. Shaun Longstreet, PhD, Office of the Provost, Director, Center for Teaching and Learning, Marquette University - Milwaukee, WI

Mathew Ouellett, EdD, Associate Provost - Office for Teaching and Learning, Director, Wayne State University - Detroit, MI

MAJOR WORKSHOP

#### FRIDAY, 8:30-10:00 AM

Gunston, Terrace Level



# Increasing Recruitment and Persistence of Underrepresented Minorities in STEM Career Pathway

Lawson State Community College (LSCC) currently has two federal grants designed to create pathways into professional careers in science, technology, engineering, and mathematics (STEM). Over a span of eight years these grants have impacted nearly 1,000 high school and undergraduate college students. This presentation will share program data and narratives of select individuals who have overcome obstacles throughout their personal and academic lives to persist in areas of STEM.

Calvin Briggs, EdD, STEM Director, Lawson State Community College - Birmingham, AL

Samantha Elliott Briggs, Director, Providing Equal Access to Children in Education (PEACE) - Birmingham, AL

CONCURRENT WORKSHOP

### FRIDAY, 8:30-10:00 AM

Columbia 3, Terrace Level Intermediate Experiential/Interactive Training

413

#### Queer Coalition Building with Communities of Color

Shrinking budgets have made coalition building 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 across 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 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, Vice President, Northern Illinois University - Dekalb, IL

CONCURRENT WORKSHOP

### FRIDAY, 8:30-10:00 AM

Columbia 4, Terrace Level Intermediate Case Studies/Model Programs

414

### "Merry Cripmas" and a "Happy Blackface MLK Day": Increasing Cultural Competence at Clemson University

This session examines the campus climate of Clemson University, a predominately white Southern higher education institution located in Clemson, SC. In January 2007 and December 2014, major incidents occurred involving IFC fraternities and a blackface party as well as a Crips and Bloods themed gathering. These events have called into question the Clemson home/family environment that is often proclaimed at the university. Two initiatives, Race and the University and the See the Stripes Campaign, were created to address issues of privilege and marginalization at Clemson. This session should benefit individuals looking to acquire a better understanding of how to navigate generations of white privilege at a prestigious, Research I institution to create a more inclusive community. It will also benefit those looking for possible initiatives/resolutions to address a racially divided campus culture from student, staff, and faculty perspectives.

**Lloyd Graham, MEd,** Community Director, University Housing and Dining, Clemson University - Clemson, SC

Kendra Stewart-Tillman, PhD, Director of Diversity and Inclusion, Clemson University - Clemson, SC

Rhondda Thomas, PhD, Associate Professor, English, Clemson University - Clemson, SC

**SESSIONS** 

MAJOR WORKSHOP

## FRIDAY, 8:30-10:00 AM

Columbia 6, Terrace Level



# Countering the Dominant Narrative: Voices at the Margins Moving Center

Participants will explore moments when contemporary poetics engaged and altered civic discourse and will have a conversation about the performative aspects of hip-hop culture including the graffiti artist's insistence to be seen. The workshop will conclude with a guided writing experience accessing narratives from each participant's past, present, and place.

Kevin Coval, Artistic Director, Young Chicago Authors - Chicago, IL

CONCURRENT WORKSHOP

## FRIDAY, 8:30-10:00 AM

Columbia 8, Terrace Level Novice Research/Assessment/Evaluation

# 416

# Critical Interventions and Practices of Educators in Undocumented Latina/o Students' Lives

In the midst of the intense policy discourse on immigration issues and, specifically, undocumented students, it is easy to forget about the everyday educational experiences that they live through each day and the people along the way who have impacted them. This presentation reveals findings of a critically ethnographic study that explores the critical interventions and practices that undocumented students identify as pivotal to the nurturing and demise of their hope, advancement of their educational goals, and desire to pay it forward. This session should benefit educators and students who have a stake in the lives of undocumented Latina/o youth and who seek ways to best serve this growing student population.

Aurora Chang, PhD, Assistant Professor, School of Education, Loyola University - Chicago, IL

CONCURRENT WORKSHOP

### FRIDAY, 8:30-10:00 AM

Columbia 11, Terrace Level Intermediate Case Studies/Model Programs

# 417

Navigating Barriers to Graduate and Professional Education for Students of Color: Best Practices from the Institute for Recruitment of Teachers (IRT)

The Phillips Academy Institute for Recruitment of Teachers (IRT) was established in 1990 to address the lack of diversity in the nation's

teaching facilities by recruiting outstanding students of color and other scholars committed to diversifying the pipeline of educators who teach, counsel, and administrate in U.S. K-16 education. IRT has worked with approximately 2,000 students who are emerging leaders in their disciplines. More than 800 participants have received master's degrees, 266 have earned PhDs, and more than 23 are tenured professors. Pathway programs, such as IRT, are instrumental in helping students of color navigate barriers to graduate and professional education including poor academic advising and support, rising tuition costs, and a lack of knowledge about pipeline and graduate programs. This presentation will explore the barriers facing students of color in their pursuit of graduate and professional education. Using IRT as a successful framework, administrators will learn best practices as they relate to supporting students and helping them navigate said barriers. This session also will be beneficial to students interested in learning about pathway programs and other resources regarding graduate and professional education.

Leislie Godo-Solo, EdS, MA, Associate Director, Institute for Recruitment of Teachers, Phillips Academy - Andover, MA

Laura Hamilton, MA, Assistant Director, College of Medicine Urban Health Program, University of Illinois College of Medicine - Urbana, IL

CONCURRENT WORKSHOP

#### FRIDAY, 8:30-10:00 AM

Columbia 12, Terrace Level Intermediate Case Studies/Model Programs



# Olivia Pope 201: Issues Management When the NFL and #NotAMascot Come to Town

This session examines a long-term, divisive campus experience when the Washington NFL team played the Minnesota Vikings at the University of Minnesota's TCF Bank Stadium. This case study will analyze the challenges a public entity can face when balancing competing stakeholder interests, from campus partners to the state's tribal nations. In recent years, the Washington NFL team owner has come under severe scrutiny and has been continually challenged to change the team name and logo. The National Coalition Against Racism in Sports and Media (NCARSM) suggests that imagery containing widely held misconceptions of American Indians in the form of sports team identities result in racial, cultural, and spiritual stereotyping.

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

Julie Christensen, MA, Interim Public Relations Director, Office of University Relations, University of Minnesota - Minneapolis, MN

Anitra Cottledge, MA, Director of Communications, Office for Equity and Diversity, University of Minnesota - Minneapolis, MN

#### **SESSIONS**

CONCURRENT WORKSHOP

# FRIDAY, 8:30-10:00 AM

Holmead East, Lobby Level Advanced Long and Short Range Planning



# Foundations of a Diversity Action Plan: Lessons Learned from an Academic Medical Center

Oregon Health and Science University's strategic plan reflects and reinforces the university's commitment to transparency, service excellence, diversity, and quality. Through this panel presentation, participants will learn about the development and implementation of OHSU's Diversity Action Plan, a roadmap for strategic, targeted, and institutionally integrated approaches to advancing diversity and inclusion throughout OHSU and beyond. The presenters will provide an overview of executing diversity climate surveys as well as discuss the components of effective diversity strategic planning and implementation. Participants will learn concrete strategies and gain tools in creating a more inclusive learning environment that supports learning and collaboration in their institutions.

Leslie Garcia, MPA, Assistant Chief Diversity Officer and Vice Provost, Oregon Health & Science University - Portland, OR

Maileen Hamto, MBA, Diversity Communications Manager, Center for Diversity and Inclusion, Oregon Health & Science University - Portland, OR

Michael Tom, JD, Director, Affirmative Action & Equal Opportunity, Oregon Health & Science University - Portland, OR

CONCURRENT WORKSHOP

#### FRIDAY, 8:30-10:00 AM

Holmead West, Lobby Level Novice Theoretical Models



# And Still We Rise: Cultivating the Personal Resilience to Champion Diversity through Institutional Politics

The process of leading strategic institution-wide diversity initiatives is hard work. While the benefits of making a difference and seeing it operationalized is rewarding, getting to this point is often wrought with controversy, stress, and sometimes even danger depending on the ethnicity and gender of the diversity change agent, the politics at an institution, and the specific issues at hand. So, what makes diversity change agents continue to work for social justice when forces operate against them? This session features a panel of diversity change agents who will share stories of challenges and stumbling blocks but more importantly the accomplishments and victories they have experienced as a result of their personal resiliency throughout their careers. This session will benefit new professionals who will learn time-tested strategies for success and

seasoned diversity leaders who will be encouraged to continue this important work.

Keith Barnes, MSEd, Coordinator, Access, Equity and Diversity, Kishwaukee College - Malta, IL

Alfreda Brown, EdD, Vice President, Diversity, Equity and Inclusion, Kent State University - Kent, OH

Katrina Caldwell, PhD, Assistant Vice President, Diversity and Equity, Northern Illinois University - DeKalb, IL

Janice Hamlet, PhD, Director of Diversity and Inclusion, College of Liberal Arts and Sciences, Northern Illinois University - DeKalb, IL Elizabeth Ortiz, EdD, Vice President, Office of Institutional Diversity and Equity, DePaul University - Chicago, IL

CONCURRENT WORKSHOP

### FRIDAY, 8:30-10:00 AM

Jay, Lobby Level Intermediate Case Studies/Model Programs

421

# Unafraid Educators: Institutionalizing Ally Training Programs with and for Undocumented Students

Presenters during this session will discuss the development and implementation of five model programs across the country with a focus on staff/faculty ally training modules, institutional commitment, and financial support. These presenters represent several educational institutions and organizations across the country and will offer insight into the unique strategies and realities congruent with their state, local, and institution-specific climates for undocumented communities. This session should benefit new and seasoned professionals interested in developing comprehensive support programs with and for undocumented students and their families.

Laura Bohorquez Garcia, MEd, Dream Educational Empowerment Program (DEEP) Coordinator, Programs, United We Dream Network -Washington, DC

Jesus Cisneros, PhD, Faculty Associate, Arizona State University -Anthony, NM

Lupe Gallegos-Diaz, MSW, CFR, Director of Chicana Latino Student Development, Latino Community Affairs Liaison, University of California, Berkeley - Berkeley, CA

Jenny Kwon, MEd, MLIS, Assistant Director, Staff Diversity Initiatives, Office of the Vice Chancellor for Equity & Inclusion, University of California, Berkeley - Berkeley, CA

Daniel Lopez Jr, PhD, Associate Vice President, Student Affairs, Northeastern Illinois University - Chicago, IL

Luis Narvaez-Gete, College Access for Special Populations Specialist, Office of College and Career Success, Chicago Public Schools - Chicago, IL

**SESSIONS** 

CONCURRENT WORKSHOP

# FRIDAY, 8:30-10:00 AM

Kalorama, Lobby Level Intermediate Theoretical Models

422

#### Understanding the Experiences of Women of Color Who Are Leaders in Higher Education

Being a woman and a leader definitely has its challenges, but being a woman of color and a leader can be downright difficult. This session will define microaggression theory and provide several examples present in higher education and how these implied messages have had a negative effect on others even when negativity was not the intent. The presenters will then discuss their overall experiences in higher education and the influence that microaggression has had on their professional relationships and their ability to advance in their careers. Through this presentation of theory and its subtleties, attendees will learn the impact that this unintended act has on others. This session should benefit women of color facing challenges in higher education and bring awareness to others about microaggression in higher education.

Timeka Gordon, MS, Assistant Director, Inclusiveness and Intercultural Services, Texas Christian University - Fort Worth, TX

Zoranna Jones, MS, Director, Harris College Academic Resource Center, Texas Christian University - Fort Worth, TX

CONCURRENT WORKSHOP

## FRIDAY, 8:30-10:00 AM

Morgan, Lobby Level Intermediate Long and Short Range Planning

423

# Bringing Equitable Solutions to Life on Campus: A Pathway to Results from Illinois

Conferences like NCORE bring practitioners together to learn from and share with colleagues about critical equity issues that students face in higher education (e.g., equity gaps in access, engagement, or completion), as well as programs or practices with the potential to improve outcomes for underserved students. Understanding problems and promising practices is key to professional development and efforts to ensure equity in higher education. However, practitioners are often left with lingering questions about practical ways to successfully and sustainably implement solutions on their campuses. To this end, presenters will share Pathways to Results (PTR), an evidence-based model for leading equity-oriented change processes at the campus level. This session will benefit administrators, student affairs, or faculty leaders interested in bridging the gap on campus between their equity goals and emerging practices shared at NCORE and in other professional communities.

Edmund Graham, MEd, Graduate Research Assistant, Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign, Office of Community College Research and Leadership - Chicago, IL

Heather McCambly, MA, Project Coordinator, Pathways to Results and Transformative Change Initiatives, Office of Community College Research and Leadership at the University of Illinois - Chicago, IL

CONCURRENT WORKSHOP

## FRIDAY, 8:30 AM-10:00 AM

Northwest, Lobby Level Intermediate

424

### Building and Sustaining an Effective Bridge into Engineering for Underrepresented Students at a Predominantly White Institution

The needs of students from underrepresented backgrounds vary based on a variety of factors, particularly in majors that lead into STEM fields. Differences in opportunities these students have or have not had prior to attending college can have a large and unfortunate impact on their preparedness to perform well in these majors. Bridge programs such as the AT&T Summer Bridge Program at the University of Oklahoma help bridge the gap in preparation, while building morale, confidence and resilience among the students.

The session will explore best practices including its planning, campus partnerships, advertising, communication, recruitment and assessment. Panelists will provide details on how the summer bridge program addresses the challenge of retention rates, especially among minority engineering students at a predominantly white institution. The session will provide metrics—from recruitment to graduation—that have guided the development of the program. Participants will be presented with a blue print of the program.

Tafara Cameron, MEd, Assistant Director, Diversity and Inclusion Program/Multicultural Engineering Program, University of Oklahoma -Norman. OK

Lisa Morales, MPA, Director, Diversity & Inclusion Program, The University of Oklahoma - Norman, OK

Lauren Whiteman, MEd, AT&T Summer Bridge Coordinator, College of Engineering, University of Oklahoma - Norman, OK

CONCURRENT WORKSHOP

## FRIDAY, 8:30-10:00 AM

Oaklawn, Lobby Level Intermediate Curricular/Pedagogical Models

425

### Culturally Responsive Teaching for Native American Students: Scientific Research and Theoretical Applicationl

This session will combine the framework from a nonprofit Native youth organization (NERDS), current research done by the presenter,

#### **SESSIONS**

and pedagogical theory of prominent scholars. Brown's work succinctly demonstrates the necessity for creating culturally responsive classrooms in order to nurture Native American student success. This session should benefit educators and administrators interested in creating culturally responsive classrooms at all levels, as well as those interested in understanding the historical and societal implications that affect Native American students' achievement in the classroom.

Dahlton Brown, Student, Native American Studies, Stanford University - Stanford, CA

CONCURRENT WORKSHOP

### FRIDAY, 8:30-10:00 AM

Piscataway, Lobby Level Novice

426

# Putting Diversity and Inclusion In Play: A Playful and Innovative Approach to Diversity & Inclusion Resistance

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.

Susan Burton, Strategic Development Consultant, Winning the Training Game, LLC - Glen Allen, VA

Kevin Chancey, Independent Consultant, Winning the Training Game, LLC - Glen Allen, VA

Michael McMeniman, MDiv, CLTC, DTM, Senior Operations Consultant, Winning the Training Game, LLC - Glen Allen, VA

Kay Taylor, Managing Partner and Founder, Winning the Training Game, LLC - Glen Allen, VA KEYNOTE ADDRESS

### FRIDAY, 10:15-11:30 AM

International Ballroom

429

#### Phil Yu

Phil Yu is a writer, cultural critic, and founder of "Angry Asian Man," a blog dedicated to analyzing racism and ethnic/racial segmentation in media use by Asian Pacific Americans.

His blog is considered an important source for news and commentary about the Asian American experience.

Yu's efforts to raise awareness and confront injustice have been highly regarded and appreciated by organizations within the Asian American identity community, earning awards from the Japanese American Citizens League, Asian Americans Advancing Justice, and the Organization of Chinese Americans.

Phil Yu, MA, Writer, Blogger and Producer - Los Angeles, CA

SPECIAL FEATURE

### FRIDAY, 1:30 PM-2:45 PM

International Ballroom East, Concourse Level

430

#### RAPtivism: Hip Hop Justice Around The World

The global phenomena of hip hop represents a platform for critical discourse and social change in many places around the world. This has manifested in local as well as multinational movements that foster solidarity and empowerment through the shared culture of hip hop.

This interactive, fun, and thought-provoking RAPtivism workshop will be two pronged. First, we will focus on how to engage hip hop pedagogy as a tool to teach intersectional justice. Second, workshop participants will practice hip hop solidarity building through collective storytelling.

In this workshop participants will:

See examples of how hip hop is being mobilized internationally for social change

Gain an understanding of how hip hop can be used to teach about intersecting systems of power and oppression

Learn ways that hip hop culture can be used as a medium for solidarity building and community organizing

The RAPtivism project serves as a resource for faculty, administrative staff and students by sharing culturally relevant hip hop-inspired tools for encouraging intersectional justice in classrooms, campus cultures and beyond. Workshops engage in a multimedia approach with threads of storytelling, community building, critical thinking and creative solution building. Through RAPtivism we seek to

### **SESSIONS**

challenge apathy with awareness, ignorance with intelligence, and oppression with expression.

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

MAJOR WORKSHOP

#### FRIDAY, 1:30-2:45 PM

Georgetown West, Concourse Level

431

# Bringing NCORE Home: The Iowa State Conference on Race & Ethinicity

For those wanting to bring NCORE home, join us for a discussion of a highly successful campus program. Since 1999, a cadre of students and staff from Iowa State University has attended NCORE. They returned to campus to coordinate the Iowa State Conference on Race and Ethnicity (ISCORE), regularly attended by more than 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 lives. This experience includes a 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 participants with the evolution of the project and the conference, details about student preparation, and advice for replicating the project on their campuses.

Michael Giles, Director of Recreation Services, Iowa State University - Ames, IA

Japannah Kellogg, Director of Trio Student Support Services, Iowa State University - Ames, IA

Denise Williams, MEd, Multicultural Liaison Officer, College of Human Sciences, Iowa State University - Ames, IA

CONCURRENT WORKSHOP

### FRIDAY, 1:30 - 2:45 PM

Georgetown East, Lobby Level

432

# Use Your Voice: A Collaborative Strategic Approach to Developing Student Activism

The presenters will share their experiences creating a cross-institutional program to support student activism and advocacy for social change. DePaul University and Northern Illinois University developed Use Your Voice, a day-long capacity and skill-building institute designed for students to develop strategies, acquire practical tools, and learn about resources that will help them make a positive impact on their campuses and their home communities. Aspects of the planning process including gaining institutional buy-in, theoretical framework, curriculum design, and student outcomes will be discussed. This session should benefit participants interested in advising students on how to proactively challenge

and strategically respond to the current social and political climate in a way that protects their safety and rights as well as achieves intended outcomes.

Katrina Caldwell, PhD, Assistant Vice President, Diversity and Equity, Northern Illinois University - DeKalb, IL

Shari Simpson, Graduate Student, Northern Illinois - DeKalb, IL

MAJOR WORKSHOP

### FRIDAY, 1:30-2:45 PM

Jefferson West, Concourse Level

433

# Black Lives Matter: Theorizing Educational Moments and Racial Movements in Obamamerica

Presenters' scholarly papers analyze Black youth victimization, racial movements, and implications for educational settings and society. More specifically, the purpose of the session is three-fold: to theorize the ways in which a range of racial microaggressions (e.g., "adultifying" Black male children) and macro-level aggressions (e.g., the school-to-prison pipeline) influence Black male masculinity and other educational outcomes; to examine the role of implicit bias in police violence against unarmed Black men and discuss the implications for society; and to discuss the religious response to social unrest in Ferguson drawing upon an analysis of the Black church as an educational setting and generator of social equity. This session should benefit college faculty, college administrators, higher education auxiliary or partnering organization administrators, researchers, graduate students, undergraduate students with research training, doctoral degree recipients, and consumers of research and scholarship.

M. Christopher Brown II, PhD, Senior Research Fellow, American Association of State Colleges and Universities - Washington, DC

T. Elon Dancy II, PhD, Associate Professor, Educational Leadership and Policy Studies, The University of Oklahoma - Norman, OK

Eric Gill, MSM, Doctoral Student, Virginia Union University, Associate Minister, Prospect Baptist Church - Oklahoma City, OK

Lawrence Ware, MA, Lecturer and Diversity Coordinator, Department of Philosophy, College of Arts and Sciences, Oklahoma State University – Stillwater, OK

#### **SESSIONS**

MAJOR WORKSHOP

## FRIDAY, 1:30-2:45 PM

Jefferson East, Concourse Level



#### White Women's Guide to Teaching Black Males

This workshop will introduce the forthcoming White Women's Guide to Teaching Black Males, which is an online workbook created to support White Women to engage in concentrated, focused inquiry around their relationships with Black male students and the impact on those relationships of race and racism. Using video footage from interviews with both White female educators and Black males, presenters will facilitate an experiential workshop designed to generate new avenues of reflection and action for White educators.

Ali Michael, PhD, Director of P-12 Consulting & Professional Development, Center for the Study of Race and Equity in Education, University of Pennsylvania - Philadelphia, PA

Marguerite Parks, PhD, Associate Dean, Associate Professor, University of Wisconsin Oshkosh - Oshkosh, WI

MAJOR WORKSHOP

#### FRIDAY, 1:30 - 2:45 PM

Lincoln West, Concourse Level



### Decolonizing "Diversity" in Higher Education

One danger for progressive movements and ideals is that, as they grow more popular, they can begin to look more and more like the very conditions they were created to redress. The more transformative aspects of the movements often grow softer, less transformative, sometimes even as the language grows more progressive, so that we use terms like "social justice" to describe things we once would have described as "intercultural education" or "diversity." If we are to sustain and grow our commitments to creating equitable and just institutions of higher education and an equitable and just world, we must pay attention not just to the resisting forces that are invested in not moving forward but also to the ways in which we put our energies into initiatives and programs that are not really intended to create structural change. In this session the presenters will discuss frameworks and strategies for holding ourselves accountable—for making sure we are not doing "diversity" in ways that mirror the inequities we are attempting to eliminate.

Paul Gorski, PhD, Founder, EdChange, Associate Professor, Social Justice, George Mason University - Washington, DC

CONCURRENT WORKSHOP

### FRIDAY, 1:30 - 2:45 PM

Lincoln East, Concourse Level Novice Case Studies/Model Programs

436

# Making the Leap from AAO to CDO: Moving from Compliance to Partnerships

At many institutions of higher education, the affirmative action officer (AAO) model has given way to the chief diversity officer (CDO) model. This session will describe the experiences of the City University of New York (CUNY), one of the country's largest urban public universities, as the AAO role was transitioned to embrace the new possibilities of the CDO. Formally known as the AAO charged with oversight for regulatory compliance, the title was upgraded to CDO to reflect the executive leadership competencies required to manage an evolving portfolio. Participants will learn how CDOs are now seen as change agents who collaborate with campus-wide constituencies to solicit broad support for the values of equity, diversity, and inclusion. They are now trusted members of the leadership team and seen as strategic partners, particularly with academic affairs. This session should benefit those seeking clarity on the CDO's scope of work, reporting relationships, and ideal qualifications.

Natalie Mason-Kinsey, Esq, Chief Diversity Officer, President's Office, Brooklyn College of The City University of New York - Brooklyn, NY

Maryann McKenzie, MPA, Deputy Dean to the University Dean, The City University of New York - New York, NY

Jennifer Rubain, Esq, University Dean for Recruitment and Diversity, The City University of New York - New York, NY

A CONVERSATION WITH

## FRIDAY, 1:30-2:45 PM

Monroe, Concourse Level

437

# Building a Stronger Movement for Equity and Social Justice in Education

The year 2015 is already becoming a landmark time for educational reform, particularly regarding national policy and initiatives that target public schools. In this session, Dr. Kumashiro will begin with a critical analysis of the current landscape, focusing on "reforms" that sound commonsensical and that echo the language of civil rights but that function very differently and insidiously to widen racial and other disparities. Join this conversation on reframing the public debate and building a stronger movement for equity and social justice in education.

Kevin Kumashiro, PhD, Dean and Professor, School of Education, University of San Francisco – San Francisco, CA

**SESSIONS** 

CONCURRENT WORKSHOP

# FRIDAY, 1:30 - 2:45 PM

Cardozo, Terrace Level, Novice Theoretical Models

438

# International Perspectives on Race and Ethnicity: Brazil and Jamaica

Brazilian and Jamaican theories on racial and ethnic theories will be discussed in this session. Session participants will be stimulated to build their own perspectives on race and learn how the implications of phenotypic expression impact one's experience regarding identity, social perception, education, and self-acceptance. Presenters will utilize various forms of social media including YouTube clips and individual testimonies from Brazilian Jamaicans of all backgrounds about the subject.

Shanice Cox, Office of Multicultural Student Programs and Services, University of Notre Dame - Notre Dame, IN

Luana Genot, Entrepreneur of Diversity, PUC-RIO Brazil - Rio de Janeiro, Brazil

CONCURRENT WORKSHOP

#### FRIDAY, 1:30 - 2:45 PM

Dupont, Terrace Level Novice Case Studies/Model Programs

439

### Future Faculty Tutoring: An Innovative Way to Create a Community and Provide Academic Support for Underrepresented Minority Students

This session will focus on a STEM-based Future Faculty Tutoring program developed for underrepresented minority (URM) undergraduate students at a technological institution. URM graduate students volunteered and tutored URM undergraduate students for this program. Steps taken to pilot this program, spark student interest, and assess the program will be presented. The goal of this session is to share the structure of the tutoring program with other individuals as a potential STEM retention tool. This program is unique because of the highly specialized skill set that graduate students offer; in particular, undergraduate students received tutoring assistance in high level math, chemistry, and engineering courses. This session should benefit participants interested in the success of URM students in STEM disciplines and educators interested in creating a sense of community among graduate and undergraduate URMs.

Tayloria Adams, PhD, Outreach Coordinator, Center for Diversity and Inclusion, Michigan Technological University - Houghton, MI

CONCURRENT WORKSHOP

### FRIDAY, 1:30 - 2:45 PM

Embassy, Terrace Level Intermediate Research/Assessment/Evaluation

440

# Influence of Campus Climate on Academic Success for Latino Undergraduate Students

Latinos are now the largest underrepresented racial/ethnic minority group in higher education, comprising 17 percent of all undergraduates attending four-year institutions. Between 2009 and 2011, Latino undergraduate enrollment increased 22 percent. While access is fundamental to educational equity, a more complete attention to justice also requires a focus on student experiences and their impact on student success. This session will present findings of a comprehensive campus climate assessment focusing on the impact of climate on Latino student success. Data are analyzed for 11,608 Latinos at nine elite research universities in the west. Participants will also engage in a discussion of best practices for supporting a healthy campus climate for Latino students. This session should benefit participants nterested in gaining more experience with campus climate research and using data for action, those who support Latino student success, and/or social science researchers.

Jesse Bernal, Vice President, Division of Inclusion & Equity, Grand Valley State University - Allendale, MI

Susan Rankin, PhD, Principal, Rankin & Associates Consulting -Howard, PA

CONCURRENT WORKSHOP

#### FRIDAY, 1:30 - 2:45 PM

Fairchild, Terrace Level Novice Theoretical Models

441

#### 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 shared as well as a questionnaire that can be used to measure one's campus's commitment to inclusion, equity, and social justice. "Injustice anywhere is a threat to justice everywhere!"

**Vernon Wall, MA,** Founding Faculty, Social Justice Training Institute - Washington, DC

#### **SESSIONS**

CONCURRENT WORKSHOP

### FRIDAY, 1:30 - 2:45 PM

Gunston, Terrace Level Novice Curricular/Pedagogical Models

442

# Intersectionality of Race and Class: Implications for Curriculum in Higher Education

"We don't really have class in the United States" is an erroneous belief that has great implications for U.S. institutions of higher education because these institutions are expected to provide the necessary pathways from a lower socio-economic status to a higher one. This session will feature a short theater performance set in a first-year writing class in which a group assignment brings students face to face with the intersectionality of race, class, and the explosive feelings that underlie these belief systems. This session should benefit novice attendees who wish to better understand how beliefs about race and class play out in an atmosphere that touts neutrality to both. Attendees will engage in a discussion regarding how misconceptions about race, class, belief systems, cultural perspectives, and curricular choices can make for a toxic atmosphere in a classroom.

Claudette Lands, EdD, Assistant Dean for Student Support and Diversity, Director of Minority Recruitment and Retention and Site Coordinator for Project TEAM, Indiana Univiersity Purdue University Indianapolis - Indianapolis, IN

Nicole Oglesby, MA, Director of Diverse Community Partnerships, Indiana Univiersity Purdue University Indianapolis - Indianapolis, IN

Regina Turner, PhD, Associate Professor, University College and Communication Studies, Indiana Univiersity Purdue University Indianapolis - Indianapolis, IN

CONCURRENT WORKSHOP

#### FRIDAY, 1:30 - 2:45 PM

Columbia 3, Terrace Level Novice Social Media Issues

443

#### A Performed Lecture: The Esoteric Dilemma of Race

This session is a performed lecture that explores the presenter's personal conflicts surrounding racial inequality, identity, and inclusion through practice and theory. This performative piece engages the audience by heightening its awareness of institutional racism and have that awareness serve as a catalyst to address societal norms regarding cultural inequalities. Using the act and the art of the masked self and the moving body, the presenter aims to refocus the shifting lens of racial inequality by combining scholarship and practice to deconstruct the multi-layered esoteric dilemma of race.

Gregory King, MFA, Assistant Professor of Dance, Swarthmore College - Philadelphia, PA

CONCURRENT WORKSHOP

### FRIDAY, 1:30 - 2:45 PM

Columbia 4, Terrace Level Intermediate Case Studies/Model Programs

444

# A Journey of Social Consciousness: Native American Culture and Experiences

Each spring during the past four years, the University of South Dakota has sponsored a cultural awareness "tour" of Native American history, culture, and spirituality. Participants spend three days traveling through Native American lands and visiting sites significant to Native culture. The program is led by Dr. Gary Cheeseman, professor with the USD School of Education and a member of the Abenaki and Ojibwe tribes. Throughout the tour, Dr. Cheeseman sheds light on various aspects of tribal cultures. The tour is designed to cause dissonance to facilitate deeper understanding. This session's presentation will feature testimonies, observations, emotions, insights, and developmental ideas of three tour participants. This session should interest social justice professionals, multicultural center staff and administrators, program coordinators, curriculum developers, and graduate students.

Bryan Bracey, Assistant Professor, Kinesiology and Sport Science, University of South Dakota - Vermillion, SD

Vanessa Carlson, Administrative Assistant, University Housing, University of South Dakota - Vermillion, SD

Lindsay Marlow, MLS, Science Librarian, University Libraries, University of South Dakota - Vermillion, SD

MAJOR WORKSHOP

#### FRIDAY, 1:30 - 2:45 PM

Columbia 6, Terrace Level

445

#### Young Chicago Authors and Louder than a Bomb Philosophy

Presenters will discuss how their student-centered critical and public pedagogy, geared toward youth ages 13-19, engages youth year-round. The presenters will explain how their intentional grass-roots community organization efforts bring together neighborhoods within a city and expand nationally and internationally. The session will conclude with how the presenters evaluate their impact in relation to student development, program design, and short- and long-term partnerships, all of which are founded in the areas of artistry, teaching, and activism.

Kevin Coval, Artistic Director, Young Chicago Authors - Chicago, IL Tammy Job, Young Chicago Authors - Chicago, IL

**SESSIONS** 

CONCURRENT WORKSHOP

# FRIDAY, 1:30 - 2:45 PM

Columbia 8, Terrace Level Intermediate Research/Assessment/Evaluation

### 446

# Race, Sexuality, and Leadership: Experiences of LGBTQ Faculty and Staff of Color at Southern Universities

Faculty and staff are expected to be mentors to marginalized students, yet little is discussed on the experiences of marginalized faculty and staff—particularly the experiences of LGBTQ people of color. Within student affairs people make geographic moves for their careers and many are hesitant to move to the southern United States. This session will discuss findings from a study examining how LGBTQ people of color experienced their personal and work lives at institutions in the South. It is crucial for higher education institutions to know the campus climate and how LGBTQ faculty and staff members of color experience it.

Danielle Aguilar, MEd, Assistant Director, Student Life, Loyola University Maryland - Balitmore, MD

Joshua Johnson, EdD, Assistant Dean of Students and Director of the Multicultural Student Center, Division of Student Life, University of Wisconsin-Madison - Madison, WI

CONCURRENT WORKSHOP

# FRIDAY, 1:30-2:45 PM

Columbia 11, Terrace Level Intermediate Media Representations

#### 447

#### Diary of a Mad Black Man: The Inclusion of Emotional Awareness within Concepts of Masculinity, Ethnicity, and Identity

This session is designed to introduce the importance of understanding how Black men manage their emotions and understand the multiple components of masculinity, ethnicity, and identity especially within higher education spaces. This program will include interactive videos and discussion that directly, unconsciously, and creatively address issues surrounding hegemonic masculinity, identity, manhood, and fatherhood. This session should benefit participants seeking to begin, maintain, and grow existing dialogue surrounding issues related to managing male emotions and masculinity that connect the Black male experience in higher education and how it is linked to the recruitment, retention, and post-undergrad experiences of these individuals. The purpose of the session is to encourage a more holistic higher education experience for males of color and to inform and enhance the support systems for their advancement.

Chaunda Allen Mitchell, PhD, Director of Multicultural Affairs, Louisiana State University - Baton Rouge, LA

Vincent Harris, MEd, Coodinator of the LSU Black Male Leadership Initiative Fellows Program, Graduate Assistment for the Office of Diversity, Louisiana State University - Baton Rouge, LA CONCURRENT WORKSHOP

### FRIDAY, 1:30 - 2:45 PM

Columbia 12, Terrace Level Intermediate Long and Short Range Planning

## 448

#### "What's the T?": Best Practices for Developing LGBTQ Programming for African American Student Populations

This session will address the complexities of outreach to African American students who identify as LGBTQ and allies and provide practitioners with tools and resources for customizing majority model LGBTQ programs for African American students. This session offers commentary and practical work on how to effectively address LGBTQ and African American intersectionality in campus programming. While this session focuses on African American students, this information can serve as a template for creating programming/resources/support for other minority populations within the LGBTQ community on all campuses. This session should benefit intermediate level diversity practitioners seeking to increase the scope of their existing programming to either be more inclusive of African American students or more supportive of students who identify as LGBTQ or allies. It also addresses cultural barriers that discourage African American students from allyship.

Henderson Hill, MA, Director, Wilbur N. Daniel African American Cultural Center, Austin Peay State University - Clarksville, TN

**Dwayne Jenkins,** Prevention Manager, Education, Nashville CARES - Nashville, TN

Bobbie Porter, MPA, Diversity & Equity Initiatives Director, Organizational Effectiveness & Strategic Initiatives, Tennessee Board of Regents - Nashville, TN

CONCURRENT WORKSHOP

## FRIDAY, 1:30-2:45 PM

Holmead East, Lobby Level Novice Case Studies/Model Programs

## 449

#### The Students of Color Network: One Graduate Program's Approach to Supporting Students of Color to Promote Retention

In this session, presenters will address the creation of the Students of Color Network at Colorado State University, current research on other models, and how this type of program contributes to the recruitment and retention of students of color to graduate programs. The persistence of the network and how the members sustain connections valuable to their success will be explored. The presenters will share personal stories of their experience with the network and how it informs their current work before engaging the audience in an interactive activity. This session should benefit students, faculty, and staff interested in learning about a program model that supports graduate students of color.

#### **SESSIONS**

Christina Lambert, MS, Success Coach/Academic Counselor, Bunker Hill Community College - Boston, MA

Marney Randle, MS, Founder, Academic Advisory Counsel - Berkeley, CA

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

CONCURRENT WORKSHOP

## FRIDAY, 1:30-2:45 PM

Holmead West, Lobby Level Intermediate Research/Assessment/Evaluation



# Identity Development of Transracial Adoptees and Its Impact on Their College Experience

This session 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.

Chong Kim-Wong, EdD, MBA, MEd, Program Manager, Northeastern University - Boston, MA

CONCURRENT WORKSHOP

#### FRIDAY, 1:30 – 2:45 PM

Jay, Lobby Level Novice Long and Short Range Planning

#### 451

# Aspiring to the Professoriate: Job Market Trends and Possibilities for Underrepresented Doctoral Students

This session will provide information regarding current employment trends for the academic job market, data related to the hiring of underrepresented scholars, and steps that will help graduate students successfully prepare for both academic and non-academic job searches. The presenters will also discuss the collaboration between the Office of Faculty Diversity Initiatives and Graduate Student Affairs at the University of Chicago and efforts that address the unique needs of underrepresented graduate students in the academic pipeline. This session should benefit graduate students interested in navigating processes associated with academic and non-academic career options and faculty/administrators invested in supporting graduate students' career development more broadly, given the reality of the current landscape for tenure-track faculty positions.

Celina Chatman Nelson, PhD, Assistant Director, Office of the Provost, Graduate Student Affairs, The University of Chicago - Chicago, IL

Tamara Johnson, PhD, Director, Faculty Diversity Initiatives, , University of Chicago - Chicago, IL

CONCURRENT WORKSHOP

### FRIDAY, 1:30 - 2:45 PM

Kalorama, Lobby Level Intermediate Theoretical Models

### 452

# White Fatigue: Exploring the Challenges of Moving from an Individual to a Systemic Understanding of Racism

Introduced at NCORE 2014, White fatigue occurs with White students who have grown tired of exploring race and racism, despite understanding the moral imperative of anti-racism. Drawing on the Michael Brown and Eric Garner tragedies, the presentation will first define and operationalize White fatigue in popular culture. Next, White fatigue will be compared to resistance, guilt, and White fragility, situating them at different stages of White Racial Identity Development. Distinction is also drawn among other forms of racially based fatigue, specifically racial battle fatigue and White people fatigue syndrome. Drawing on the notion of stereotype threat, the presentation further considers the challenges for White students who are summarily labeled racist, which is elemental in the manifestation of White fatigue. Finally, the presentation will take considerable time discussing key strategies for moving students and society past fatigue.

Joseph Flynn Jr., PhD, Associate Professor, Curriculum and Instruction, Northern Illinois University - DeKalb, IL

CONCURRENT WORKSHOP

### FRIDAY, 1:30-2:45 PM

Morgan, Lobby Level Novice Research/Assessment/Evaluation

#### 453

#### Racial Diversity within University of Oklahoma Student Organizations

This session will explore the demographics of University of Oklahoma student organization leaders and the leaders' self-reported student organization membership demographics to understand how the racial diversity of student organizations compares with the structural diversity of the institution. This session should benefit student organization leaders who seek to increase students' racial diversity experiences, administrators who seek policy and procedural changes to increase student diversity, and all individuals concerned about both the quality and quantity of students' diversity experiences and the inequity that prescribes which type of students have access to student leadership positions at a university.

Kayley Gillespie, MHR, Adjunct Instructor, Department of Human Relations, University of Oklahoma - Norman, OK

**SESSIONS** 

CONCURRENT WORKSHOP

### FRIDAY, 1:30 - 2:45 PM

Northwest, Lobby Level Novice Social Media Issues

454

# Leading out Loud: Strengthening Multicultural Competency for Emerging Leaders

This session operationalizes concepts of creative activism and multicultural competence through social media platforms to impact change and promote cultures of acceptance. Mainstream media are filled with images of discrimination, oppression, and intolerance. In light of national stories involving police brutality, marginalizing political practices, sexism, disregard and unflattering depictions of LGBTQA individuals, women of color, and other underrepresented populations, younger generations are becoming increasingly motivated to incite change within their communities. Often young leaders express feelings of hopelessness or uncertainty when attempting to publicly address their concerns. This session should benefit student leaders and young professionals seeking to evoke positive and strategic changes in their environment. Participants will be empowered with tools to raise awareness and spark constructive conversations with stakeholders regarding intersectionality.

Tekita Bankhead, MS, Residence Hall Director, Housing and Residence Life, Old Dominion University - Norfolk, VA

Jasmyne Rogers, MA, Residence Hall Director, Old Dominion University - Norfolk, VA

CONCURRENT WORKSHOP

### FRIDAY, 1:30 – 2:45 PM

Oaklawn, Lobby Level Novice Experiential/Interactive Training

455

#### A Restorative Approach to Diversity and Inclusion

Presenters of this session will discuss restorative justice principles such as recognizing harm and impact as they relate to diversity and inclusion work, specifically in residential communities and bias response. Participants will be able to share examples from their home institution in an interactive setting where restorative principles can be applied and diagrammed. This session should benefit those who engage closely in conversations around identity and community values with students and professional staff. Participants should have a willingness to learn more about restorative principles but have a foundational knowledge about diversity and inclusion work.

Mallory Martin, MEd, Assistant Director, Housing Student Conduct and Conflict Resolution, University of Michigan - Ann Arbor, MI

**Amanda McLittle, MEd, JD,** Associate Director of Diversity and Inclusion, University of Michigan - Ann Arbor, MI

CONCURRENT WORKSHOP

## FRIDAY, 1:30 - 2:45 PM

Piscataway, Lobby Level Novice Social Media Issues

456

# Undocumented, Unafraid, and Unfiltered: Social Media and the Immigration Rights Movement

Much of the shift and activism within the undocumented immigrant rights movement has been with youth and college students. These young folks, many of whom have spent most of their lives in the United States, have taken to social media as a way to connect, claim a voice, and unite in political action. Social media has provided a virtual canvas for art, videos, hashtags, and memes. This session will examine specific activism campaigns, look at how undocumented artists use social media, and examine further potential for social change. This session should benefit students and staff supporting undocumented students.

Olivia Muñoz, MFA, Doctoral Candidate, International and Multicultural Education, University of San Francisco - San Francisco, CA

SPECIAL FEATURE

# FRIDAY, 3:30-5:30 PM

International Ballroom East, Concourse Level

460

# Voting Rights in the 21st Century - Improving Minority Voting Rights

A panel discussion about the impact of the 50 year-old Voting Rights Act looking at current day barriers to voting rights and proposed solutions to overcome those barriers at a time when the 2013 Shelby County v. Holder decision has nullified a significant provision of the Act and states and jurisdictions are proposing laws and policies that are increasing burdens on the right to vote.

**Terri Sewell,** U.S. Representative, 7th Congressional District of Alabama – Washington, DC (Invited)

Terry Ao Minnis, Director, Census and Voting Programs, Asian Americans Advancing Justice - Washington, DC

Nicole Austin-Hillery, Director and Counsel, Washington Legislative Office, The Brennan Center for Justice at New York University School of Law - Washington, DC (Invited)

Marcia Johnson-Blanco, (Moderator) Co-Director of the Voting Rights Project, Lawyers' Committee for Civil Rights Under Law – Washington, DC

#### **SESSIONS**

MAJOR WORKSHOP

# FRIDAY, 3:30-5:30 PM

Georgetown West, Concourse Level

461

#### 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 will contend that not nearly enough accountability is leveled at teacher education itself and particularly the Whiteness that undergirds its long-standing practices. 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 how, if left unchanged, will forever deny teacher education a racially-just pedagogy. The content in the session stems from more than 20 years of 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, PhD, Founder and President, Hackman Consulting**Group - Minneapolis, MN

SPECIAL FEATURE

### FRIDAY, 3:30-5:30 PM

Georgetown East

462

# KPOP: The Lure of Korean Pop Culture in the Global Community

Hallyu (Korean wave), a Korean cultural movement directed toward global audiences, represents hybrid and transnational sensibilities. Since the debut of Korean group Seo Taiji and the Boys in 1992, Korean popular music (K-pop) has been influenced by American rhythm and blues (R&B) and hip-hop music. This session will examine how K-pop engages these black music traditions by embodying the aesthetics and cultural meanings embedded in R&B and hip-hop in ways that are informed by South Korean postcolonial realities and global aspirations. Rather than assuming K-pop represents an imitation of Black American music or rehashing reductive arguments about authenticity, the presenter will argue K-pop engages in citational practices, the intentional evocation of aesthetics in an effort to make visible the direct link to the original tradition. K-pop acts blend elements of Black music genres with

Korean culture in response to South Korea's changing cultural landscape.

Crystal Anderson, Associate Professor, English, Elon University - Flon NC

Mary Y. Danico, PhD, Director, Asian American Transnational Research Initiative (AATRI), Professor of Sociology, Psychology and Sociology Department, Cal Poly Pomona – Pomona, CA

Robert Ku, PhD, Associate Professor, Asian-American Studies, Binahamton University - Binahamton, NY

Kendall Ota, Student, Sociology Department, California State Polytechnic University - Pomona, CA

SPECIAL FEATURE

# FRIDAY, 3:30-5:30 PM

Jefferson West, Concourse Level

463

### Racism in the Christian Church: A Panel of Religious Leaders Directly Takes on the Issue

Nearly 50 years ago, the Reverend Dr. Martin Luther King declared, "Sunday morning is the most segregated hour of Christian America." While many originally were shocked by that statement, today it has become almost a cliché. While a number of factors may be at work in creating such segregation, the long legacy of racism in American society is clearly one of them. According to Dr. Samuel Koranteng-Pipim, Director of Campus Ministries at the University of Michigan, "Decades of research offer compelling but sobering evidence that more racial prejudice exists in the Christian church than outside of it."

Western theology and its interpretation of the Bible have fostered conflicting attitudes among white Christians toward people of color. On the one hand, it has propagated the belief that white Christians are morally superior to heathens--i.e., people of color. While on the other hand, it stresses the dignity and humanity of the individual and "the brotherhood of man" regardless of one's race. Such attitudes have led to brutal colonialism and dominionism (Manifest Destiny), as well as compassionate missionary outreach. Thus, while historically the root cause of racism may be the dominant church and its theology, marginalized groups throughout the world have found solace as well as liberation through the church and its interpretation of the Bible, leading to movements that strive to end racism and achieve social justice.

The panel of distinguished religious leaders for this session will share their experiences with racism in the church and how they have been addressing this vexing, persistent issue.

Maria Davila, Assistant Professor of Christian Ethics, Andover Newton Theological School - Newton Centre, MA

Rev. David Hirano, DMin, Retired - Interim Senior Minister, Central Union Church - Honolulu, HI

Fumitaka Matsuoka, PhD, Robert Gordon Sproul Professor of Theology Emeritus, Pacific School of Religion - Berkeley, CA

Bernice Powell Jackson, DHL, Pastor, President of the North American Region of the World Council of Churches, First United Church - Tampa, FL

**SESSIONS** 

SPECIAL FEATURE

# FRIDAY, 3:30-5:30 PM

Jefferson East, Concourse Level



#### Beyond the Monuments: Race and Class in D.C.

Most people come to D.C. and see only the monuments (either as tourist or demonstrators) or the Convention Center for a conference. Overlooked is the local city long, shaped by issues of race, class, and colonial status. In this session, three noted presenters will describe aspects of the hidden history of D.C. followed by time for a moderated discussion with the audience and among each other. Clarence Lusane will share highlights from his book, A Black History of the White House, examining the history of African Americans in the White House from the 18th century to today. Natalie Hopkinson will talk about the rapid gentrification of D.C. and the city's unique music form, go-go, based on her book, Go-Go Live: The Musical Life and Death of a Chocolate City. David Nicholson will read excerpts from his new book, Flying Home: Seven Stories from the Secret City. (The title comes from W.E.B. Du Bois's 1932 Crisis article, "The Secret City: An Impression of Colored Washington.") All three authors will be available for book signing after their session. Participants will also receive resources to further their learning about D.C.'s history, culture, and political status, beyond the monuments.

**Allyson Brown, MPA,** Associate Director, Teaching for Change - Washington, DC

Natalie Hopkinson, PhD, Writer, Scholar, Fellow at the Interactivity Foundation - Washington, DC

Clarence Lusane, Ph.D., Professor- School of International Services, , American University - Washington, DC

David Nicholson, MFA, Author - Washington, DC

MAJOR WORKSHOP

### FRIDAY, 3:30-5:30 PM

Lincoln West, Concourse Level



# Exploring the Intersections: American Indians and African Americans

This session explores the intersections between American Indians and African Americans, including tensions, overlapping and divergent histories, myths and experiences, and their impact on contemporary dynamics and coalition efforts. Participants will have an opportunity to engage in dialogue to deepen understanding and consider potential areas for effective alliances.

Sedelta Oosahwee, MEd, Associate Director, White House Initiative on American Indian and Alaska Native Education Office -Washington, DC

Sharon Washington, PhD, Education Consultant - Oakland, CA

CONCURRENT WORKSHOP

# FRIDAY, 3:30-5:30 PM

Lincoln East, Concourse Level Intermediate Experiential/Interactive Training



# Black Women, White Women: Reconciling Our Past, Healing for Our Future

Why do we too often find ourselves divided, competitive, and avoiding one another? Despite best intentions, relationships between black and white women can be inauthentic and lacking in empathy, depth, and mutual support. This disconnection limits our collaborating to understand and negotiate shared issues--from daycare to the office. This session will identify personal barriers to creating authentic cross-cultural relationships and explore a common vision and action plan for moving forward. Enhanced relationships between black women and white women hold the promise of creating the unity, teamwork, and reconciliation necessary for personal, professional, institutional, and social growth. This session should benefit women seeking inspiration and connection across the black/white racial boundary as participants move into and through difficult conversations about our shared past and the impact of our history with each other.

A. Faith English, LLM, Attorney, A.F. English & Associates - Fishers, IN Debby Irving, MBA, Racial Justice Educator and Writer, Debby Irving -Cambridge, MA

MAJOR WORKSHOP

## FRIDAY, 3:30-5:30 PM

Monroe, Concourse Level



# Reducing Stereotype Threat for Vulnerable Students and Faculty—Some Bystander Exercises

This highly interactive workshop will include Bystander Exercises, so attendees have practice in disarming and responding to 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.

How can the threat be reduced or eliminated? This interactive workshop will provide attendees a number of concrete options for dampening stereotype threat. In preparation for this session, participants may wish to review two websites: reducingstereotypethreat.org and implicit.harvard.edu.

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

#### **SESSIONS**

CONCURRENT WORKSHOP

# FRIDAY, 3:30-5:30 PM

Cardozo, Terrace Level Intermediate Case Studies/Model Programs

468

# Why Do Only Some of the Pieces of Equity and Diversity Work "Take Hold" in Higher Education?

Inquiry into equity and diversity work in higher education reveals four foci; research on what the orientation of the CDO position is or should be and why; scholarship documenting the educational benefits of diversity; literature describing the nature of diversity work, especially successes or struggles in the work; and reviews of curriculum transformation processes. While this inquiry reveals success in diversity programs in higher education, and lack of success in diversity infrastructure, equity programs, and equity infrastructure, it has not yet sought to understand why there is so much progress in one area and so little in the other three. This session will undertake this quest to particularly benefit participants interested and/or engaged in equity and diversity work at any level, in any division, and in any role within in higher education.

Mark Brimhall-Vargas, PhD, Chief Diversity Officer & Associate Provost, Tufts University - Medford, MA

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

CONCURRENT WORKSHOP

### FRIDAY, 3:30-5:30 PM

Dupont, Terrace Level Intermediate Theoretical Models

469

#### Being the Only One: Understanding the Intricacies and Pressures of Often Being the Sole Minority In a Majority Culture

The session will address the conundrum of why academic institutions, workplaces, and other organizations spend significant time and resources on identifying, recruiting, and retaining underrepresented faculty, staff, and students 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 that the majority culture is not aware of that are prohibitive to the individual and organization as a whole. Understanding the challenges of adjustment, assimilation, and acculturation are key components to not only diversifying the culture but making it truly inclusive.

Delois Smith, MEd, LPC, NCC, Vice President for Diversity, Office of Diversity, The University of Alabama in Huntsville - Huntsville, AL

C. Nichole Thompson, EdD, Assistant Vice Chancellor, Accountability and Advocacy, Auburn University Montgomery - Montgomery, AL

CONCURRENT WORKSHOP

# FRIDAY, 3:30-5:30 PM

Embassy, Terrace Level Novice Experiential/Interactive Training

470

#### 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 Universty's) Office of Multicultural Affairs utilizes storytelling as a tool when working with students of color. Session participants will learn how to integrate this model in their own programming by participating in several highly interactive exercises around storytelling. Storytelling promotes authentic conversations, which include stories of struggles and challenges, 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.

Allison Montaie, MSW, Assistant Director, Multicultural Affairs, Grand Valley State University - Allendale, MI

MAJOR WORKSHOP

#### FRIDAY, 3:30-5:30 PM

Fairchild, Terrace Level

471

# Mixed Race in a Box: Teaching Mixed Race in the 21st Century

In Fall 2013, The Asian American Literary Review published Mixed Race in a Box, a multimedia project equal parts art piece, anthology, and innovative educational tool. It has since been adopted as a course text for teaching race and mixed race in over 80 college and university classrooms in 6 countries—the U.S., Ireland, Argentina, Hong Kong, Poland, and Germany.

Popular consciousness of "multiracialism" is at an all-time high, and with it, student (and faculty) needs for reflecting personally and academically on mixed identities and the histories and realities of mixed race. But what exactly does it mean to teach mixed race? What are we teaching, and how, and why? Where—in what disciplines? And who are we teaching—what understandings of race and mixed race are our students, across the U.S. and beyond, bringing into the classroom?

This proposed session will outline Mixed Race in a Box as a pedagogical experiment, opening to a larger discussion of teaching mixed race and race more generally. It will explore how we can best equip students and teachers to think critically about race while, as the saying goes, "meeting them where they are." Produced by an editorial team of University of Maryland students, featuring collaborative projects by leading artists, scholars, poets, and writers, the Box includes a range of unusual materials—a foldout

#### **SESSIONS**

map of mixed Native poetics, a deck of playing cards, three pocket books, photo slideshows and video art—and offers a wealth of different approaches to teaching race and mixed race. The session will examine some of these particular strategies and discuss the challenges and successes of employing them in various classrooms, with varying student constituencies, across the country. Prospective presenters will include a senior editor of the Box, a student editor of the Box, and two scholar-writers who contributed pieces to the Box and taught it in their respective classrooms.

Lawrence-Minh Davis, PhD, Director, The Asian American Literary Review, Inc. - College Park, MD

Jennifer Kwon Dobbs, PhD, St. Olaf College - Northfield, MN

Andrew Mayton, University of Maryland - College Park - College Park, MD

Zohra Saed, MFA. MPhil, Doctoral Candidate, The CUNY Graduate Center, Hunter College, City University of New York - Brooklyn, NY

CONCURRENT WORKSHOP

## FRIDAY, 3:30-5:30 PM

Gunston, Terrace Level Novice Case Studies/Model Programs



# Treading Treacherous Waters: A Conversation with Women Faculty of Color on Teaching Race

Since 1993, Temple University has required students to complete a race studies course. Two decades of teaching evaluations for these courses reveal student attitudes run the gamut from strong enthusiasm to resistance to strong resentment. However, little data exist about attitudes and experiences of faculty assigned to teach race-designated courses. In Spring 2014, six women faculty of color who teach race studies courses and/or courses having significant race content, participated in a facilitated group-based interview about their experiences in and observations about teaching race. The purpose of this session is to share the outcome of this interview initiative and discuss best teaching practices gleaned from the interviews. This session should benefit anyone who teaches or is planning to teach courses that focus on race, diversity, or other potentially volatile subjects such as gender, religion, and sexuality. Also, institutions planning to add such courses will benefit.

Sonja Peterson-Lewis, PhD, Social Psychologist and Associate Professor in African American Studies, Temple Unviersity -Philadelphia, PA

Elizabeth Sweet, PhD, Interdisciplinary Critical Scholar, Temple University - Philadelphia, PA

Karen Turner, JD, Associate Professor, Journalism, Temple University -Philadelphia, PA

Kimmika Williams-Witherspoon, PhD, MA, MFA, Associate Professor, Theater, Temple University - Philadelphia, PA CONCURRENT WORKSHOP

### FRIDAY, 3:30-5:30 PM

Columbia 3, Terrace Level Novice Experiential/Interactive Training



#### Trans 101: The Basics

This session is designed to offer participants a deeper understanding of transgender and non-binary gender identity, this workshop is intended to help participants become stronger allies to trans people. This is an informal and interactive experience for all levels of understanding. The session will introduce participants to resources and best strategies for being a trans ally on their campuses and beyond. This session should particularly benefit those seeking an entry-level workshop on the complexity of gender identity. Participants are strongly encouraged to attend both Trans 101 and 201.

Romeo Jackson, Vice President, Northern Illinois University - Dekalb, IL

CONCURRENT WORKSHOP

### FRIDAY, 3:30-5:30 PM

Columbia 4, Terrace Level Novice Experiential/Interactive Training



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

Because internalized racism 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 and 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 by a systemic analysis of racism. The workshop will explore the complexity of internalized racism and liberation exhibited by participants continuing to practice manifestations of internalized racism while practicing a liberatory consciousness.

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

#### **SESSIONS**

MAJOR WORKSHOP

## FRIDAY, 3:30-5:30 PM

Columbia 6, Terrace Level



# Countering the Dominant Narrative: Voices at the Margins Moving Center

Presenters will explore moments when contemporary poetics engaged and alter civic discourse and have a conversation about the performative aspects of hip-hop culture including the graffiti artist's insistence to be seen. The workshop will conclude with a guided writing experience accessing narratives from one's past, present, and place.

Kevin Coval, Artistic Director, Young Chicago Authors - Chicago, IL

SPECIAL FEATURE

## FRIDAY, 3:30-5:30 PM

Columbia 8, Terrace Level



### Cultural Competence in Undergraduate Education: A Case Study on How to Make It Happen

This session addresses the development of educational curricula that foster undergraduate students' cultural competence. Cultural competence goes beyond diversity to help students develop behaviors and skills that will help them interact meaningfully and effectively with people from dissimilar backgrounds.

This presentation will examine what cultural competence is, how to operationalize it in undergraduate curricula, how to enhance faculty capacity to effectively teach cultural competence courses, and how to institutionalize cultural competence within undergraduate curricula. The panelists will use a case study approach, focusing on efforts that have been implemented at the University of Maryland, College Park, subsequent to the university's approval of cultural competence within the required diversity area of the general education curriculum. The Cultural Competence Course Development Project will be described, as well as the development of a broad range of courses being designed or redesigned to meet the cultural competence designation.

Panelists will discuss their personal experiences dealing with these issues; explain why these issues are of critical importance to students, faculty, administrators, and others in the world beyond the academy; and explore tensions, challenges, and unanswered questions in this work.

Eusebia Mont, MS, Clinical Assistant Professor, Department of Hearing and Speech Sciences, College of Behavioral and Social Sciences, University of Maryland - College Park, MD

Kumea Shorter-Gooden, PhD, Chief Diversity Officer & Associate Vice President, Office of Diversity & Inclusion, University of Maryland -College Park, MD Cynthia Stevens, PhD, Associate Dean, Undergraduate Studies, Associate Professor, Management & Organization, University of Maryland - College Park, MD

Phil Tajitsu Nash, JD, Instructor, Asian American Studies Program (AAST) and Latin American Studies Center (LASC), University of Maryland -College Park, MD

SPECIAL FEATURE

## FRIDAY, 3:30-5:30 PM

Columbia 11, Terrace Level



#### Perspectives on Asian American and Pacific Islander Undocumented Immigrants, Recent Refugees, and Pacific Islanders

There are 11.5 million undocumented immigrants in the United States, of which more than one million are Asian American and Pacific Islanders (AAPI) whose issues remain obscured by social perceptions that racialize AAPI students as model minorities who are unaffected by undocumented immigration. Educators are largely unaware and uninformed about the 50,000 to 65,000 AAPIs who graduate from high school each year and face few social, political, and economic mobility opportunities because of their undocumented status. This session will present considerations from the margin, including the struggles and successes of refugees from Burma and Bhutan, and complexities of immigration for Pacific Islander students, and discuss AAPI immigrant student experiences and how they differentially shape how they perceive and utilize policies and programs.

The presenter will share initial findings from a research project that included interviews with refugee students from Burma and Bhutan and their parents, discuss how students and parents are learning to navigate a foreign environment, and conclude with recommendations for higher education institutions and institutional agents to support AAPI and refugee communities. The presenter will also discuss lessons learned about engaging in collaboration with local community-based organizations to bring such projects to fruition.

Doris Ching, EdD, Vice President Emeritus, Student Affairs, University Of Hawaii - Kapolei, Hl

Tracy Lachica Buenavista, PhD, Associate Professor, Department of Asian Studies, California State University, Northridge - Northridge, CA

Samuel Museus, PhD, Associate Professor, University of Denver - Denver, CO

Natasha Saelua, Doctoral Student, Morgridge College of Education, University of Denver - Denver, CO

**SESSIONS** 

MAJOR WORKSHOP

## FRIDAY, 3:30-5:30 PM

Columbia 12, Terrace Level



#### The Student Employment Work Model (SEWM)

Participants will have an opportunity to learn about the Student Employment Work Model (SEWM), a student success-centered project that utilizes culturally responsive methods, developmental planning, assessment, and evaluation. These are all conceptual frameworks discussed in Dr. Hazel Symonette's Student Success Institute, a cross-campus/cross-role incubator for innovation and improvement of self, project partners, and intervention projects in order to enhance student success, as well as her chapter "Culturally-Responsive Evaluation as a Resource for Helpful-Help".

The Student Employment Work Model identifies student employees as collaborators and contributors, versus typers and filers. This provides meaningful and practical experiences that apply to the students' post-college ambitions. Student employees are empowered to deliberately evaluate their own interests, strengths, and budding skill sets for the workplace and life, as well as developing their confidence and leadership skills. The students view this unique employment relationship as requiring a higher degree of independence, self-motivation, critical thinking, problem-solving, collaboration, and interaction with other staff members. The workplace benefits as a result of the student being empowered, trusted, and allowed to work on higher-level tasks and duties, within the scope of student employment, while also evaluating the tasks for efficiencies and improvements. Additionally, more work is delegated, allowing for senior staff to focus on other tasks, making work flow much more efficient.

SEWM is constantly evolving, but this year the focus is through the lens of Dr. Hazel Symonette's chapter. The focus of our project continues to include all stages of the employee life cycle from recruitment all the way to post-college experiences for SEWM employees, but using a deliberate process where all of our efforts are examined through the frameworks, ideology, and information presented in this chapter. For the past few years the employment model has been focused on specific goals including recruitment and assessment, onboarding, training, Post-College Application of SEWM, Imprint on SEWM and on the Student Employee, SEWM outreach, evaluation/assessment. Connections with the chapter will develop into a documented case study.

Presenters will share the application of Dr. Symonette's chapter within the context of a business/administrative environment and how those theories and concepts have been employed to cultivate and foster more authentically inclusive spaces for learning and innovation. Presenters will discuss the tools created that allow for this cultural shift in student employment. The discussion will focus on using multi-level assessment and evaluation as Self-in-Context diagnostic resources.

Anna Golackson, HR Assistant, University of Wisconsin - Madison, WI Akilah Mason, APO Office Support Staff, University of Wisconsin -Madison - Madison, WI

Mulki Nur, APO Office Support Staff, University of Madison - Wisconsin - Madison. WI

Angela Rosas, HR Specialist, University of Wisconsin - Madison, WI

CONCURRENT WORKSHOP

### FRIDAY, 3:30-5:30 PM

Holmead East, Lobby Level Intermediate Case Studies/Model Programs



# Championing Campus Staff: The Neglected Social Justice Agenda in the Academy

Where do campus staff, particularly those who are from underrepresented and/or marginalized groups, fit into the success stories and narratives of their institutions? After an overview of staff diversity initiatives and an interactive exploration of UC Berkeley's five major staff diversity initiatives, attendees will develop preliminary staff diversity initiative plans for their campuses. This session should benefit new and seasoned professionals interested in starting or enhancing diversity, equity, and inclusion programs for campus staff. By the end of the session, participants will be able to describe the role of campus staff as a social justice issue, use collaborative strategies to enroll volunteers, identify ways to assess staff needs, and leave with a preliminary staff diversity initiatives for their campuses.

Jenny Kwon, MEd, MLIS, Assistant Director, Staff Diversity Initiatives, Office of the Vice Chancellor for Equity & Inclusion, University of California, Berkeley - Berkeley, CA

Sidalia Reel, EdD, Director, Staff Diversity Initiatives, Office of the Vice Chancellor for Equity & Inclusion, University of California, Berkeley -Berkeley, CA

### **SESSIONS**

CONCURRENT WORKSHOP

### FRIDAY, 3:30-5:30 PM

Holmead West, Lobby Level Novice Theoretical Models

480

### Using Critical Discourse Analysis to Understand Student Resistance to Diversity and Social Justice: Implications for Workshop Design and Facilitation

This interactive session explores how critical discourse analysis (specifically Gee's seven tools framework) can be used to understand and address forms of student resistance, as researched by Griffin and Oullett in Teaching for Diversity & Social Justice (2nd ed.). Both theoretical frameworks will be discussed and specifically applied to observed forms of resistance from first-year students during a required diversity workshop to illustrate how such theoretical analysis provides insight to curriculum revisions and facilitator training. Participants will identify forms of resistance they face and apply critical discourse analysis to explore ideas for enhancing their own practice throughout the session in small groups. This session should benefit professionals who design or facilitate diversity training for students, those interested in using theories for practical purposes, and those interested in working with students from privileged social identity groups.

D. Scott Tharp, MSW, Associate Director, Center for Intercultural Programs, DePaul University - Chicago, IL CONCURRENT WORKSHOP

# FRIDAY, 3:30-5:30 PM

Jay, Lobby Level Intermediate Long and Short Range Planning

481

# Transformation from Within: A Model for Weaving Inclusive Excellence into the Fabric of a University

The foundation of Stetson University's strategic plan is anchored on the strategic priority of Diversity and Inclusion. In this interactive session, we offer a road map for the transformation of a culture of isolation into one in which all members of the community are invited to share their combined strengths and gifts to produce greater agency and mutual advocacy. Participants will learn how Stetson University is changing the discourse around diversity and inclusion by embedding changes through strategic mapping; bundling high impact practices; enhancing student engagement; and engaging in collaborations with faculty, departments and community partners. Participants will walk away with strategies, templates and promising practices on ways that they can mobilize and transform their own institutions. This session should particularly benefit faculty and administrators who are aiming to infuse inclusive excellence as a transformative strategic priority throughout the university culture.

Kimberly Flint-Hamilton, PhD, Chair, Department of Sociology and Anthropology, Stetson University - Deland, FL

Yolany Gonell, MSW, Director, Diversity And Inclusion, Cross Cultural Center, Stetson University - Orlando, FL

Resche Hines, PhD, Assistant vice President for Institutional Research and Effectiveness, Institutional Research and Effectiveness, Stetson University - Deland, FL

Beth Paul, PhD, Provost and Vice Preside, Academic Affairs, Stetson University - Deland, FL

Joshua Rust, Associate Professor, Philosophy, Stetson University -DeLand, FL

### FRIDAY, MAY 29

**SESSIONS** 

CONCURRENT WORKSHOP

### FRIDAY, 3:30-5:30 PM

Kalorama, Lobby Level Novice Experiential/Interactive Training



### Giving Voice

Giving Voice uses the power of theatre to improve cultural competence, bringing diversity training to new levels, addressing issues of oppression, micro-aggressions, and initiating courageous conversations. Participants will be able to try strategies to improve situations to meet the vital needs of a growing presence of oppressed, marginalized persons, due to race, gender, ethnicity, and sexual orientation, to name a few, who find themselves invisible and silent. This session, for all levels of experience, is designed to help participants let go of reflexive thinking and acclimate to new paradigms. The session should benefit faculty and student or staff educational leaders.

Carol Maples, EdD, Associate Professor, Missouri State University -Springfield, MO

CONCURRENT WORKSHOP

### FRIDAY, 3:30-5:30 PM

Morgan, Lobby Level Novice



### A CAMPUS OF DIFFERENCE™: an Anti-bias and Diversity Training Program of the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute

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; and to create inclusive learning environments. This engaging and interactive session will demonstrate the A CAMPUS OF DIFFERENCE thematic sequence and focus on increasing the knowledge, empathy, and skills necessary to address bias, prejudice, or discrimination on campus. This program will also feature elements of the CampusALLY program, part of A CAMPUS OF DIFFERERENCE™ offerings, focused on framing ally as an action and not a label. This session should benefit participants with a deep commitment to diversity as part of their overall institutional mission and are seeking interactive training ideas to help foster an inclusive environment.

Beth Yohe, MS, Director of Training, Anti-Defamation League -Denver. CO CONCURRENT WORKSHOP

### FRIDAY, 3:30-5:30 PM

Oaklawn, Lobby Level Novice Long and Short Range Planning



### Beginning a Career in Academia: Practical Strategies for Graduate Students of Color

The goal of this session is to prepare graduate students of color for their first job in academia and offer strategies for succeeding in the early years of a tenure track position. Through the insight of faculty of color who have experienced the rigors of the job search and a career in academia, presenters will share advice with emerging academics of color related to transitioning from graduate school to the first academic position. This session will offer perspectives that vary based on gender, racial, ethnic, generational, and disciplinary backgrounds to prepare emerging academics. The panel will provide recommendations and strategies to enhance the job search, identify campus fit, prepare for the interview and negotiation process, address dynamics of racial and gender politics, find work-life balance, and demystify the promotion and tenure process.

Hector Adamès, PsyD, Associate Professor, Clinical Counseling Psychology, The Chicago School of Professional Psychology -Chicago. IL

Dwayne Mack, PhD, Associate Professor of History, History, Berea College - Berea, KY

Michelle Madsen Camacho, PhD, Professor and Department Chair,, Sociology, University of San Diego - San Diego, CA

Greg Prieto, PhD, Assistant Professor, Sociology, University of San Diego - San Diego, CA

**Elwood Watson, PhD, College Professor, History, East Tennessee State** University - Johnson City, TN

Sandra Weissinger, PhD, Assistant Professor, Department of Sociology and Criminal Justice Studies, Southern Illinois University Edwardsville -Edwardsville, IL

Nayeli Yesenia Chavez-Duenas, PhD, Associate Professor, The Chicago School of Professional Psychology - Chicago, IL

### FRIDAY, MAY 29

### **SESSIONS**

SPECIAL EVENT

### FRIDAY, 7:00-8:30 PM

International Ballroom East, Concourse Level

490

BrownGirl. Bluegrass.: A Theatrical Look into Identity, Race, and Culture through the Eyes of a Brown Girl from Kentucky

This session will present the findings of Lacresha Berry's research on identity and culture in Kentucky. An autobiographical onewoman show of the author, Berry, "BrownGirl. Bluegrass." examines the rarely documented cultural history of African Americans in Kentucky. Berry blends the perspectives of her own childhood through Kentucky geography and personal events while honoring the work of important ancestors whose lives parallel her own. Her take on the culture, geography, and history of Kentucky is poignant, didactic, and enlightening as participants see the historical figures of an enriching and emotional past come to life with ancestral music to soundtrack these powerful stories.

Lacresha Berry, Performing Artist and Teacher, Berry and Company, Berry and Company - Rego Park, NY

FILM PREVIEW & DISCUSSION

### FRIDAY, 7:00 - 9:00 PM

Jefferson West, Concourse Level

491

### The Changing Face of Harlem

Told through the personal accounts of residents, business owners, politicians, developers, and clergy, Changing Face of Harlem explores the development and transition of the historic Black community over a ten-year span. The film tackles the pressing issues of class and cultural preservation as the neighborhood struggles to change for the better. Come see how this film can be utilized in the classroom to engage students in dialogue on contemporary cultural affairs and explore the meaning of community

Shawn Batey, Director, Changing Face of Harlem - New York, NY

CONCURRENT WORKSHOP

### FRIDAY, 7:00 - 9:00 PM

Lincoln West, Concourse Level Novice Theoretical Models

492

### The Movement: 50 Years of Love & Struggle

This session should particularly benefit individuals interested in learning about the period that made for the most prosperous period of any single cultural group in American history Through this one man, multi-media performance, Ron Jones will walk the audience from the signing of the Voting Rights Act in the Summer of 1965 into the modern day. Through compelling video, still photos and the music that moved us all Jones will chronicle the African-American experience. Jones will play a range of characters which will give light and insight into various facets of a people and their struggles make their way in the worlds often denied to them. The Movement will give the audience much to laugh at as well as think about. The play will be followed by discussion with the audience.

Ron Jones, Actor, Director, and Trainer, Dialogues on Diversity - Winston-Salem, N.C.

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, 12:15 PM-1:15 PM

### 500

MAJOR WORKSHOP

SATURDAY, 8:30 – 11:30 AM White Followership for Racial Justice & Systemic Change - Centering People of Color in New Models for Cross-Racial Leadership

### 501

MAJOR WORKSHOP

SATURDAY, 8:30 – 11:30 AM CROSSROADS: A Collaborative Approach Addressing Queer People of Color Issues & Concerns

### 502

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 11:30 AM Staying Sane in Social Justice Work: Six Practices for the Passionate, Authentic, and Committed Diversity Professional

### 503

MAJOR WORKSHOP
SATURDAY, 8:30-11:30 AM
Intersection of Race/Class

### 504

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 11:30 AM

Changing Communities and Ethical
Law Enforcement Practices

### 505

CONCURRENT WORKSHOP

SATURDAY, 8:30–11:30 AM

Professional and Personal

Development for Diversity Officers:

Competencies for Enhancing Success

### 506

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 11:30 AM A Framework for Developing an "In-House" Campus Climate Study: Moving from Data to Dialogue and Action

### 507

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 10:00 AM Understanding Central American History and Literature: The Hidden History of the U.S. in Central America and Immigration

### 508

SPECIAL FEATURE

SATURDAY, 8:30–10:00 AM NCORE: Its History and Future Potential

### 509

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 10:00 AM

When The Hashtag Becomes the Mic

### 510

CONCURRENT WORKSHOP SATURDAY, 8:30-10:00 AM

Beyond Rhetoric: Implementing Racial Affinity Spaces at a Predominately White Jesuit Institution

### 511

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 10:00 AM Raising Our Voices and Acting on Behalf of Justice: Activist Faculty and Their Roles as Mentors, Allies, and Rabble Rousers

### 512

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 10:00 AM
Queer Like Me: Supporting Community
Formation for LGBTQA Students of
Color with Limited Mirrors

### 513

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 10:00 AM Too Much Blackness in Academe: Why Can't We Talk About Race?

### 514

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 10:00 AM Resiliency, Healing, and Self-efficacy for the African American Student: The Development of Strategies to Successfully Combat Institutionalized Racism and Internalized Oppression in Higher Education

### 515

MAJOR WORKSHOP

SATURDAY, 8:30 – 10:00 AM Professional Learning & Growth Through the U.S. Fulbright Programs

### 516

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 10:00 AM Strenuous Success: Leveraging "Productive Tension" to Create Engaging Programing around Intersecting Identities

### 517

MAJOR WORKSHOP

SATURDAY, 8:30 – 10:00 AM Tipping Points Towards Justice: Interrupting Privilege Systems

#### 518

CONCURRENT WORKSHOP

SATURDAY, 8:30–10:00 AM Merging Matters: Exploring Gains and Losses at the Intersection of Structure and Identity

AT A GLANCE

519

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 10:00 AM

Acknowledging & Navigating Painful
Histories

520

CONCURRENT WORKSHOP
SATURDAY, 8:30 – 10:00 AM
Destination Inclusive Excellence:
A Diversity Practitioner's Journey
to Forming the Illinois Community
College Diversity Consortium

521

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 10:00 AM Successful Strategies for Women of Color in Academia: Linking the Stereotypes, the Stressors, and the Support Systems to Individual Performance and Institutional Transformation

522

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 10:00 AM Innovative Strategies for Recruiting a Diverse Faculty: "Just in Time" Workshops and Inclusive Excellence

523

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 10:00 AM Cultural Competence and Student Affairs: A Model for Creating Inclusive Campus Environments and Fostering the Success of Historically Underrepresented Students

524

MAJOR WORKSHOP

SATURDAY, 8:30 – 10:00 AM Shades of Brown: Mexican-American Students of an Iranian-American Professor 525

CONCURRENT WORKSHOP

SATURDAY, 8:30 – 10:00 AM

The Impact of Cultural Competency on First-year Student Advising: Reimaging the Role of Faculty

527

CONCURRENT WORKSHOP

SATURDAY, 10:15 – 11:30 AM Beyond #Ferguson & the Mind of the (Un)oppressed: Media Alterna[rra]tives of Higher Education Social Movements

528

CONCURRENT WORKSHOP

SATURDAY, 10:15 – 11:30 AM Uncovering Bigoted Roots: The Bigoted Lessons Learned by White Undergraduate Education Students

529

CONCURRENT WORKSHOP

SATURDAY, 10:15 – 11:30 AM Don't Shoot ME: Holistic Approaches to Developmental Strategies and (Non-) Violence Based Preventions for African American Males

530

SPECIAL FEATURE

SATURDAY, 10:15 – 11:30 AM Affirmative Action Panel

531

CONCURRENT WORKSHOP

SATURDAY, 10:15 – 11:30 AM Post-Baccalaureate Admission Program: An Effective Strategy to Identify and Develop Diverse Talent and Build Primary Care Workforce

532

CONCURRENT WORKSHOP SATURDAY, 10:15 – 11:30 AM Fundraising for Diversity

533

CONCURRENT WORKSHOP

SATURDAY, 10:15-11:30 AM

Strengths Based Institutional Change

534

CONCURRENT WORKSHOP

SATURDAY, 10:15 – 11:30 AM STEP 7: "Facing Identity": Empowering Identities through Student-led efforts

535

CONCURRENT WORKSHOP

SATURDAY, 10:15–11:30 AM Flipping the Classroom on Race: A New Tool to Teach an Old Problem

536

CONCURRENT WORKSHOP

SATURDAY, 10:15 – 11:30 AM #KeepingItReal: Creating a Supportive Community Grounded in Our Racial and Ethnic Identities

537

CONCURRENT WORKSHOP

SATURDAY, 10:15 – 11:30 AM Players, Prestige and Profits: The Unspoken Lie Student Athletes Buy Into from Collegiate Sports

538

CONCURRENT WORKSHOP

SATURDAY, 10:15 – 11:30 AM Academic Success Coaching or Academic Advising?: Building a Model that Retains All Students

539

CONCURRENT WORKSHOP

SATURDAY, 10:15 – 11:30 AM Socializing Mammies? Examining Graduate Student Engagement of Black Women Graduate Instructors

AT A GLANCE

### 540

CONCURRENT WORKSHOP
SATURDAY, 10:15 – 11:30 AM
Utilizing Summer Bridge Programs:
Enhancing College Readiness
in Science and Engineering and
Improving Student Retention

### 541

CONCURRENT WORKSHOP

SATURDAY, 10:15-11:30 AM

Courage to Change: Revitalizing

Social Work Education Programs

at Historically Black Colleges and

Universities through Decolonization

### 542

CONCURRENT WORKSHOP

SATURDAY, 10:15 – 11:30 AM

De-colonialization of the Pedagogical and Teaching Conditions:

Transformative Teaching and Learning as an Aspect of Social Justice and Cultural Pluralism

### 543

CONCURRENT WORKSHOP

SATURDAY, 10:15 – 11:30 AM

Critical Inquiry and Media Literacy:
Deconstructing Media Representations
to Promote Inclusiveness

### 544

CONCURRENT WORKSHOP

SATURDAY, 10:15 – 11:30 AM

Sexual and Gender Identities All

Educators Should Knows

### 545

CONCURRENT WORKSHOP

SATURDAY, 10:15 – 11:30 AM

Experientially Learning the African

Brazilian Martial Art of Capoeira to

Discuss Race

### 550

CLOSING KEYNOTE ADDRESS SATURDAY, 1:15 - 2:30PM Jose Antonio Vargas

### **SESSIONS**

MAJOR WORKSHOP

### SATURDAY, 8:30-11:30 AM

International Ballroom East, Concourse Level

500

White Followership for Racial Justice and Systemic Change: Centering People of Color in New Models for Cross-racial Leadership

In this participant-centered, reflective, and action-oriented workshop, presenters will offer a framework called white followership, centered on privileging experiences, sensibilities, needs, and visions of communities of color in interracial organizing for racial justice, particularly within predominantly white campuses and surrounding white-controlled communities.

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

Jesse Villalobos, MA, Director, Equity and Diversity, CEHD, University of Minnesota/Twin Cities - Minneapolis, MN

MAJOR WORKSHOP

### SATURDAY, 8:30-11:30 AM

Georgetown West, Concourse Level

501

CROSSROADS: A Collaborative Approach Addressing Queer People of Color Issues and Concerns

This session asserts that social justice principles can serve as a framework for a cross program approach to address the complex needs of 21st century students. Participants will be introduced to a comparative history of LGBTQ and ethnic cultural centers. Attendees will leave with resources for QPOC (Queer People of Color) collaborations, a better understanding about the challenges and opportunities to doing collaborative work, and tools to assess their current programs.

D. Nebi Hilliard, MA, Director, Mission and Impact, YWCA USA - Washington, DC

Sheltreese McCoy, LGBT Campus Center/Multicultural Student Center - Madison, WI

MAJOR WORKSHOP

### SATURDAY, 8:30-11:30 AM

Georgetown East, Concourse Level Intermediate Experiential/Interactive Training

502

Staying Sane in Social Justice Work: Six Practices for the Passionate, Authentic, and Committed Diversity Professional

This interactive session asks participants to have an honest conversation about the struggles and successes of doing diverse and inclusive work. Often, as practitioners, we are asked to be "something" to everyone, experts on everything related to diversity and, in the process, we forget those things that keep us going. This session is presented as a set of practices to honor attendees' stories and give them the tools to help them re-engage with their daily work. The session draws from intersectionality, research on social justice, human development, and positive psychology—in order to create spaces for participants to authentically encounter one another. This session will benefit those interested in becoming practitioners of transformative imagination.

Davida Haywood, PhD, Senior Executive Director of the Student Life Multicultural Center, Student Life Multicultural Center, The Ohio State University - Columbus, OH

Bowen Marshall, MA, LPC, Program Manager, Office of the Vice President for Student Life, The Ohio State University - Columbus, OH

**SESSIONS** 

MAJOR WORKSHOP

### SATURDAY, 8:30-11:30 AM

Jefferson East, Concourse Level



### Intersection of Race/Class

Intersectionality is easy to support and hard to do. In this session, participants will practice intersectionality by examining the critical intersection between race and class and what it means for higher education communities. Although race and class are linked inextricably, there continue to be tensions surrounding the examination of race and class together and debates about whether the real issue is class or race. What do efforts to create racial and economic justice on campus and beyond look like when we see both as the real issue, and further complicate the conversation  $% \left( 1\right) =\left( 1\right) \left( 1\right) \left($ with other layers of identity, such as gender identity, religion, and sexual orientation? Participants will consider questions such as: How can we talk about poverty and other economic justice concerns without undermining conversations about racism? How can we better understand race and racial justice through an examination of poverty and economic justice? How do race and class experience intersect in various aspects of higher education? How do we use understandings about economic justice to deepen rather than weaken our understandings of racial justice, and vice versa? Charmaine Wijeyesinghe, EdD, Consultant, Organizational Development and Social Justice Education - Delmar, NY

Paul Gorski, PhD, Founder, EdChange, Associate Professor, Social Justice, George Mason University - Washington, DC

CONCURRENT WORKSHOP

### SATURDAY, 8:30-11:30 AM

Columbia 12, Terrace Level Intermediate Policy Issues



### Changing Communities and Ethical Law Enforcement Practices

This session examines diversities within communities and the need to develop innovative, ethical law enforcement training and practice to better understand and interact with residents to reduce police violence and build public trust. Presenters will review recent case studies where egregious police conduct resulted in strained relationships with the public and threatened the reputation of the industry. This session is intended to bridge gaps between police and the public and identify root causes of fear many cops have of American Indian, Southeast Asian, and Black and Brown boys and men. This session should benefit participants interested in criminology, the criminal justice system, law enforcement, community development, social justice, and those who work directly with African American, American Indian, Latino, and Southeast

Arthur Cribbs, MDiv, DMin, Executive Director, Interfaith Movement for Human Integrity - Los Angeles, CA

CONCURRENT WORKSHOP

### SATURDAY, 8:30-11:30 AM

Holmead East, Lobby Level Intermediate Curricular/Pedagogical Models



### Professional and Personal Development for Diversity Officers: Competencies for Enhancing Success

When looking at how one can be successful as a diversity officer (CDO) on a campus, one must not overlook the importance of "personal work." Faculty members from the Social Justice Training Institute (www.sjti.org) have partnered with two current diversity officers to facilitate this session that allows current and future CDOs to assess their current readiness for the role, to identify their strengths and areas of growth, and to discuss key competencies that are needed to be successful CDOs in today's higher education landscape.

**Vernon Wall, MA,** Founding Faculty, Social Justice Training Institute - Washington, DC

CONCURRENT WORKSHOP

### SATURDAY, 8:30-11:30 AM

Holmead West, Lobby Level Novice Long and Short Range Planning



### A Framework for Developing an In-house Campus Climate Study: Moving from Data to Dialogue and Action

Colleges and universities frequently contract with external consultants to conduct campus climate surveys; however, budget constraints often limit this option and many times these climate surveys are not tailored specifically to the needs of the institution. For this reason, Edgewood College, a liberal arts college in Wisconsin, selected a DIY approach to conducting a climate study, engaging the entire campus community throughout the process, on a very limited budget. This session provides a model and the necessary tools for participants to take back to their institutions and develop in-house approaches to assessing campus climate, from demonstrating a need for a climate study, to survey development and implementation, and to transforming data into action. This session should benefit participants wanting to design a comprehensive approach to assess campus climate from the ground up.

Patrick Estes, MS, Assessment Research Analyst, Office of Institutional Assessment & Research, Edgewood College - Madison, WI

Tony Garcia, Director, Center for Diversity & Inclusion, Edgewood College - Madison, WI

Glenna Scholle-Malone, Assistant Director, Student Diversity and Inclusion, Edgewood College - Madison, WI

### **SESSIONS**

CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Jefferson West, Terrace Level Novice Experiential/Interactive Training



# Understanding Central American History and Literature: The Hidden History of the U.S. in Central America and Immigration

The grand narrative of Latino immigrant history in the United States has most often settled upon Mexicans, who make up the overwhelming majority of Latino migrants in the past half century. Yet many areas boast rapidly rising immigrant populations from the countries of Central America. Through brief biographical sketches of figures in Central American history, participants will be introduced to several reasons for the rapid increase in Central Americans crossing the border. The session will build upon this knowledge in examining the role the United States has played in the affairs of these smaller nations residing in what many U.S. presidents have considered our own backyard. Following the presentation and viewing of segments of the film Harvest of Empire, co-director Eduardo Lopez will engage in a discussion with participants. This session should benefit those who want to learn more about immigration from Central America to the United States.

Julian Hipkins III, Curriculum Specialist, Teaching for Change -Washington, DC

Eduardo Lopez, Executive Director, EVS Communications - Washington, DC

SPECIAL FEATURE

### SATURDAY, 8:30 - 10:00 AM

Lincoln West, Concourse Level



### NCORE: Its History and Future Potential

The National Conference on Race and Ethnicity in American Higher Education (NCORE) has provided a unique venue over its 28 years of existence for participants to engage in honest and open dialogue on sensitive and difficult-to-discuss issues related to race, ethnicity, class, gender, and homophobia, among others. For some, it may be surprising that the annual conference is sponsored by the University of Oklahoma, a state considered one of the most conservative in the country. Yet, the antecedents for establishing this conference date back to nearly the founding of the university in 1890, some 17 years before Oklahoma was granted statehood.

The presenters of this session are two former university presidents, Dr. Sidney Ribeau and Dr. Bob Suzuki, both of whom have presented a number of times at NCORE. Their presentations are based on an article they have co-authored on the historical development of NCORE. They wrote this article because their involvement in NCORE has convinced them of its educational value and its power to promote diversity and social justice in our institutions of higher

education. Furthermore, they believe the conference has the potential to attract larger and broader audiences and have an even greater impact.

The co-authors plan to have their article published in the first edition of an online NCORE journal, which will be initiated in 2015. Other presenters will also be encouraged to write articles on their presentations and publish them in this journal. Articles accepted for the journal are expected to be scholarly, citing appropriate sources, and will be peer-reviewed. The journal should be a very useful reference for those engaged in promoting diversity and social justice in their institutions of higher education.

During the final Q&A section of the session, participants will be encouraged to provide feedback to the panelists not only on their presentations but also on the idea of the NCORE journal and other innovations that might be pursued by NCORE to broaden its impact.

Sidney Ribeau, PhD, Former President, Howard University -Washinaton, DC

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

CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Lincoln East, Concourse Level Novice Social Media Issues



### When the Hashtag Becomes the Mic

When social media takes away the consequences of words, we find ourselves in a culture where technology becomes the narrative of keyboard courage. Removing the identity and responsibility for one's words, photos, and videos, keyboard courage sheds light on the inner thoughts of an individual. We begin to use social media as a weapon to debate, disagree, and to discredit issues of oppression, privilege, and discrimination without acknowledging the massive impact that hashtags and re-tweets have on the existence of others. This session will highlight injustices about how individuals' personal experiences have become publicized and, thereby, open to criticism and critique by others. This session should benefit those interested in exploring how social media has transformed our perception of activism.

Ebonish Lamar, M.Ed., Assistant Director of Learning Communities, Learning Communities, Syracuse Unviversity - Syracuse, NY

 $\label{lem:condinator} \textit{JaNomia Smith, Coordinator for Staff Selection \& Inclusion Educat,} \\ \textit{Syracuse University - Syracuse, NY}$ 

**SESSIONS** 

CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Monroe, Concourse Level Intermediate Case Studies/Model Programs

510

### Beyond Rhetoric: Implementing Racial Affinity Spaces at a Predominately White Jesuit Institution

Racial affinity spaces are a teaching tool in which individuals explore their racial identity development, privilege, and marginalization in structured spaces, organized by race. This session will examine how the Office of Student Life at Loyola University Maryland implemented racial affinity spaces into resident assistant training in order to have a critical conversation about race on campus. This session will focus on the implementation process of racial affinity spaces, training of facilitators of the racial affinity spaces, and student reaction to racial affinity spaces. This session will benefit professionals seeking to have students engage in critical conversations about race on college campuses.

Danielle Aguilar, MEd, Assistant Director, Student Life, Loyola University Maryland - Balitmore, MD

Jessica Boor, Assistant Director, Student Life, Loyola University Maryland - Baltimore, MD

Purvi Patel, MA, Assistant Director, Student Life, Loyola University Maryland - Baltimore, MD

CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Cardozo, Terrace Level Intermediate Case Studies/Model Programs

511

### Raising Our Voices and Acting on Behalf of Justice: Activist Faculty and Their Roles as Mentors, Allies, and Rabble Rousers

This session highlights faculty members' involvement with issues of social justice on their college campuses. Focusing on enhancing dialogue, strategies, and interventions, they will use their responses to student concerns regarding recent events in Ferguson, the ruling in New York, and ongoing racial violence and profiling. They will illustrate how obstacles can be negotiated and opportunities for further dialogue created. These include the university response; risks, commitment, and responses from others involved; and steps for moving forward through collaborations with allies. Systemic issues that limit institutional change will be shared and issues of power in higher education will be examined. This session should benefit university faculty and staff dealing with the challenges of addressing racism and other forms of oppression.

Dalia Llera, EdD, Professor, Division of Counseling and Psychology, Lesley University - Cambridge, MA Angelica Pinna-Perez, PhD, LCAT, LI, Assistant Professor, Expressive Arts Therapy, Lesley University - Cambridge, MA

Kelvin Ramirez, PhD, Assistant Professor, Division of Expressive Therapies, Assistant Professor, Lesley University - Cambridge, MA

Rakhshanda Saleem, PhD, Associate Professor, Clinical Instructor, Harvard Medical School - Cambridge, MA

CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Dupont, Terrace Level Novice Case Studies/Model Programs

512

### Queer Like Me: Supporting Community Formation for LGBTQA Students of Color with Limited Mirrors

The goal of this session is to provide participants with specific strategies and resources for supporting community formation for students with underrepresented social identities on college campuses. The session will include a case study looking at how two staff members, one self-identifying as APIA and heterosexual and one self-identifying as white and queer, who successfully partnered to assist in the creation of a flourishing LGBTQA/ APIA community at Rutgers University, which was previously non-existent. This session should benefit college staff members who are trying to advocate for students with whom they do not share the same social identities.

Jennifer Kurtz, MEd, Area Coordinator, Department of Residence Life, Smith College - Northampton, MA

Ji Lee, Director of the Asian American Cultural Center, Rutgers University - Piscataway, NJ

Zaneta Rago, MA, Director, Center for Social Justice Education & LGBT Communities, Rutgers University Center for Social Justice Education & LGBT Communities - Piscataway, NJ

CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Embassy, Terrace Level Intermediate Theoretical Models

513

### Too Much Blackness in Academe: Why Can't We Talk About Race?

This presentation will look at the historical context relative to the politics of the Black body in the academy. It will then explore how panelists experienced reverse discrimination by being blamed for discriminating against white students by being Black and teaching about racial inequality. Panelists will also share experiences on mentoring Black students, being the only Black representation, navigating the administration while Black, and how to unmask the micro-aggressions in their perspective roles. This session should

### **SESSIONS**

benefit individuals interested in understanding what it means to be "too Black" in the academy.

Mia Anderson, PhD, Assistant Professor, Communication, University of South Alabama - Mobile, AL

Creshema Murray, PhD, Assistant Professor of Organizational Communication, Arts and Humanities, University of Houston-Downtown - Houston, FL

Devona Pierre, EdD, Diversity & EO Consultant, Office of Diversity, Inclusion & Equal Opportunity, University of South Florida - Tampa, FL

CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Gunston, Terrace Level Novice Research/Assessment/Evaluation

514

Resiliency, Healing, and Self-efficacy for the African American Student: The Development of Strategies to Successfully Combat Institutionalized Racism and Internalized Oppression in Higher Education

Focusing on the African American student in higher education, this session will examine instances of institutionalized racism and internalized oppression students face when navigating the road to graduation. The session will highlight strategies that foster resiliency, healing, and self-efficacy in overcoming institutionalized racism and internalized oppression.

Baraka Corley, Outreach and Recruitment Specialist, Center for Enrollment Management, SUNY Empire State College - Old Westbury, NY

MAJOR WORKSHOP

### SATURDAY, 8:30-10:00 AM

Columbia 3, Terrace Level

515

### Professional Learning & Growth Through the U.S. Fulbright Programs

The Fulbright Scholar Program facilitates the acquisition of new knowledge through intentional immersive and exchange experiences abroad. Each year, Fulbright sends more than 1,200 U.S. scholars and professionals overseas to teach, learn, or conduct research in more than 125 countries. Awards are made in nearly every academic discipline and professional field.

A Fulbright Alumni Ambassador to Germany and Russia will share a personal narrative about the reasons he applied, information about some of the activities conducted abroad, and outcomes which resulted from the Fulbright experience. In this session, faculty and administrators will be encouraged to consider the ways that Fulbright grants might assist in their campus' global development

as well as the potential impact that a Fulbright award might have on their own professional learning and growth.

Charles Sasaki, PhD, Dean, Arts & Sciences, CIES Fulbright Alumni Ambassador, Kapi'olani Community College - Honolulu, HI

CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Columbia 4, Terrace Level Intermediate Theoretical Models

516

## Strenuous Success: Leveraging "Productive Tension" to Create Engaging Programing around Intersecting Identities

It's easy to celebrate the intersecting identities of students when we share those identities. But what about programming that focuses on identities we know little about and do not claim as our own? The anxiety that can arise in our efforts to program on foreign topics can bring about great tension. Traditionally, tension is viewed as negative and can often make us feel frustrated. "Productive tension" illustrates the process of embracing and wrestling with our own identities, biases, and the responsibility that we have to foster student growth and empowerment in order to create intersectional programming. Participants will begin to recognize and address the discomfort they have in tackling certain themes through a series of self-reflective exercises and will leave with strategies for creating successful programming. This session should benefit individuals who want to be more intentional with engaging audiences with intersecting identities.

Alec Greenwald, MS, Program Coordinator, Duke University-Mary Lou Williams Center for Black Culture - Durham, NC

India Pierce, MA, Program Coordinator, Center for Sexual and Gender Diversity, Duke University - Durham, NC

MAJOR WORKSHOP

### SATURDAY, 8:30-10:00 AM

Columbia 6, Terrace Level

517

### Tipping Points toward Justice: Interrupting Privilege Systems

What motivates people from privileged backgrounds to change individual belief systems and engage in institutional change? Which approaches can be best used to move privileged individuals from indifference to not wanting to live with injustice any longer? We know from the history of social movements that people can be moved in deeply emotional ways to interrupt systems of privilege. This session will explore strategies to help people reach this tipping

### **SESSIONS**

point, whereby individual belief systems of privilege are interrupted, bringing about both personal and transformative change.

Jean Caiani, SpeakOut Associate, SpeakOut - Oakland, CA
Hugh Vasquez, MSW, Senior Associate, The National Equity Project San Francisco, CA

CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Columbia 8, Terrace Level Novice Case Studies/Model Programs

518

### Merging Matters: Exploring Gains and Losses at the Intersection of Structure and Identity

Join four colleagues in the exploration of gains and losses inherent in the merger of our Office of Multicultural Affairs and our Center for Leadership and Civic Education. Participants will engage in an active case-in-point study of one university's recent transition to a new model. Opening with personal, student, and communal lessons learned from weaving traditional departments of leadership, service, and multiculturalism into a center focused on social change, presenters will explore with participants the intersection of structure, identity, and impact. This session should benefit individuals reflecting upon the nuance and complexities of institutional structures, staffing models, pedagogical alignment with university colleagues, and our continued self-work. Colleagues across a range of disciplines and experience levels are invited; individually and collectively we will benefit from sharing and listening to the experiences of each other.

Miguel Hernandez, MA, Associate Director, Center for Leadership & Social Change, Florida State University - Tallahassee, FL

Antron Mahoney, MEd, Assistant Director, Center for Leadership and Social Change, Florida State University - Tallahassee, FL

Steve Mills, PhD, Associate Director, Center for Leadership and Social Change (CLSC), Florida State University - Tallahassee, FL

Laura Osteen, PhD, Director, Center for Leadership and Social Change, Florida State University - Tallahassee, FL

CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Columbia 11, Terrace Level Intermediate Case Studies/Model Programs

519

#### Acknowledging & Navigating Painful Histories

In this interactive workshop, participants will have the opportunity to review the highlights of the presenters' work with predominately white colleges and universities in Virginia that have physical and psychological reminders of slavery on campus. Workshop participants will review the research-based process used by the

Virginia Center for Inclusive Communities and participate in short experiential activities. This session should particularly benefit conference attendees who are interested in identifying concrete strategies for creating a more inclusive campus that involves faculty, staff and students. It will be most valuable to attendees who are currently leading or planning to lead culture change efforts on campus.

Allison Conyers, MSOD, Vice President, Programs, Virginia Center for Inclusive Communities - Richmond, VA

Jonathan Zur, President & CEO, Virginia Center for Inclusive Communities - Richmond, VA

CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Jay, Lobby Level Intermediate Case Studies/Model Programs

520

## Destination Inclusive Excellence: A Diversity Practitioner's Journey to Forming the Illinois Community College Diversity Consortium

This session will provide a historical account of the process utilized in developing the Illinois Community College Diversity Consortium. The presenter will explain opportunities used for consensus building and collaboration with key Illinois diversity and community college stakeholders throughout the process to formalize the consortium's vision and mission statements, core values, organizational structure, funding sources, and executive committee election procedures. This session will be beneficial to chief diversity officers, diversity practitioners, and professionals providing service and support for a specific diverse population who are interested in forming a statewide or regional collaborative effort to strengthen their campus diversity efforts.

Keith Barnes, MSEd, Coordinator, Access, Equity and Diversity, Kishwaukee College - Malta, IL

CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Kalorama, Lobby Level Intermediate Research/Assessment/Evaluation

521

Successful Strategies for Women of Color in Academia: Linking the Stereotypes, the Stressors, and the Support Systems to Individual Performance and Institutional Transformation

Differing stereotypes and prejudices invoke an identity conflict often referred to as double consciousness. This symposium provides multidisciplinary approaches to understand how double consciousness awareness relates to 1) impaired well-being

### **SESSIONS**

outcomes unique to and pervasive among women of color, as well as 2) practices of dysfunctional work climates and group-level mistreatment on the job. Additionally, this symposium presents studies from a diverse range of participants, including data collected in semi-structured interviews with academically successful Black women, "Big Data" analyses, neighborhood and community populations, plus lab experiments completed by faculty, students, and staff at research universities. These rarely acquired samples shed a broad light on implementing successful strategic changes. In sum, this session should particularly benefit faculty, staff, researchers, and campus administrators who are engaged in retention and promotion issues in higher education.

Jasmine Abrams, Department of Psychology, Virginia Commonwealth University - Richmond, VA

Santiba Campbell, PhD, Assistant Professor of Psychology, Psychology, Bennett College - Greensboro, NC

Adrienne Carter-Sowell, PhD, Assistant Professor, Africana Studies Program (AFST) and the Department of Psychology, Texas A & M University - College Station, TX

Danielle Dickens, PhD, Lecturer, Psychology, University of Georgia - Athens, GA

Lauren Powell, Doctoral Candidate, Clinical & Population Health Research, Department of Quantitative Health Sciences, University of Mass Medical School - Worcester, MA

CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Morgan, Lobby Level Intermediate Case Studies/Model Programs

522

### Innovative Strategies for Recruiting a Diverse Faculty: "Just in Time" Workshops and Inclusive Excellence

This panel presentation will describe an innovative and effective strategy for the recruitment of diverse faculty. Through the use of "just-in-time" workshops, outside consultants, key academic leaders, diversity advocates, and campus-wide ambassadors, Skidmore College has reimagined its entire faculty recruitment strategy. The panel—which includes members of the Dean of the Faculty's office, consultants specializing in diversity, and faculty recruitment, and a department chair—will examine the overlapping parts of the new process and engage the audience in ways to further refine this approach to building a first-rate, diverse faculty. This session should benefit deans, department chairs, academic leaders, faculty, and others charged with faculty recruitment.

Beau Breslin, PhD, Dean of the Faculty and Vice President for Academic Affairs, Skidmore College - Saratoga Springs, NY

Linda Marchesani, EdD, Director, Workplace Learning & Development, University of Massachusetts - Amherst - Amherst, MA

Pushkala Prasad, PhD, Zankel Chair of Management and Liberal Arts, Management and Business, Skidmore College - Saratoga Springs, NY

Pat Romney, PhD, Principal, Romney Associates, Inc. - Amherst, MA

Paty Rubio, PhD, Associate Dean of the Faculty, Faculty Development, Personnel and Diversity, Skidmore College - Saratoga Springs, NY CONCURRENT WORKSHOP

### SATURDAY, 8:30-10:00 AM

Northwest, Lobby Level Intermediate Research/Assessment/Evaluation

523

### Cultural Competence and Student Affairs: A Model for Creating Inclusive Campus Environments and Fostering the Success of Historically Underrepresented Students

Beyond just understanding cultural differences, Dr. Diane Goodman's model of Cultural Competency for Social Justice (CCSJ) addresses larger dynamics of power, privilege, and inequality in order to create more equitable and inclusive environments. This interactive session will introduce the CCSJ framework and explore how micro-aggressions occur within higher educational settings. Presenters will introduce assessment tools to help participants identify areas of development and strategies for increasing cultural competency of staff.

Marta Esquilin, MA, Director of Intercultural and Social Jusice Programs, Office of Multicultural Affairs, Columbia University - New York City, NY

Erica Williams, Associate Director, Multicultural Affairs, Columbia University - New York, NY

MAJOR WORKSHOP

### SATURDAY, 8:30-10:00 AM

Columbia 3, Terrace Level

524

### Shades of Brown: Mexican-American Students of an Iranian-American Professor in the Borderlands

I will share the challenges that Mexican-American students face in the classrooms that are created without regard to their culture, language, and socio-economic status. I am an Iranian-American professor who moved to the United States as a young teenager and moved to South Texas to teach at the college level. Being from a traditional culture, I shared much of my students' priorities and concerns, some of which are not congruent with our goals and expectations in the academia, as well as the larger mainstream American "white" individualism. In this session, I will explore the frustration of, not only the students, but also the faculty in dealing with the cultural differences, through the cases that I have encountered in the Borderlands of South Texas. I will present the cases and engage in a dialogue with the session participants.

Roksana Alavi, PhD, Assistant Professor, College of Liberal Studies, The University of Oklahoma – Norman, OK

**SESSIONS** 

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### SATURDAY, 8:30-10:00 AM

Piscataway, Lobby Level Intermediate Case Studies/Model Programs

525

### The Impact of Cultural Competency on First-year Student Advising: Re-imaging the Role of Faculty

This session examines an advising model developed by a coalition of faculty, staff, and students at Colby College. The presenters will share strategies for challenging a one-size-fits-all advising experience. Using best practices from the Sustained Support Advising Project model, presenters will illustrate the need for this work to occur on college campuses, demonstrate their important process for engaging faculty, and share strategies, challenges, and benefits of leading the most privileged members of an academic institution into the ways of multicultural thinking. This interactive session will benefit individuals who envision a culturally competent faculty as one key to ensuring academic success and personal well-being for students (of color and first generation to college).

Chandra Bhimull, PhD, Assistant Professor, Anthropology and African-American Studies, Colby College - Waterville, ME

Tashia Bradley, PhD, Associate Dean of Students, Director of the Pugh Center, Colby College - Waterville, ME

Julie deSherbinin, PhD, Professor, Department of Russian Language and Literature, Colby College - Waterville, ME

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Jefferson West, Concourse Level Intermediate Media Representations

527

### Beyond #Ferguson and the Mind of the (Un)oppressed: Media Alterna[rra]tives of Higher Education Social Movements

U.S. colleges and universities have gained visibility in the media for educating their peers and the public at-large about the right to one's inherent humanity and that #Blacklivesmatter. Beyond Cottle's (2006) "mediatized conflict," a dramatic shift in media presentation has recently occurred. Utilizing critical media literacy and discourse analysis, this session will help participants understand how the media have captured: social movements taking place at higher education institutions responding to the unjust treatment of Blacks/persons of African descent and the role of higher education in these movements and promoting education on racial injustice. This session will explore the implicit and hidden meanings within media content to understand the role of higher education in promoting racial amity and justice. This session should benefit all experience levels,

especially those interested in critical media literacy and higher education for social change.

Sahar Sattarzadeh, Graduate Assistant, University of Maryland, College Park - Silver Spring, MD

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Lincoln West, Concourse Level Intermediate Research/Assessment/Evaluation

528

### Uncovering Bigoted Roots: The Bigoted Lessons Learned by White Undergraduate Education Students

There is dominance of color-blind ideology in the public sphere. Open bigotry is taboo. However, the norms of color blindness may not match what happens in the private lives of whites. Research suggests that some whites are being taught about race, gender, and sexuality in their private circles. This knowledge usually remains hidden in the public sphere. This session will explore the bigoted lessons taught to white undergraduate education students during their youth. Fourteen white undergraduate students were interviewed and they talked about how homophobia emerged as a theme in their youth. They were also taught bigoted lessons toward race and ethnicity, though these lessons differed greatly between the undergraduates. These findings challenge the notion of color blindness and present challenges for those working toward social justice. The session would benefit those interested in whiteness or social justice.

Harold Martin, PhD, Chancellor, North Carolina Agricultural and Technical State University - Greensboro, NC

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Lincoln East, Concourse Level Novice Case Studies/Model Programs

529

### Don't Shoot ME: Holistic Approaches to Developmental Strategies and (Non-)Violence Based Preventions for African American Males

This session is a deliberate attempt to create an honest dialogue between student affairs professionals and administrators about (non-) violence based prevention solutions for African American males that have a long-term effect. Violent behavior among African American males is a prevalent problem and becoming more widespread at the college level. As student affairs professionals, it is imperative that we band together and collaboratively work on long-term solutions. During this session the presenters will disseminate (non-) violence based prevention strategies that will prepare student

### **SESSIONS**

affairs professionals to combat current negative aspects of violence against African American males.

Johniqua Williams, MEd, Director, Diversity Programs & Services, Columbus State University - Columbus, GA

SPECIAL FEATURE

### SATURDAY, 10:15-11:30 AM

Monroe, Concourse Level



#### Affirmative Action Panel

Panelists will discuss Asian American public opinion on affirmative action policies and related attitudes. An analysis of potential public opinion frameworks and the ways in which different groups might respond to those frameworks based on their racial position in U.S. society will be provided. The latter will draw on responses by political and community leaders, as well as everyday people, to various public statements about affirmative action. This session will particularly benefit participants interested in deepening their understanding of Asian American perspectives on affirmative action policy.

Mary Yu Danico, PhD, Director, Asian American Transnational Research Initiative (AATRI), Professor of Sociology, Psychology and Sociology Department, Cal Poly Pomona - Pomona, CA

Carl Hum, Esq., Vice President of Policy and Programs, Asian Americans Advancing Justice - Washington, DC

Deepa lyer, Activist-in-Residence, Asian American Studies Program, University of Maryland-College Park - College Park, MD

Janelle Wong, PhD, Director, Asian American Studies Program, University of Maryland-College Park - College Park, MD

CONCURRENT WORKSHOP

### SATURDAY, 10:15 - 11:30 AM

Cardozo, Terrace Level Intermediate Case Studies/Model Programs



Postbaccalaureate Admission Program: An Effective Strategy to Identify and Develop Diverse Talent and Build Primary Care Workforce

The University of Illinois College of Medicine Urban Health Program (COM-UHP) Postbaccalaureate Admission Program (PAP) was designed for students from underrepresented and disadvantaged groups in medicine and aimed to bolster their medical science knowledge, facilitate academic success, and encourage the development of leadership skills as well as their professional and peer support networks prior to matriculation to the University of Illinois Colleges of Medicine (UIC-COM). Despite the modest academic credentials upon selection in the PAP, PAP Scholars become leaders within the medical school and beyond, have academic performance comparable to their traditional admitted peers, and

choose to practice primary care to a significant degree. Through this interactive session, participants will discover the program design and framework of UIC-COM Postbaccalaureate Admission Program and explore challenges and key strategies in developing an effective postbaccalaureate admission program (from selection and program design to implementation) at their home institutions.

Yolanda Campbell, MPH, Assistant Director, Student Development, College of Medicine Urban Health Program, University of Illinois College of Medicine - Chicago, IL

Princess Currence, MSW, Director- Urban Health Program, College of Medicine - University of Illinois at Chicago - Chicago, IL

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Dupont, Terrace Level Intermediate Long and Short Range Planning

532

### Fundraising for Diversity

This session examines the realm of fundraising for cultural centers, multicultural affairs, diversity programming, development officers or individuals who work in the realm of student diversity. Most campuses are often faced with small budgets, lack of financial support, institutional commitment, and decreases in resources. However, the work done is vital to the institution, community, and student body. In this era of higher education, paths to create different and new funding models to offset a budget, increase exposure and have buy-in from multiple partnerships and collaborations are needed to help build the work we do, impact students, work with development, and create external support. This session will help participants create strategies, research, and methods particular to their institutions.

Tierney Bates, MEd, MBA, Director, Cultural Center, University of Louisville - Louisville, KY

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Embassy, Terrace Level Advanced Long and Short Range Planning

533

### Strengths-based Institutional Change

Inclusive excellence is the vanguard of dynamic strategic planning at Saint Mary's College through implementation of the Organizational Developmental Model of Inclusion (ODMI). Connecting initiatives to tangible student success outcomes can be elusive. Tiered, difficult to measure outcomes rely on institutional commitment and resources. The High Potential (HP) program, a first-generation to college initiative, employs ODMI, an emphasis on strengths, and faculty/ staff partnerships to move from deficit to a resilience-focus as a student characteristic resulting in a culture of commencement.

### **SESSIONS**

Implementation of institutional directives resulting in faculty/ staff collaboration is the unique cornerstone of the restructure of the HP program that embodies the college mission through active organizational change. Participants will uncover existing partnerships to develop and infuse strengths-based resilience thinking into strategic planning and see how the ODMI positively impacts student success.

Tracy Pascua Dea, PhD, Director, Saint Mary's College of California -Moraga, CA

Gloria Sosa, PhD, Assistant Professor, Saint Mary's College of California - Moraga, CA

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Gunston, Terrace Level Novice Case Studies/Model Programs

### 534

### STEP 7: "Facing Identity": Empowering Identities through Student-led efforts

STEP 7: "Facing Identity" was started as student-led grassroots initiative that works to help educate and address aspects of marginalization and privilege within multiple identity groups. The basis of STEP 7 was adopted from Beverly Tatum's idea, The Steps of Racial Identity Development, which concludes with the seventh step being social awareness and allies. The goal of this session is to provide comparative experiences of privilege and marginalization, while also simultaneously educating others on structural oppression through experiential and emotional impact. The end is to emphasize the 7th step of the Identity Development process: inspire action through increased awareness. This session will include interaction options, dialogue, and sharing of experiences as pertaining to various identities and should benefit all those open to different interests and conversations on diverse issues and stories.

Elizabeth Porter, Civil Rights Curriculum Specialist, Center for Service-Learning & Community Engagement, Whitworth University -Spokane, WA

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Columbia 3, Terrace Level Novice Experiential/Interactive Training

### 535

### Flipping the Classroom on Race: A New Tool to Teach an Old Problem

In this session, cultural anthropologist Michael Baran will explain an interactive digital game that is fun and engaging but also deeply educational. The (Don't) Guess My Race game draws on insights from anthropology, sociology, psychology, history, political science, and

cultural studies to let students come to important conclusions and critical perspectives at their own pace. The session will not only explain this specific digital tool but will also explain the benefits of an integrated multidisciplinary perspective on race and an interactive digital platform for teaching these issues. This session should benefit teachers and administrators looking for innovative ways to engage students in academic studies of race and ethnicity, topics that many students are tired of hearing about by traditional means. All levels of experience and knowledge are welcome.

Michael Baran, PhD, President, Interactive Diversity Solutions -Middletown, MD

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Columbia 4, Terrace Level Novice Case Studies/Model Programs



### #KeepingItReal: Creating a Supportive Community Grounded in Our Racial and Ethnic Identities

This session will share the evolution of the Scholars in Service Program, established to recruit and retain African American/Black and Hispanic/Latino nurses. Information about the program as it relates to the federal health care strategic priorities, its growth, and wraparound support services will be provided. The presenters will demonstrate how collaborating with a local programs enabled them to provide unique workshops targeted for underrepresented students. Also highlighted: how deeper engagement with these students enabled them to seek and obtain grant funding to provide higher quality academic, faculty, and financial support contributing greatly to increased academic ability and retention of the students. Participants will gain insight on how to implement or reshape existing student support programs through partnerships with external collaborators. This session should benefit students, staff, and faculty responsible for designing and/or leading student retention programs.

Che Abram, MBA, Associate Director of Diversity, Office of Diversity and Inclusion, Samuel Merritt University - Oakland, CA

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Columbia 6, Terrace Level Intermediate Case Studies/Model Programs



### Players, Prestige, and Profits: The Unspoken Lie Student Athletes Buy into from Collegiate Sports

This session will detail the development of the false identity many student-athletes acquire during their athletic careers and how that identity cripples them after their competitive days are over. More specifically, the session will describe the lie of prestige and profit

### **SESSIONS**

that accompanies this identity, which often handicaps most student-athletes from reaching their potential in career opportunities after college. Presenters will go through the process of how the profit from the collegiate ranks affects the development of younger student-athletes in high school and youth sports. This session will also explore ways of curtailing the process through case studies, models, and student development programs that place the emphasis back on the development of students. This session should benefit any adult who has guided a child through youth league, high school, or collegiate sports. The session will also enlighten those who may watch a collegiate sporting event and follow a team of choice.

Kendrick Cholston, Associate Director of Student Athlete Academic Support Services, Athletics, Virginia Tech University - Blacksburg, VA

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Columbia 8, Terrace Level Intermediate Case Studies/Model Programs

538

### Academic Success Coaching or Academic Advising?: Building a Model that Retains All Students

In 2009, the STEM Scholarship Program established a success coaching model grounded in student development theory yielding a retention rate of 92 percent and a six-year graduation rate of 81 percent with a heterogeneous population in STEM fields. In 2012, the university charged program administration with improving the retention of students not admitted to a degree-granting college, including 1,000 incoming freshmen, nontraditional students, and transfer students. This new "College of You" replaced what was once University College and the traditional academic advising approach. By 2014, the retention rate increased by 10 percent, the largest single increase in more than a decade. To date, the presenters' portfolio includes 3,000 diverse students ranging from advanced engineering to at-risk students. This session describes the model, explains the differences between success coaching and academic advising, and provides a framework for implementation on any campus with any student population.

Teresa Radomski-Bomba, MA, Assistant Director, Student Success, The University of Akron - Akron, OH

Adam Smith, MEd, Assistant Vice President of Student Success, University of Akron - Akron, OH

Martha Vang, Retention Coordinator, The University of Akron - Akron, OH

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Columbia 11, Terrace Level Intermediate Research/Assessment/Evaluation

539

### Socializing Mammies? Examining Graduate Student Engagement of Black Women Graduate Instructors

Existent research on Black women faculty suggest that student and colleague expectations of the roles they should assume, including the stereotypical "mammie," create environments where Black women are forced to overload advisement, service, and mentoring, working themselves to exhaustion in lieu of producing research and publications (Griffin and Reddick, 2011). Yet, little is known about how Black women allocate their time to teaching, advising, and other professional development activities while they are graduate students. In this session, the presenters will describe findings from a large-scale sample of engagement survey data collected from graduate student instructors (GSIs) to explore self-perceptions of teaching experiences of Black/African American women GSIs. This session should benefit current and prospective graduate students, faculty, and practitioners who provide teaching and professional development resources for graduate student instructors.

Alison BrckaLorenz, PhD, Research Analyst & Project Manager, Center for Postsecondary Research, Indiana University, Bloomington -Bloomington, IN

Katherine Wheatle, Project Research Associate, Center for Postsecondary Research, Indiana University, Bloomington -Bloomington, IN

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Jay, Lobby Level Novice Case Studies/Model Programs

540

### Utilizing Summer Bridge Programs: Enhancing College Readiness in Science and Engineering and Improving Student Retention

This session examines two innovative summer initiatives aimed at equipping entering underrepresented students with the academic, social, and financial awareness required to advance and excel in the rigorous fields of science, technology, engineering, and mathematics (STEM) and/or pre-professional courses of study. Information will be presented on two recruitment and retention programs in the College of Sciences and Mathematics and the Samuel L. Ginn College of Engineering at Auburn University. Topics covered in this presentation will include the implementation, evaluation, and challenges faced in administering these programs. This session should benefit participants interested in improving college readiness for underrepresented students in STEM, practitioners who provide

### **SESSIONS**

direct services in summer programs, and those concerned with retention issues related to underrepresented students in STEM fields at a Predominately White Institution (PWI).

Andre Brown, PhD, Program Director, TRiO Student Support Service, Arizona State University - Tempe, AZ

Bianca Evans, PhD, Coordinator of Minority Programs, College of Sciences and Mathematics, Auburn University - Auburn, AL

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Kalorama, Lobby Level Novice Case Studies/Model Programs

541

Courage to Change: Revitalizing Social Work Education Programs at Historically Black Colleges and Universities through Decolonization

This session examines decolonization in the area of higher education as it relates to the revitalization of social work education programs at historically black colleges and universities (HBCU). A case study involving the Southern University at Baton Rouge Department of Social Work, information on the background and rationale for using decolonization, and incorporating engaged learning to bring life back to the department will be provided. Faced with many challenges, the insights and lessons learned from former students and the professor who implemented the decolonization process will be shared. This session will be beneficial to the growth of participants interested in transforming a struggling social science program and engaging students in the process.

Carey Yazeed, MSW, LCSW, PhD Candidate, Louisiana State University - Baton Rouge, LA

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Morgan, Lobby Level Intermediate Theoretical Models

542

Decolonialization of the Pedagogical and Teaching Conditions: Transformative Teaching and Learning as an Aspect of Social Justice and Cultural Pluralism

This presentation will trace the genealogy of transformative and decolonial pedagogies and specifically demonstrate how transformative pedagogies can be beneficial to nontraditional and underserved university students. This project contributes by moving beyond theoretical transformative education discussions to examining the experiences of those engaged in emancipating forms of program design and building campus community centers, teaching, and learning from a practitioner's lens. This session should benefit public university professors, diversity administrators,

and campus community staff in how to use various teaching approaches following transformative frameworks, as a benefit to the teaching and learning process, and how one can develop his or her pedagogical perspectives.

Gerardo Arellano, PhD, Director, the Raza Resource Centro, University of California San Diego - La Jolla, CA

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Northwest, Lobby Level Novice Media Representations



Critical Inquiry and Media Literacy: Deconstructing Media Representations to Promote Inclusiveness

Media, specifically music and film, play a critical role in processes of identity development and the sustainability of systems of privilege. Framed within a context criticality, practice focused on deconstructing media representations offers educators a platform to examine curriculum from multiple lenses. Designed under guises of critical theory, critiques demonstrate the presence and power of overt and covert messages throughout the landscape of media representations. This session highlights critical media literacy as a pedagogical tool to be used in educational settings. Promoting criticality and literacy, practitioners create a culture designed to unpack messages and meanings embedded in media representations to challenge institutional inequities. This session will benefit student affairs/student services professionals focused on student success and development and faculty invested in integrated cultural relevancy and social justice into their practice.

Janekka Colbert, MEd Candidate, Graduate Student, Curriculum Studies and Instruction, Texas Christian University - Fort Worth, TX

Cassie Garcia, Graduate Student, Texas Christian University - Fort Worth, TX

Katie Hockema, Graduate Student & Assistant, Texas Christian University - Fort Worth, TX

Mia Shapiro, Graduate Student, Education, Texas Christian University - Fort Worth, TX

Anthony Walker, EdD, MEd, Director, Student Success and Completion, Tarrant County College - Fort Worth, TX

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Oaklawn, Lobby Level Novice Training of Trainers



Sexual and Gender Identities All Educators Should Know

At The College of New Jersey, students, faculty, and staff, in collaboration with the School of Education, designed and presented a

### **SESSIONS**

workshop tailored to undergraduate education majors. Recognizing a gap in preparation for future teachers, one student approached her dean and organization advisor with the idea for a workshop to supplement the classroom curriculum. This session will share workshop design, content, and improvements for educating about sexual and gender identities. Participants will explore partnerships on their own campuses and ways to integrate social justice education into academic affairs.

Julie Howe, Associate Director, Residential Education, The College of New Jersey - Ewing, NJ

CONCURRENT WORKSHOP

### SATURDAY, 10:15-11:30 AM

Piscataway, Lobby Level Intermediate Experiential/Interactive Training

545

### Experientially Learning the African Brazilian Martial Art of Capoeira to Discuss Race

This session will make use of the African Brazilian martial art of capoeira to discuss race and to illustrate a tool that can build community among students in higher education settings. Capoeira is a martial art that began during slavery and incorporates music, dance, acrobatics, and self-defense. Participants will have an opportunity to discuss their individual experiences with race and draw comparisons between the United States and Brazil. The facilitator will also present participants with an opportunity to play Brazilian percussion instruments, sing songs in Brazilian Portuguese, and attempt the basic self-defense movements of capoeira. This session should benefit academic affairs administrators, professionals engaged in student affairs, leaders of student organizations, and representatives of community, state, and national institutions.

Vernon Lindsay, PhD, Postdoctoral Fellow in Teaching and Mentoring, Honors College, University of Illinois at Chicago - Chicago, IL

CLOSING KEYNOTE ADDRESS

### SATURDAY, 1:15 – 2:30 PM

International Ballroom, Concourse Level

550

### Jose Antonio Vargas

Jose Antonio Vargas is a Pulitzer Prize winning journalist, filmmaker, and the founder of Define American, a campaign that seeks to elevate the conversation around immigration.

In June 2011, the New York Times Magazine published Vargas' groundbreaking essay on his life in America as an undocumented immigrant, stunning media and political circles and attracting international coverage. A year later, he appeared on the cover of Time magazine worldwide with fellow undocumented immigrants as part of a follow-up cover story he wrote. Since then, he has testified at a Senate Judiciary Committee hearing on immigration reform

and written and directed Documented, a documentary film on his undocumented experience. It world premiered at the AFI Docs film festival in Washington, D.C., in June 2013, was released theatrically in May 2014, and aired on CNN in June 2014, having been acquired by CNN Films in November 2013 before its international premiere at the International Documentary Film Festival Amsterdam.

He is currently working on a documentary project for MTV's "Look Different" campaign that will examine what it means to be young and white in America. It is slated to air on the network in 2015.

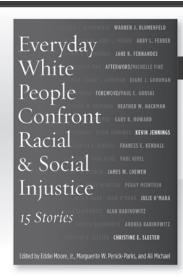
Vargas was a senior contributing editor at the Huffington Post, where he launched the Technology and College sections. Prior to that, he covered tech and video game culture, HIV/AIDS in the nation's capital, and the 2008 presidential campaign for the Washington Post. He also was part of the team that won a Pulitzer Prize for covering the Virginia Tech massacre. In 2007, Politico named him one of 50 Politicos to Watch. His 2006 series on HIV/AIDS in Washington, D.C., inspired a documentary film—The Other City—which he co-produced and wrote. It world premiered at the 2010 Tribeca Film Festival and aired on Showtime. In 2010, he wrote an exclusive profile of Facebook founder and CEO Mark Zuckerberg for the New Yorker.

The media's evolution, and the breakdown of barriers between print and broadcast journalism, has guided his nearly 13-year reporting career. He's written for daily newspapers (Philadelphia Daily News, San Francisco Chronicle) and national magazines (The Atlantic, Rolling Stone) and has appeared on several national and international television and radio programs, including Nightline, The O'Reilly Factor, and The Colbert Report. On HuffPost, he created the blog Technology as Anthropology, which focuses on tech's impact on people and how we behave.

He taught a class on "Storytelling 2.0" at Georgetown University and served on the advisory board for the Knight-Batten Award for Innovations in Journalism, housed at American University. A very proud alumnus of Mountain View High School ('00) and San Francisco State University ('04), he loves jazz, hip-hop, and anything by Gershwin and worships at the altars of Altman, Almodovar, Didion, Baldwin, and Orwell.

Jose Antonio Vargas currently resides in San Francisco.

Jose Antonio Vargas, Pulitzer Prize-Winning Journalist, Filmmaker, and Undocumented American - New York City, NY



### **Everyday White People Confront Racial and Social** Injustice

15 Stories

#### Edited by Eddie Moore Jr., Marguerite W. Penick-Parks, and Ali Michael

Foreword by Paul C. Gorski

An eye-opening book for anyone who wants to understand what it means to be a White anti-racist and social justice advocate; is interested in the paths taken by those who have gone before; and wants to engage reflectively and critically in this important work.

Paper, Mar 2015, 9781620362082, \$19.95

### **BOOK SIGNING**

Thursday, May 28 5:30-6pm, immediately following the session

#### CONTRIBUTING **AUTHORS**

Warren J. Blumenfeld Abby L. Ferber Jane K. Fernandes Michelle Fine Diane J. Goodman Paul C. Gorski Heather W. Hackman Gary R. Howard Kevin Jennings Frances F. Kendall Paul Kivel James W. Loewen Peggy McIntosh Julie O'Mara Alan Rabinowitz Andrea Rabinowitz Christine E. Sleeter

# Designing **Transformative Multicultural**

Sherry K. Watt

**BOOK SIGNING** 

Thursday, May 28 3:00-3:30pm at the Stylus booth

#### **Designing Transformative Multicultural Initiatives**

Theoretical Foundations, Practical Applications, and Facilitator Considerations

#### Edited by Sherry K. Watt

Foreword by Marybeth Gasman

"Provides an urgently needed pragmatic map for addressing the stubborn realities confronting college campuses around equity and justice...an outstanding contribution to the field."—Tracy L. Davis

"A clarion call for campus and community leaders to find the wisdom and courage to help us build a better world."—Parker J. Palmer

"Accelerates and advances the conversation about how to affect the paradigm shifts necessary for sustainable equity and inclusion of difference across U.S. colleges and universities...truly a phenomenal text."—Dafina-Lazarus Stewart

Paper, Jun 2015, 9781620360606, \$29.95



### BOOK SIGNING

Wednesday, May 27 11:30am-12:00pm at the Stylus booth

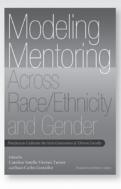
#### The Department Chair as **Transformative Diversity Leader**

Building Inclusive Learning Environments in Higher Education

Edna Chun and Alvin Evans Foreword by Walter H. Gmelch

"I recommend this splendid book without a single reservation to not only department chairs but deans and provosts who are, or should be, serious about building inclusive excellence in their institutions."—Walt Gmelch

Paper, Apr 2015, 9781620362389, \$32.50



#### **Modeling Mentoring Across** Race Across Race/Ethnicity and Gender

Practices to Cultivate the Next Generation of Diverse Faculty

### Edited by Caroline Sotello Viernes Turner and Juan Carlos González

Foreword by Christine A. Stanley

"If you are a graduate student, faculty member, college or university administrator, and an aspiring academic, this book will speak to you!"-Christine A. Stanley Paper, Nov 2014, 9781579224882, \$29.95

KRISTINE DE WELD

### воок SIGNING

Thursday, May 28 10:00-10:30am at the Stylus booth

#### **Disrupting the Culture of Silence**

Confronting Gender Inequality and Making Change in Higher Education

#### Edited by Kristine De Welde and Andi Stepnick

Foreword by Penny A. Pasque

"An important book that contains the various components a facilitator, administrator, or faculty member might intentionally combine to use in provost and dean training seminars, faculty workshops, courses, reading circles, and multiple venues across campuses and professional associations."—Penny A. Pasque

Paper, Nov 2014, 9781620362181, \$34.95



**30% discount for on-site sales** (20% off shipped orders through 6/30/15 with Code **NCORE5**)







# NCORE 2015 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:** 

TUESDAY, MAY 26 12 PM-6 PM

WEDNESDAY, MAY 27 9 AM-6 PM

THURSDAY, MAY 28 9 AM-6 PM

FRIDAY, MAY 29 9 AM-6 PM

SATURDAY, MAY 30 9 AM-12 PM

### BOOTH 1 & 8 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 2 & 7 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

#### ВООТН 3

### Institute of International Education: Fulbright Student Program & Gilman Scholarship Program

At this year's exhibit, representatives from the Institute of International Education (IIE) will highlight funding opportunities for study, research, internships and English teaching assistantships abroad to help students take the next step in gaining a global competitive edge.

### BOOTH 4

### 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 5

#### Hair to Heart

Beauty begins when you start being yourself. Start your journey at Hair to Heart. Luxurious natural hair and skin cream, all natural skin brightening toner, and lovely hair accessories to enhance your natural beauty! Remember to check out our college team headbands, too!

#### воотн 6

### 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 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

BOOTH 9 & 10

### NCORE

BOOTH 11

### 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.

# NCORE 2015 INFORMATION AND EXHIBITOR HALL

#### BOOTH 12

#### Hackman Consulting Group

Hackman Consulting Group is a cadre of highly experienced teachers, leaders and experts in their fields who are also highly skilled trainers. We love what we do and more importantly we have a passionate and unyielding commitment to bringing about equitable and empowering change to organizations, our communities and our society as a whole. To learn more about our trainings and coaching on issues ranging from racial justice to heterosexism to climate justice, visit us at www. hackmanconsultinggroup.org.

#### BOOTH 13 & 14

#### Routledge

Routledge is a publisher of academic, professional, and reference books on a huge range of subjects, including Higher Education, Multicultural Education, and Race & Ethnic Studies. Be sure to stop by our booth for daily author book signings and a 20% discount on all of our new and bestselling books!

#### BOOTH 15

#### The Foundation International

#### BOOTH 16

#### 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 17

### California State University, Monterey Bay

Combined Destinies: Whites Sharing Grief About Racism is an anthology of courageous and powerful personal stories by 52 White Americans who are examining and sharing the ways in which they have been damaged by racist ideology and racist conditioning. These writers are diverse in every way except for the sharing of white skin privilege. They write of shame, guilt, and separation from people of color because of bigotry. They write of their silence and the ways they have fought for racial equity.

Authors/Editors Ann Todd Jealous and Caroline T. Haskell will be at NCORE to discuss, sell and sign their book.

#### BOOTH 18

#### Harper College

Harper College is one of the nation's premier community colleges and one of the largest, serving more than 40,000 students annually in Chicago's northwest suburbs. The College's academic programs prepare students for rewarding careers and for transfer to four-year universities. Harper offers associate degree and certification programs, advanced career programs, workforce training, professional development, continuing education classes, accelerated degree options for adults and developmental education programs.

For more information, visit www. harpercollege.edu or call 847.925.6000.

### BOOTH 19

#### **USDA**

SPRS District 3 Budget Technician/IL, IN, KY, KY Lab

USDA, APHIS, VS

105 Corporate Drive Suite H

Frankfort, KY 40601

#### BOOTH 20

### Peter Lang Publishing

#### BOOTH 21

### The Montage Group, A Diversity Consulting Firm

Dr. Consuela Ward has more than 15 years of experience in the field of diversity as a speaker, consultant, trainer, instructor, 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 Issues, Women's Issues, Power & Privilege, and Cultural Competence. Check out her Poverty Simulation on Thursday, May 28, 2015 at 3:30 p.m. - 5:30 p.m. and her poster session "The Myth of the Modern Day Superwoman: A Woman's Empowerment Workshop" Thursday, May 28, 2015 at 1:30 p.m. - 2:45 p.m. You can also visit her booth during exhibiting hours. You will want to invite her to your organization today and watch her change lives, one conversation at time! For more information, visit www. ConsuelaWard.com

#### BOOTH 22

### **Interactive Diversity Solutions**

(Don't) Guess My Race is a unique web-based program that delivers a fun, engaging and effective way for students to learn about race and ethnicity. It has been successfully used in individual classes, first-year orientations, and diversity initiatives for entire universities. It's composed of 150 lessons, all based on social science research. Says Jessaca Leinaweaver, Professor at Brown: "The game was incredibly effective at unsettling students' understandings of race and pushing them to think more deeply about how racialization works. It's engaging and accessible. I'll definitely be using it again!"

Please visit www.eddontguessmyrace.com and come visit our booth for a free demo!

#### BOOTH 2

### HERC - The Source for Jobs at Smart Places

The Higher Education Recruitment
Consortium (HERC) is a non-profit consortium
of over 700 colleges, universities, hospitals,
research labs, government agencies, and
related non- and for-profit organizations.
Consortium member institutions share a
commitment to hiring the most diverse and
talented faculty, staff, and executives.

HERC offers the largest database of higher education and related jobs in the world. Hiring decisions often involve two careers. HERC provides unsurpassed dual-career search technology, enabling couples to find the right jobs within a commutable distance of one another.

Learn more at www.hercjobs.org.

### BOOTH 24

### National Research Council of the National Academies

The National Research Council (NRC) of the National Academies conducts the Ford Foundation Predoctoral, Dissertation, and Postdoctoral Fellowship Programs for research-based study in the sciences and the humanities.

Information and online applications are at: www.nationalacademies.org/ford

# NCORE 2015 INFORMATION AND EXHIBITOR HALL

BOOTH 25

#### 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 26 & 27

#### Bia-Marantha

BOOTH 28

Hope Children Center International

BOOTH 29

#### Media Education Foundation

The Media Education Foundation (MEF) is a leading producer and distributor of documentary films and other educational resources that inspire critical thinking about the social, political, and cultural impact of American mass media. Founded in 1991 by University of Massachusetts at Amherst Communication Professor Sut Jhally, MEF is well known for films that critically examine media representations of gender, race, class, and corporate culture. In addition to DVDs, MEF offers digital licensing and is committed to working with professors and libraries to incorporate streaming media from MEF films into their courses and collections.

www.mediaed.org

BOOTH 30

### Creative Well, Inc

Clothing and Bridal Wear

BOOTH 31

Northern Michigan University

BOOTH 32

### 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 33

The Matrix Center

BOOTH 34

### National Indian Education Study

The National Indian Education Study (NIES) is designed to describe the condition of education for American Indian and Alaska Native (AI/AN) students in the United States. The study provides educators, policymakers, and the public with information about the academic performance in reading and mathematics of AI/AN fourth- and eighthgraders as well as their exposure to Native American culture.

BOOTH 35

#### Ida's Ideas

Ida's Idea is a Designer Women Boutique with sizes ranging from 4-24. We teach our customers how each garment should be worn and its many usages. We quote Fashion Facts and stay current with silhouettes and color forecast. Come By and Be Idalyzed.

BOOTH 36

### NASPA - Student Affairs Adminstrator in High Education

BOOTH 37

### DiversityEDU

DiversityEdu is a suite of online courses teaching everyday, personal skills that improve communication, mitigate the influence of unconscious biases, and open channels for career advancement and full engagement in campus life. DiversityEdu courses target the constituents and priorities specified by the licensing institution, making each course a uniquely powerful tool for promoting diversity and an inclusive culture in the campus community.

BOOTH 38

Afrique Clothing and Bridalwear

BOOTH 39

### AfricanBy Design

Handmade African clothing, hats, jewelry, and purses.

BOOTH 40

### 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 41

### Urban Outreach Initiatives, Boston College

BOOTH 42 & 43

Syracuse Cultural Workers

BOOTH 44, 45 & 46

Culture Creators Artist Corner

BOOTH 47

### The Adinkra Group

The Adinkra Group is an Edutainment Resource Company based in the Washington, DC area that represents and partners with progressive, independent artists like Maimouna Youssef. We are a family of artists that reflect the myriad shades, cultures and art forms of the African Diaspora.

# NCORE 2015 INFORMATION AND EXHIBITOR HALL

BOOTH 48

The University of Oklahoma Outreach

**BOOTH 49** 

Peace Corps

BOOTH 50

Navy Recruiting Command

BOOTH 51

### American Association of Blacks in Higher Education

The American Association of Blacks in Higher Education (AABHE) pursues the educational and professional needs of Blacks in higher education with a focus on leadership, access and other vital issues impacting students, faculty, staff, and administrators. AABHE also facilitates and provides opportunities for collaborating and networking among individuals, institutions, groups and agencies in higher education in the United States and Internationally. AABHE's annual programming includes its summer Leadership and Mentoring Institute (LMI) for faculty and administrators, doctoral student research awards, a research and writing boot camp, an annual Conference (Pathways to Success in Higher Education) and biennial international study tours.

#### BOOTH 52

### San Francisco State University

### BOOTH 53

#### American Program Bureau

Celebrating its 50th year in business, American Program Bureau (APB) continues to be the leader in developing meaningful diversity programs for colleges nationwide. From its initial days representing such luminaries as Dr. Martin Luther King Jr., Julian Bond, and Nikki Giovanni, APB's roster has grown to include today's foremost speakers on diversity, including Sybrina Fulton and Tracy Martin, Henry Louis Gates Jr., John Quiñones, Diane Nash, and this year's opening NCORE keynote, Rosa Clemente.

To learn how APB can help make your next event one to remember, please call 617.614.1600 or visit APB online at: www. apbspeakers.com.



IU School of Liberal Arts at IUPUI

Championing Indians in Indiana

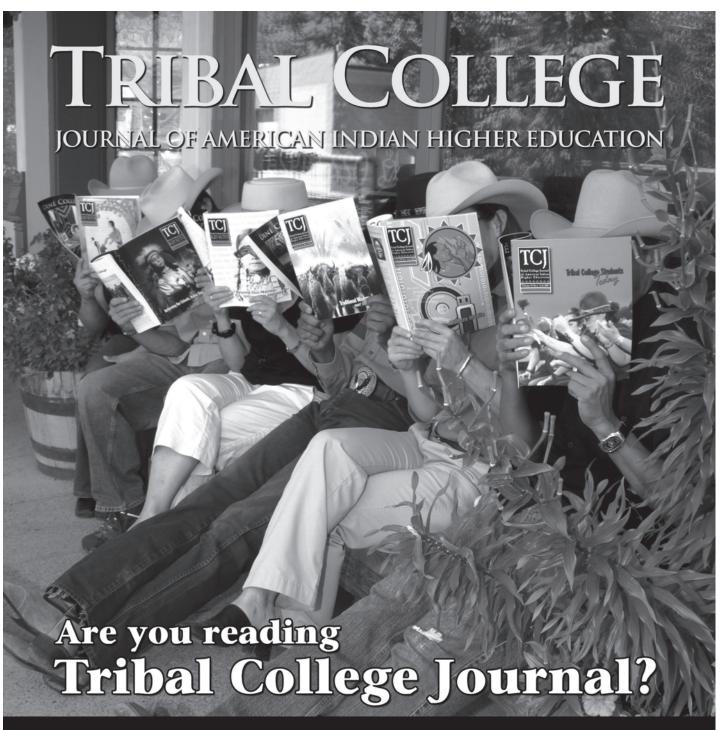


### NCORE National Advisory Council (NAC)

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: <a href="https://ncore.ou.edu/en/about/about\_nacmembers/">https://ncore.ou.edu/en/about/about\_nacmembers/</a>

For information on how to apply to join this important leadership organization, please go to the NCORE Information Booth in the Exhibit Hall.



What's happening today in Indian Country is astonishing. Tribal colleges are strengthening, rebuilding, and transforming communities, cultural identities, the environment and the nation. Read *Tribal College Journal* and meet the scholars, leaders, and students who are changing lives and ensuring a better future for Native people.

### It's about education.

Call toll-free for your free sample issue: 1-888-899-6693 • www.tribalcollegejournal.org

Photo by Barbara Grist. Hats provided by Nate Funmaker

### 2015 NCORE GROUPS

### THANK YOU TO OUR NCORE GROUPS

NCORE thanks these organizations for supporting the 2015 conference with groups of 10 or more participants.

De Anza College

Gallaudet University

Gates Millennium Scholars Program

Georgia College & State University

Grand Valley State University

Harper College

Indiana University

Indiana University - Purdue University -

Indianapolis

Iowa State University

Massachusetts Institute of Technology

Muhlenberg College

Portland Community College

Purdue University

Rutgers Student Access and Educational

Equity

**Rutgers University** 

Saint Mary's College of California

Skidmore College

Southwestern College, Chula Vista, CA

Syracuse University

Tarrant County College System

Teach For America

Temple University

The University of Minnesota

The University of Oklahoma

The University of Texas at Dallas

University of California, Berkeley

University of Maryland

University of Michigan

University of Michigan - Flint

University of Rhode Island

University of South Dakota

University of Utah

University of Washington

University of Wisconsin-Madison

Valencia College

Valparaiso

Virginia Tech

# ALPHABETIC LISTING OF ALL PRESENTERS

A	Carlos, Denise	Dixon, Daryl2007
Abdullah, Shakeer A2227	Carnegie-Douglas, Sandra	Dixon, Tonya
Agnew, Michael4322	Carr, Cheryl 3012	Dogan, Jardin N
Ahmed, Amer F.1009, 3206, 3306, 4006, 4206, 4306, 5013	Carter, Kimberly	Dolinsky, Rebecca
Alavi, Roksana 3208	Carter, L. Randolph	Dorman, Tchet Dereic 5006
Albert, Katrice A	Castle, Elizabeth	Douse, Chris
Albrecht, Lisa	Chambers, Richard	Drew, David E
Allen, Chaunda M	Chamblee, Marquita T 1028, 3014	Dugas, Nzingha
Almassi, Negin	Champion-Shaw, Charmayne 1028	Duncan, Jon
Alvarez, Patty 4229	Chang, Meg1013, 3314, 4005, 5003	_
Anderson, Chad	Chao, Pamela H	E
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Barnes, Keith R 3224	Comeaux, Eddie	Flores, Hector
Barnett, Brooke	Conerly, Rosalind	
Basri, Gibor 4314	Conzo, Joe	Flynn, Joseph E
Batista, Angela E 5107	Cook, Michelle	Fontenot, Olufunke A
Beal, Jessamine L 4205	Corona, Guadalupe	Foreman, Margo
Bell, Lee Anne	Cottledge, Anitra	Fox, Connie
Bell, Lydia 3219	Cox, Donna M	Francis, Norman
Benitez Jr., Michael 1009, 2201, 3006, 3203, 4000,	Crazy Bull, Cheryl	Franklin, Bernard
4203, 4303	Crear, Joya	Frankovich, Jacob N
Biggs, David 2401	Cromwell, Rasheed Ali	Fraser, Gertrude J
Birch, Donovan3005	Cross Jr., William E	French, Daniel
Birdine, Steve 3022, 4016	Cross, Markus	Froiland, Jane
Blackmon, Stephanie	Cross, Tuere Binta	Fukushima, Aisha1009, 2201, 3006, 3206, 3306
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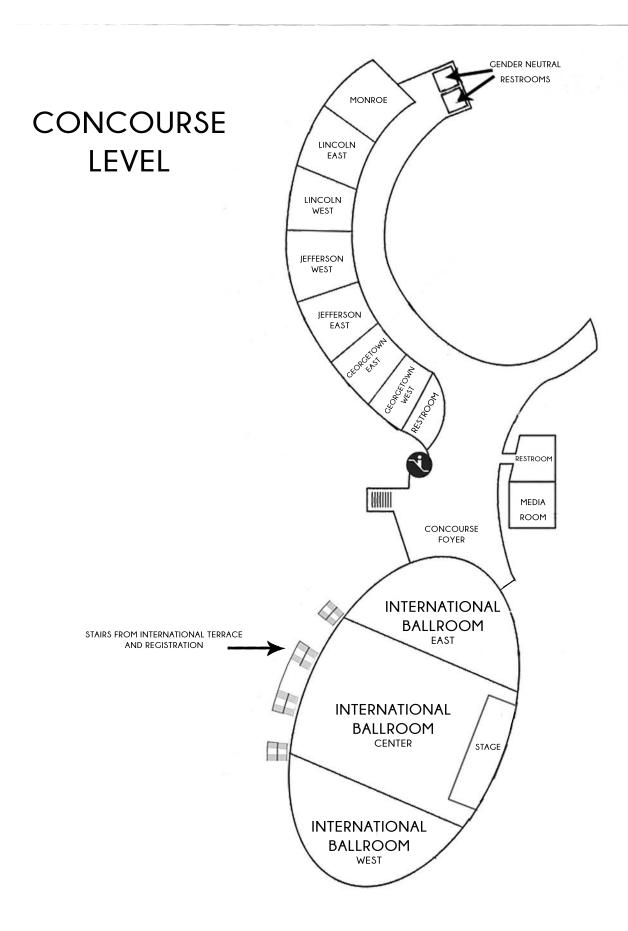
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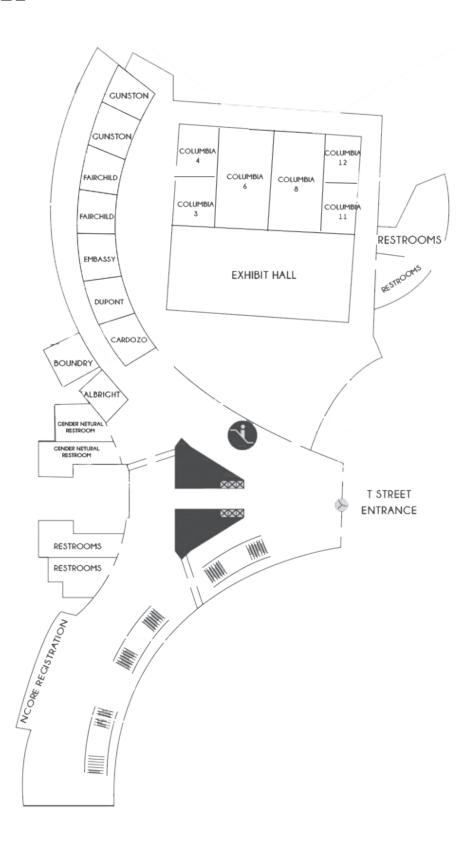
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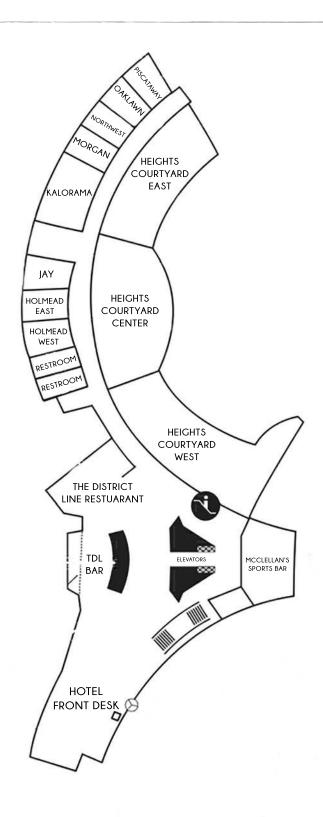
## HILTON HOTEL MAPS

### TERRACE LEVEL



## HILTON HOTEL MAPS

## LOBBY LEVEL







# The John D. O'Bryant Think Tank (JDOTT) for Blacks in Higher Education, in cooperation with the National Conference on Race & Ethnicity in American Higher Education (NCORE), invites you to join us!

JDOTT Board Meeting
Wednesday, May 27 9:00 a.m.-10:30 a.m.
Boundary Room (Terrace Level)

#### National Summit | A Town Hall Meeting



#### A Conversation with Dr. Wayne A.I. Frederick President – Howard University

Wednesday, May 27 3:30 p.m. - 5:30 p.m. Jefferson East Room (Concourse Level)

In partnership with NCORE, JDOTT will host an important conversation with **Dr. Wayne A.I. Frederick**, facilitated by JDOTT President **Paul James**, regarding Howard University's key historical role in producing thought-leaders across many academic disciplines and civic areas, the vibrancy of Historically Black Colleges and Universities in the 21st Century -- especially in an era of social media -- and the importance of engaging college students in a broader climate that includes strained (and stained) community and police relations.



#### Egypt on the Potomac - A Field Trip



### A Guided Tour by Anthony Browder

Thursday, May 28 9:30 a.m. - 2:00 p.m.

For ticket information, please contact: Renee Thomas at: <a href="mailto:rathomas@purdue.edu">rathomas@purdue.edu</a>

This highly engaging tour will familiarize participants with the architecture, symbolism, philosophy, and mythology of the ancient Nile Valley and show where elements of these disciplines can be found throughout Washington, D.C.

Anthony Browder, Kemetologist and cultural historian, will serve as our step-on guide. Following the three-hour tour, we will enjoy a classic southern-style luncheon at Eatonville Restaurant.



The \$80.00 registration fee covers tour and lunch fees. A portion of the registration fee will support the JDOTT Merit Scholarship Fund.

For information regarding programs and membership, please visit our booth (#16) located in the NCORE Exhibit Hall, contact Paul James at pjames@duke.edu or visit our website at <a href="https://www.jdott.org">www.jdott.org</a>.

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