

PROGRAM AND RESOURCE GUIDE

# NCORE 2016



**29TH Annual  
National Conference on Race & Ethnicity  
In American Higher Education  
May 31-June 4, 2016 ♦ San Francisco, California**

Sponsored by  
The Southwest Center for Human Relations Studies  
College of Continuing Education OUTREACH  
The University of Oklahoma



**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**

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

**The Southwest Center for Human Relations Studies:**

|                         |                          |
|-------------------------|--------------------------|
| Kathleen Wong(Lau), PhD | Director, SWCHRS         |
| Debbie O'Dell           | Business Manager, SWCHRS |
| Katie Tate              | Administrative Assistant |

**The National Conference on Race and Ethnicity in American Higher Education Team**

|                  |                                      |
|------------------|--------------------------------------|
| Kim Claxton      | NCORE Project Manager                |
| Justin Lincks    | NCORE Program Coordinator            |
| Kathie Nicoletti | NCORE Logistics Coordinator          |
| Corey Davidson   | NCORE Audio Visual/Media Coordinator |

NCORE 2016 staff wish to acknowledge the significant work contributions made by Katie Tate, SWCHRS, Ashley Robinson, OUTREACH Registration & Records, Jeremiah Stinnett, and London Bulgarelli, SWCHRS interns, Cheryl Ponder, SWCHRS graduate assistant, Mary Waggoner, NCLC director emeritus, and Julie Tate., OUTREACH Contract Administrator. We thank our outstanding on-site team for their important work and dedication.

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About the Cover:

Gregg Deal is a member of the Pyramid Lake Paiute Tribe, an artist/activist and 14-year resident of the Washington, D.C. metro area. His visual work deals with issues of misappropriation, popular culture, and various other issues in Indian Country. More recently, Deal has been working on a performance art piece called "The Last American Indian On Earth," a project that deals with identity and stereotypes as well as illustrating the way the general American public sees, acts, treats, and considers Native people by documenting it in photography and film. Deal has appeared in The Huffington Post both for his artistic work and social commentary, on local D.C. television debating the Native mascot issue, and on various radio shows around the country for his work and activism focused on Indian Country issues. He has emerged as an insightful and outspoken commentator on the social problems in Indian Country, particularly as they relate to Natives and non-Natives. Deal is married with 3 children.

**The University of Oklahoma is an equal opportunity institution.  
Accommodations on the basis of disability are available by calling  
(405) 325-3694.**

# CONTENTS

|  |    |
|--|----|
| Welcome to NCORE 2016.....   | 2  |
| FAQs .....   | 4  |
| Southwest Center for Human Relations Studies<br>Executive Committee.....   | 6  |
| Journal Committed to Social Change on Race<br>and Ethnicity (JCSCORE)..... | 10 |
| NCORE National Advisory Council.....                                       | 11 |
| Student Scholars.....  | 14 |
| Poster Sessions .....  | 15 |

## WELCOME TAB

|   |    |
|---|----|
| NCORE 2016 Week at a Glance Overview (on tab) |    |
| Map of Hilton Conference Areas (on tab)       |    |
| 2016 Featured Keynotes .....                  | 17 |
| NCORE 2016 Caucus Schedule .....              | 19 |

## TUESDAY TAB

|                                    |    |
|------------------------------------|----|
| Tuesday Sessions at a Glance ..... | 21 |
| Tuesday Session Details .....      | 23 |

## WEDNESDAY TAB

|                                      |    |
|--------------------------------------|----|
| Wednesday Sessions at a Glance ..... | 37 |
| Wednesday Session Details. ....      | 41 |

## THURSDAY TAB

|                                     |    |
|-------------------------------------|----|
| Thursday Sessions at a Glance ..... | 91 |
| Thursday Session Details. ....      | 95 |

## FRIDAY TAB

|                                   |     |
|-----------------------------------|-----|
| Friday Sessions at a Glance ..... | 143 |
| Friday Sessions Details .....     | 147 |

## SATURDAY TAB

|                                     |     |
|-------------------------------------|-----|
| Saturday Sessions at a Glance ..... | 195 |
| Saturday Sessions Details.....      | 197 |

## EXHIBITOR TAB

|                           |     |
|---------------------------|-----|
| Exhibit Hall Map (on tab) |     |
| List of Exhibitors .....  | 219 |
| Presenter Listing .....   | 223 |



# The University of Oklahoma®

OFFICE OF THE PRESIDENT

April 18, 2016

Dear NCORE participants,

It is with great pleasure that I welcome you to the 29<sup>th</sup> annual National Conference on Race and Ethnicity in American Higher Education (NCORE) in San Francisco.

NCORE, a conference of the Southwest Center for Human Relations, is an important part of the University of Oklahoma's commitment to diversity and inclusion in higher education. NCORE provides an annual place for the gathering of leaders from across our nation and territories who work on critical issues of racial equity and indigenous equity for students, staff and faculty in higher education.

In the current national context of rising awareness and urgency to address racism and exclusion, NCORE is an excellent place for you and your colleagues to learn, network, find collaborative partners and bring important information back to your institutions for the benefit of your campuses.

For those who are returning NCORE participants, I welcome you back and hope that you have time to renew friendships and professional connections. For those who are new to NCORE, I welcome you and hope that you will make new connections. I hope that all of you will find the connections to sustain the important work you are doing to make higher education truly inclusive for students, staff and faculty.

Sincerely,

David L. Boren  
President





## *The University of Oklahoma*

OFFICE OF THE VICE PRESIDENT FOR UNIVERSITY OUTREACH

April 22, 2016

Dear NCORE participants,

Twenty-nine years ago, the National Conference on Race and Ethnicity in American Higher Education (NCORE) was a dream for many of us at University of Oklahoma Outreach. The sponsoring Outreach department is the Southwest Center for Human Relations Studies (SWCHRS), which was established in 1961. Before NCORE, SWCHRS had a distinguished record playing a significant part in training public school personnel attempting to comply with court-mandated school integration. By the late 1980s, we realized that another important need in the nation was to aid higher education institutions in addressing issues of diversity and equity in academe. Our office provided essential start-up funding to create and establish the NCORE conference, and for the early critical years Outreach continued to underwrite the costs and provide the administrative support to sustain this important forum.

We at OU felt compelled to nurture NCORE because of issues that higher education was then facing. Unfortunately, the issues and problems that NCORE addresses have certainly not diminished. If anything, they have become more prominent on campuses, in the media, and in the courts. NCORE's workshops, institutes, and sessions present valuable applied research and address these concerns head on. From its beginning, the conference has never shied away from controversial issues and has always attracted as keynote speakers and presenters, the top scholars and leaders in the diversity arena. Increasingly important, also, has become the involvement of students because they represent the future, not only for higher education, but for our country as well.

The ongoing challenges with racial and ethnic relations have been brought to new prominence by the current presidential campaign. Much of what I find alarming in the recent political and public discussions is the lack of understanding that exists throughout the United States. Given the current environment, it is evident that NCORE remains critically important; and, I take heart in the words of NCORE alumni like Dr. Bob H. Suzuki, president emeritus of California State Polytechnic University. In 2014, he wrote, "I believe that whatever your views on issues related to race and ethnicity are, you can benefit from participating in NCORE. Your participation will help deepen and broaden your understanding of some of the most challenging, persistent issues facing our society."

So, welcome to this, the 29<sup>th</sup> annual National Conference on Race and Ethnicity in American Higher Education. Prepare to be engaged, challenged, enlightened, and invigorated. NCORE has come a long way over the past nearly 30 years, and I, along with our wonderful staff at OU Outreach, are very proud to support this worthy endeavor. Today, the work of this conference and your participation is even more important and necessary than when we first initiated it.

Yours truly,

James P. Pappas, Ph.D.  
Vice President for Outreach and Dean, College of Liberal Studies  
University of Oklahoma

# NCORE 2016 FAQs

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## **NEWS AND UPDATES**

NCORE Website: <http://ncore.ou.edu> home page for news and announcements  
Guidebook: Our mobile application that allows you to view conference information on any mobile device or smart phone. The Saturday tab of this program guide details the steps to access this guide.

## **SAFETY, FIRE OR HEALTH EMERGENCIES**

**DIAL 911** from a cell phone or

**DIAL 444** from a Hilton house phone to initiate an appropriate response

## **WI-FI ACCESS**

Complimentary access to Wi-Fi is available in sleeping rooms of hotel guests and in and around the Main Lobby. For additional access, check with the info booths or viaGuidebook.

## **NCORE ON SOCIAL MEDIA**

<https://www.facebook.com/NCOREconference>  
<https://twitter.com/NCOREconference>  
<https://www.youtube.com/user/NCOREconference>  
[instagram.com/ncoreconference](https://www.instagram.com/ncoreconference)

## **EXHIBIT HALL OPEN** Ballroom Level, Yosemite Room

Tuesday, May 31 . . . . . 12:00 pm - 6:00 pm  
Wednesday, June 1 . . . . . 9:00 am - 6:00 pm  
Thursday, June 2 . . . . . 9:00 am - 6:00 pm  
Friday, June 3 . . . . . 9:00 am - 6:00 pm  
Saturday, June 4 . . . . . 9:00 am - 12:00 pm

## **REGISTRATION** Lobby Level, Plaza A Room

Monday, May 30 . . . . . 1:00 pm - 8:00 pm  
Tuesday, May 31 . . . . . 7:30 am - 7:00 pm  
Wednesday, June 1 . . . . . 7:30 am - 5:00 pm  
Thursday, June 2 . . . . . 8:00 am - 5:00 pm  
Friday, June 3 . . . . . 8:00 am - 5:00 pm  
Saturday, June 4 . . . . . 8:00 am - 12:00 pm

## **FOOD AND BEVERAGE**

### **Tuesday, May 31:**

East Lounge, Ballroom Level . . . . . Beverages . . . . . 7:45 am - 8:30 am  
Grand Ballroom, Grand Ballroom Level . . . . . Luncheon for Pre-Conference Attendees . . . . . 11:30 am - 1:00 pm  
Yosemite Room, Ballroom Level . . . . . Beverages . . . . . 2:15 pm - 3:00 pm

### **Wednesday:**

East Lounge, Ballroom Level . . . . . Beverages . . . . . 7:45 am - 8:30 am  
Yosemite Room, Ballroom Level . . . . . Beverages . . . . . 2:15 pm - 3:00 pm

### **Thursday:**

East Lounge, Ballroom Level . . . . . Continental Breakfast . . . . . 7:45 am - 8:30 am  
Yosemite Room, Ballroom Level . . . . . Beverages . . . . . 2:15 pm - 3:00 pm

### **Friday:**

East Lounge, Ballroom Level . . . . . Continental Breakfast . . . . . 7:45 am - 8:30 am  
Yosemite Room, Ballroom Level . . . . . Beverages . . . . . 2:15 pm - 3:00 pm

### **Saturday:**

East Lounge, Ballroom Level . . . . . Beverages . . . . . 7:45 am - 8:30 am  
Grand Ballroom, Grand Ballroom Level . . . . . Luncheon . . . . . 11:30 am - 12:15 pm

## **INFORMATION BOOTHS**

Located on Lobby Level outside of Plaza A, and Ballroom Level outside of Imperial Ballroom

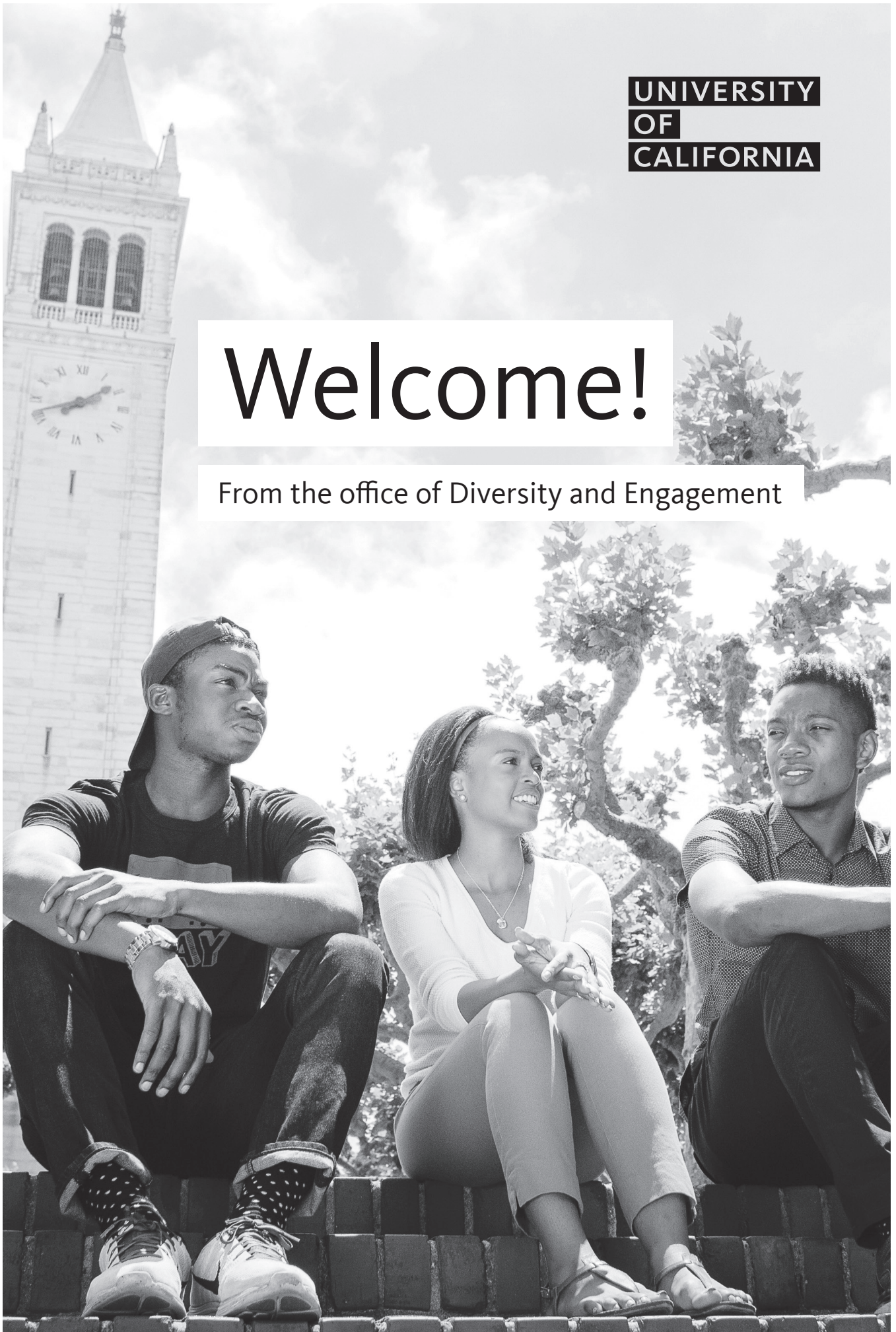
## **GOT A QUESTION?**

**WE HAVE STAFFED INFORMATION BOOTHS ON THE LOBBY AND BALLROOM LEVELS OR SEND US A MESSAGE VIA GUIDEBOOK**

UNIVERSITY  
OF  
CALIFORNIA

# Welcome!

From the office of Diversity and Engagement



# Southwest Center for Human Relations Studies

## EXECUTIVE COMMITTEE MEMBERS

The Southwest Center for Human Relations Studies, and NCORE honor our friend Charles Butler, who passed away during the past year. Dr. Butler served the Center with his knowledge and guidance for more than 40 years. He will be missed.

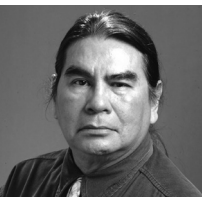


**Charles E. Butler, EdD, Oklahoma City, OK - Professor Emeritus, Human Relations and Education, University of Oklahoma**

EdD-University of Oklahoma; MT-Central State University; BS- Central State University  
Charles Butler was Professor Emeritus in Education, Human Relations, and African and African American Studies at the University of Oklahoma.

He was also a longtime member of the Executive Committee for the Southwest Center for Human Relations Studies (SWCHRS) in University Outreach. Between 1966 and 1970, he served as Associate Director of the Consultative Center for Equal Education Opportunity, which was credited for the successful desegregation of Oklahoma public schools and was a forerunner of the SWCHRS.

The first African American, tenure-track faculty member in the College of Education at OU, Butler taught for well over 35 years. In 1984, he became Director of OU's Law-Citizenship Project, which trained educators to teach the basic principles of law. He became Director of the African and African American Studies Program at OU where he established a degree program in 1992. He was inducted into the Oklahoma Higher Education Hall of Fame in 2006.



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

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

Richard Allen has been working with the Cherokee Nation for 26 years as policy analyst. Allen prepares policy documents,

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

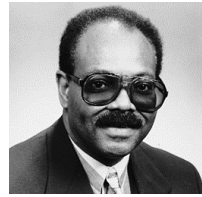


**Amy C. Bradshaw, PhD, Norman, OK, Associate Professor of Instructional Psychology & Technology, University of Oklahoma**

PhD-Arizona State University; MEd-Arizona State University; BA - Arizona State University

In her role as an Associate Professor of Instructional Psychology & Technology

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



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

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

Dr. Bryan provided thirty-nine years of meritorious service at the University of

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



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

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

Dr. Dancy holds joint appointments in African & African American Studies, Women's & Gender Studies, and the OU Center for

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



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

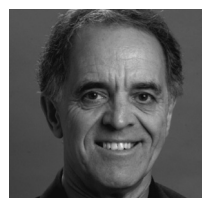
MSSW, PhD- University of Texas; BA (Honors)- University of Strathclyde, Glasgow, Scotland

Dr. Davidson has been at OU since 1997.

Here primary areas of research at this point in her career include Race and the Academy and issues about Race and Scotland. Previously she has written in the areas of African American Studies; cultural competence in education and social work practice; interracial marriage; and educational success for college students from underrepresented racial/ethnic groups. She produced a text, *African American Studies*, published in 2010 by Edinburgh University Press (distributed in the US by Columbia University Press).

In addition to her position on the executive committee of SWCHRS, Dr. Davidson serves as a board member of the National Council for Black Studies (NCBS). Her efforts have been rewarded with honors such as Fellow, Molefi Kete Asante Institute and Special Honoree, Council for Africana Womanism, University of Zimbabwe Chapter.

Dr. Davidson is dedicated to her role as director of African & African American Studies



**Robert Con Davis-Undiano, PhD, Norman, Oklahoma, Executive Director, World Literature Today, Neustadt Professor, Presidential Professor of English, University of Oklahoma**

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

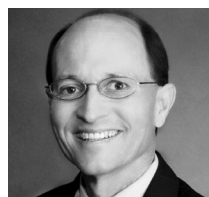
For more than 30 years, Dr. Davis-Undiano has served as an exemplary professor, administrator, advisor, and



# Southwest Center for Human Relations Studies

## EXECUTIVE COMMITTEE MEMBERS

mentor at the University of Oklahoma. He was honored in 2012 as the Outstanding Professor of the Year by campus students. In addition to his academic roles, Dr. Davis-Undiano is the Executive Director of World Literature Today, a bimonthly magazine of international literature and culture published at the University of Oklahoma. He has been prolific as an editor, and essayist, publishing more than 10 volumes. Dr. Davis-Undiano's book "Mestizos Come Home! Making and Claiming American Identity" is forthcoming from the University of Oklahoma Press.



**Jeff L. Hale, PhD, Miami, OK, President, Northeastern Oklahoma A and M College**

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

Jeffery L. Hale is currently serving as President of Northeastern Oklahoma A and M College. President Hale has worked closely with the 9 federally recognized

tribes of Ottawa County to establish the first American Indian Center for Excellence on the campus of NEO A and M College and has established Native American education as a top priority for the College.

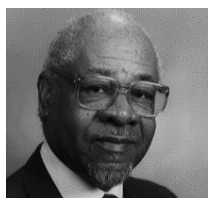


**Melvin C. Hall, JD, Norman OK, Partner-Riggs, Abney, Neal, Turpen, Orbison & Lewis**

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

Mr. Hall brings his perspective as a practicing attorney to the Executive Committee. He served has in the Cleveland County District Attorney's Office and as Executive Director of the Oklahoma Human

Rights Commission. Hall is an "AV rated" attorney, signifying years of practice with the highest levels of skill and integrity.



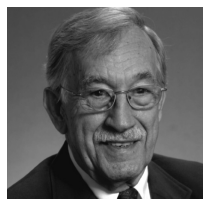
**George Henderson, PhD, Norman, OK, S. N. Goldman Professor Emeritus, David Ross Boyd Professor Emeritus, and Regents' Professor Emeritus of Human Relations, Education, and Sociology, University of Oklahoma.**

MA, PhD- Wayne State University  
George Henderson has been a civil rights activist for 53 years and a university professor

for 47 years.

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

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

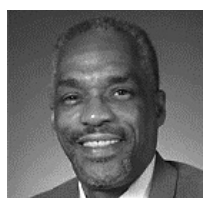


**Richard E. Hilbert, PhD, Norman OK, Professor Emeritus and former Chair, Department of Sociology, University of Oklahoma**

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

After teaching for seven years at Allegheny College in Western Pennsylvania, Hilbert joined the faculty of the University of Oklahoma

as the Chairman of the Department of Sociology. In addition to his administrative duties, Hilbert taught courses on the Sociology of Crime and Delinquency, Criminal Justice, and the Sociology of Religion. An incurable theorist, Hilbert published a number of papers on the theory of anomie as an explanation for crime and social unrest in societies of the American type. His latest publication, entitled Adaptive Structures and the Problem of Order, is included in a collection of essays on the theories of Talcott Parsons, published by Midrash Publishers in London, England. His latest paper, yet to be published, is entitled The Command Economy as an Adaptive Structure. Hilbert's interests vary widely. In retirement, he has been a lobbyist for AARP at the Capital in OKC, and a monitor for the elections in Nicaragua in 1990 and in El Salvador in 1995. Before embarking on a career as a Professor of Sociology, Hilbert was a professional jazz drummer. He continued to play part-time as a jazz musician after coming to OU. After retiring from OU, Hilbert held positions at Oklahoma City University and the University of Science and Arts of Oklahoma in Chickasha, Oklahoma.



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

PhD- University of Florida; MS- C.W. Post-Long Island University; BSE- Arkansas State University-

Thomas L. Hill is Iowa State's Senior Vice President for Student Affairs. At Iowa State, Hill serves as permanent chair of the VEISHEA Advisory Council and has headed

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



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

PhD, MA-The University of Oklahoma

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

and Mainland China.

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

# Southwest Center for Human Relations Studies

## EXECUTIVE COMMITTEE MEMBERS



**Jessica Martinez-Brooks, MA, Norman, OK- Director of Diversity Enrichment Programs, Recruitment and Admissions, University of Oklahoma**

MA, BA -The University of Oklahoma  
Jessica Martinez-Brooks currently serves as the Director of Diversity Enrichment Programs at the University of Oklahoma. Prior to joining OU, Martinez-Brooks worked as the

Director of Community Outreach and Education at Oklahoma City Community College with a goal of improving and increasing access to post-secondary education for at-risk, low-income, urban, and minority populations. Martinez-Brooks received her BA in journalism and a master's degree from the University of Oklahoma. She was recognized for her work in racial and social justice by the Federal Bureau of Investigation in 2014 and the United Nations of Greater Oklahoma City in 2015. She was named Volunteer of the Year by the Latino Community Development Agency in 2006 and named to the "Forty Under 40" and "Achievers Under 40" lists by OKC Business and The Journal Record. In 2014, she received the Robert P. Todd Leadership Award for her work at OCCC and was named to the OCCC Alumni Hall of Fame in 2007. She currently serves on a number of boards and organizations in the metro area including: the Regional Food Bank, Teach for America, Historic Capitol Hill, South Oklahoma City Rotary and Leadership Oklahoma City. She is married to Michael Brooks-Jimenez and resides in Southwest Oklahoma City with her husband and children, Joaquin and Lucy.



**Joshua B. Nelson, PhD, Norman, OK, Associate Professor, Department of English, University of Oklahoma**

PhD, MA- Cornell University; BA-Yale University

A native Oklahoman, Cherokee citizen Joshua Nelson studied psychology at Yale, began his career in education as a high school English teacher in Oklahoma City, and then

headed to New York to pursue his graduate degree at Cornell. He specializes in the study of Cherokee literature and culture, as well as American Indian film. In addition to his position as Associate Professor of English, he is affiliated faculty with Native American Studies, and Film and Media Studies at the University of Oklahoma. His book, *Progressive Traditions: Identity in Cherokee Literature and Culture* came out from the University of Oklahoma Press in 2014. He is at work on representations of the body in Indigenous film. Outreach to American Indian communities in scholarship and teaching is of paramount concern to Joshua and he has tried to make his research relevant to the lives of contemporary Native people. He also looks to demonstrate the value of diverse and pluralistic ways of understanding experiences and adapting traditions in contemporary contexts. His work coordinating the Native Crossroads Film Festival and Symposium, and his teaching of the open access course Native Peoples of Oklahoma has helped forge connections among many indigenous communities and the academy.



**Teresa (Teri) Mora, Guymon, OK, Director of Hispanic Student Services and of Upward Bound, Academic Affairs, Oklahoma Panhandle State University**

MA, University of Central Oklahoma; BA, Wartburg College

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

and Guymon, Oklahoma. Teri Mora is the recipient of the Oklahoma Governor's Arts Award in Education in 2002, the Oklahoma Multi-Cultural Teacher of the Year in 2003, a charter member of Oklahoma Leadership Arts in 2008, was selected as the Oklahoma representative for the State of Latinos in Education Summit in 2010, and as the Guymon, Oklahoma Citizen of the Year in 2011. Mora also served on the Governor's Advisory Council for Latin American and Hispanic Affairs from 2003-2010. Her educational philosophy stems from Gandhi's words, "Be the change you wish to see in the world" as she works tirelessly to do just that. She and her husband, Ricardo, are the parents of four children.



**David L. Tan, PhD, Norman, OK, Professor and Chair of the Department of Educational Leadership and Policy Studies**

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

Dr. David Tan is Professor and Chair of the Department of Educational Leadership and Policy Studies in the Jeannine Rainbolt College of Education at the University of Oklahoma.

His academic specialty is higher education administration. He has an intensive commitment to teaching graduate level classes for which he has been awarded at least two teaching awards. He also has received a mentoring award for his work in facilitating, supporting, and challenging junior faculty members to become the best they can be.



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

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

Beth Wilson is executive assistant to the president and director of institutional access and equity at Southern Methodist University.

She comes to SMU from Oklahoma City with a strong background in law, education and affirmative action administration.

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



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

Mrs. Morales has been a long time advocate in the Oklahoma City community in the areas of education, children, families, history and politics. Among the organizations on which Sylvia has energetically work are Latino Community Development Agency,

Archdiocesan Council of Catholic Women, Alumni Association of Girl Scouts Red Lands Council, and the Catholic Archdiocese Commission for Justice and Human Development.

# Southwest Center for Human Relations Studies

## EXECUTIVE COMMITTEE MEMBERS

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### Ex-Officio Members:



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

PhD- Purdue University

Dr. Pappas helped to create the National Conference on Race and Ethnicity after recognizing in the late 1980's that higher education institutions needed to do a

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

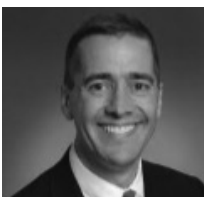


**Belinda Biscoe, PhD, Norman, OK, Associate Vice President, University Outreach, Public and Community Services Division, University of Oklahoma**

PhD- University of Oklahoma; MA, BA- Fisk University

In her role as associate vice president of University Outreach, Dr. Biscoe provides leadership for over 500 individuals in 18

departments within the Public and Community Services division. Dr. Biscoe also serves as the Executive Director of the Southwest Center for Human Relations Studies, the home of NCORE. Dr. Biscoe's colleagues and friends often refer to her as a renaissance woman because of her many talents and her ability to successfully juggle a tremendous workload that would drown most professionals.



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

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

Dr. Shad Satterthwaite is assistant vice president for Continuing Education Academic Programs. Before coming to OU Outreach,

he served as OU's equal opportunity officer and as assistant to the president. He has also taught numerous political science courses at OU, managed the university's faculty-in-residence program, and served as an adjunct faculty member with the College of Liberal Studies and Advanced Programs. He is also a lieutenant colonel in the National Guard and has served two tours in Afghanistan. Dr. Satterthwaite has been named Foundation for Defense of Democracies Academic Fellow and the President's Distinguished Faculty Mentoring Program Outstanding Mentor as well as receiving the UOSA's Outstanding Faculty Award in addition to other awards. In addition to his many professional achievements, Dr. Satterthwaite has also published a variety of articles, papers, and other works, focusing mostly on political science, public administration, education, and history.



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

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

NCORE 2014 was Dr. Wong's first as the new director of the SWCHRS, but far from her first as participant and presenter. Kathleen Wong (Lau) was most recently a consultant

to the Dean of the College of Veterinary Medicine at Michigan State University where she was co-writing, designing and implementing the integration of a model for intercultural education, diversity, and inclusion for faculty, staff, students, and veterinary professionals.

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



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## CALL FOR PAPERS FOR FALL 2016

Submission Deadline: November 1, 2016 — Accepting manuscripts on rolling basis

The *Journal Committed to Social Change on Race and Ethnicity* (JCSCORE) invites you to submit your work for the Fall 2016 Issue. The deadline is November 1<sup>st</sup>, 2016 to be considered for our Fall 2016 Issue. The editorial board of JCSCORE is seeking critical scholarship that transcends disciplinary boundaries including research articles and monographs, as well as creative papers that pursue innovative formats of scholarly work and approaches including narrative, poetry, and digital media. Manuscripts submitted to JCSCORE should contribute innovative research and ideas that increase awareness research and practice on race and ethnicity in higher education.

The *Journal Committed to Social Change on Race and Ethnicity* (JCSCORE) is an interdisciplinary, peer-reviewed journal published by the National Conference on Race and Ethnicity (NCORE). As an NCORE publication, JCSCORE promotes an exchange of ideas that can transform lives, enhance learning, and improve human relations in higher education. The editors of JCSCORE welcome high-quality, original, and innovative manuscripts that address the interconnections of race, ethnicity and sovereignty in higher education policy, practice, and theory.

JCSCORE is looking for manuscripts with research in the following content areas: qualitative and quantitative research, assessment and evaluation, pedagogies, critical theory, policy, theory to praxis, ethnic studies, situational efforts at transformation, social identities, Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ), intergroup dialogue and facilitation, environment, sustainability and environmental justice, student leadership, organizing and coalition building, science, technology, engineering and math (STEM), body arts, visual arts and performing arts, collegiate athletics, health sciences, and innovative ideas for research in race and ethnicity, in higher education.

### **Specific Guidelines: Submission Deadline: November 1<sup>st</sup>, 2016**

Manuscripts must include an abstract and should not exceed 30 pages total double-spaced and should conform to APA 6th Edition guidelines. **The deadline for submissions is November 1st, 2016.** Please include a cover letter with your submission explaining how your work contributes to the mission and scope of JCSCORE. All documents should be submitted as word doc. Please visit <https://www.ncore.ou.edu/en/jcscore/> to read the Overview and Submission Guidelines.

Please refer to JCSCORE website for more detailed author guidelines and submission processes. To submit a manuscript or to ask for more information please contact Dr. Cristobal Salinas Jr., Manager Editor, at [salinasc@fau.edu](mailto:salinasc@fau.edu).

Follow us on Twitter: @JCSCORE

# NATIONAL ADVISORY COUNCIL (NAC)

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## CHIEF DIVERSITY OFFICERS AND EXECUTIVE LEADERSHIP

**Keith Barnes, MS Ed.**  
Diversity Practitioner  
Illinois Diversity Council

**Mohammed Bey, MS**  
Director of Diversity  
and Inclusion  
Title IX Coordinator  
Northeast Wisconsin  
Technical College

**Christine Clark, EdD**  
Professor of Curriculum and  
Instruction, Senior Scholar for  
Multicultural Education, and  
Founding Vice President for  
Diversity and Inclusion  
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Director  
UNC Charlotte

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The Kentucky Commission  
on Human Rights for the  
Commonwealth of Kentucky

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Associate Director of Programs,  
SPCS and Director, SMYSP  
Stanford University

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Assistant Professor  
Florida Atlantic University  
Chief Diversity Officers and Executive  
Leadership

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Chief Diversity Officer  
McNeese State University

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Vice President/Chief  
Diversity Officer  
Onondaga Community Services

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Assistant Dean,  
Diversity Success  
Kent State University

**Kimberly Chavis**  
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Harper Community College

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Associate Provost & Chief  
Diversity Officer  
University of Georgia

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MS, M. Ed.  
University Diversity and  
Inclusion Officer  
University of Wisconsin-Parkside

**Bryan Samuel**  
Director, Office of Equity  
and Diversity  
University of Tennessee

**Jesus Garcia Trevino**  
Associate Vice-President  
for Diversity and Senior  
Diversity Officer  
University of South Dakota

## FACULTY INTERESTS AND NEEDS (FIN)

**Zoila Airall, PhD**  
Assistant Vice President for  
Campus Life  
Duke University

**Mary Ann Benites-Kaplan, EdD**  
TEFL Program Faculty  
University of Miami

**Cris Cullinan, PhD**  
National Consultant in Equity  
and Inclusion  
ALIVE: Actual Leadership in  
Vital Equity

**Beth Durodoye, EdD, NCC**  
Professor and Chair, Department  
of Leadership, Technology, and  
Human Development  
Georgia Southern University

**Daniel Eisen**  
Assistant Professor, Sociology  
Pacific University

**Veronica Gerace, EdD**  
Professor  
San Diego Mesa College

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Associate Professor  
University of Minnesota

**Tamara Johnson**  
Director, Faculty Diversity  
Initiatives  
University of Chicago

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Director, Graduate Recruitment  
North Carolina State University

**Kristina Marshall, BA, JD**  
Professor of Social Sciences  
Baker College of Owosso

**Ricardo Montelongo, PhD**  
Assistant Professor  
Sam Houston State University

**Margo Okazawa-Rey**  
Professor, School of Human and  
Organizational Development  
Fielding Graduate University

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

**Becky Pettitt, PhD**  
Vice Chancellor for Equity,  
Diversity and Inclusion  
University of  
California, San Diego

# NATIONAL ADVISORY COUNCIL (NAC)

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## HUMAN RESOURCES: ADMINISTRATION AND STAFF RECRUITMENT AND PROFESSIONAL DEVELOPMENT

**Marco Barker, PhD**

Sr. Director for Education,  
Operations, and Initiatives &  
Clinical Assistant Professor  
University of North Carolina at  
Chapel Hill

**Ebony Caldwell, EdD**

Project Director  
Monroe Community College

**Isaac Dixon, PhD**

Associate Vice President  
Human Resources  
Lewis & Clark College

**Nzingha Dugas, MA**

Director- African American  
Student Development Office  
University of  
California- Berkeley

**Kimberly Johnson, MA; EdS**

Executive Staff Assistant  
University of Missouri-  
Kansas City

**David McIntosh, PhD**

Associate Dean for Urban  
Health Innovation and Chief  
Diversity Officer  
University of Louisville

**Jennifer Pease, BS; MS**

Indiana U-Purdue U Indianapolis

**Aouie Rubio, MS**

Director of Operations for  
Accreditation & Compliance  
University of San Francisco

**Paula Saltzman, MBA**

Diverse Workforce Recruiter  
Harper College

**Gaynelle Wethers, BSMS**

Independent Education  
Management Professional

**Beabe Akpojovwo**

Administrative Assistant and  
Director of Operations for the  
Vice President for Diversity  
Bellevue College

**Ayeshah English, LL.M.**

President  
A.F.English & Associates

**Damon Williams**

Director of Diversity,  
Community and Recruitment  
Emory University

## NCORE CONFERENCE MARKETING, LEADERSHIP, AND OUTREACH

**Elizabeth Castle, PhD**

Director  
Warrior Women

**Marion Cloete**

Director of Diversity Services  
California Western  
School of Law

**Carretta Cooke**

Chief Educational Consultant  
Beyond Boundaries Consulting

**Debbie Corsino, Ed M**

Diversity Recruitment &  
Retention Specialist  
Western Washington University

**Elonda Ervin, PhD; CDP**

Executive Director of  
Multicultural Services  
& Programs  
Indiana State University

**James A Felton III**

Chief Diversity Officer  
Anne Arundel  
Community College

**Henry Grubb, PhD**

Professor of Psychology  
University of Dubuque

**Chanel Hampton, MA, MA Ed.**

Executive Director  
Detroit Public Schools

**Marisa Herrera**

Executive Director, Community  
Building and Inclusion  
University of Washington

**Natalie Herring, MS**

Vice President for Enrollment  
Management  
Cottery College

**Lori Manzanares, MA, Ed.S.**

Director, High School  
Equivalency Program  
Washington State University

**Dana Patterson, PhD**

Director  
Bolinga Black Cultural  
Resources Center

**G. Dean Patterson, MS**

Associate Vice President and  
Dean of Students  
Case Western Reserve  
University

**Manuel Alejandro Pérez**

Dean of Student Development  
American River College

**Cesar Ramos**

Coordinator  
Saint Mary's College of  
California

**Jack Soto, MSOD**

Program Administrator  
American Indian College Fund

**D. Scott Tharp, MSW**

Assessment Coordinator  
DePaul University

**Lena Tran**

Intercultural Programming  
Coordinator  
University of South Dakota

# NATIONAL ADVISORY COUNCIL (NAC)

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## STUDENT AFFAIRS AND AFFILIATED PROFESSIONALS

**Edwanna Andrews, MA**  
Director, Social Justice  
and Advocacy  
University of Central Florida

**Celina Chatman Nelson**  
Assistant Director and  
UChicagoGRAD Diversity Lead,  
Office of the Provost  
University of Chicago

**Oscar Collins**  
Interim Co-Director  
University of  
Massachusetts Amherst

**Vicki Gist, M.Ed.**  
Assistant Dean of Students  
University of Virginia

**Toby Jenkins, Ph.D**  
Assistant Professor,  
Higher Education  
Georgia Southern University

**Terri Johnson, MLS**  
Assistant Dean for Student  
Multicultural Affairs  
Southwestern University

**Art King, MEd**  
Associate Vice President for  
Student Affairs  
Baruch College - City University  
of New York

**Africa Lozano, MS**  
Director of Academic  
Support Services  
University of Wisconsin-Madison

**Heather McCambly**  
Project Director, Pathways to  
Results, Office of Community  
College Research and  
Leadership  
University of Illinois

**Bryan Nance, MPA**  
Director of College Counseling  
The SEED School

**Natalie Nguyen, MEd**  
Assistant Director  
NC State University

**Mabel Oviedo**  
Student  
University of Pennsylvania

**Ursula Monique Robinson-  
Nichols, EdD**  
Associate Dean of Students and  
Equity, Diversity and Inclusion  
Vanderbilt-Peabody College

**Genyne Royal, PhD**  
Engagement Director  
Michigan State University

**Ariana Vargas, M.Ed.**  
Student Program Coordinator  
Florida State University

**Christopher Weiss, MA, M. Ed**  
Senior Academic Counselor  
Syracuse University

## STUDENT PARTICIPATION AND LEADERSHIP

**Vivianna Alvarez**  
Assistant Area Coordinator  
Residence Life  
Hampshire College

**Carolyn Barber-Pierre**  
Asst Vice President for  
Student Affairs  
Tulane University

**Stacey Cleveland, MA**  
Managing Director, African  
American Community Initiatives  
Teach For America

**Timeka Gordon, MS**  
Associate Director  
Texas Christian University

**Monica Green, MA**  
Director  
Indiana University

**Romeo Jackson**  
Student  
Northern Illinois University |  
University of Utah

**Temple Jordan, MEd**  
Interim Assistant Director of  
Mentoring & Inclusion Programs  
Rowan University

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

**Janice Mitchell, EdD, CDP**  
Professor  
Gallaudet University, (Ret.)

**Allison Montai**  
Assistant Director,  
Women's Center  
Grand Valley State University

**Olivia Muñoz, MFA**  
Doctoral Candidate  
University of San Francisco

**Iris Outlaw, MSA**  
Director, Multicultural Student  
Programs and Services  
University of Notre Dame

**Jason Rodriguez**  
Director of  
Multicultural Programs  
Linfield College

**Naomi Taylor, EdD**  
Educational Equity Coordinator  
Minneapolis Public Schools

**Quantá Taylor, MA**  
Coordinator of Student  
Involvement  
The Ohio State University

**Adrienne Thunder**  
Doctoral student in Educational  
Leadership & Policy Analysis  
University of Wisconsin-Madison

**Nadia Williams**  
Director, Parsons Scholars  
Program and Faculty of  
Diversity and Inclusion  
Parsons School of Design/ The  
New School

# STUDENT SCHOLARSHIP RECIPIENTS

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Currently in its 23rd 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.

**Marshall Anthony, Jr.**

2nd Year Master's Student  
Higher Education Administration  
North Carolina State University

**Sandra Asante**

Senior  
Neuroscience and Psychology  
University Of Colorado-Boulder

**Rachel Berner-Hays**

Junior  
Sociology  
Scripps College

**Kourtney Brodnax**

3rd Year Undergraduate Student  
Social Digital Branding  
Whittier College

**Morgan Foreman**

3rd Year Undergraduate Student  
Psychology  
Georgia Institute of Technology

**Stacey Garrett**

3rd Year Ph.D Student  
Higher Education  
Clemson University

**Isabella Griffin**

3rd Year Undergraduate Student  
Psychology  
University of Redlands

**Rahwa Haile**

2nd Year Master's Student Life  
Family Nurse Practitioner  
Samuel Merritt University

**Jamaal Harrison**

2nd Year Master's Student Life  
Higher Education Administration  
North Carolina State University

**Blessing Ikpa**

1st. Year Master's Student  
Student Affairs  
University of Oklahoma

**Jenny Johnson-Riley**

5th Year Doctoral Student  
Human Development  
Fielding Graduate University

**Christina Lara**

1st Year Undergraduate Student  
Environmental Policy  
University of Redlands

**Elaine Le**

3rd Year Undergraduate Student  
Sociology  
San Jose State University

**Ariel McMillan**

4th Year Undergraduate Student  
Communication &  
Interdisciplinary Studies  
Eastern Washington University

**Jasmine McNeal**

1st year Undergraduate Student  
Justice Systems  
Truman State University

**Romyn Sabatchi**

1st Year Master's Student  
Student Affairs  
University of San Francisco

**Mariana Paola Sarmiento-Hernández**

3rd Year Undergraduate Student  
Sociology  
University of Nevada, Las Vegas

**Justin Taylor**

3rd Year Undergraduate Student  
Middle-Level Education  
Arkansas State University

**Rachel Vineyard**

1st Year Master's Student  
Clinical Mental Health  
Counseling  
East Tennessee State University

**Amy Wiscombe**

1st Year Master's Student  
Student Affairs  
University of Utah



# POSTER SESSIONS

## NCORE POSTER SESSION – PART I

Please join us at the NCORE 2016 Poster Session in Golden Gate Room 1-3. This year, more than 50 posters were accepted for display and presentation at NCORE 2016. All posters will be on display Thursday, June 2nd.

**THURSDAY, 8:30-11 am Golden Gate Room 1-3**

Posters being presented during this session are as follows

### 8:30am-11:30am

Team Mentoring Program A Scalable, Replicable Program To Develop A New Generation Of Leaders And Scientists  
Case Studies/Model Programs  
J. Manuel Acevedo; Kay Brothers; Carolina Silva

MisMis-education and Missed Opportunity Discussing Race in Predominantly White College Classrooms  
Case Studies/Model Programs  
Tara Affolter

Learning Communities as Campus Change Agents  
Case Studies/Model Programs  
Jane Baas

First in Business - An Orientation Course to Improve Retention  
Case Studies/Model Programs  
Lily Clark

Culturally Competent Customer-Centered Service Your Right...Our Responsibility  
Case Studies/Model Programs  
Marlin Clark; Shellie Enscoe

Engage San Francisco- A Place Based initiative at University of San Francisco  
Case Studies/Model Programs  
Karin Cotterman

The Path from Diverse to Inclusive Case Studies for Faculty, Administrators, and Students in Moving the Needle toward Inclusive Excellence  
Case Studies/Model Programs  
Kimberly Flint-Hamilton; Savannah-Jane Griffin; Vanessa Petion

A Pathway to Racial Justice for Campus Residence Life  
Case Studies/Model Programs  
Heather Hackman

#BlackGirlsMatter an Examination of the Research and Resources for Black Women in Higher Education  
Case Studies/Model Programs  
Shaquita Humphrey-Pressley

It's Not Just Talk - Using our Founding Principles to Revive and Energize a Consciousness of Diversity and Inclusivity on Campus  
Case Studies/Model Programs  
Terri Jett; Monica Strigari

Exploring the Intersection between Colleague Resource Groups and Employee Volunteerism in Social Justice Efforts  
Case Studies/Model Programs  
Janeile Johnson

City Love Healing the Racial Divide on Campus with Music and Dialogue  
Case Studies/Model Programs  
Caselli Jordan; Dwight Dunston  
PWI Access, DENIED!  
Case Studies/Model Programs  
Orlando-Marquez Kittrell

Providing Mentoring and Support for Graduate Students of Color  
Case Studies/Model Programs  
Dalia Llera

Developing Pipeline Programs for Students  
Case Studies/Model Programs  
Dr. Doreen Mingo

Freedom Rides Tracing Civil Unrest in the Midwest, or, Why we left the South  
Case Studies/Model Programs  
Corinne Patterson

Mentorship and Professional Development Fellowship Targeting Undocumented Students  
Case Studies/Model Programs  
Mayra Pelagio

Improving Student Access and Success through Educational Equity Two Models for Change  
Case Studies/Model Programs  
Meagan Pollock

MPC's Inaugural Summer Diversity Fellowship - A Case Study  
Case Studies/Model Programs  
Mia Riza; David Haynes

Mentorship and Professional Development Program with University of California Police Department  
Case Studies/Model Programs  
Derick Romero; Ray Holguin; Daniela De La Cruz

Mentorship and Professional Development Fellowship and its Implementation  
Case Studies/Model Programs  
Alexandra San Pablo

Advancing the Utilization of Conceptual and Theoretical Frameworks in Academic Medicine  
Case Studies/Model Programs  
Sylk Sotto; Paul Porter

Implementation and Efficacy of the Tunnel of Oppression Project at a Mid-Western University  
Case Studies/Model Programs  
Raghav Suri; Nycia Bold

Bridging Cultures and Inclusive Excellence Partnering to Support Community College Student Success  
Case Studies/Model Programs  
R. Arlene Vallie; Liya Escalera

A Guide to Navigating the Financial Aid and College Process for First Generation Students from a Community College Perspective  
Case Studies/Model Programs  
Bilquis Zaka; Al-Lateef Farmer

Engaging Low-Income/First-Generation Students with Project Success a First-Year Learning Community  
Case Studies/Model Programs  
Christopher Zanowski; Alfredo Sandoval Flores

Student Parent Success a Collaborative University Model  
Long-and Short-Range Planning  
Sharalle Arnold; Lisa Hickman

The Urgency of Now Institutional Accountability  
Long-and Short-Range Planning  
Shani Fleming

Mentorship and Professional Development Fellowship  
Long-and Short-Range Planning  
Nancy Robles Alcalá

Developing Engineering Skills through Non-Curricular Experiences A Qualitative Exploration of African American Students  
Theoretical Model  
Stacey Garrett; Julie Martin; Stephanie Adams

African American Doctoral Students at For-Profit Universities A Critical Race Theory Approach  
Theoretical Model  
Jodi Hall

Transforming Healthcare Professional Education Through Exploration of Literature  
Development of Tools for Change  
Theoretical Model  
Marjorie Hammer; Shirley Strong;

Trans\* Talk Honest Conversations about Sex/Gender Politics  
Theoretical Model  
Robert Jensen

The Education and Development of Future Leaders Acknowledging Our Roots of Cultural Diversity and Social Justice  
Theoretical Model  
Matthew Mock

Mentorship and Development Program Framework  
Theoretical Model  
Susana Ramirez Perez

Equity, Diversity and Inclusion (EDI) Listening Projects for Assessment, Healing and Empowerment  
Case Studies/Model Programs  
Kathleen Rice

Counterstories of Race, Intersectionality and Resilience in STEM Education  
Research/Assessment/Evaluation  
Callie Womble



# POSTER SESSIONS

## NCORE POSTER SESSION — PART II

Please join us at the NCORE 2016 Poster Session in Golden Gate Room 1-3. This year, more than 50 posters were accepted for display and presentation at NCORE 2016. All posters will be on display Thursday, June 2nd.

**THURSDAY, 3-6 pm Golden Gate Room 1-3**

Posters being presented during this session are as follows

### 3-6 pm

Inclusive Student Excellence and the Carolina Millennial Scholars Program A Model for Minority Male Undergraduate Success and Outreach  
Case Studies/Model Programs  
Marco Barker; Ada Wilson Suitt

The importance of a Mentorship and Professional Development Program for Undocumented Students  
Curricular/Pedagogical Models  
Alejandra Ayala; Maria Navarro Nunez

The Evolutionary Process of Creating a Culturally Competent Medical and Pharmacy Student  
Curricular/Pedagogical Models  
Andre Burton;

Mentorship and Professional Development Fellowship Program  
Curricular/Pedagogical Models  
Alejandro Espinoza

Medical Education and Health Disparities Can the #BlackLivesMatter Movement be the key?  
Curricular/Pedagogical Models  
Shani Fleming

Towards Healing Landscapes Sustainability Leadership through Place, Relationships, and Expression on Historically White College Campuses  
Curricular/Pedagogical Models  
Kate Flick

Mentorship and Professional Development Program  
Curricular/Pedagogical Models  
Jose Galvez

Mentorship and Professional Development Program  
Curricular/Pedagogical Models  
Ana Guizar

Development, Approval, and Implementation of a Certificate Programs in Cultural Competence  
Curricular/Pedagogical Models  
Professor Motier Haskins

The Education and Development of Future Leaders Acknowledging Our Roots of Cultural Diversity and Social Justice  
Curricular/Pedagogical Models  
Matthew Mock

Undocumented Student on the Rise of Professional Development  
Curricular/Pedagogical Models  
Maria Navarro Nunez; Alejandra Ayala

"Words LIKE Freedom"  
Considering Ethnic Studies and Spoken Word as an Effective Approach to Empower Students of Color and Foster Inclusion in the Face of an Oppressive Reality  
Curricular/Pedagogical Models  
Simbrit V. Paskins; Jose I. Gonzalez

A Social Lab's Impact on Race, Equity and Social Injustice  
Curricular/Pedagogical Models  
Heather Starr Fiedler; Trisha Gadson; Brett Marcoux

Racing Transformational Leadership/Transforming Leadership through Race  
Curricular/Pedagogical Models  
Tonya Walls;

Working Across Difference Delivering Intercultural Competency as a Core Learning Outcome for All Undergraduates  
Curricular/Pedagogical Models  
Wendy Weimerskirch Plager

Enriching a Culture of Equity through Faculty and Staff Inclusively Course Series  
Experimental/Interactive Training  
Mohammed Bey; Jennifer Hill-Kelley

Mentorship and Professional Development Program Overview and Implmentation  
Experimental/Interactive Training  
Montserrat Garcia-Juarez

Creating a Tool Kit for Diversity and Inclusion  
Experimental/Interactive Training  
Gilda Martinez-Alba

Culturally and Linguistically Diverse Teachers Wanted  
How one Teacher Preparation Program in Oregon is helping to fill the void  
Experimental/Interactive Training  
Alexis Mendez

Microaggressions Getting to the Root the Problem (227884634)  
Experimental/Interactive Training  
Consuela Ward

Using Privileges to Expand Institutional Inclusivity  
Policy Issues  
Rebecca Armitage; Shellie Enscoe

Faculty of Color as Pets, Troublemakers, and Academic Outcasts Strategies to Contest Institutional Racism in Higher Education  
Policy Issues  
Ramin Farahmandpur

Institutionalized Racism in Higher Education The Failed "Commitment of Diversity" by The University Washington Tacoma  
Policy Issues  
Kayesee Schermerhorn; Najma Ali; Kirsten Garcia; Arielle Collins; Mara Rae

The Digital Divide and Digital Inequity Technology Use in a Low-Income Los Angeles Charter School  
Research/Assessment/Evaluation  
Nico Aldredge

Liberating the Art Academy Increasing Faculty Diversity in the UK Creative Arts University  
Research/Assessment/Evaluation  
Siobhan Clay

Examining White Privilege Through Participatory Action Research in Higher Education  
Research/Assessment/Evaluation  
Heather French

The Concrete Ceiling, African American Women and Advancement in Higher Education.  
Research/Assessment/Evaluation  
Debra Griffith

Defining the Concept of Intersectionality in the Professional World  
Research/Assessment/Evaluation  
Blessing Ikpa

Navigating the Praxis Performance Assessment for Teachers Critical Reflection for Building Conversations on Social Justice and Equity  
Research/Assessment/Evaluation  
Stephanie Kamai;

The Racial Identity of Multiracial College Students at Predominantly White Institutions  
Research/Assessment/Evaluation  
Kelley Kimple

Addressing the Achievement Gap How Latinos Form their Educational Expectations  
Research/Assessment/Evaluation  
Monica Maldonado

Perceptions of Oppression White Students of Eastern Washington University  
Research/Assessment/Evaluation  
Ariel McMillan

Intergroup Dialogue as a Means to Develop Social Justice Allies  
Research/Assessment/Evaluation  
Milad Mohebbali  
The Role of Race in the Job Acquisition Process  
Research/Assessment/Evaluation  
Yolanda Flores Niemann;

Mapping Multiple Minoritized Identities- The Case of "South Asian" Self-Identifying LGBTQ Young Adults in Toronto  
Research/Assessment/Evaluation  
Dirk J. Rodricks

Exploring Inaccurate Reflections on Privilege and Oppression After a Diversity Workshop  
Research/Assessment/Evaluation  
D. Scott Tharp

An Examination of Factors that Increase or Inhibit Black College Students' Engagement in Counter Spaces on PWI's/HWIs  
Research/Assessment/Evaluation  
Brian Woodward

# FEATURED KEYNOTES

NCORE 2016

**TUESDAY, MAY 31 — 8:00 - 9:15 PM**

**Grand Ballroom, Grand Ballroom Level**



## SHAUN HARPER

Recognized in *Education Week* as one of the 12 most influential professors in the field of education, Shaun Harper studies topics pertaining to race, equity, and student success in U.S. education. He teaches in the Graduate School of Education, Africana Studies, and Gender Studies at the University of Pennsylvania, where he founded and serves as executive director of the Center for the Study of

Race & Equity in Education. He is author of more than 100 peer-reviewed journal articles and other academic publications, and recipient of nearly \$12 million in research grants and contracts. Johns Hopkins University Press is publishing *Race Matters in College*, Dr. Harper's 13th book. *The New York Times*, *Washington Post*, *Wall Street Journal*, *Chronicle of Higher Education*, and more than 11,000 other newspapers have quoted Professor Harper and featured his research. He has been interviewed on CNN, ESPN, and NPR, and is president-elect of the Association for the Study of Higher Education.

**WEDNESDAY, JUNE 1 — 1:00 - 2:15 PM**

**Grand Ballroom, Grand Ballroom Level**



## DOLORES HUERTA

Dolores Huerta is a legendary labor leader, women's advocate, and civil rights activist who co-founded the United Farm Workers (UFW).

Working alongside UFW President César Chavez, Huerta was involved in numerous community and labor organizing efforts in Central California and quickly became a skilled organizer and negotiator for the union. In the UFW she was instrumental in the union's many successes, including the strikes against

California grape growers in the 1960s and 1970s. As an advocate for farmworkers' rights, Huerta was arrested twenty-two times for participating in non-violent civil disobedience activities and strikes.

Huerta stepped down from her position at the UFW in 1999, yet she continues to work to improve the lives of workers, immigrants and women and children. As founder and president of the Dolores Huerta Foundation, she travels the country, engaging in campaigns and influencing legislation that supports equality and defends civil rights. Five decades since the creation of the UFW, Huerta still works tirelessly, developing new leaders and advocating for the working poor, women, and children. She speaks regularly to students and organizations across the United States and abroad about issues of social justice and public policy.

Huerta has received numerous awards and honors for her activism and community service including the Eleanor Roosevelt Human Rights Award from President Clinton, The Puffin Foundation's Award for Creative Citizenship, the Ellis Island Medal of Freedom Award, and The Smithsonian Institution's James Smithson Award, among many others.

*Ms. Magazine* named Huerta One of the Three Most Important Women of 1997 and *Ladies Home Journal* listed her as one of the 100 Most Important Woman of the 20th Century. She has nine Honorary Doctorates from universities throughout the United States and Huerta, mother of 11 children, was inducted to the National Women's Hall of Fame in 1993.

In 2012, President Obama bestowed Huerta with her most prestigious award, The Presidential Medal of Freedom, the highest civilian award in the United States. Upon receiving this award Huerta said, "The freedom of association means that people can come together in organization to fight for solutions to the problems they confront in their communities. The great social justice changes in our country have happened when people came together, organized, and took direct action. It is this right that sustains and nurtures our democracy today. The civil rights movement, the labor movement, the women's movement, and the equality movement for our LGBT brothers and sisters are all manifestations of these rights."

**THURSDAY, JUNE 2 — 1:00 - 2:15 PM**

**Grand Ballroom, Grand Ballroom Level**



## MATIKA WILBUR

Matika Wilbur, one of the Pacific Northwest's leading photographers, has exhibited extensively in regional, national, and international venues such as the Seattle Art Museum, the Burke Museum of Natural History and Culture, The Tacoma Art Museum, The Royal British Columbia Museum of Fine Arts, and the Nantes Museum of Fine Arts in France. She studied photography at the Rocky Mountain School of Photography in Montana and received a bachelor's degree from Brooks

Institute of Photography in California. Her work led her to becoming a certified teacher at Tulip Heritage High School, providing inspiration for the youth of her own indigenous community.

Matika, a Native American woman of the Swinomish and Tulalip Tribes (Washington) is unique as an artist and social documentarian in Indian Country. The insight, depth, and passion with which she explores the contemporary Native identity and experience are communicated through the impeccable artistry of each of her silver gelatin photographs.

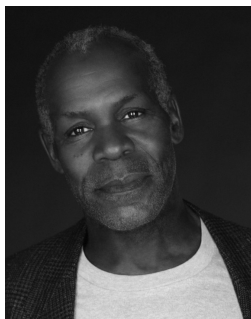
She is currently working on Project 562, a national documentary project dedicated to photographing contemporary Native America.

# FEATURED KEYNOTES

NCORE 2016

**FRIDAY, JUNE 3 — 1:00 - 2:15 PM**

**Grand Ballroom, Grand Ballroom Level**



## DANNY GLOVER

Actor, producer, and humanitarian, Danny Glover has been a commanding presence on screen, stage, and television for more than 25 years. As an actor, his film credits range from the blockbuster *Lethal Weapon* franchise to smaller independent features, some of which Glover also produced. In recent years, Glover has

starred in an array of motion pictures, including the Oscar-nominated hit *Dreamgirls*.

Glover has gained both respect and is renowned for his wide-reaching community activism and philanthropic efforts, with a particular emphasis on advocacy for economic justice and access to health care and education programs in the US and Africa. Currently Glover serves as UNICEF Ambassador.

**SATURDAY, JUNE 4 — 12:15 - 1:30 PM**

**Grand Ballroom, Grand Ballroom Level**



## REZA ASLAN

Reza Aslan is the author of the international bestseller *No god but God: The Origins, Evolution, and Future of Islam*, which has been named by Blackwell Publishers as one of the 100 most important books of the last decade. It's now available in thirteen languages, and was re-released with new content to coincide with the tenth anniversary of 9/11. He is the host of new CNN spiritual adventure series *Believer*, where he participates in endurance worship, rituals,

and rites of passage, to learn about "worlds that have been molded by faith and tradition." He is also the author of *How to Win a Cosmic War*, a contributing editor to *The Daily Beast*, and a member of many prominent foreign relations and policy councils. He is also the editor of two volumes: *Tablet and Pen: Literary Landscapes from the Modern Middle East*, and *Muslims and Jews in America: Commonalties, Contentions, and Complexities*. These literary anthologies use the arts

to bridge the gap of understanding between East and West, and to strengthen Jewish and Muslim relations. His next book, *The Story of God*, will be published by Random House (release date to come). He is also the executive producer of a new ABC TV drama, *Of Kings and Prophets*, which spins a Biblical tale about a king, a prophet and a shepherd, all of whom are "on a collision course with destiny" (release date to come).

Aslan appears regularly in the media, on *The Daily Show with Jon Stewart* and *The Colbert Report* among other high profile outlets. In the corporate realm, Aslan is President and CEO of Aslan Media Inc., which runs BoomGen Studios, a unique media company focused entirely on entertainment about the Greater Middle East and its Diaspora communities. He has degrees in Religion from Santa Clara University, Harvard, and UC Santa Barbara, as well as a Master of Fine Arts from the University of Iowa, where he was named the Truman Capote Fellow in Fiction. Aslan is the host of The Writer's Room, a monthly literary event in Los Angeles that features conversations with writers including B.J. Novak, Lawrence Wright, and T.C. Boyle.

# CAUCUS SCHEDULE

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

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 CAUCUS

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

### Schedule:

APINCORE Meeting: Tuesday, May 31 — 6:00 – 7:30 pm Location: Continental Ballroom Parlor 2, Ballroom Level

Joint Caucus Mixer: Wednesday, June 1 — 2:15 – 3:00 pm, Location: Golden Gate 4-5, Lobby Level

APINCORE Meeting: Thursday, June 2 — 6:00 – 7:30 pm Location: Continental Ballroom Parlor 2, Ballroom Level

## 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: TBD, See Addendum

NATIONAL SUMMIT: TBD, See Addendum

## LATINX CAUCUS

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.

### Schedule:

Joint Caucus Mixer: Wednesday, June 1 — 2:15 – 3:00 pm, Location: Golden Gate 4-5, Lobby Level

Meeting: Thursday, June 2 — 2:15 – 3:00 pm, Location: Golden Gate 5, Lobby Level

Meeting: Friday, June 3 — 2:15 – 3:00 pm, Location: Golden Gate 5, Lobby Level

## WHITES PARTNERING TO DISMANTLE RACISM CAUCUS

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.

Meeting: Wednesday, June 1 — 11:45 am – 1:00 pm, Location: Golden Gate 6, Lobby Level

Joint Caucus Mixer: Wednesday, June 1 — 2:15 – 3:00 pm, Location: Golden Gate 4-5, Lobby Level

Meeting: Thursday, June 2 — 6:00 – 7:00 pm, Location: Golden Gate 6, Lobby Level

## 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.

Dinner: Monday, May 30 — 6:00 – 9:00 pm, Email [torres@csus.edu](mailto:torres@csus.edu) for meeting information and location

Meeting: Tuesday, May 31 — 5:30 – 7:00 pm, Location: Continental Ballroom Parlor 1, Ballroom Level

Joint Caucus Mixer: Wednesday, June 1 — 2:15 – 3:00 pm, Location: Golden Gate 4-5, Lobby Level

Meeting: Thursday, June 2 — 6:00 – 8:00 pm, Location: Continental Ballroom Parlor 1, Ballroom Level

## LGBTQ PEOPLE OF COLOR CAUCUS

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.

Meeting: Tuesday, May 31 — 6:00 – 7:30 pm, Location: Continental Ballroom Parlor 3, Ballroom Level

Joint Caucus Mixer: Wednesday, June 1 — 2:15 – 3:00 pm, Location: Golden Gate 4-5, Lobby Level

Meeting: Friday, June 3 — 6:00 – 7:30 pm, Location: Continental Ballroom Parlor 3, Ballroom Level



# TUESDAY, MAY 31

AT A GLANCE

| TIME              | SESSION # | TITLE   | TOWER                                     |
|-------------------|-----------|---|---|
| 8:30 AM - 5:30 PM | 1101      | The Complexity of Student-Centered Work, Race, and Inclusion in the American Academy  | Continental Ballroom 1, Ballroom Level    |
|                   | 1102      | Make Assessment and Evaluation Work for Diversity, Equity, and Inclusive Excellence: It Works If You Work It!   | Continental Ballroom 2, Ballroom Level    |
|                   | 1103      | Clearing a Path for Healing to Enter: Exploring a Process of Liberation from Internalized Racism  | Continental Ballroom 3, Ballroom Level    |
|                   | 1107      | SLDP - How It Works: The Undergraduate Students' Guide to Understanding, Navigating, and Being Transformational Leaders on College Campuses   | Continental Ballroom 7, Ballroom Level    |
|                   | 1108      | Five Lenses for Educating and Assessing Cultural Competence   | Continental Ballroom 8, Ballroom Level    |
|                   | 1109      | Not in My School! How White Supremacy, White Privilege, and Other Forms of Oppression Undermine Best Intentions   | Continental Ballroom 9, Ballroom Level    |
|                   | 1110      | Hip Hop Education and Social Justice: Pedagogy, Praxis, Engagement, and Action  | Imperial Ballroom A, Ballroom Level       |
|                   | 1111      | Social Justice Training Institute: The Student Experience   | Imperial Ballroom B, Ballroom Level       |
|                   | 1112      | Trends in Latinos in Higher Education: Preparing Ourselves to Support the Largest Growing Population in Higher Education  | Franciscan Ballroom A-B, Ballroom Level   |
|                   | 1113      | Navigating Triggering Events: Critical Competencies for Facilitating Difficult Dialogues  | Franciscan Ballroom C-D, Ballroom Level   |
|                   | 1114      | Multiculturalism, Internationalization, and Global Citizenship: Examining the Ethics and Efficacy of the Business and Social Justice Cases in Diversifying Today's College and Universities | Union Square 1-2, Tower 3, Fourth Floor   |
|                   | 1115      | Safe Spaces, Brave Spaces: Activating Intersectionality to Support LGBTQ+ People of Color, OR, a Safe Space for Whom?   | Union Square 3-4, Tower 3, Fourth Floor   |
|                   | 1116      | Only by Understanding the Patterns of the Supremacy of Whiteness at Your Institution Can You Begin to Change Those Systems  | Union Square 5-6, Tower 3, Fourth Floor   |
|                   | 1117      | The Fundamentals of Social Justice Education  | Union Square 13, Tower 3, Fourth Floor    |
|                   | 1118      | Beyond Blood Quantum: A Conversation on American Indian Identity and Racial Resiliency  | Union Square 14, Tower 3, Fourth Floor    |
|                   | 1119      | Intersectionality, Race, and Identity: Core Tenets, Models, and Integration into Practice   | Union Square 15-16, Tower 3, Fourth Floor |
|                   | 1120      | Honoring Intersections of Identities: Dynamic Cultural Centers as Campus Change Agents  | Union Square 17-18, Tower 3, Fourth Floor |
|                   | 1121      | The Practice of Inclusive Leadership: Developing Authenticity, Humility, and Presence   | Union Square 19-20, Tower 3, Fourth Floor |
|                   | 1122      | Creating Counter-Storytelling Community for Cross-Race Dialogue   | Union Square 22, Tower 3, Fourth Floor    |
|                   | 1123      | The Chief Diversity Officer: Role, Structure, Strategy, and Sustainability  | Union Square 23-24, Tower 3, Fourth Floor |
|                   | 1124      | The Next Chapter: Our Stealth Leadership Legacy - Women of the Academy Transforming Systems of Race, Power, and Privilege   | Lombard Room, Tower 3, Sixth Floor        |
|                   | 1125      | Building Successful, More Inclusive Searches: Leading the Transformation from Conventional Recruitment Practices to Develop a More Inclusive Campus Climate                                 | Mason Room, Tower 3, Sixth Floor          |
|                   | 1126      | We Are Historic! Harnessing Strength, Courage, and Confidence in the Necessary Journeys of First Generation College Students  | Powell Room, Tower 3, Sixth Floor         |
|                   | 1127      | Black Identity Development at American Higher Institutions: An Examination of How Concepts of Blackness Informs the Campus Climate Experience   | Sutter Room, Tower 3, Sixth Floor         |

# TUESDAY, MAY 31

AT A GLANCE

| TIME              | SESSION # | TITLE  | TOWER   |
|-------------------|-----------|--|---|
| 8:30 AM - 5:30 PM | 1128      | Asian Americans and Pacific Islanders (AAPI): Lifting Our Voices, Strengthening Our Identities While Promoting Equality, Inclusion, and Social Justice | Taylor Room, Tower 3, Sixth Floor             |
|                   | 1129      | Talking Amongst Ourselves, Part Two: Women of Color Connecting with One Another, Connecting with Ourselves   | Van Ness Room, Tower 3, Sixth Floor           |
| 12-1:15 PM        | 1200      | BE(coming)   | Grand Ballroom, Grand Ballroom Level          |
| 5:30-7 PM         | 1400      | Native Delegates of NCORE Caucus   | Continental Ballroom Parlor 1, Ballroom Level |
| 6:00-7:30 PM      | 1401      | Student Scholars & Student Reception   | Golden Gate 1-3, Lobby Level                  |
|                   | 1402      | APINCORE Caucus  | Continental Ballroom Parlor 2, Ballroom Level |
|                   | 1403      | LGBTQ People of Color Caucus   | Continental Ballroom Parlor 3, Ballroom Level |
| 8-9:30 PM         | 1500      | The Pervasiveness of Racism in U.S. Higher Education   | Grand Ballroom, Grand Ballroom Level          |
| 8-9:30 PM         | 1501      | <i>No Más Bebés</i>  | Imperial Ballroom B, Ballroom Level           |



# PRE-CONFERENCE INSTITUTES

8:30 AM TO 5:30 PM

1101

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

Continental Ballroom 1, Ballroom Level

This pre-conference institute will explore how race has shaped the development of Student Affairs as a professional practice. Through a review of Student Affairs history, student activism, changes in public policy, and the development of academic disciplines, presenters will discuss the dynamic process of student-centered work and the challenges (and opportunities) it presents in today's environment. Guiding the institute are these questions:

- How can professionals in Residential Life, Fraternity and Sorority Affairs, Student Activities, Student Support Services, Community Services, Student Conduct, Wellness, and other Student Affairs offices engage in anti-racist practices to affect progressive change?
- How do professionals in cultural centers negotiate institutional priorities and tensions with underrepresented student needs and perspectives?
- At this important time in the United States, what is the role of student development in the American academy?

**Mohammed Bey**, Director, Diversity and Inclusion, Northeast Wisconsin Technical College - Green Bay, WI

**Paul Buckley**, PhD, Assistant Vice President, The Butler Center, Colorado College - Colorado Springs, CO

**Teri Johnson**, PhD, Assistant Dean for Student Multicultural Affairs, Office of Diversity Education, Southwestern University - Georgetown, TX

**Genyne Royal**, Director, Engagement Center South Neighborhood, Michigan State University - East Lansing, MI

**Ariana Vargas**, MaEd, Student Program Coordinator, Center for Leadership and Social Change, Florida State University - Tallahassee, FL

**Christopher Weiss**, MaEd, Senior Academic Counselor, Office of Supportive Services, Student Support Services, Syracuse University - Syracuse, NY

Keywords: Student Affairs, Multicultural Affairs, Mentoring, Residence Life

1102

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

Continental Ballroom 2, Ballroom Level

We increase prospects for unleashing the illuminative powers necessary for operating at our educator best when we intentionally embrace a contextually responsive action-researcher approach. Doing so requires thoughtful uses of assessment AS and FOR learning and not simply post-mortems OF learning. This involves systematic data-grounded inquiry as an evidence-framing dialogue with SELF as Educator vis a vis one's stakeholders and the requirements of the education agenda. 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 and practices should be broadly diversity-grounded and equity-minded in order to be socially responsive, socially responsible and socially just.

This institute introduces a multi-level systematic inquiry and reflective practice framework: Self-to-Self (intrapersonal), Self-to-Others (interpersonal) and Self-to-Systems (social structures and systems). It serves as a holistic developmental evaluation model that promotes mindfully scanning and tracking WHO? factors in context: who is served by whom with whom as embedded in situational, relational, temporal and spatial/geographic contexts. This session will explore who we are as educators, what we bring to our work--our lenses/filters/frames and our sociopolitical locations. In particular, how can we more empathically discern and engage relevant attributes in order to activate and support student success. Systematically tracking and unpacking reveals pathways for more engaging the WHO? complexity--the human systems dynamics--at the heart of What? agendas.

This session should particularly benefit educators in the classroom and beyond who are--or want to become more--more learner and learning-centered. Participants will deepen their understandings of themselves as educators and ways to mindfully engage assessment/evaluation practices to enhance interpersonal validity: i.e., the soundness and trustworthiness of the uses of self as knower, inquirer and engager of others and systems. To responsibly help learners of all ages to do their best learning, best engaging and best work, educators need to embrace this work as a lifelong pilgrimage. This session will lay the groundwork for demystifying assessment and evaluation, for clarifying its intimate connections to effective and appropriate program development, and for activating self-in-context as responsive instrument to enhance "interpersonal validity" and holistic student success.

**Hazel Louise Symonette**, PhD, Program Development and Assessment Specialist, Division of Student Life, University of Wisconsin - Madison, WI

Keywords: Assessment/Evaluation, Institutional Efforts at Transformation

# PRE-CONFERENCE INSTITUTES

8:30 AM TO 5:30 PM

1103

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

Continental Ballroom 3, Ballroom Level

Internalized racism is part of the system of chains contributing to the continuation of racism affecting racially oppressed groups. It has encouraged the physical, spiritual, and emotional self-mutilation self-degradation of a community of people. By influencing the psychological experience of People of Color, it has enticed individuals to contribute to their own demise within a larger system of oppression. Because this is a cognitive phenomenon over which individuals can have agency, it is important to study, understand, and seek out ways that groups of Color are able to gain a liberatory perspective in the midst of a racist society, just as it is important for whites to work to gain a liberatory perspective over internalized dominance.

This interactive session grounds itself in a dissertation study of Black and African American women, which explore a process of liberation from internalized racism. It will investigate the complexity of the phenomena of internalized racism and offer participants the opportunity to explore manifestations of internalized racism and consequences of internalized racism in their personal and professional lives. Additionally, participants will explore models and tools of liberation and how and why practicing a liberatory consciousness is a path to confronting internalized racism in the midst of a racially oppressive society. This session will benefit participants who want to explore another way to challenge a system of oppression and want to understand the psychological impacts of oppression and work toward individual and collective healing.

**Tanya Ovea Williams**, EdD, Associate Vice President-Institutional Diversity and Community Engagement, President's Office, Union Theological Seminary - New York, NY

1107

## SLDP - How It Works: The Undergraduate Students' Guide to Understanding, Navigating, and Being Transformational Leaders on College Campuses

Continental Ballroom 7, Ballroom Level

The Student Leadership Development Program and this Pre-Conference Institute is for Undergraduate Students Only.

Serving as the opening session of the NCORE Student Leadership Development Program (SLDP), 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. This institute will be presented and has been developed by the 8 SLDP Mentors, whose leadership experiences span the many types of institutions and the multiple professional levels of higher education. Participants will take part in case studies, in-depth brainstorming and discussion, leadership style assessment, 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 many ways to strategically navigate these complex structures in an effort to create long lasting and positive change.

This pre-conference institute and the Student Leadership Development Program (SLDP) were developed with the assistance of the National Advisory Council's Student Leadership and Participation Committee.

**Damian Jevon Evans**, MS, Dean of Students, Director of the Office of Multicultural Student Affairs, University of Wisconsin, Parkside - Kenosha, WI

**Monica Green**, MEd, Director, Neal-Marshall Black Culture Center, Indiana University - Bloomington, IN

**Dewain L. Lee**, PhD, Associate Vice Chancellor and Dean of Students, Anchorage - Anchorage, AK

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

**Jason R. Rodriguez**, MS, Director of Multicultural Programs, Linfield College - McMinnville, OR

**Charles Sasaki**, Dean of Academic Affairs, University of Hawaii - Windward Community College - Honolulu, HI

**Quanta D.L. Taylor**, MA, Coordinator of Student Involvement, Office of Student Life - Student Activities, The Ohio State University - Columbus, OH

Keywords: Students, Leadership Development, Cultural Competence

# PRE-CONFERENCE INSTITUTES

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**8:30 AM TO 5:30 PM**

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**1108**

## **Five Lenses for Educating and Assessing Cultural Competence**

Continental Ballroom 8, Ballroom Level

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 this hands-on institute include the following: This institute will introduce five distinct approaches to educating for cultural competency along with a sampling of corresponding assessment instruments, provide participants an opportunity to identify their own preferred “lens(s)” on cultural competence, and explore some of the comparative strengths and limitations of each lens and discuss the implications of the institute to participants’ work back at their home institutions.

This institute will benefit faculty, faculty developers, administrators, staff, students, trainers, and consultants who are interested in examining the strengths and limitations of various approaches to cultural competence and addressing resistance to tackling issues of diversity.

**James Francisco Bonilla**, PhD, Professor Emeritus of Organizational Leadership, Conflict Studies Program, Hamline University School of Business - St. Peter, MN

**Carolyn O’Grady**, PhD, Assistant Vice President, International Programs and Services, Winona State University - Winona, MN

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**1109**

## **Not in My School! How White Supremacy, White Privilege, and Other Forms of Oppression Undermine Best Intentions**

Continental Ballroom 9, Ballroom Level

How can events in Ferguson, Staten Island, Norman, Baltimore, and McKinney drive our school communities apart? Consequently, how can they be used as teachable, community-building moments? As the recent surge in highly visible racial incidents impacts students differentially along racial lines, independent schools have a unique opportunity to deepen dialogue, understanding, and campus engagement. This interactive and challenging session explores how these headline stories relate to the impact that power, privilege, and oppression has on student and family engagement, teacher preparation, curriculum development, and everyday campus interactions. While exploring history, White supremacy, and the manifestation of oppression in recent events, participants will develop skills and insights for effective personal and institutional transformation.

**Debby K. Irving**, MBA, Racial Justice Educator - Cambridge, MA

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

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**1110**

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

Imperial Ballroom A, Ballroom Level

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.

# PRE-CONFERENCE INSTITUTES

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**8:30 AM TO 5:30 PM**

**Amer Ahmed**, PhD, Director of Intercultural Teaching and Faculty Development, Institute for Teaching Excellence and Faculty Development, University of Massachusetts Amherst - Holyoke, MA

**Rosa Alicia Clemente**, Public Speaker, Professor, E.B. Du Bois Department of Afro-American Studies, University of Massachusetts Amherst - Amherst, MA

**Candice L. "DJ Kuttin' Kandi" Custodio-Tan**, Independent Artist and Scholar - San Diego, CA

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

**Olmecca**, Hip-Hop Artist/Activist/Educator, Los Angeles, CA - Las Vegas, NV

**Jasiri X**, Founder/Creative Director, Arts and Culture, 1Hood Media - Pittsburgh, PA

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**1111**

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

Imperial Ballroom B, Ballroom Level

The goal of this institute 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 objectives of this session 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 participants 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**, Faculty, Training, Social Justice Training Institute - Pikesville, MD

**Carmen Rivera**, MA, Director of Student Experience, INTO Colorado State University, Colorado State University - Fort Collins, CO

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**1112**

## **Trends in Latinos in Higher Education: Preparing Ourselves to Support the Largest Growing Population in Higher Education**

Franciscan Ballroom A-B, Ballroom Level

This presentation will demonstrate a wide variety of skills and experiences that will enable participants to connect and develop partnerships, mentorships, and awareness of opportunities for growth 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. The session will benefit individuals who are seeking information on best practices in higher education, students who are looking for guidance, mentorship, and programs that support their retention to persistence and professionals at both beginning and middle management seeking professional development insights for personal/professional growth.

**Guadalupe Corona**, EdD, Director of Equity, Inclusion and Diversity, Student Affairs, Southwestern Community College - San Diego, CA

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

**Cristobal Salinas, Jr.**, PhD, Assistant Professor, Educational Leadership & Research Methodology, Florida Atlantic University - Boca Raton, FL

# PRE-CONFERENCE INSTITUTES

8:30 AM TO 5:30 PM

1113

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

Franciscan Ballroom C-D, Ballroom Level

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

In this day-long institute, participants will practice advanced self-management skills to navigate their own triggered reactions and explore strategies leverage differing perspectives and create greater understanding and creative problem-solving during triggering situations. A workbook of tools and resources is provided to help participants apply these skills in their daily campus responsibilities. These tools will increase their competence to foster meaningful inclusion across all differences as they work to create productive learning communities for all students, staff, and faculty on campus. During this interactive and experiential session, participants will enhance their ability to navigate difficult moments and triggering events.

**Kathy Obear**, EdD, Co-Founder, Social Justice Institute - New York, NY

1114

## **Multiculturalism, Internationalization, and Global Citizenship: Examining the Ethics and Efficacy of the Business and Social Justice Cases in Diversifying Today's College and Universities**

Union Square 1-2, Tower 3, Fourth Floor

Despite espousing values informed by multiculturalism and equal opportunity and having internationalization curriculum identified as contributing to the development of global citizens, colleges and universities regularly reallocate and redistribute available funds and resources. This results in a situation in which programs designed to enlarge the pool of under-represented students and deepen their knowledge and critical thinking skills are replaced with ones that position the institution as a responsible and global player in the business of higher education. These differing institutional paths and perspectives can be characterized as "the social justice case" and "the business case" for higher education.

This institute will examine if these two different paths to postsecondary education intersect or can co-exist and the extent to which they represent paths to different futures.

This session will benefit those who have a stake in and/or responsibility for crafting the policies and practices regarding multiculturalism, internationalization, and global citizenship in higher education, as this institute will examine differences between the rhetoric we use around these concepts and realities of their impacts on equity. This is a vital and timely discussion relevant for all faculty, administrators, staff, and students.

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

**Cris Clifford Cullinan**, PhD, Founder and President, 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, York Centre on Education and Community, York University - Toronto, CAN

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

# PRE-CONFERENCE INSTITUTES

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**8:30 AM TO 5:30 PM**

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**1115**

**Safe Spaces, Brave Spaces: Activating Intersectionality to Support LGBTQ+ People of Color, OR, a Safe Space for Whom?**

Union Square 3-4, Tower 3, Fourth Floor

Brave spaces are spaces where individuals are affirmed in their full, authentic, intersectional selves. These spaces are created and sustained where people understand intersectionality not just as a concept describing experiences but as guidance for programming and practices that honor, celebrate, and foster the complexity of those experiences. A community of learning will be established to model the brave space that we hope to embody moving forward. Participants will co-construct definitions of interconnected “-isms” while deconstructing common, surface-level interventions that only minimally speak to experiences at the intersection of identity. 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.

The focus of this session is to interrogate the what, why, and how of intersectionality toward developing and fostering a habit of mind and habit of practice strongly grounded in intersectional practice. Foundational concepts of intersectionality from across disciplines (e.g., sociology, critical race theory, feminist theory, social justice education, higher education, social work) will be applied and shared. Intersectionality will be used to deconstruct, problematize, and reframe the “safe space” paradigm.

Participants will leave with tools to build intersectional programming at their home institutions. Multi-modal and interactive, this session seeks to offer a paradigm shift in how intersectional practice can indeed be more action-oriented alongside being theoretical. This session will benefit practitioners who have a working understanding of intersectionality and seek to engage in deeper conversations about how to activate intersectionality.

**Gabriel C. Javier**, MA, Assistant Dean of Students, University of Wisconsin-Madison - Madison, WI

**Warren Anthony Scherer**, PhD, Senior Student Services Coordinator, Inclusive Excellence Center, University of Wisconsin-Milwaukee - Milwaukee, WI

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**1116**

**Only by Understanding the Patterns of the Supremacy of Whiteness at Your Institution Can You Begin to Change Those Systems**

Union Square 5-6, Tower 3, Fourth Floor

The actions and decisions of every institution are based on the systems that currently maintain its way of doing things. Unless you understand what those particular systems are, how they work and interact to reinforce one another, you will not be able to make the institutional change necessary to create more racially equitable schools.

This day-long institute will examine how systems work; the formal and informal rules of the institution and who has access to which set of rules; how decisions are made about hiring, promotion, and tenure; the role of White public space and its connection to maintaining the foundation of white supremacy; and how current elements of backlash (e.g., re-segregation of schools, the removal of the history of people of color in curriculum, school materials, and children’s books) reinforces over-valuing of white people and under-valuing people of color.

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

# PRE-CONFERENCE INSTITUTES

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**8:30 AM TO 5:30 PM**

**1117**

## **The Fundamentals of Social Justice Education**

Union Square 13, Tower 3, Fourth Floor

Through a variety of experiential activities, presentation, and discussion, participants will gain an understanding of key concepts for social justice education. Going beyond diversity and multiculturalism, this session will explore what it means to educate for social justice. Topics to be explored are 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 do on their own campuses and a bibliography of additional resources. This session will benefit those who are new to doing social justice work, have not had formal training in social justice issues, want to move their diversity work to a new level, or incorporate social justice content into their work.

**Diane J. Goodman**, EdD, Diversity Consultant - Nyack, NY

**1118**

## **Beyond Blood Quantum: A Conversation on American Indian Identity and Racial Resiliency**

Union Square 14, Tower 3, Fourth Floor

Native American identity is defined through a dual political/legal lens (that of citizenship in a sovereign tribal nation), and a racialized-ethnic identity as underrepresented people of color. They are the only American citizens that are fractionally defined and recognized as such through federal policy constructed by the U.S. government as a means to determine and dilute tribal membership. Impacts of these identity politics are felt at many levels within Native communities throughout the Americas.

Through a day-long exploration of this topic, attendees will have an opportunity to examine the many facets of Native identity, to acknowledge the "gray area" as a source of understanding and recognition of the diverse experiences of Native students in higher education. This session will bring together a national team of educators to present multidisciplinary perspectives that will shift the conversations to a more comprehensive view of Native identity. Facilitators will guide attendees through the terrain of context and complexities to further appreciate racial resiliency and collectively search new pathways to advance support for students and professionals. This pre-conference institute will provide a contemporary overview and a survey of the political history and social cultural constructs of Native Americans.

**Adrienne Keene**, PhD, Assistant Professor, American Studies, Brown University - Providence, RI

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

**Bridget Neconie**, Assistant Director, Office of Undergraduate Admission, University of California, Berkeley - Berkeley, CA

**Sedelta Oosahwee**, Senior Advisor, Office of Tribal Relations, United States Department of Agriculture - Washington, D.C.

**Jack Soto**, Program Administrator, American Indian College Fund - Denver, CO

**Adrienne L. Thunder**, Student, Educational Leadership and Policy Analysis, University of Wisconsin, Madison - Madison, WI

**Ricardo Torres**, Counseling Faculty, Student Academic Services/Educational Equity Programs, California State University Sacramento - Sacramento, CA

Keywords: American Indian/ Native American, Multicultural Affairs, Diversity and Inclusion, Leadership Development, Self-Care/Self-Work,

# PRE-CONFERENCE INSTITUTES

8:30 AM TO 5:30 PM

1119

## Intersectionality, Race, and Identity: Core Tenets, Models, and Integration into Practice

Union Square 15-16, Tower 3, Fourth floor

Intersectionality describes how individuals experience multiple social identities (such as race, gender, sexual orientation, and class) simultaneously, and how these identities influence and interact with each other. The framework places identity in the larger context of social power and privilege, and links this 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 educational contexts.

This highly interactive pre-conference institute offers participants opportunities to review and evaluate core aspects of intersectionality, its usefulness in understanding student experiences at the individual and social group level, and the strengths and struggles of integrating the framework into research, teaching, and practice. Throughout this session, participants will build an awareness of how intersectionality complicates our understanding of how race and other social identities are experienced and understood.

Through presentations, discussion, the panel program, and small and large group activities, participants contribute to, and gain a greater understanding of intersectionality and its application to several areas of academic and campus life.

**Vijay Kanagala**, PhD, Assistant Professor and Program Coordinator, Department of Leadership and Developmental Sciences, University of Vermont - Burlington, VT

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

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

1120

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

Union Square 17-18, Tower 3, Fourth floor

This interactive institute explores 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 the critical stages necessary for the establishment and successful growth of cultural centers: assessment, development, implementation, and long-range strategic planning. Through dialogue, experiential activities, and presentation of case studies, this institute will provide participants with tools and strategies for the application of the model on their campus. A certificate of participation will be available with documented attendance at all Institute sessions. Admission priority will be given to those who are pursuing a certificate of participation.

This session will particularly benefit those who are 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.

**Bryce Coefield**, MS, Assistant Director, Intercultural Affairs, Intercultural Affairs, Pepperdine University - Malibu, CA

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

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

**Mayte Perez-Franco**, PhD, Director, United Front Multicultural Center, University of San Diego - San Diego, CA

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

**Edwina Welch**, PhD, Director, Cross-Cultural Center, University of California, San Diego - La Jolla, CA



# PRE-CONFERENCE INSTITUTES

8:30 AM TO 5:30 PM

1121

## The Practice of Inclusive Leadership: Developing Authenticity, Humility, and Presence

Union Square 19-20, Tower 3, Fourth floor

This interactive workshop will include an overview and theory of inclusive leadership and will draw on participants' own experiences of becoming more inclusive in the practice of their influence in whatever contexts they find themselves, whether as formal or informal leaders. The goal is assisting participants to understand diverse epistemologies, relational practices, ways of being, and skills necessary to create inclusive organizational cultures and maximize whatever differences are present in the environment in service of cultural and systemic change. Institute facilitators will provide the framework and tools for deepening self-awareness and manifesting skills of inclusive practice relevant in a wide range of settings but is especially designed for chief diversity officers, student life leaders, and multicultural affairs staff to address inequalities rooted in racism, sexism, classism, heterosexism, nationalism and other structures of power, asymmetrical power relations within those structures, discrimination, and marginalization.

**Placida Gallegos**, PhD, Professor, School of Human and Organization Development, Fielding Graduate University - Cedar Crest, NM  
**Margo Okazawa-Rey**, EdD, Elihu Root Visiting Chair in Women's Studies, Department of Women's Studies, Hamilton College - Berkeley, CA  
**Steve Schapiro**, EdD, Dean for Academic Affairs and Professor, School of Human and Organizational Development, Fielding Graduate University - Cedar Crest, NM

1122

## Creating Counter-Storytelling Community for Cross-Race Dialogue

Union Square 22, Tower 3, Fourth Floor

This one-day interactive institute is designed for those who are interested in facilitating authentic cross-racial dialogue in educational and community settings. Participants are invited to build a counter-storytelling community in which genuine dialogue about race and racism is possible and productive. This session will benefit those who seek to more effectively and creatively facilitate authentic cross-race dialogue in their campus and community.

**Lee Anne Bell**, EdD, Professor Emerita, Education, Barnard College, Columbia University - New Paltz, NY  
**Michael Funk**, EdD, Clinical Assistant Professor, Steinhardt School of Culture, Education, and Human Development, New York University - New York, NY

1123

## The Chief Diversity Officer: Role, Structure, Strategy, and Sustainability

Union Square 23-24, Tower 3, Fourth floor

This day-long, interactive, two-part institute is designed for aspiring, new, and seasoned chief diversity officers. Part one will provide an overview of the CDO portfolio: essential competency areas and standards of professional practice associated with the CDO role; the importance of strategic partnerships with Affirmative Action/EEO and compliance professionals, community organizations, government, and others; and the role your identity plays in your work.

Part two will focus on how to build a viable infrastructure for the work of the CDO. Presenters will discuss the process of developing strategic priorities, assessment metrics, and how to use various forms of data to lead broad-scale, sustainable organizational change. The importance of strategic communication to internal and external constituents will also be discussed.

This session will also feature participant-identified small group coaching sessions led by session facilitators who will draw from their own expertise and experiences and those of the group to provide guidance on "moving to the next level." Participants may bring current resumes or CVs if they are wondering what additional knowledge, skills, and abilities they need to acquire to move up, or they may bring strategic plan drafts or ideas about which they wish to consult.

**Elizabeth Halimah**, MPP, Associate Vice Provost, Diversity and Engagement, University of California - Office of the President, Oakland, CA  
**David McIntosh**, PhD, Associate Dean for Urban Health Innovation and Chief Diversity Officer, School of Medicine, University of Louisville, Louisville, KY  
**Becky Pettitt**, PhD, Vice Chancellor for Equity, Diversity, and Inclusion, University of California - San Diego, San Diego, CA  
**Victoria Sanchez**, PhD, Associate Dean of Educational Equity, Earth and Mineral Sciences, Penn State, University Park, PA

# PRE-CONFERENCE INSTITUTES

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**8:30 AM TO 5:30 PM**

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**1124**

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

Lombard Room, Tower 3, Sixth Floor

Though we have earned positions as change agents within our institutions, we still encounter systems of power and privilege across race and gender in addition to other -isms that leave us feeling "minoritized." As a result, we question our capacity to effect lasting and sustainable change vs. seeing clearly the ceilings that have long been in place to challenge us from reaching our full potential. The process can render the most competent to be perceived as incompetent. This highly interactive session will engage participants in hands-on activities, small and whole group dialogue focused on re-discovering the cultural wealth we bring to the academy, re-aligning the cultural capital we develop through our community engagement, reviewing the tools needed for sustainability and the replenishment of personal and professional resources, rendering a historical assessment of our own career paths aligned with our values, and seizing collaborative opportunities to create intentional change practices that allow us to thrive well beyond our potential.

**Patricia M. Lowrie**, MS, Senior Consultant, Director Emeritus, Women's Resource Center, Michigan State University - Okemos, MI  
**Jacquelyn V. Reza**, EdD, Director, Professional and Organizational Development, De Anza College - Neward, CA  
**Catherine Wong**, MA, Director of Urban Outreach Initiatives, Boston College - Chestnut Hill, MA

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**1125**

## **Building Successful, More Inclusive Searches: Leading the Transformation from Conventional Recruitment Practices to Develop a More Inclusive Campus Climate**

Mason Room, Tower 3, Sixth Floor

To serve increasingly diverse student populations and to prepare them for citizenship in a multicultural society, higher ed institutions are seeking to recruit and retain faculty and staff from diverse backgrounds and perspectives. The hiring decisions made by campus leaders now will have significant implications for many years to come.

The workshop objective is to facilitate a better understanding of how to increase the effectiveness of recruitment activities to realize the desired diversity outcomes. This will be an interactive session, in which tools and resources specifically designed to help campus leaders guide their search committee members to achieve results consistent with their institution's commitment to diversity, equity, and inclusion will be used. Video scenarios are developed from actual stories from the higher ed community and provide a unique opportunity to view common existing practices contrasted with evidence-based effective practices. Participants will leave the session with a greater understanding of how to advocate for inclusive hiring practices and ideas on how to engage the campus community in establishing a culture that welcomes, learns from, and celebrates diversity.

**Amanda Davis**, Learning and Professional Development Content Specialist, CUPA-HR - Nashville, TN  
**Sissy Meredith**, Vice President and Chief Learning Officer, CUPA-HR - Nashville, TN

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**1126**

## **We Are Historic! Harnessing Strength, Courage, and Confidence in the Necessary Journeys of First Generation College Students**

Powell Room, Tower 3, Sixth Floor

Contemporary first-generation college students persevere on college campuses that currently experience unprecedented social change. This diverse student population influences campuses through their multifaceted perspectives and contributions. Despite strengths, this student population experiences many challenges, such as barriers in the college transition, family demands, lack of peer support, difficulty establishing campus connection, stereotypes, and financial burdens. Only 27.4% of first-generation college students currently earn a degree after four years compared with 42.1% for their counterparts with college-educated parents.

On the contrary, first-generation students overcome significant barriers to attend college, and view themselves as influential and historic in their own lives, their families, and their communities. How can student affairs, academic affairs, and diversity professionals build upon

# PRE-CONFERENCE INSTITUTES

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**8:30 AM TO 5:30 PM**

the strengths, non-cognitive factors, and leadership of this diverse student population to support their connection, engagement, academic success, and graduation? This pre-conference institute explores the holistic development of first-generation students using profiles and data to examine skills and interventions that student affairs, academic affairs, and diversity professionals can use to support students who are strategically using in their education, their place on college campuses, and their social location to be influential.

Student affairs, academic affairs, and diversity professionals will gain tools and develop an action plan for their campuses that will address individual, group, institutional, and socio-cultural levels.

**Art King**, MEd, Assistant Vice President for Student Affairs and Dean of Students, Baruch College CUNY - New York, NY

**Elena A. Lewis**, MA, Assistant Director, TRIO Student Support Services, Brandeis University - Waltham, MA

**Jennifer L. Morazes**, PhD, Director, Student Support Services in Academic Services, Brandeis University - Waltham, MA

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**1127**

## **Black Identity Development at American Higher Institutions: An Examination of How Concepts of Blackness Informs the Campus Climate Experience**

Sutter Room, Tower 3, Sixth Floor

This institute will explore perceptions of Blackness\* and how it effects student development at a Predominantly White Institution (PWI) and society in general. This session will examine and gauge the historical context in which Blackness is situated, how it is informed by that context, and how it is exploited by the media to the masses. Participants will be guided through a historical snapshot of the creation of Black identity, both the misconceptions and appropriations. Black cultural identity and aesthetics will be considered through various lenses but especially within the framework of the current academic and social reality on college campuses as evidenced through campus policies, police brutality incidents, racial hate crimes, and the recent spate of justice movements centered on the demands by Black students for recognition and resources. This institute will also offer a comparative analysis of the internal community dynamics (i.e., one-drop rule, who's Black enough) and the societal obsession and misconstruction through which Black identity sits and impacts the Black experience on college campuses. The institute facilitated by campus leaders (administrators, staff, and students) is a three-part process that will dissect the creation of Blackness, particularly in the United States, addressing the impact of stereotypes, typecasts, and categorization of Black identity; explore the experiences of students at institutions with UC Berkeley as a case study, where campus climate is at a crisis point; and share the impact of micro and macro aggressions and the post-traumatic stress that Black people (especially students) on Predominantly White Institutions face.

This session will be informative, interactive, visual, and participatory. It is designed to train and support Black, 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 skill sets, competencies, and/or learning opportunities.

\* The term Black, or any derivative thereof used in this description to indicate people of African ancestry, is capitalized by the authors' choice.

**Nzingha Dugas**, Director, African American Student Development Office, University of California-Berkeley - Berkeley, CA

**Victor Sandifer, Jr.**, Program Coordinator, African American Student Development Office, Multicultural Student Development Unit, University of California, Berkeley - Berkeley, CA

**Gabrielle Shuman**, Co-Chair, Black Student Union, African American Student Development Office, University of California, Berkeley - Berkeley, CA

# PRE-CONFERENCE INSTITUTES

8:30 AM TO 5:30 PM

1128

## Asian Americans and Pacific Islanders (AAPI): Lifting Our Voices, Strengthening Our Identities While Promoting Equality, Inclusion, and Social Justice

Taylor Room, Tower 3, Sixth Floor

The presence and significant contributions of diverse Asian American and Pacific Islander (AAPI) students on college campuses is undeniable. The AAPI history is multilayered and complex given the numerous groups represented and there is much to celebrate. While similarities contribute to a sense of community, there are also differences and even contrasting experiences that must be appreciated.

Reflecting on our intra-ethnic commonalities, as well as differences, provides richness for dialogues and healthy debates. Topics to be discussed include: central experiences, both past and present, that impact AAPI identities; similarities and contrasting experiences among contemporary communities; how to celebrate community successes across campuses but also increasing awareness of continuing concerns; whether or not depictions of the AAPI culture has changed in the media; if awareness of family is a source of strength or pressure in AAPI communities; if concepts of AAPI identity, communities, health, wellness, challenges, and opportunities remained the same over time or if they changed; and what are our own growing edges around race, culture, ethnicity, nationality, class, gender, sexual orientation, spirituality, immigration standing, abilities, and other complexities of diversity?

An expert panel of Asian American and Pacific Islanders will address some of these complex, dynamic topics and more. This special group of diverse AAPI leaders will engage in "lifting our voices" contributing to the inclusive representations of Asian American and Pacific Islanders across college and university campuses.

**Matthew R. Mock**, PhD, Professor of Counseling Psychology, College of Graduate and Professional Studies, John F. Kennedy University - Pleasant Hill, CA

**Truc Thanh Nguyen**, MA, Vietnamese American Marriage Family Therapist Intern - Raleigh, NC

**Rahul Sharma**, PSYD, Associate Professor, Argosy University, Chicago - Chicago, IL

**Warin Tepayayone**, MA, Non-Verbal Communication Expert and Mental Health Clinician - Ashburn, VA

**Kayoko Yokoyama**, PhD, Professor, College of Graduate and Professional Studies, John F Kennedy University - Pleasant Hill, CA

1129

## Talking Amongst Ourselves, Part Two: Women of Color Connecting with One Another, Connecting with Ourselves

Van Ness Room, Tower 3, Sixth Floor

At NCORE 2014 in Indianapolis, a team of Women of Color came together to facilitate dialogue with other Women of Color in a session titled, "Talking Amongst Ourselves: Women of Color in Conversation about Competition, Collaboration, Community in Higher Education." Using a World Café format (Brown and Isaacs, 2005), participants engaged in conversation with one another around key questions that were introduced during the session. Each question built on the previous and addressed issues related to the challenges and opportunities Women of Color encounter in working with one another. The women who came shared deeply with one another about how to remove the barriers that sometimes keep Women of Color from different racial/ethnic backgrounds, gender identities, etc. from truly engaging with and collaborating with one another for mutual benefit.

But what happens if the barriers to collaboration and engagement are internal? Some of the challenges we face as women seeking to develop connected, collegial relationships with other women are hindered by the internal dialogues we have within about whether or not such relationships are possible and if they are, how do we let down our wariness enough to enter into them? And as we're dealing with our inner obstacles, how do we combat the weariness we feel from the constant barrage of mental, emotional, and physical violence plaguing People of Color in the larger society? How can we come together to begin the healing processes and strengthen one another so we can in turn continue to do the work of social change and justice from a place of collaboration, and dare we say it, love?

This session will allow participants to explore the opportunities for healing and support when Women of Color come together and begin working with one another. Participants can expect to actively engage, bringing their unique voices and experiences into the conversation. For the most part, groups will be integrated across racial/ethnic identities, although some time may be spent in "segregated" caucuses. Although the sessions are geared toward Women of Color, White women and men are also welcome to participate in separate caucus groups.

**Marquita T. Chamblee**, PhD, Associate Provost Diversity and Inclusion/Chief Diversity Officer, Provost's Office, Wayne State University - Detroit, MI

**Pamela H. Chao**, MA, Professor, Sociology/BSS, American River College - Sacramento, CA

**Karen L. Dace**, PhD, Vice Chancellor, Diversity, Equity, and Inclusion, Indiana University-Purdue University at Indianapolis - Indianapolis, IN

**Kristi Ryujin**, Director, Office of Diversity Affairs Leeds School of Business, University of Colorado at Boulder

**Malia Villegas**, Director, Policy Research Center, National Congress of American Indians - Puyallup, WA

# TUESDAY SPECIAL EVENTS

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**1200**

Special Feature

## **BE(coming)**

Tuesday, 12:00-1:15 pm  
Grand Ballroom, Grand Ballroom Level

This session will center on youth voices by highlighting the journey from high school into college through music and visual storytelling. It will feature the creative work of young poets, singers, emcees, filmmakers, and visual artists from leading Bay Area youth organizations including Youth Speaks, Young, Gifted and Black, Beats, Rhymes, and Life, Inc., BAYCAT, and Youth Radio. This multimedia experience will invite audience members to see through the eyes of youth as they invite us on a journey to learn more about their stories through a powerful art and sound based experience. This session will deepen participants' awareness of how youth can be our greatest teachers as well as exploring the paths that many of them travel in their transition from teens into adulthood. This session is geared toward administrators, faculty, staff, and students alike.

**Aisha Fukushima**, BA, Singer|Speaker|RAPTivist| Founder of RAPTivism, - Bellevue, WA

**1400**

## **Native Delegates of NCORE Caucus**

Tuesday, 5:30-7:00 pm  
Continental Ballroom Parlor 1, Ballroom Level

**1401**

## **Student Scholars & Student Reception**

Tuesday, 6:00-7:30 pm  
Golden Gate 1-3, Lobby Level

NCORE 2016 Student scholars, student participants, and NCORE National Advisory Council members are invited to join 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.

**1402**

## **APINCORE Caucus**

Tuesday, 6:00-7:30 pm  
Continental Ballroom Parlor 2, Ballroom Level

**1403**

## **LGBTQ People of Color Caucus**

Tuesday, 6:00-7:30 pm  
Continental Ballroom Parlor 3, Ballroom Level

# TUESDAY SPECIAL EVENTS

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**1500**

Keynote

## **The Pervasiveness of Racism in U.S. Higher Education**

Tuesday, 8:00-9:15 pm  
Grand Ballroom, Grand Ballroom Level

Based on a chapter in the forthcoming book, *Race Matters in College* (Johns Hopkins University Press, 2017), this session will present evidence to show that equity and racial justice remain far from realized at most colleges and universities, despite the fact that some racial progress has been made in the U.S. in the past 50 years. The presenter will explain how faculty diversity has not kept pace with shifting student demographics; how the curriculum continually privileges White people and hegemonic, Eurocentric ways of knowing; and how segregation and stratification are commonplace at many institutions.

**Shaun Harper**, PhD, Professor and Executive Director, Center for the Study of Race and Equity in Education, University of Pennsylvania - Philadelphia, PA

**1501**

Film & Dialogue

## ***No Más Bebés***

Tuesday, 8:00-9:30 pm  
Imperial Ballroom B, Ballroom Level

The film *No Más Bebés* exposes sterilization abuse against Latinas in Los Angeles and provides a look at the Mexican-American women who sued L.A. County General Hospital for sterilizing them without their consent.

After the film, there will be a Q&A session with director/producer Renee Tajima-Pena, an Oscar-nominated Asian-American filmmaker and UCLA Asian Studies professor.

**Rene Tajima-Pena**, PhD, Professor, Asian Studies, University of California Los Angeles - Los Angeles, CA

# WEDNESDAY, JUNE 1

## AT A GLANCE

| TIME               | SESSION # | TITLE  | TOWER                                     |
|--------------------|-----------|--|---|
| 8:30 AM - 11:30 AM | 2001      | Preparing Our Own Table to Facilitate Authentic Conversations About and Across Race: Part 1  | Continental Ballroom 1, Ballroom Level    |
|                    | 2002      | Continuing the Conversation across the Ages: A Radically Inclusive Intergenerational Dialogue on Race and Ethnicity                                      | Continental Ballroom 2, Ballroom Level    |
|                    | 2003      | The Body Already Knows: A Framework for Dismantling Race, Racism, and Whiteness and Achieving Racial Justice   | Franciscan Ballroom A-B, Ballroom Level   |
|                    | 2004      | N!gga(er)... N!gga(er)... N!gger(er)... Are We Becoming More Accepting of The Word?  | Union Square 5-6, Tower 3, Fourth Floor   |
|                    | 2005      | Racing Research/Researching Race III: Conducting Social Science Studies on Race  | Union Square 13, Tower 3, Fourth Floor    |
|                    | 2006      | Beyond the Surface: Problematizing Systemic Barriers for Undocumented College Students and Creating Action for Change                                    | Mason Room, Tower 3, Sixth Floor          |
|                    | 2007      | Am I This or That: Supporting Queer and Trans Students of Color  | Powell Room, Tower 3, Sixth Floor         |
|                    | 2008      | Considering Race and Intersectionality in the Support of Students Who Have Experienced Sexual Violence and Trauma: Should Identity Make a Difference?    | Sutter Room, Tower 3, Sixth Floor         |
| 8:30 AM - 9:45 AM  | 2011      | The Voice of Immigrants  | Continental Ballroom 3, Ballroom Level    |
|                    | 2012      | Pedagogies of the Sacred: Women of Color Transforming Educational Paradigms  | Continental Ballroom 4, Ballroom Level    |
|                    | 2013      | America's Most Wanted: Hip Hop, Media, and Mass Incarceration  | Continental Ballroom 5, Ballroom Level    |
|                    | 2015      | Making Space for Asian American Identities and Experiences in Multicultural Student Affairs  | Continental Ballroom 7, Ballroom Level    |
|                    | 2016      | A Shared Space to Foster Success: Utilizing Photo-Voice in Program Evaluation Based on Student Perspectives  | Continental Ballroom 8, Ballroom Level    |
|                    | 2017      | Navigating Academia in Predominately White Colleges and Universities: A Guide to Equip First Generation Students of Color to Thrive in Higher Education  | Continental Ballroom 9, Ballroom Level    |
|                    | 2018      | Unintended Outcomes of Diversity on Campus: White Students and Perceptions of Discrimination   | Imperial Ballroom A, Ballroom Level       |
|                    | 2019      | "Feels Like Racial Battle Fatigue": Managing Diversity Crisis Moments in Higher Education  | Imperial Ballroom B, Ballroom Level       |
|                    | 2020      | Confronting Micro-Aggressions, Stereotype, and Racial Superiority as Indigenous People: Film and Discussion  | Franciscan Ballroom C-D, Ballroom Level   |
|                    | 2021      | Culturally Responsive Teaching: Using Social Justice-Based Research to Prepare First-Generation and Minority Students for Graduate School Success        | Union Square 1-2, Tower 3, Fourth Floor   |
|                    | 2022      | Your R.I.D.E. Is Waiting: Guiding Your Students on a Path of Racial Identity and Intergroup Dialogue   | Union Square 3-4, Tower 3, Fourth Floor   |
|                    | 2023      | The Unity 4 Movement at Santa Clara University: A Case Study in Dialogue   | Union Square 14, Tower 3, Fourth Floor    |
|                    | 2024      | Tribal Citizens and Critical Scholars: Developing Indigenous Communities through the Transfer Route  | Union Square 15-16, Tower 3, Fourth Floor |
|                    | 2025      | Building an Institutional Climate of Support of Underrepresented Students in the Biomedical and Behavioral Sciences at a Predominantly White Institution | Union Square 17-18, Tower 3, Fourth Floor |
|                    | 2026      | Beyond Exit Surveys: Applying a New Evaluation Framework to Diversity Certificate Programs   | Union Square 19-20, Tower 3, Fourth Floor |
|                    | 2027      | Why Are There So Few of Us? Counterstories of Women of Color in Faculty Governance Roles   | Union Square 22, Tower 3, Fourth Floor    |
|                    | 2028      | Supervising Staff of Color   | Union Square 23-24, Tower 3, Fourth Floor |
|                    | 2029      | Transness and Gender Nonconformity in Latinx Communities   | Lombard Room, Tower 3, Sixth Floor        |
|                    | 2030      | Releasing the Mute Button on the Silent Curriculum in Medical School   | Taylor Room, Tower 3, Sixth Floor         |
|                    | 2031      | Teaching across Cultural Strengths   | Van Ness Room, Tower 3, Sixth Floor       |

# WEDNESDAY, JUNE 1

AT A GLANCE

| TIME          | SESSION # | TITLE   | TOWER                                     |
|---------------|-----------|---|---|
| 10 - 11:30 AM | 2101      | Faculty Development for Underrepresented Scholars at the University of Chicago  | Continental Ballroom 3, Ballroom Level    |
|               | 2102      | Engaging the Intersections of Race, Spirituality, Sexualities, and Ability: Let's Talk about It   | Continental Ballroom 4, Ballroom Level    |
|               | 2103      | Hip Hop and Social Justice in Filipina/o America  | Continental Ballroom 5, Ballroom Level    |
|               | 2104      | Nothing to Add: A Challenge to White Silence in Racial Discussions  | Continental Ballroom 6, Ballroom Level    |
|               | 2105      | The Freshman Diversity Experience: Implementing New Mandatory Diversity Curriculum into Existing Programs at a Large Predominantly White Institution  | Continental Ballroom 7, Ballroom Level    |
|               | 2106      | Art and Activism: Enacting Change through Socially Conscience Art   | Continental Ballroom 8, Ballroom Level    |
|               | 2107      | The Politics of Being an American Muslim Student  | Union Square 1-2, Tower 3, Fourth Floor   |
|               | 2108      | On the Promise of Intersectionality in Higher Education: Utilizing Intersectional Research in Higher Education to Advance Racial Justice  | Imperial Ballroom A, Ballroom Level       |
|               | 2109      | After the Spotlight Fades: How to Keep the Momentum for Change Going  | Imperial Ballroom B, Ballroom Level       |
|               | 2110      | Barriers to Clinical Social Workers: Doing Therapy with Latino Families in South Florida  | Franciscan Ballroom C-D, Ballroom Level   |
|               | 2111      | Biology without Borders: Inclusive Pedagogy in a Large, Gateway STEM Course   | Union Square 1-2, Tower 3, Fourth Floor   |
|               | 2112      | Teaching to Students' Strengths   | Union Square 3-4, Tower 3, Fourth Floor   |
|               | 2113      | Healing from Microaggressions   | Union Square 14, Tower 3, Fourth Floor    |
|               | 2114      | Using Surveys to Make the Case for Institutional Change: Findings from the 2014 IUPUI Climate Survey  | Union Square 15-16, Tower 3, Fourth Floor |
|               | 2115      | The Movement: 50 Years of Love and Struggle   | Union Square 17-18, Tower 3, Fourth Floor |
|               | 2116      | Maximizing on Your Students' Experience at NCORE  | Union Square 19-20, Tower 3, Fourth Floor |
|               | 2117      | The Ethnic Living and Learning Community Leadership Studies Program: Multicultural, Social Justice Leadership as a Context and Community for Educational Purpose, Student Success and Social Change | Union Square 22, Tower 3, Fourth Floor    |
|               | 2118      | "We're not White": Racial Identity Construction of Arab American College Students   | Union Square 23-24, Tower 3, Fourth Floor |
|               | 2119      | Toward a Transnational Coalition: Asian International Students in Globalizing Higher Education and the Transnational Intersection of Race, Class, and Gender  | Lombard Room, Tower 3, Sixth Floor        |
|               | 2120      | An Assessment Tool to Hire Multiculturally Competent Leaders  | Taylor Room, Tower 3, Sixth Floor         |
|               | 2121      | Theatre as a Conversation: How to Talk to Students about the Hard Stuff   | Van Ness Room, Tower 3, Sixth Floor       |
|               | 2122      | We Happy Few: Initiative Building Strategies and Moving Toward a More Equitable Campus  | Union Square 21, Tower 3, Fourth Floor    |
| 11:45 AM-1 PM | 2300      | Whites Partnering to Dismantle Racism Caucus  | Golden Gate 6, Lobby Level                |
| 1-1:15 PM     | 2301      | Ohlone Blessing   | Grand Ballroom, Grand Ballroom Level      |
| 1:15-1:25 PM  | 2302      | Welcoming Remarks   | Grand Ballroom, Grand Ballroom Level      |
| 1:25-1:35 PM  | 2303      | Suzan Shown Harjo Award Ceremony  | Grand Ballroom, Grand Ballroom Level      |
| 1:35-2:15 PM  | 2304      | Keynote Address - Dolores Huerta  | Grand Ballroom, Grand Ballroom Level      |
| 2:15-3 PM     | 2305      | Joint Caucus Mixer  | Golden Gate 4-5, Lobby Level              |



# WEDNESDAY, JUNE 1

## AT A GLANCE

| TIME        | SESSION # | TITLE  | TOWER                                     |
|-------------|-----------|--|---|
| 3 - 6 PM    | 2401      | Preparing Our Own Table to Facilitate Authentic Conversations about and across Race—Part 2   | Continental Ballroom 1, Ballroom Level    |
|             | 2402      | Effective Mentoring of Diverse Faculty in the Sciences: It's about More than Having "the" Conversation   | Continental Ballroom 2, Ballroom Level    |
|             | 2403      | Mixed Asian Heritage: A Multiplicity of Identities or "I'm Confused. Are You Amerasian, Cablanasian, Eurasian, Hapa, or Multi-Asian?"                                  | Franciscan Ballroom A-B, Ballroom Level   |
|             | 2404      | Recognizing and Responding to Microaggressions   | Union Square 5-6, Tower 3, Fourth Floor   |
|             | 2405      | The Mechanics of Institutionalizing Diversity: Organizing and Building a Diversity Infrastructure  | Union Square 13, Tower 3, Fourth Floor    |
|             | 2406      | How College Student Activism Is Co-opted, "Managed," and Leveraged   | Mason Room, Tower 3, Sixth Floor          |
|             | 2407      | Are the Girls Alright? Unrallying and Radical Healing for Queer and Trans Women of Color   | Powell Room, Tower 3, Sixth Floor         |
|             | 2408      | NextGenFirstGen: Implementing a Cultural Shift and Institutional Change Resulting in Outcomes that Matter  | Sutter Room, Tower 3, Sixth Floor         |
|             | 2409      | BLACK and WHITE WOMEN: Reconciling Our Past, Re-Defining Our Future  | Union Square 21, Tower 3, Fourth Floor    |
| 3 - 4:30 PM | 2411      | Intersectionality, Race, and Identity: Understanding the Connection to Power and Privilege   | Continental Ballroom 3, Ballroom Level    |
|             | 2412      | White Fragility  | Continental Ballroom 4, Ballroom Level    |
|             | 2413      | Strategies for Teaching with Racist Objects: The Case of the Jim Crow Museum   | Continental Ballroom 5, Ballroom Level    |
|             | 2414      | A Troubling Tension: Reconciling the Disconnect of Racial Justice Activism and Environmental Organizing on Our Campuses  | Continental Ballroom 6, Ballroom Level    |
|             | 2415      | A Conversation with Carl James: Who Belongs, and if So, When and Where? A Conversation about the Relationship of Particular Bodies in Postsecondary Educational Spaces | Continental Ballroom 7, Ballroom Level    |
|             | 2416      | Surviving and Thriving in Isolation: Understanding the Dynamics and Developing Effective Strategies for Faculty of Color at Predominately White Institutions           | Continental Ballroom 8, Ballroom Level    |
|             | 2417      | High Impact Practices and Student Success  | Continental Ballroom 9, Ballroom Level    |
|             | 2418      | Responding to Systemic Racism on Campus: Toward More Racially Equitable Colleges and Universities  | Imperial Ballroom A, Ballroom Level       |
|             | 2419      | White Women and Black Males: Acknowledging how the Teaching Relationship is both Raced and Gendered  | Imperial Ballroom B, Ballroom Level       |
|             | 2420      | The Nuts and Bolts of Establishing a Mentoring Program   | Franciscan Ballroom C-D, Ballroom Level   |
|             | 2421      | Peer Facilitators as Change Agents - The Impact of Peer Education in a Social Justice Education Program at the University of Florida                                   | Union Square 1-2, Tower 3, Fourth floor   |
|             | 2422      | Language Legacy: Inheriting Socio-Cultural Identity Examining Identity Development: Reinventing Language   | Union Square 3-4, Tower 3, Fourth Floor   |
|             | 2423      | Red and Yellow, Black and Brown: Researching Mixed Race Experiences that Decenter Whiteness  | Union Square 14, Tower 3, Fourth Floor    |
|             | 2424      | A Conversation with Two University of Oklahoma Pioneers: Recounting Historical Antecedents to NCORE  | Union Square 15-16, Tower 3, Fourth Floor |
|             | 2425      | The Role of Encouragement in Fostering College Aspirations in African American and Mexican American First-Generation Students  | Union Square 17-18, Tower 3, Fourth Floor |
|             | 2426      | Rap, Identity, Place, and Politics in Filipina/o America   | Union Square 19-20, Tower 3, Fourth Floor |

# WEDNESDAY, JUNE 1

## AT A GLANCE

| TIME        | SESSION # | TITLE  | TOWER                                     |
|-------------|-----------|--|---|
| 3 - 4:30 PM | 2427      | The Facilitator in You: Leading Discussions around Social Justice  | Union Square 22, Tower 3, Fourth Floor    |
|             | 2428      | Tribal Traditions that Mold Our Educational Experience – A Multi-Media Panel Presentation  | Union Square 23-24, Tower 3, Fourth Floor |
|             | 2429      | Evaluating Campus Diversity Climate: A Student-Centered Approach at Ball State University  | Lombard Room, Tower 3, Sixth Floor        |
|             | 2430      | Socially Just Supervision: Identity Matters  | Taylor Room, Tower 3, Sixth Floor         |
|             | 2431      | Centering Student Voices in a Resource Center for Chican@s/Latin@s: A Discussion, Reflection, and Presentation on a Resource Center by Students, for Students                      | Van Ness Room, Tower 3, Sixth Floor       |
| 4:45 - 6 PM | 2501      | The Socialization of Latino Male Faculty: A Crossover Capital Framework  | Continental Ballroom 3, Ballroom Level    |
|             | 2502      | How to Talk About Race Without Starting a Riot: A Conversation with Journalist and Filmmaker David A. Wilson   | Continental Ballroom 4, Ballroom Level    |
|             | 2503      | Organizing for Equity and Success  | Continental Ballroom 5, Ballroom Level    |
|             | 2504      | Resist Revolt Create Transform   | Continental Ballroom 6, Ballroom Level    |
|             | 2505      | Beyond Blame and Shame: How to More Deeply and Effectively Reach People with Privilege   | Continental Ballroom 7, Ballroom Level    |
|             | 2506      | Name Brand Natives: American Indian Product Icons in the American Marketplace  | Continental Ballroom 8, Ballroom Level    |
|             | 2507      | The Difficult Dialogue Series at the University of San Francisco: Using Critical Race Theory and Methodology to Shape Campus Conversations around Diversity, Equity, and Inclusion | Continental Ballroom 9, Ballroom Level    |
|             | 2508      | A Classic Book Takes a New Turn: Highlights from the New Edition of Teaching for Diversity and Social Justice (2016)   | Imperial Ballroom A, Ballroom Level       |
|             | 2509      | The Rest of the Story: The Effects on Administrators Following a Campus Incident of Bias   | Imperial Ballroom B, Ballroom Level       |
|             | 2510      | Good White People: On the Need for a New Ethos of White Anti-Racism  | Franciscan Ballroom C-D, Ballroom Level   |
|             | 2511      | The Hidden Stories of Afro-Latinas in Higher Education   | Union Square 1-2, Tower 3, Fourth Floor   |
|             | 2512      | What Did I Get Myself Into? The Journey of a New Professional and the Supervisors that Have to Deal with Them!   | Union Square 3-4, Tower 3, Fourth Floor   |
|             | 2513      | Cultivating Sistership-Scholarship- Leadership: Why Programming for Women of Color is Important at Predominantly White Institution   | Union Square 14, Tower 3, Fourth Floor    |
|             | 2514      | Inclusive Directions: The Role of the Chief Diversity Officer in Community College Leadership  | Union Square 15-16, Tower 3, Fourth Floor |
|             | 2515      | Fighting Invisibility: Three Generations of Iranian-American Cousins Struggle with Whiteness, Islamophobia, and Assimilation   | Union Square 17-18, Tower 3, Fourth Floor |
|             | 2516      | Hypermasculinity and Hypersexuality in Hip Hop Culture   | Union Square 19-20, Tower 3, Fourth Floor |
|             | 2517      | 10 Myths of Social Justice   | Union Square 22, Tower 3, Fourth Floor    |
|             | 2518      | California Tribal College: Empowering Our Communities through Tribally-Controlled Education  | Union Square 23-24, Tower 3, Fourth Floor |
|             | 2519      | Whose "Side" Are You On?: Why We Need Solidarity from Asian American/Pacific Islanders in the Fight for Racial Justice   | Lombard Room, Tower 3, Sixth Floor        |
|             | 2520      | Is Equity Working? The Student Equity Plan and Latino Community College Students' Career Pathways  | Taylor Room, Tower 3, Sixth Floor         |
|             | 2521      | Counter Narratives and Self-Definition: The Holistic Development of Black Women in Higher Education  | Van Ness Room, Tower 3, Sixth Floor       |

# WEDNESDAY, JUNE 1

## SESSIONS

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**8:30 TO 11:30 AM**

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### 2001

Major Workshop

#### **Preparing Our Own Table to Facilitate Authentic Conversations About and Across Race: Part 1**

Continental Ballroom 1, Ballroom Level

The first part of this session will explore: how to prepare the table for the conversation so it is inviting and welcoming; what we need to know about ourselves (our race, culture, and class) to be ready to enter into a conversation that is from our heart rather than the safety of the head; what personal work needs to be done before we say anything that might be different from what we intend our message to be; and what needs to be learned about the topic of the conversation and how can we prepare to meet the people coming in, their expectations and motivations for coming.

**Rebecca Cheung**, EdD, Program Director, Principal Leadership Institute, University of California, Berkeley Graduate School of Education - Oakland, CA

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

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

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### 2002

Major Workshop

#### **Continuing the Conversation across the Ages: A Radically Inclusive Intergenerational Dialogue on Race and Ethnicity**

Continental Ballroom 2, Ballroom Level

All Levels

In light of movements such as Ferguson, MO, which is being led by young adults and the release of movies such as *The Butler* and *Selma* that highlight the work of an older generation, a bridging of generations seems ripe for the strengthening of continuing liberation struggles. This session asks the questions: how do we collaborate in a radically inclusive way and how do we do create intergenerational radical collaboration so that sustainable struggle is possible? This session examines these questions and works to put generations in communication with each other through an innovative pedagogical approach incorporating the Intergroup Dialogue (IGD) Model in an intergenerational one-time dialogue experience. This session will encourage authentic, honest, informed dialogue focused on issues of race, ethnicity, racism, whiteness, and white privilege. This interactive, participatory-based dialogue session will explore where we came from, where we are, where we're going, what is the vision, and how can we work in intergenerational solidarity to reach the vision in connection to race, ethnicity, and racism.

**Elaine Brigham**, MEd, Special Assistant to the Dean, Dean of Students Office, University of Massachusetts Amherst - Amherst, MA

**Tanya Ovea Williams**, EdD, Associate Vice President-Institutional Diversity and Community Engagement, President's Office, Union Theological Seminary - New York, NY

# WEDNESDAY, JUNE 1

## SESSIONS

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**8:30 TO 11:30 AM**

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### 2003

Major Workshop

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

Franciscan Ballroom A-B, Ballroom Level  
Advanced

This workshop is based on two key ideas. The first is that 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 connection. The second is that the 50 trillion cells in our bodies already know how to live in just and supportive community and these patterns can serve as a powerful framework for uprooting Whiteness and achieving racial justice. Thus the dismantling of Race, Racism, and Whiteness is not an idea or reality we work toward but rather a pathway that helps us all come home to our rightful human interdependence. And it is in the space of this interdependence, rooted in the body's own knowledge, that we can find the deep sources of racial liberation and healing.

Based on the above two ideas, the workshop begins by exploring the notion of embodied racial justice. From here, presenters will discuss concrete concepts regarding Race, Racism, and Whiteness, such as the power of the United States' racial narrative and its impact on our bodies. Presenters will also examine the innovative framework of "cellular wisdom" developed for this workshop, and then practice using it to upend the divisive patterns of racial oppression and replace them with ways of being that speak more truthfully to our human connection and the core principles of racial justice. The workshop ends with small group discussion and dedicated time for concrete application of this framework to participants' lives and to their racial justice work in higher education.

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

Keywords: Critical Race Theory

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### 2004

Major Workshop

#### **N!gga(er)... N!gga(er)... N!gger(er)... Are We Becoming More Accepting of The Word?**

Union Square 5-6, Tower 3, Fourth Floor  
Intermediate  
Experiential/Interactive Training

Who is allowed to say the N!gga (er) word? What do we do/say when N!gga (er) is said in our classrooms, hallways, practice fields, cafeterias, and residence halls? Ignoring the N!gga (er) word is not an option anymore: you can hear N!gga anywhere at any time in the 21st century. Remember Paula Deen? What about Trayvon? The NFL rule change? This session will particularly benefit those at all levels of institutions who struggle to address unconscious bias and racist acts head on. Now is the time for courageous conversations!

This institute looks at the history/impact of the N!gga (er). Participants are challenged to examine their personal and professional histories with N!gga (er), examine when and/or how they first heard N!gga (er) and most importantly, to explore the pictures and feelings associated with the word. The session will explore how current events, Hollywood movies, hip-hop/popular music, TV shows, books and magazines have used the word/images over the years. The workshop offers suggestions about the need and importance of understanding the various realities associated with N!gga (er) and recommends how to challenge and encourage all people, but specifically young people/future leaders, to consider the ramifications of casual or uninformed usage of a powerful and troublesome word.

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

Keywords: African American/Black, Multiple Racial Identities, Residence Life, Student Affairs, Diversity and Inclusion, Institutional Efforts at Transformation

# WEDNESDAY, JUNE 1

## SESSIONS

# 8:30 TO 11:30 AM

### 2005

Special Feature

#### **Racing Research/Researching Race III: Conducting Social Science Studies on Race**

Union Square 13, Tower 3, Fourth Floor

At previous NCORE sessions in 2014 and 2015, presentations 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. Based on the evaluations of these sessions, there was clearly 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 to include a workshop component.

In keeping with that recommendation, in the first half of this session, the panel will discuss questions about when, how, and for whose benefit social science research on race and ethnicity is conducted, interpreted, used, and reported. The panel will also discuss the difficulties both graduate students and junior faculty of color often encounter in conducting research on race and ethnicity. The panelists will discuss their personal experiences in dealing with these issues and why they are of critical importance for faculty members and graduate students, as well as for department chairs and deans, who frequently act as both mentors and gatekeepers in examining the value and formulation of such research.

In the second workshop half of the session, participants will be invited to gather in groups to discuss their research, to share their own interests and experiences, and to ask questions of each other. The panelists will act as discussion facilitators—listening, sharing and advising, on such issues as quantitative vs. qualitative research methodologies, conflict vs. consensus perspectives on research, and alternative frameworks for research, among others.

**Carl James**, PhD, Professor, York Centre on Education and Community, York University (Toronto, CAN) - Toronto, CAN

**Sonia Nieto**, EdD, Professor Emerita, Language, Literacy, and Culture, Teacher Education and Curriculum Studies, University of Massachusetts, Amherst - Amherst, MA

**Bob Suzuki**, PhD, President Emeritus (Retired), California State Polytechnic University, Pomona - Alhambra, CA

**Paul Watanabe**, PhD, Director, Institute for Asian American studies, University of Massachusetts, Boston - Boston, MA

### 2006

Major Workshop

#### **Beyond the Surface: Problematizing Systemic Barriers for Undocumented College Students and Creating Action for Change**

Mason Room, Tower 3, Sixth Floor

Intermediate

Educating undocumented students is a topic that has elicited much response in recent years. Debates about the economic and moral issues often raise the discussion to a level that causes heated exchanges. While these discussions are important in addressing the issue, it is imperative to gain a deeper understanding of how xenophobia and racism are structurally institutionalized in order to more fully grasp the challenges undocumented students face on our college campuses. This interactive workshop will problematize the current political and legislative context of in-state tuition polices, Deferred Action for Childhood Arrivals (DACA), and Deferred Action for Parents of Americans and Lawful Permanent Residents (DAPA) and its implication for higher education. The presenters also aim to connect the complex industry of deportation and detention centers and its impact on family and youth. Participants will gain a deep understanding of undocumented student identities, strategies for successful higher education and nonprofit partnerships, and tools to generate action and change on college campuses through climate assessments. Participants will also gain practical experiences on how to address and constructively engage with anti-immigration rhetoric. This workshop is intended for individuals interested in improving services and campus climate for undocumented students.

**Laura M. Bohórquez García**, MEd, Dream Education Empowerment Program Coordinator, Education Equity, United We Dream Network - Washington, D.C.

**Genevieve Negrón-Gonzales**, PhD, Assistant Professor, School of Education, University of San Francisco - San Francisco, CA

**Matt Matera**, MS, Executive Director, Scholarships A-Z - Tucson, AZ

**Susana M Muñoz**, PhD, Assistant Professor, School of Education, Colorado State University—Fort Collins - Ft. Collins, CO

**Meng So**, MA, Director, Undocumented Student Program, Centers for Educational Equity & Excellence, University of California, Berkeley - Hayward, CA

Keywords: Institutional Efforts at Transformation, Identity Development, Intersectionality

# WEDNESDAY, JUNE 1

## SESSIONS

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**8:30 TO 11:30 AM**

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### 2007

Concurrent Workshop

#### **Am I This or That: Supporting Queer and Trans Students of Color**

Powell Room, Tower 3, Sixth Floor  
Intermediate  
Case Studies/Model Programs

Queer students of color are understanding themselves more and more as an intersectional people and no longer identifying solely with a racial minority or simply as queer/transgender. However, institutions have yet to catch up to these changing dynamics and having fallen behind in supporting the ways students are understanding themselves. Often operating in silos, Cultural Centers, LGBT Resource Centers, Women's Resource Centers, and Disability Resource Centers help increase the dissonance felt by queer and trans students of color through monolithic resources and programs. How might institutions of higher education respond to the changing politics of identity? What does an intersectional model for supporting queer and trans students of color look like? This program will benefit anyone from students to professionals who are interested in making their campus resources more accessible to queer and trans students of color.

**Romeo Jackson**, Student, Gender and Sexuality Resource Center, Northern Illinois University - DeKalb, IL  
**Kathy Martinez**, MA, Associate Director, Diversity and First Generation Office, Stanford - Stanford, CA

Keywords: LGBTQIAA, Student Life, African American/Black, Latino/a, TQPOC, Theory to Praxis

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### 2008

Concurrent Workshop

#### **Considering Race and Intersectionality in the Support of Students Who Have Experienced Sexual Violence and Trauma: Should Identity Make a Difference?**

Sutter Room, Tower 3, Sixth Floor  
Intermediate  
Theoretical Model

This session presents the reduction of sexual violence in a campus community, via the spirit and mission of Title IX, as everyone's responsibility and an institutional imperative. This session will discuss the rationale for approaching student care and support in cases of sexual violence from a trauma-informed, social justice lens. The issues associated with sexual violence, and more specifically, the impact of sexual violence on students of color in the academy is explored. Ideas for how to best support and care for students of color who have experienced sexual violence, will be discussed. Session will also examine campus climate assessment and data-informed decision making as primary approaches to culture change and critically important to the mission of reducing sexual and gender violence on campus.

This session should benefit student affairs professionals and college campus administrators with responsibilities associated with high-level student care, crises, conduct administrators, anyone involved in the sanctioning of individuals responsible in sexual misconduct cases, mental health professionals, victim advocates, prevention specialists, social justice professionals, and practitioners in the academy.

**Oriana Jiménez**, MHR, Title IX Coordinator, Office of the Title IX Coordinator, Rollins College - Winter Park, FL

Keywords: Student Affairs, Cultural Competence, Diversity and Inclusion, Intersectionality, Retention, Assessment/Evaluation

# WEDNESDAY, JUNE 1

## SESSIONS

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# 8:30 TO 9:45 AM

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**2011**

Concurrent Workshop

**The Voice of Immigrants**

Continental Ballroom 3, Ballroom Level

Novice

Policy Issues

The voice of immigrants is a presentation where three immigrant scholars from three different continents and countries, two different races, and three different ethnic identities share their lived experiences with regard to the immigration and acculturation process. The presentation will focus on the intersections of their immigrant identity with other identity variables such as racial and ethnicity, gender, SES, and educational level. The presentation will also address the legal policies, political and social cultures, institutional environment, and the prevalent beliefs and stereotypes that have impacted each presenter's acculturation journey. This session should particularly benefit individuals who work directly or indirectly with immigrant scholars, students, researchers, or clinicians in understanding the immigrant's lived experiences within the greater social and political context of the United States.

**Rgave Suri**, MA, Wright State University, School of Professional Psychology, Doctoral candidate - Dayton, OH**Joann Mawasha**, PsyD, Research consultant, School of Professional Psychology, Wright State University - Beavercreek, OH**Jennifer Suban**, PhD, Associate Professor, Department of Urban Affairs and Geography, Wright State University - Dayton, OH

Keywords: Immigration, International/Transnational, Multicultural Affairs, Diversity and Inclusion, Intersectionality, Identity Development

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**2012**

Concurrent Workshop

**Pedagogies of the Sacred: Women of Color Transforming Educational Paradigms**

Continental Ballroom 4, Ballroom Level

Intermediate

Curricular/Pedagogical Models

This panel explores the possibilities of bridging the realm of the sacred with the political in academia, both in the classroom and extracurricular spaces. It builds upon the work of a variety of theorists (particularly women of color) who explore the "sacred" as a space for potentially peaceful encounters across difference. A number of these theorists (Fernandes, 2003; Anzaldúa and Keating, 2002; hooks, 2000; Durre Ahmed, 2002; Donaldson and Kwok, 2002; Lorde, 1989) contend that confrontational and oppositional power relations that connect lives along racial, colonial, gender, ethnic, and class lines, can potentially be transformed through an engagement with the "sacred." This panel will offer multiple interdisciplinary frameworks that close the false dichotomy between the spiritual (sacred) and the political (profane), without subsuming one into the other. These frameworks include "sacred hybrid spaces," integral feminist pedagogy, womanist theory, and liberation pedagogy. This session will include a participatory component, inviting participants to reflect upon how their own notions of the sacred inform their educational praxis. This session will benefit faculty and student affairs professionals seeking to foster empathy, compassion, social justice, and transformation.

**Alka Arora**, PhD, Core Faculty and Department Chair, Women's Spirituality, California Institute of Integral Studies - San Francisco, CA**May Elawar**, PhD, Core Faculty, Transformative Leadership, California Institute of Integral Studies - San Francisco, CA**Danielle Burnette**, MA, Core Faculty, Expressive Arts Therapy, California Institute of Integral Studies - San Francisco, CA

Keywords: Women, Pedagogy, POC, Religion, Self-Care/Self-Work, Intersectionality

# WEDNESDAY, JUNE 1

## SESSIONS

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**8:30 TO 9:45 AM**

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### 2013

Major Workshop

#### **America's Most Wanted: Hip Hop, Media, and Mass Incarceration**

Continental Ballroom 5, Ballroom Level

Intermediate

Media Representations

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 will benefit participants who work with young men of color, who study media literacy, and look at the impact of hip hop culture on the world and 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/Creative Director, Arts and Culture, IHood Media - Pittsburgh, PA

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### 2015

Concurrent Workshop

#### **Making Space for Asian American Identities and Experiences in Multicultural Student Affairs**

Continental Ballroom 7, Ballroom Level

Intermediate

Training of Trainers

Increasingly, Asian American, Pacific Islander, transracial adoptees, and mixed race students of color are articulating racialized identities and experiences that complicate traditional multicultural student services. For these students of color, who identify outside of black and white binaries, may dis-identify with heritage months as "rootless" peoples with emerging identities. This session should benefit practitioners, service providers, and multicultural student affairs professionals committed to developing accessible, inclusive leadership opportunities for all students of color.

**Laura Klunder**, MSW, University of Wisconsin - Madison, Multicultural Student Center, University of Wisconsin - Madison - Madison, WI

**Helen Xu**, MEd, Organizational Development Specialist, Multicultural Student Center, University of Wisconsin - Madison - Madison, WI

Keywords: Asian Pacific American, Multiple Racial Identities, Multicultural Affairs, Student Affairs, Diversity and Inclusion, Leadership Development

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### 2016

Concurrent Workshop

#### **A Shared Space to Foster Success: Utilizing Photo-Voice in Program Evaluation Based on Student Perspectives**

Continental Ballroom 8, Ballroom Level

Novice

Long-and Short-Range Planning

The precollegiate Upward Bound Program at the University of Colorado-Boulder will serve as the session's primary example to discuss program evaluation through photo-voice. Photo-voice is a qualitative participatory action research method that uses photography to answer questions. Utilizing Native American (NA) sophomores' photo-voice projects conducted during the summer of 2015, session participants will learn more about how NA youth view college and leadership. Using this innovative approach their photography feedback was used to make improvements to the summer program. Session participants will learn a quick background of photo-voice as well as how to utilize it as an evaluation method for their respective programs. This session should benefit students, faculty, mentors, staff, and administrators interested in the success of Native American (NA) students and/or other minority high school students.

**Natahnee Winder**, University of Western Ontario, Sociology, The University of Western Ontario - Albuquerque, NM

**Tanaya Winder**, MFA, Director, CU Upward Bound, Office of Diversity, Equity, and Community Engagement (ODEDE) Pre-Collegiate Student Services, University of Colorado, Boulder - Boulder, CO

Keywords: Students, Assessment/Evaluation, Visual Arts, Perspective Taking, Minority Serving Institutions, Career Path



# WEDNESDAY, JUNE 1

## SESSIONS

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### 8:30 TO 9:45 AM

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**2017**

Concurrent Workshop

#### **Navigating Academia in Predominately White Colleges and Universities: A Guide to Equip First Generation Students of Color to Thrive in Higher Education**

Continental Ballroom 9, Ballroom Level

Novice

Experiential/Interactive Training

This session will provide invaluable resources, guidance, and tools to strengthen students' navigational capital to successfully realize their full academic potential - not to just survive academia, but to thrive in academia as their authentic selves. The aim is to move beyond student retention placing strong emphasis on degree completion via peer collaboration/co-creation and community-building to achieve empowerment, self-efficacy, and self-determination. Strategies entail: self-work/self-love, particularly in terms of understanding and healing from internalized oppression, how to overcome imposter syndrome, and how to build a community of accountability among peers. Presenters will also provide guidance on how to seek out mentors, locate resources, and create opportunities to constructively give back to the surrounding community in which they reside. This session is co-facilitated by two first-generation, working-class, students of color from Columbia University's Teachers College who will serve as peer educators for session participants. A Scholar Thrive Book will be provided that conveys success strategies for participants to implement throughout their academic experience of navigating higher education as a first-generation students of color in predominantly white academic institutions. This session should benefit first-generation students of color who are completing their studies at the undergraduate or graduate level.

**Christina Marie Chaise**, Project Assistant: Institute for Urban and Minority Education, Education Policy and Social Analysis, Columbia University's Teachers College - New York City, NY

**Krystal Marie Cruz**, Student Senate Associate: Institutional and Diversity Committees, Health and Behavior Studies, Columbia University's Teachers College - New York City, NY

Keywords: Leadership Development, Predominantly White Institution, Students, Student Life, DEV, Empowering Diversity

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**2018**

Concurrent Workshop

#### **Unintended Outcomes of Diversity on Campus: White Students and Perceptions of Discrimination**

Imperial Ballroom A, Ballroom Level

Advanced

Research/Assessment/Evaluation

More than 800 scholars signed an amicus brief supporting the need for racial diversity on campus in the Abigail Fisher vs. the University of Texas at Austin case. The essential argument was that increased racial diversity on campus promotes cross racial interactions resulting in a number of educational and psychosocial benefits. Presenters will provide research examining the social networks and cross racial interactions of Black and White students across two university contexts: one diverse campus in which Whites comprise only 50% of the student population and one less diverse campus in which White students comprise 67% of the population. Presenters also examine students' perceptions of the campus environment, including students' sense of belongingness, diversity, and discrimination. The findings support the benefits of a racially diverse campus for undergraduates, but also speak to the context of the Abigail Fisher case and the challenges those promoting policies for increasing racial diversity on college campuses face in the current era. This session will benefit those interested in discussing how to address challenges such as perceptions of discrimination among White students in highly diverse contexts through policies and practices that promote diversity and inclusion and reduce racial disparities.

**David Diehl, PhD**, Assistant Professor, Human and Organization Development, Vanderbilt University - Nashville, TN

**Tabitha Grier-Reed**, PhD, University of Minnesota, Postsecondary Teaching and Learning, University of Minnesota - Minneapolis, MN

Keywords: African American/ Black, Diversity and Inclusion, Institutional Efforts at Transformation, White, Predominantly White Institution, Whiteness

# WEDNESDAY, JUNE 1

## SESSIONS

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### 8:30 TO 9:45 AM

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**2019**

Concurrent Workshop

**“Feels Like Racial Battle Fatigue”: Managing Diversity Crisis Moments in Higher Education**

Imperial Ballroom B, Ballroom Level

Intermediate

Case Studies/Model Programs

During moments of crisis around diversity issues, mid-level diversity management professionals are often engaged in the arduous work of simultaneously working in the best interest of the university as well as the constituents who have been impacted by the crisis moment. Yet, in the midst of these diversity crisis moments and after, what happens to the professional who has given of their professional and often personal selves? How do these professionals recover and find support in places where they often serve as systems of support to others? What physical and mental toll does this role take on these professionals? The concepts of Racial Battle Fatigue and Critical Race Theory will be used to explore case studies of mid-level diversity management professionals during diversity crisis moments. Participants will gain a better understanding of roles during diversity crisis moments, steps for creating systems of support and self-care, as well as best practices for professional longevity. This session should benefit mid-level diversity management professionals and other professionals who often play integral roles in assisting university administrators with better understanding and finding solutions to diversity crisis moments that occur on college campuses.

**Chaunda Allen Mitchell**, PhD, Director, Office of Multicultural Affairs, Louisiana State University - Baton Rouge, LA

Keywords: Multicultural Affairs, Self-Care/Self-Work, Critical Race Theory, Practitioner Development, Research, Administrators

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**2020**

Major Workshop

**Confronting Micro-aggressions, Stereotype, and Racial Superiority as Indigenous People: Film and Discussion**

Franciscan Ballroom C-D, Ballroom Level

This session will begin with a screening of the film *The Last American Indian On Earth*, a short documentary about artist Gregg Deal's first performance art piece with the same title. Following the screening will be a discussion of the film's contents, the experience, and the social principles of being Indigenous in a day and age when consideration and validity only exists in the context of Western culture. Concepts surrounding decolonization, micro-aggressions, and thinking critically about the spaces we are in as human beings will also be presented and discussed.

**Gregg Deal**, Artist, Activist - Denver, CO

Keywords: Art, Activism, Race, Decolonizing, Critical Thinking, History

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**2021**

Concurrent Workshop

**Culturally Responsive Teaching: Using Social Justice-Based Research to Prepare First-Generation and Minority Students for Graduate School Success**

Union Square 1-2, Tower 3, Fourth Floor

Intermediate

Curricular/Pedagogical Models

This session will discuss the use of culturally responsive teaching for underrepresented minority and first-generation low-income students who are graduate school bound. Through a hands-on and team-based pedagogical approach of the scientific research process, scholars in the Iowa State University McNair Program created research projects that helped them to develop a sociopolitical consciousness of barriers that may affect their graduate school experience. The students completed research projects focused on Impostor Syndrome, stereotype threat, and barriers to first-generation students in an effort to critically examine their existence in higher education. This session should benefit educators and administrators interested in creating culturally responsive content, educational settings, and programming, specifically in preparing underrepresented students for graduate study by examining social and personal hindrances, as well as academic aspects while providing them with an experience in scholarly work and academic research. The interactive workshop will develop examples of projects that would be relevant to attendees' students' or group's needs.

**Ashley Garrin**, PhD, Assistant Director ISU McNair Program, Graduate College, Iowa State University - Ames, IA**Thelma Harding**, Director ISU McNair Program, Graduate College, Iowa State University - Ames, IA

Keywords: Pedagogy, Research, Practitioner Development, Theory to Praxis, Institutional Efforts at Transformation, Students

# WEDNESDAY, JUNE 1

## SESSIONS

# 8:30 TO 9:45 AM

### 2022

Concurrent Workshop

#### **Your R.I.D.E. Is Waiting: Guiding Your Students on a Path of Racial Identity and Intergroup Dialogue**

Union Square 3-4, Tower 3, Fourth Floor

Novice

Case Studies/Model Programs

Attending college is often considered to be a consciousness raising experience, providing students with opportunities to learn about themselves and others through exposure to diverse perspectives and experiences (Syed, 2010a). The Racial Identity Development Experience (R.I.D.E.) at Boston College was created as a space for undergraduate students to gather, reflect, and engage in honest, rich conversations surrounding race and racial identity. Diverse learning environments can engage and educate students on social issues that foster development of leadership for social change (Alimo & Komives, 2009). These opportunities include those involving students' engagement in difficult dialogues with their peers regarding issues around, race, racial identity, discrimination, and stereotypes (Oyserman, Harrison, and Bybee, 2001). Social justice educational interventions and programmatic efforts provide intergroup dialogue that address these responses and leverage the educational benefits offered by the presence of diversity (Alimo, 2012; Zuñiga, Nagda, Chesler, & Cytron-Walker, 2007). Specifically, racial intergroup dialogues can provide students with confidence and skills to personally consider and confront their own experience with race and racism and encourage collaboration in advocacy groups that promotes social change (Alimo, 2012). This session will highlight application of these theories into the two-part curriculum that is offered annually at Boston College. The curriculum is comprised of a weekend institute experience and a three-day intersectionality series. Data and anecdotes from past participants for the last three years will be shared.

**Sarah Gallenberg**, MA, Program Administrator/Counselor, Thea Bowman AHANA and Intercultural Center, Boston College - Chestnut Hill, MA

**Nanci Fiore-Chettiar**, MSW, Graduate Assistant, Thea Bowman AHANA and Intercultural Center, Boston College - Chestnut Hill, MA

Keywords: Intergroup Dialogue/Facilitation, Curriculum, Intersectionality, African American/Black, Multicultural Affairs, Predominantly White Institution

### 2023

Concurrent Workshop

#### **The Unity 4 Movement at Santa Clara University: A Case Study in Dialogue**

Union Square 14, Tower 3, Fourth Floor

Intermediate

Case Studies/Model Programs

2015 has been a tumultuous time on college campuses in the United States. Whether it is concerns about race, sexual orientation, gender identity, or sexual violence, college campuses have become crucibles for critical discussions on these topics. Santa Clara University (SCU) is not immune to the concerns about campus climate and other topics. However, it took a racially charged Yik Yak post in May 2015 to create a spark that revealed an underlying sense of frustration on the campus. This sense of discontentment and missteps by the administration led to the creation of Unity 4 and a student movement asking for tangible changes on the campus. The Unity 4 students created a list of 21 tactics they wanted to see adopted.

This session provides an opportunity to engage with administrators and student leaders from Unity 4 to talk about the challenges and successes of the Unity 4 movement and how SCU has been able to foster a constructive dialogue with students as well as begin to take specific action steps. In light of examples where campuses are failing to engage with their students, SCU students and the administration are engaged in an effort to help move the institution forward.

**Raymond Plaza**, Director, Office for Diversity and Inclusion, Santa Clara University - Santa Clara, CA

Keywords: Institutional Efforts at Transformation, Empowering Diversity, Organizing/Activism, Diversity and Inclusion, Changing Institutional Practices, Students

# WEDNESDAY, JUNE 1

## SESSIONS

# 8:30 TO 9:45 AM

### 2024

Concurrent Workshop

#### **Tribal Citizens and Critical Scholars: Developing Indigenous Communities through the Transfer Route**

Union Square 15-16, Tower 3, Fourth floor  
Intermediate  
Case Studies/Model Programs

Through the University of California, Los Angeles Center for Community College Partnership, Native American and Pacific Islander programs on-campus collaboratively developed a summer intensive transfer program aimed at addressing Indigenous students at two-year colleges. This session will discuss the program's role in preparing students to transfer to four-year institutions, and developing tribal citizens through critical race theory, tribal critical race theory, and best practices for outreach and admission. This session should particularly benefit participants interested in collaborative planning for campus programs, engaging Native American/Pacific Islander students and recruitment and retention of transfer students.

**Clementine Bordeaux**, MC, Academic Coordinator, American Indian Studies, UCLA - Los Angeles, CA

**Alfred Herrera**, MPA, Director, Center for Community College Partnerships, University of California, Los Angeles - Los Angeles, CA

**Theresa Jean Stewart-Ambo**, MEd, PhD Student, Higher Education and Organizational Change, UCLA Graduate School of Education and Information Studies - Los Angeles, CA

Keywords: American Indian/ Native American, Asian Pacific American, Academic Affairs, Admissions, Institutional Efforts at Transformation, Critical Race Theory

### 2025

Concurrent Workshop

#### **Building an Institutional Climate of Support of Underrepresented Students in the Biomedical and Behavioral Sciences at a Predominantly White Institution**

Union Square 17-18, Tower 3, Fourth floor  
Intermediate  
Case Studies/Model Programs

An overview of the research and action initiatives of the Inclusive Excellence Lab (IEL) at North Carolina State University that is being used to transform the overall climate of support for underrepresented (UR) students in the sciences. It will summarize its research and evaluation findings that have identified key factors contributing to the successful matriculation, graduation and future participation of underrepresented students in Biomedical and Behavioral Science (BBS) careers. These individual and programmatic findings, along with the lessons learned from other institutions around the country, are currently being used to develop a comprehensive plan of support for UR students and a strategy for moving the institution toward an overall climate of excellence and success at this predominantly White land grant and research extensive university. This effort includes both BBS and STEM disciplines. The session will seek to engage participants in a discussion of best practices at their own institutions.

**Erin Banks**, PhD, Director, Initiative to Maximize Student Diversity, Graduate School, North Carolina State University - Raleigh, NC

**Kwesi Craig Brookins**, PhD, Associate Professor, Psychology and Africana Studies, North Carolina State University - Raleigh, NC

**Amy Leonard**, MS, Graduate Research Assistant, Graduate School, North Carolina State University - Raleigh, NC

Keywords: Institutional Efforts at Transformation, Retention, Predominantly White Institution, STEM/STEAM, Changing Institutional Practices, Diversity and Inclusion

# WEDNESDAY, JUNE 1

## SESSIONS

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# 8:30 TO 9:45 AM

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### 2026

Concurrent Workshop

#### **Beyond Exit Surveys: Applying a New Evaluation Framework to Diversity Certificate Programs**

Union Square 19-20, Tower 3, Fourth floor  
Intermediate  
Research/Assessment/Evaluation

This session is designed to support the evaluation of diversity initiatives in higher education. Based on a study conducted in 2015 of nine diversity certificate training programs in higher education, this session will offer an overview of common and unique attributes of this unique model. The session will also present an evaluation framework that emerged from this study. Building on the framework, the session will highlight strategies to evaluate the impact of diversity certificate training at the individual, departmental, and institutional levels. This session should benefit diversity officers and staff interested in developing a more robust transformative evaluation approach to understand the systemic and cultural impact the training has on the institution.

**Molly Illes**, PhD, Research Assistant, Minnesota Evaluation Studies Institute, University of Minnesota - Minneapolis, MN

Keywords: Assessment/Evaluation, Diversity and Inclusion, Institutional Efforts at Transformation, Predominantly White Institution, Systemic Racism, Research

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### 2027

Concurrent Workshop

#### **Why Are There So Few of Us? Counterstories of Women of Color in Faculty Governance Roles**

Union Square 22, Tower 3, Fourth Floor  
Theoretical Model

Women scholars are underrepresented in faculty governance positions in university settings. This initial case study described the successes and challenges faced by women of color in faculty governance roles in California universities. This session should benefit women of color who are in and/or considering positions of governance in a university setting.

**Noni Mendoza-Reis**, EdD, Professor, Department of Educational Leadership, San Jose State University - San Jose, CA

Keywords: Women, Critical Race Theory, Multiple Racial Identities, Leadership Development, Mentoring, Faculty Recruitment and Retention

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### 2028

Concurrent Workshop

#### **Supervising Staff of Color**

Union Square 23-24, Tower 3, Fourth floor  
Intermediate

This presentation explores the intersections of being a person and professional of color and effectively supervising staff of color. Professionals of color may find themselves caught between a professional and personal response to offensive language, bias incidents or managing daily occurrences of microaggression. Supervision of racially privileged staff members can also contribute to the complex struggle. The same goes for staff of color supervised by a racially privileged person. This presentation offers a space where participants will gain insights into the successes and challenges of being a supervisor of color, supervising staff of color, acknowledge how being a supervisor of color may impact supervision styles and skills, examine possible connections between campus climate and professional development, and share personal reflections of best practices.

**Jason Timpson**, MS, Assistant Director for Student Staff Recruitment, Selection, and Training, Housing and Residence Life, Ohio University - Athens, OH

**Stephanie Zee**, MEd, Coordinator of Diversity and Inclusion, Residence Life, Colorado State University - Fort Collins, CO

Keywords: African American/Black, Multiple Racial Identities, Student Affairs, Staff Recruitment and Retention, Recruitment

# WEDNESDAY, JUNE 1

## SESSIONS

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# 8:30 TO 9:45 AM

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**2029**

Concurrent Workshop

**Transness and Gender Nonconformity in Latinx Communities**

Lombard Room, Tower 3, Sixth Floor

Novice

Theoretical Model

Discussions about trans and gender non-conforming folks within the Latinx community and their experiences are virtually non-existent. Moreover, the Latinx community, like many other communities of color, continues to be painted as being inherently transphobic. This presentation aims to provide a space of (un)learning about concepts of transness and gender nonconformity within the context of Latinx communities, and will elaborate further on the ways in which the current (or lack of) knowledge and understanding of such experiences affect the lives of trans and gender-nonconforming students and youth. This session will address the roots and connections between transness and latinidad to elaborate on both the complexity and uniqueness of transness within a Latinax scope, thus inciting discussion between participants to produce new knowledge and practices based on lived experiences of trans and gender-nonconforming Latinx folks. This session should primarily benefit administrators, diversity staff, and anyone who wishes to (un)learn concepts of the gender binary, and how to come up with better ways in creating brave and safe spaces for trans and gender nonconforming Latinx students and youth.

**Daniel Juarez**, Associate Vice President of Equity, Diversity, and Inclusion, Associated Students, University of California, San Diego - La Jolla, CA

Keywords: Latino/a, TQPOC, Intersectionality, Cultural Competence, African American/Black

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**2030**

Concurrent Workshop

**Releasing the Mute Button on the Silent Curriculum in Medical School**

Taylor Room, Tower 3, Sixth Floor

Intermediate

Case Studies/Model Programs

A May 2015 commentary written and published by a third-year medical student, entitled "A Silent Curriculum," was viewed as a call to action by diversity and inclusion professionals in medical schools. That call took the form of a comprehensive, proactive response to the absence of a dedicated curriculum in medical education to address the impact of racism, bias, and health care disparities during the medical school trainees' learning experiences. In this session, the presenters will detail the ways in which they have responded to this critically important topic by describing the steps taken to date (convening a session with medical school peers from across the country, administering a survey, and refining strategies/plans designed to confront the challenges associated with addressing the Silent Curriculum). This session should be particularly beneficial to individuals who are charged with and/or interested in partnering to advance diversity and inclusion efforts in academic medicine, as well as anyone committed to reducing incidences of racism and bias in higher education.

**George Hill**, PhD, Chief Diversity Officer and Vice Chancellor for Equity, Diversity, and Inclusion, Vanderbilt University - Nashville, TN

**Darin Latimore**, MD, Associate Dean, Office of Student and Resident Diversity, UC Davis School of Medicine - Davis, CA

**Judy Seidenstein**, CDO, Chief Diversity Officer, Duke University School of Medicine - Durham, NC

**Sherree Wilson**, PhD, Associate Dean, Cultural Affairs and Diversity Initiatives, University of Iowa Carver College of Medicine - Iowa City, IA

Keywords: CDO, Students, Curriculum, Changing Institutional Practices, Institutional Efforts at Transformation, Diversity and Inclusion

# WEDNESDAY, JUNE 1

## SESSIONS

### 8:30 TO 9:45 AM

#### 2031

Major Workshop

#### Teaching across Cultural Strengths

Van Ness Room, Tower 3, Sixth Floor  
All Levels

Teaching effectively across cultures is a daily reality for faculty and presents opportunities to engage learner strengths across cultures and cultural frameworks. This interactive session offers hands on application of the empirically derived Cultural Frameworks in College Teaching model (Chávez & Longerbeam, 2016). Facilitated activities will assist participants in using the model for cultural introspection about their own teaching and facilitating as well as reimagining and redesign of teaching practices with peers. A strengths based approach will be emphasized for both teaching practices of individual faculty and learning processes of students across cultures.

**Alicia Fedelina Chávez**, PhD, Associate Professor, Teacher Education, Educational Leadership and Policy, University of New Mexico - Albuquerque, NM

**Susan Diana Longerbeam**, PhD, Associate Professor, Educational Psychology, Northern Arizona University - Flagstaff, AZ

Keywords: Faculty, Multiracial, Pedagogy, Diversity and Inclusion, Theory to Praxis, Facilitator Development

### 10 TO 11:30 AM

#### 2101

Major Workshop

#### Faculty Development for Underrepresented Scholars at the University of Chicago

Continental Ballroom 3, Ballroom Level

The University of Chicago is piloting professional development sessions for underrepresented junior faculty across its academic divisions and professional schools. The content is designed based on feedback from junior and senior faculty and offerings of our peer institutions. Topics include navigating institutional politics, balancing personal and professional commitments, intentionally accepting/declining service activities and other requests, increasing research productivity, and understanding the structure, operations, and guiding principles of the University. These interactive sessions are sponsored during lunch with a group of senior faculty leading discussions on the designated topics. Efforts such as the implementation of new retention/community building programs (e.g., Quarterly Faculty Women of Color Brunch, Annual Faculty of Color Dinner with the Provost, etc.) and special outreach efforts (e.g., meeting individually with all underrepresented tenure-track faculty) will also be discussed. Additionally, presenters will share initiatives to support the successful matriculation of doctoral students from underrepresented groups through graduation and into postdoctoral and tenure track faculty positions.

**Tamara A. Johnson**, PhD, Director of Faculty Diversity Initiatives, Office of the Provost, University of Chicago - Chicago, IL

**Celina Nelson**, Associate Director, Graduate Diversity and Inclusion, Office of the Provost, UChicagoGRAD, University of Chicago - Chicago, IL

#### 2102

Major Workshop

#### Engaging the Intersections of Race, Spirituality, Sexualities, and Ability: Let's Talk about It

Continental Ballroom 4, Ballroom Level

In this time of heightened attention to dynamics of race on college and university campuses, we are often challenged by what can feel like "only race matters". While we are well aware that diversity and inclusion is about more than race, how can we effectively engage the other intersecting identities without diminishing the ongoing need to address this highly racialized climate. This session will address intersectionality and simultaneity as a way to invite engagement and not polarization.

**Jamie Washington**, PhD, President and Founder, Social Justice Training Institute (SJTI) - Baltimore, MD

# WEDNESDAY, JUNE 1

## SESSIONS

### 10 TO 11:30 AM

#### 2103

Special Feature

#### **Hip Hop and Social Justice in Filipina/o America**

Continental Ballroom 5, Ballroom Level

This session examines the rise of Filipina/o American hip hop in the late 1990s and early 2000s and the current popularity of “raptivism,” which integrates rap lyricism and community activism. This session further analyzes the ways hip hop can function as a type of cultural activism involving protest music that implores its listeners to sociopolitical action. The presenters will further explore the ways hip hop can help to raise political awareness and critical consciousness, serving as necessary steps toward understanding the problems that plague Filipina/o Americans and Filipina/os across the globe and how they are connected to struggles of other marginalized populations. This session will benefit participants who work with communities of color, youth, women, im/migrants, students, workers, and those who look at the impact of hip hop culture on their local communities. This session should be of particular interest to those who understand hip hop as liberatory practice and those who see art and culture as pathways for creating a more just world.

**Candice L. “DJ Kuttin’ Kandi” Custodio-Tan**, Independent Artist and Scholar - San Diego, CA

**Krishtine “Rocky Rivera” De Leon**, Independent artist and REAL HARD Program Coordinator, Oakland Kids First - Oakland, CA

**Mario “Nomi” De Mira**, Independent artist and Workers Rights Program Coordinator, Filipino Community Center - San Francisco, CA

**Roderick Labrador**, PhD, Associate Professor, Ethnic Studies, University of Hawai’i at Manoa - Honolulu, HI

**Nate Nevado**, Coordinator, Center for Innovative Practices through Hip Hop Education and Research (CIPHER), Skyline College - San Francisco, CA

**Paul “Paulskeee” Ruma**, Director, Might 4 Arts Foundation - Union City, CA

#### 2104

Major Workshop

#### **Nothing to Add: A Challenge to White Silence in Racial Discussions**

Continental Ballroom 6, Ballroom Level

All Levels

This session will problematize a common dynamic in interracial discussions on race: white silence. Using whiteness theory as the frame, the common white rationales for silence in discussions of race will be analyzed and challenged from an anti-racist framework.

These rationales include:

- “It’s just my personality - I rarely talk in groups.”
- “Everyone has already said what I was thinking.”
- “I don’t know much about race so I will just listen.”
- “I don’t feel safe/don’t want to be attacked so I am staying quiet.”
- “I am trying to be careful not to dominate the discussion.”
- “I don’t want to be misunderstood/say the wrong thing/offend anybody.”
- “I already know all this.”

Regardless of the rationale for white silence in discussions of race, if it is not strategically enacted from an anti-racist framework, it functions to maintain white power and privilege. The presenter will provide an accessible challenge to silence for white participants in these discussions, regardless of the context in which it may occur – in the classroom, workplace, workshops, or professional development settings. The goal is to unsettle the complacency that often surrounds this silence and motivate silent white people to break their silence.

**Robin Jeanne DiAngelo**, PhD, Writer/Educator/Consultant - Seattle, WA

Keywords: Antiracism, Coalition Building, Critical Race Theory, Identity Development, Systemic Racism, Whiteness



# WEDNESDAY, JUNE 1

## SESSIONS

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# 10 TO 11:30 AM

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**2105**

Special Feature

### **The Freshman Diversity Experience: Implementing New Mandatory Diversity Curriculum into Existing Programs at a Large Predominantly White Institution**

Continental Ballroom 7, Ballroom Level  
All Levels

Following the viral release of SAE racist chant video, the University of Oklahoma implemented a mandatory freshman and transfer diversity experience for all of its incoming students in the 2015-2016 academic year. The training is designed to help students understand diversity, inclusion, and exclusion across a broad spectrum of identities and issues. The interactive curriculum addresses exclusionary practices that impact campus climate and the experiences of students on campus. The curriculum uses the research behind development of cognitive empathy and a social justice approach to intergroup communication that links communication and identities to historical hierarchies and inequities.

This session will present logistical, administrative, organizational, personnel, and programming challenges of implementing a five-hour mandatory diversity training for all freshmen within an existing summer orientation camp at the University of Oklahoma, a large public predominantly white institution. Presenters will cover the nuts and bolts of recruiting staff, social justice training for camp staff, segmenting curriculum and collaborative communication across units that was necessary under tight timelines, resources and logistical challenges of moving and facilitating 600 students per camp (total of 5,300 students in the academic year in other delivery platforms). Theoretically based evaluation measures to assess learning and social action outcomes will be discussed. There will be time for questions and answers.

**Zac Stevens**, MA, Assistant Director, Camp Crimson Director, Student Life, Oklahoma Memorial Union, University of Oklahoma - Norman, OK

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

Keywords: Intergroup, Multiracial, Multicultural Affairs, Diversity and Inclusion, Antiracism, Predominantly White Institution

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**2106**

Major Workshop

### **Art and Activism: Enacting Change through Socially Conscience Art**

Continental Ballroom 8, Ballroom Level

This session will provide insight and context to the role art plays in significant social and political movements. With the art and efforts of speaker Gregg Deal as the backdrop, there will be discussion about specific events (many of which originated in San Francisco) and the way these things have been viewed, and minds have been changed, and efforts moved through the power of art. This overflows into academia as the acceptance of art as a serious medium to voice change in American Culture and throughout the world.

**Gregg Deal**, Artist, Activist - Denver, CO

Keywords: Art, Activism, Race, Decolonizing, Critical Thinking, History

# WEDNESDAY, JUNE 1

## SESSIONS

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### 10 TO 11:30 AM

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#### 2107

Concurrent Workshop

#### **The Politics of Being an American Muslim Student**

Continental Ballroom 9, Ballroom Level

Intermediate

Media Representations

This session focuses on current events in America that are impacting Muslim students directly or indirectly, and how campuses can create a more inclusive environment by learning and acknowledging certain struggles. Muslims and Islam have been at the forefront of many domestic and international issues, especially during the election season. Although these issues may deal with policies and negotiations, it has become a playground with politics and media being the bully. This session will focus on how specific events have impacted students who identify both as an American and as a Muslim in a time when they are told that these two identities cannot coexist. The session will breakdown specific events, the media portrayal of those involved and affected, the effects on Muslim students, and tools on how to support these students during a time of identity development and turmoil.

**Maria Ahmad**, MS Ed, Chief Diversity Officer, Coordinator of Student Life and Campus Diversity, Student Life and Campus Diversity, Indiana University Kokomo - Kokomo, IN

Keywords: Religion, Media Analysis, Multicultural Affairs, Identity Development, Cultural Competence, Diversity and Inclusion

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#### 2108

Special Feature

#### **On the Promise of Intersectionality in Higher Education: Utilizing Intersectional Research in Higher Education to Advance Racial Justice**

Imperial Ballroom A, Ballroom Level

All Levels

Intersectionality helps explain our experiences as individuals with multiple identities, which mutually shape our experiences with privilege and oppression in unique ways. For scholars and practitioners, acknowledging and engaging intersectionality in our work allows us to better capture within group differences in experiences with oppression and the impact of various forms of marginalization. This session focuses on generating dialogue regarding the intersectionality research agenda in higher education. During the first half of this session, presenters will define and discuss the concept of intersectionality. They will also discuss how intersectionality is utilized in higher education research, and offer recommendations for researchers who seek to study intersectionality in the context of postsecondary education systems. During the second half of the session, presenters will engage in dialogue with audience members about the future of intersectionality research in the academy. Specifically, presenters and audience members will engage in a conversation about the role of intersectionality research in advancing racial justice in higher education. Participants who attend this session can expect to deepen their understanding of the current state of intersectionality scholarship in postsecondary education and leave the discussion with new ideas regarding how to incorporate intersectionality into their own work in cutting-edge ways. This session will appeal to anyone interested in conducting or utilizing intersectionality research in their work, including those who are new to intersectionality discourse and attendees who have an in-depth knowledge of the concept of intersectionality.

**Nolan León Cabrera**, PhD, Assistant Professor, Educational Policy Studies and Practice, University of Arizona - Tucson, AZ

**Kimberly Anne Griffin**, PhD, Associate Professor, Counseling, Higher Education, Special Education, University of Maryland - College Park, MD

**Samuel D Museus**, PhD, Associate Professor, Higher Education and Student Affairs, Indiana University - Bloomington, IN

**Natasha Autasi Saelua**, MA, Project Associate, Center for Postsecondary Research, Indiana University - Bloomington, IN

Keywords: POC, Antiracism, Critical Race Theory, Diversity and Inclusion, Intersectionality, Research

# WEDNESDAY, JUNE 1

## SESSIONS

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# 10 TO 11:30 AM

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**2109**

Major Workshop

**After the Spotlight Fades: How to Keep the Momentum for Change Going**Imperial Ballroom B, Ballroom Level  
Intermediate

Across the country, college and university administrations are waking up to the fact that their campuses are not all one big happy family, that even apart from blatantly racist incidents, there are deeply rooted problems of inequity. Some universities are responding by establishing a diversity committee; others by providing a few more dollars to the already existing equity and inclusion departments; some will invite speakers and run symposia; others will investigate incidents and make policy recommendations. No administration wants to be the next the University of Missouri or Claremont College. No doubt some good will come of all this, but just as inevitably, the spotlight on racial inequity will fade, and attention and resources will be diverted to other issues. This workshop will use racial equity learning module components (REL) and film clips to explore strategies and practices that can build momentum for change. Topics will include overviews of revisioning equity through strategic or power analysis, how to identify and frame issues for the media, techniques that will make students and faculty more effective organizers, and how to use film to generate authentic dialogue that continues and grows the congregation.

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

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**2110**

Concurrent Workshop

**Barriers to Clinical Social Workers: Doing Therapy with Latino Families in South Florida**Franciscan Ballroom C-D, Ballroom Level  
Advanced  
Curricular/Pedagogical Models

The Latino population of South Florida (Puerto Ricans and Cuban populations especially) face a plethora of mental health issues. This unique population faces higher rates of anxiety, depression, and acculturative stress. This presentation presents and identifies barriers and perceptions Latinos have with social work services specifically, as well as the barriers they feel inhibit them from accessing mental health services generally. The participants were interviewed in clinical settings as well as in homes for a further exploration and appreciation that environmental settings can have on Latino populations. This presentation shares the impact of being Puerto Rican and Cuban American (as well as undocumented Latinos) on mental health, the reasons that Latinos do not actively seek out social work services; and a better appreciation how advocacy and education can increase Latino access to these services. The implications of this presentation stress the need for better acquaintance with social work services and an affirming attitude that would facilitate and embolden outreach instead of marginalization Latinos that are unique to the culture of South Florida. The findings of this presentation will significantly add to the existing literature and implications for future research will also be discussed.

**Michael Alicea**, EdD, MSW, University of Miami, School of Education, Marriage, and Family Therapy Program - Coral Gables, FL

Keywords: Latino/a, African American/ Black, Multiracial, Diversity and Inclusion, Cultural Competence, Practitioner Development

# WEDNESDAY, JUNE 1

## SESSIONS

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# 10 TO 11:30 AM

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**2111**

Concurrent Workshop

**Biology without Borders: Inclusive Pedagogy in a Large, Gateway STEM Course**

Union Square 1-2, Tower 3, Fourth Floor

Novice

Curricular/Pedagogical Models

This session will describe, using a live-demonstration approach, how cultural competency can be incorporated into a Biology classroom. By using pre-identified opportunities to provide social context, progressive pedagogical approaches that encourage intergroup dialogue, and an interaction style that builds self-efficacy and community, presenters will show how a STEM class can be an opportunity to broaden participation, increase cultural exposure, and improve classroom connectedness. This presentation will consist of a demonstration of an example of a day from the Principles of Biology 101 course at the University of Rhode Island. This will then be followed by a broader discussion of the inspiration for this approach, the theoretical underpinnings of the methods, and ways in which this approach can be transferable to other classrooms, and institutions. This session should benefit administrators, faculty, and staff interested in improving inclusive pedagogy as a practice at their institution, particularly in the STEM disciplines.

**Joshua Caulkins**, MS, Assistant Director, Office for the Advancement of Teaching and Learning, University of Rhode Island - South Kingston, RI

**Bryan Dewsbury**, PhD, Assistant Professor, Biological Sciences, University of Rhode Island - South Kingston, RI

**Michelle Fontes-Barros**, MEd, Assistant Director, College for the Environment and Life Sciences, University of Rhode Island - South Kingston, RI

Keywords: Faculty, Changing Institutional Practices, Curriculum, Pedagogy, STEM/STEAM, Cultural Competence

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**2112**

Concurrent Workshop

**Teaching to Students' Strengths**

Union Square 3-4, Tower 3, Fourth Floor

Intermediate

Experiential/Interactive Training

Higher education faculty are hired because they have a masters or doctoral degree and show expertness in their subject field, not because they can teach. There is a growing dissatisfaction with the quality of our graduates' knowledge, and skills which has led to a national call to systematically review, design, and implement professional development programs for faculty in higher education using research to inform our professional practice in order to foster student success. Currently, high quality faculty professional development programming provides a wide array of new knowledge about student learning and development such as action research based in the classroom and within teacher/staff learning communities. This session will review a case study of a five-year professional development program culminating in a year-long institute with a cohort of faculty willing to engage in using the Educational Strengths Assessment Tool. Participants will engage in three exercises that are presented to the program cohort during their initial four-day institute which sets the foundation for the rest of the year, and the group will discuss how they might implement any portion of the case study or activities at their home campuses as an initial step toward a longer term program initiative.

**JuanCarlos Arauz**, EdD, Executive Director, Education, Education - San Rafael, CA

**Jackie Reza**, EdD, Director of Staff and Organizational Development, Staff and Organizational Development, De Anza College - Cupertino, CA

Keywords: Critical Race Theory, Empowering Diversity, Multiple Racial Identities, Administrators, Assessment/Evaluation, Pedagogy

# WEDNESDAY, JUNE 1

## SESSIONS

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# 10 TO 11:30 AM

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**2113**

Concurrent Workshop

**Healing from Microaggressions**

Union Square 14, Tower 3, Fourth Floor  
Intermediate  
Experiential/Interactive Training

To experience social injustice, whether it be a microaggression or a full-on assault, means that one has likely experienced pain. Oftentimes social justice work focuses on others: what we can do to educate and change attitudes and beliefs. However, we fail to look at ourselves and how the environment we live in has affected us. Even if we were to live in a utopian society tomorrow where social justice is achieved the wounds that we have from years of systemic oppression (misogyny, racism, heterosexism, etc.) would not mean that we would live happily because we would still carry the internalization of what these -isms mean since we have not healed ourselves. This session will focus on using Toltec wisdom to gain personal freedom from personal agreements we unknowingly make, self-awareness (what triggers us and why), and systematic desensitization. This session should benefit anyone who would like to heal from social injustices triggers and/or would to know how to assist others in this realm by combining ancient Toltec wisdom and modern therapy techniques.

**Shirley Giraldo**, MEd, Coordinator, Student Government Advising and Leadership Development, LEAD Center, UC Berkeley - Oakland, CA

Keywords: Self-Care/Self-Work, Diversity and Inclusion, Identity Development, Multiple Racial Identities, Performing Arts, Theory to Praxis

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**2114**

Concurrent Workshop

**Using Surveys to Make the Case for Institutional Change: Findings from the 2014 IUPUI Climate Survey**

Union Square 15-16, Tower 3, Fourth floor  
Novice  
Research/Assessment/Evaluation

Last year, IUPUI conducted a survey to better understand perceptions of campus climate for diversity. During the process, we learned a lot about various measures of diverse populations (race/ethnicity, gender, sexual orientation, religion, political ideology, ability status), but we also learned that planning climate at an institutional level isn't always appropriate. In this session, presenters will discuss some of the findings from the IUPUI Climate Survey as well as the process through which the institution went through to leverage the data and get it into the hands of decision makers. This session should benefit administrators and institutional researchers focused on diversity assessment and those interested in better understanding perceptions of campus climate for the purposes of institutional improvement.

**Karen L. Dace**, PhD, Vice Chancellor, Diversity, Equity and Inclusion, Indiana University-Purdue University at Indianapolis - Indianapolis, IN  
**Anne Mitchell**, MA, Director of Survey Research and Evaluation, Institutional Research and Decision Support, Indiana University-Purdue University at Indianapolis - Indianapolis, IN

Keywords: Assessment/Evaluation, Diversity and Inclusion, General, Institutional Efforts at Transformation, Empowering Diversity, Intersectionality

# WEDNESDAY, JUNE 1

## SESSIONS

### 10 TO 11:30 AM

#### 2115

Concurrent Workshop

#### **The Movement: 50 Years of Love and Struggle**

Union Square 17-18, Tower 3, Fourth floor

Novice

Case Studies/Model Programs

The Voting Rights Act of 1965 was one of the most significant pieces of legislation ever passed in U.S. history. It gave significant political traction to the strides made by the civil rights legislation recently passed, and gave Black people in America political leverage that the civil rights movement could not do on its own. The Movement "50 Years of Love and Struggle in America" is a visual chronicle which highlights many of the political, social, cultural markers of the years since the passage of this landmark legislation. This theatrical production features EMMY Award winning actor Ron Jones playing multiple characters, which takes the audience through a multifaceted journey through the ever-changing face of the African American experience. Supported by interactive video, stock historical footage, quotations, and some of the most memorable music of the last two generations, Jones will weave the tapestry of struggle and triumph that made for the fastest cultural expansion of any group in American history and the effects it has had on our cultural self-perceptions even to this day. This session should benefit individuals interested in a live performance illustrating the effectiveness of the Voting Rights Act of 1965.

**Ron Jones**, Executive Director, Artistic Consultant, Dialogues on Diversity - Winston Salem, NC

Keywords: African American/Black, Affirmative Action, Critical Race Theory, Performing Arts, Empowering Diversity, Diversity and Inclusion

#### 2116

Concurrent Workshop

#### **Maximizing on Your Students' Experience at NCORE**

Union Square 19-20, Tower 3, Fourth floor

Intermediate

Experiential/Interactive Training

This session brings together individuals from varying institutions who have worked with student delegations at NCORE. These presenters will come together to engage in dialogue and provide strategies for capitalizing and maximizing on the experience had by students while attending NCORE. The presenters will provide strategies on how to debrief with, action plan with, and utilize your student delegation to be change agents on your campus. Presenters will explore the evolving needs and understandings of students and how NCORE can truly be a transformational experience for your students. Participants will leave this session with tangible examples and techniques for working with your student delegations once they return to campus.

**Iris Outlaw**, MS, Director of Multicultural Student Programs and Services, Division of Student Affairs, University of Notre Dame - Notre Dame, IN

**Quanta D Taylor**, MA, Coordinator of Student Involvement, Office of Student Life - Student Activities, The Ohio State University - Columbus, OH

**Vernon A. Wall**, MS, Director, Business Development, LeaderShape, Inc. - Washington, D.C.

Keywords: Intergroup, Students, Leadership Development, Intergroup Dialogue/Facilitation, Intersectionality

# WEDNESDAY, JUNE 1

## SESSIONS

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# 10 TO 11:30 AM

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**2117**

Concurrent Workshop

### **The Ethnic Living and Learning Community Leadership Studies Program: Multicultural, Social Justice Leadership as a Context and Community for Educational Purpose, Student Success and Social Change**

Union Square 22, Tower 3, Fourth Floor  
Intermediate  
Case Studies/Model Programs

In the Ethnic Living and Learning Community Leadership Studies Program (ELLC), students develop community in an intentional space and study multicultural, social justice leadership in small residential academic program (RAP) classes. The leadership pedagogical model integrates identity development, community and organizational leadership, issues of privilege, power, oppression and empowerment and community engagement. All courses fulfill requirements of the leadership studies minor or Certificate. Student mentoring, in the form of Classroom Assistants, Peer Mentors, and Resident Advisors form an integral part of the success of the model. The work of the program is done in the context of striving for ever-increasing inclusive excellence and cultural competence. Workshop participants will engage in dialogue around creating an inclusive higher education environment through curriculum, programming, and a partnership with residence life. Students will present on the impact of the program. Participants will receive insights on implementation, success, and challenges of an exemplary model that improves retention and graduation for all students, but particularly of traditionally underrepresented populations. This session should benefit faculty, staff, and students who work collaboratively for improved inclusive excellence at predominantly white, Tier 1 campuses and are looking for an outstanding multicultural living and learning community model.

**Barclay Jones**, Assistant Director, Leadership Residential Academic Program, University of Colorado Boulder - Boulder, CO  
**Johanna Maes**, PhD, Faculty, Leadership Residential Academic Program, University of Colorado Boulder - Boulder, CO  
**Steve Marcantonio**, Student, Leadership Residential Academic Program, University of Colorado Boulder - Boulder, CO  
**Bria May, Student**, Leadership Residential Academic Program, University of Colorado Boulder - Boulder, CO

Keywords: Leadership Development, Diversity and Inclusion, Identity Development, Curriculum, Facilitator Development, Retention

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**2118**

Concurrent Workshop

### **“We’re not White”: Racial Identity Construction of Arab American College Students**

Union Square 23-24, Tower 3, Fourth floor  
Novice  
Research/Assessment/Evaluation

This session is meant to provide a space in which participants can explore the Arab American population in the U.S. through the lens of a study on Arab Americans college students in the Chicago Metropolitan area. In addition, this session will explore the issues surrounding the U.S. Census race classification of Arab Americans as “White.” Most U.S. higher education institutions have adopted the federally designated race and ethnicity categories on their applications; therefore, Arab American students become “invisible” in the “White” category. The presenter will share data collected from a study she conducted that focused on the central question: How do Arab American college students construct, understand, and live their racial and ethnic identities? Participants will walk away with a better understanding of the Arab American population and particularly college students of Arab descent whose stories will be shared during the presentation. This session should benefit higher education practitioners and educators interested in identity development, college race demographics, retention, and diversity and inclusion as well as support services for student sub-populations. No prior background knowledge is needed to attend.

**Nina Shoman-Dajani**, MA, Manager of Transition and English as a Second Language, Learning Enrichment and College Readiness, Moraine Valley Community College - Palos Hills, IL

# WEDNESDAY, JUNE 1

## SESSIONS

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# 10 TO 11:30 AM

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**2119**

Concurrent Workshop

### **Toward a Transnational Coalition: Asian International Students in Globalizing Higher Education and the Transnational Intersection of Race, Class, and Gender**

Lombard Room, Tower 3, Sixth Floor  
Intermediate  
Theoretical Model

The number of Asian international students in U.S. higher education institutions has increased dramatically, transforming the racial landscape and creating new social inequalities in the United States and their sending countries. This presentation will focus on doctoral research findings on Korean international students studying in New York and an intersection of race, class, gender, and colonialism in their lives through interviews and ethnography in the United States and South Korea and will initiate a dialogue among diverse stakeholders on pedagogy, social inclusion, and transnational coalition building. The research examines how Korean international students' disparate social statuses in terms of race and class between South Korea and the United States shape the ways they live their transnational lives while affecting social relations. The research shows that studying in this country is a Korean family's strategy for class reproduction; that Korean international students in New York are racialized and marginalized; and that, despite their experience of racism, Korean international students make claims as a transnational elite for privileges in South Korea, endorsing the presumed superiority of the United States. Their action elicits a strong nationalist and class resentment in South Korea. This conflict structures how Korean international students communicate about race with Korean nationals.

**Sung Choon Park**, PhD candidate, Sociology, The New School for Social Research - New York, NY

Keywords: Intersectionality, Socioeconomic Class, Coalition Building, Pedagogy, Asian Pacific American

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**2120**

Concurrent Workshop

### **An Assessment Tool to Hire Multiculturally Competent Leaders**

Taylor Room, Tower 3, Sixth Floor  
Intermediate  
Training of Trainers

This session will train participants to utilize the Multicultural Interviewing Rubric (MCIR) to assess potential leaders' multicultural competency by examining past behaviors in performing their leadership responsibilities. It is designed to assist screening committees in evaluating the level of multicultural competency of potential leaders and other candidates in an interview process. The conceptual framework of this instrument focuses on five levels of multicultural competency. Our pilot framework presupposes that effective higher education leadership in the 21st century should include knowledge, skills, and personal action consistent with the multicultural competency framework. The performance outcomes on this measure are correlated with the leader's capacity to implement institutional change that supports multicultural organizational development.

**Ernest Johnson**, PhD, Professor Multicultural Studies and Assistant Dean of Social Sciences, Academic Affairs - Equity and Social Justice, Shoreline Community College - Shoreline, WA

**Yvonne Terrell-Powell**, PhD, Associate Dean for Equity, Engagement and Counseling, Student Affairs, Shoreline Community College - Shoreline, WA

Keywords: Institutional Efforts at Transformation, Assessment/Evaluation, Administrators, Diversity and Inclusion, Changing Institutional Practices, Human Resources



# WEDNESDAY, JUNE 1

## SESSIONS

### 10 TO 11:30 AM

#### 2121

Concurrent Workshop

#### **Theatre as a Conversation: How to Talk to Students about the Hard Stuff**

Van Ness Room, Tower 3, Sixth Floor

Augusto Boal, Theatre of the Oppressed practitioner and theorist says, "The theater itself is not revolutionary: it is a rehearsal for the revolution." In this session, participants will imagine a world where we think before we speak. We will communicate intentionally, revolutionarily, and kindly. As an academic and product of the education system, arguably the greatest and most challenging task facing educators is meeting students where they are in a system that often is not suited for that type of flexibility. Millennials look to their education to provide them with a set of skills for dealing the world we both inherited and are helping to create, and educators must be prepared to engage them in unique and new ways. This session will particularly benefit those educators with little to no experience with discussing activism or practicing theatre and those who have been connected to social justice education for 30 or more years. A small troupe of Georgia College students will—through a series of problematic scenarios society faces everyday—help educators brainstorm how to talk to students about themselves, their perception of the world, what happens to and around them and what they can do about it. This session will help figure out the awkwardness, the uncomfotability, the root of conversations regarding law enforcement, racial and ethnic discrimination on college campuses and beyond, and the LGBTQIAA community. Today, we will act! Today, there is no audience, only spec-actors transforming into protagonists. Today, we won't watch, we will do. Let's rehearse!

**Katie Cain**, Musical Theatre Dance Teacher, Art Department, Boys and Girls Club of America - LaGrange, GA

**Candiss Hill**, Student, Department of Theatre and Dance, Georgia College and State University - Milledgeville, GA

**Natalie Sharp**, Creator, Poetry, staysharpstudio.com - Milledgeville, GA

**Alexa Williams**, Office of Institutional Excellence, Georgia College and State University - Milledgeville, GA

#### 2122

Concurrent Workshop

#### **We Happy Few: Initiative Building Strategies and Moving Toward a More Equitable Campus**

Union Square 21, Tower 3, Fourth Floor

Intermediate

Long-and Short-Range Planning

This session seeks to provide framework and planning support for smaller colleges and universities (5,000 students or less) who are examining ways to create initiatives addressing race and equity issues on their campus. The University of Washington's president has charged each campus with an institution-wide race and equity initiative to enhance campus culture to ensure equitable practices for students, staff and faculty. While sharing an approach toward combating the present forms of institutional and individual racism, participants will be invited to take part in a group discussion to identify greatest challenges among universities and to share ideas to proactively change the current culture of your institution. This session should particularly benefit university staff and administrators in institutional efforts of transformation.

**Ricardo Ortega**, PhD, Diversity Resource Center Initiatives Director, Office for Equity and Diversity, University of Washington Tacoma - Tacoma, WA

**Jane Schrader**, Program Coordinator, Office for Equity and Diversity, University of Washington Tacoma - Tacoma, WA

**Mary Christianson**, Student Mentoring Specialist, Office for Equity and Diversity, University of Washington Tacoma - Tacoma, WA

Keywords: Institutional Efforts at Transformation, Changing Institutional Practices, Diversity and Inclusion, Leadership Development, Systemic Racism, POC

# WEDNESDAY SPECIAL EVENTS

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**2300**

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

Wednesday, 11:45 am-1:00 pm  
Golden Gate 6, Lobby Level

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**2301**

## **Ohlone Blessing**

Wednesday, 1:00-1:15 pm  
Grand Ballroom, Grand Ballroom Level

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**2302**

## **Welcoming Remarks**

Belinda P. Biscoe, PhD  
Wednesday, 1:15-1:25 pm  
Grand Ballroom, Grand Ballroom Level

**Belinda P. Biscoe Boni**, PhD, Associate Vice President, OUTREACH College of Education, The University of Oklahoma - Norman, OK

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**2303**

## **Suzan Shown Harjo Award Ceremony**

Wednesday, 1:25-1:35 pm  
Grand Ballroom, Grand Ballroom Level

Please join us as we honor Dolores Huerta with the Annual Suzan Shown Harjo Systemic Activist in Social Justice Award. This award is given to individuals and/or organizations that have helped transform society on issues of race, ethnicity and sovereignty at the systemic level. We are grateful to bestow this award on such a thoroughly worthy recipient.

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**2304**

## **Wednesday, Keynote Dolores Huerta**

Wednesday, 1:35-2:15 pm  
Grand Ballroom, Grand Ballroom Level

Dolores Huerta is a legendary labor leader, women's advocate and civil rights activist who co-founded the United Farm Workers (UFW). Working alongside UFW President César Chavez, Huerta was involved in numerous community and labor organizing efforts in Central California and quickly became a skilled organizer and negotiator for the union. In the UFW she was instrumental in the union's many successes, including the strikes against California grape growers in the 1960s and 1970s. As an advocate for farmworkers' rights, Huerta was arrested twenty-two times for participating in non-violent civil disobedience activities and strikes. Huerta stepped down from her position at the UFW in 1999, yet she continues to work to improve the lives of workers, immigrants and women and children. As founder and president of the Dolores Huerta Foundation, she travels the country, engaging in campaigns and influencing legislation that supports equality and defends civil rights. Five decades since the creation of the UFW, Huerta still works tirelessly, developing new leaders and advocating for the working poor, women, and children. She speaks regularly to students and organizations across the United States and abroad about issues of social justice and public policy.

**Dolores Huerta**, Founder and President, Dolores Huerta Foundation - Bakersfield, CA

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**2305**

## **Joint Caucus Mixer**

Wednesday, 2:15-3:00 pm  
Golden Gate 4-5, Lobby Level

Please join in as members of the caucus groups of NCORE gather to connect and network.

# WEDNESDAY, JUNE 1

## SESSIONS

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### 3 TO 6 PM

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#### 2401

Major Workshop

#### **Preparing Our Own Table to Facilitate Authentic Conversations about and across Race—Part 2**

Continental Ballroom 1, Ballroom Level

In part 2 of this session, we will examine tools that help determine: what issues of power and confidentiality are likely to arise and how we want to deal with them; what personal guidelines do we want to use to determine how vulnerable we are willing to be in order to encourage others to participate authentically; and how will we determine whether we are a genuine ally or an accomplice to the system to keep the status quo in place?

**Rebecca Chung**, EdD, Program Director, Principal Leadership Institute, University of California, Berkeley Graduate School of Education - Oakland, CA

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

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

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#### 2402

Major Workshop

#### **Effective Mentoring of Diverse Faculty in the Sciences: It's about More than Having "the" Conversation**

Continental Ballroom 2, Ballroom Level

All Levels

Much has been written about the importance of attracting and retaining diverse faculty in the STEM fields. Too often, though, the identification of the challenges involved as well as the proffered solutions stop short of any real analysis of the depth and breadth of barriers these faculty face as new scholars. Sometimes, in fact, the focus of such approaches for mentors of diverse STEM faculty seems to be on "getting to know" their mentees as "people" rather than on advocating for them, and their research and scholarship, as colleagues in the department. The purpose of this workshop will be to provide potential and current mentors with knowledge and understanding of how we are all influenced by the layers of the background cultures in which we live, the power dynamics of cultural bias that result, and in particular, how these impact new scientists in the academy. We will suggest strategies mentors can employ to both avoid actions rooted in cultural bias, and help mentees deal with these bias when they are encountered, without derailing their mentees' STEM careers. Such strategies will include those designed to anticipate and prevent roadblocks to mentees' progress and success, as well as those designed to deal with issues and problems as they arise.

**Gilda Barabino**, PhD, Dean, Grove School of Engineering, City University of New York (CUNY) - New York, NY

**Cris Clifford Cullinan**, PhD, Founder and President, ALiVE: Actual Leadership in Vital Equity - Wilsonville, OR

Keywords: Multiple Racial Identities, Women, Faculty, Mentoring, Research, Retention

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#### 2403

Major Workshop

#### **Mixed Asian Heritage: A Multiplicity of Identities or "I'm Confused. Are You Amerasian, Cablanasian, Eurasian, Hapa, or Multi-Asian?"**

Franciscan Ballroom A-B, Ballroom Level

All Levels

Presenters invite anyone interested in exploring mixed Asian ancestry to join in a panel presentation and general discussion around how individuals of mixed Asian ancestry claim our identities. For some, the mixture consists of multi-Asian identities. For others, Asian and non-Asian identities are combined.

These intersectionalities create complex relationships and experiences around identity, colonization, privilege, and belonging for people of mixed Asian descent. Join us in a space set for celebrating, questioning, critiquing, and witnessing our richly complicated social and personal selves.

# WEDNESDAY, JUNE 1

## SESSIONS

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### 3 TO 6 PM

**Meg Holland Chang**, EdD, Learning Specialist Coordinator, Center for Mindfulness, University of Massachusetts Medical School - New York, NY

**Pamela H. Chao**, MA, Professor, Sociology/BSS, American River College - Sacramento, CA  
Yasmeen Baxter, Student, American River College - Sacramento, CA

**Shelah M. Choyce**, Officer Manager, Personal injury and Criminal Dept., Choyce Law Firm - Sacramento, CA

**Luke David Dunham**, BSN, RN, CPN, Registered Nurse, Pediatrics Nursing, Kaiser Permanente - Ione, CA

**Aisha Fukushima**, Singer|Speaker|RAPTivist| Founder of RAPTivism, RAPTivism - Bellevue, WA

**Timothy Lipuma**, Student, American River College - Sacramento, CA

**Jaimee Ann Nix**, Student, California State University Sacramento - Rio Lindo, CA

**Rudy Pearson**, PhD, Professor, History, American River College - Sacramento, CA

**Chloe Yuan Chao Sumner**, Student, Scripps College - Claremont, CA

**Nicholas Brandon Wong**, BA, Guest Experience, Retail Organization - San Diego, CA

Keywords: Multiracial, Multiple Racial Identities, Multicultural Affairs, Students, Intersectionality, Perspective Taking

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### 2404

Concurrent Workshop

#### **Recognizing and Responding to Microaggressions**

Union Square 5-6, Tower 3, Fourth Floor

Intermediate

Training of Trainers

Intended to be a train-the-trainer session, this presentation will move participants through a workshop curriculum that covers the categories of microaggressions, how those microaggressions differ depending on the target community, how individuals who experience microaggressions process and respond, the disconnect in perspective between those who commit and experience microaggressions, common types of microaggressions committed by faculty and staff, and important points for supporting students who experience microaggressions.

The workshop will address microaggressions commonly experienced by African American, Native American, Latinx, Asian American, Muslim, International, and LGBT students and will include activities to help participants practice interrupting microaggressions that they observe and responding when they are “called out” for committing microaggressions. The workshop curriculum will be shared with session participants to use or adapt on their own campuses. This session should benefit faculty and staff who facilitate diversity education or cultural competency workshops and those who offer or would like to offer workshops that help participants explore specific cultural competency issues in depth and develop skills that will better enable them to critically analyze, reflect, and respond to cultural insensitivity.

**Renee Wells**, MA, North Carolina State University, GLBT Center, Office for Institutional Equity and Diversity - Raleigh, NC

Keywords: Intersectionality, Multiple Racial Identities, LGBTQIAA, Curriculum, Facilitator Development, Cultural Competence

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### 2405

Concurrent Workshop

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

Union Square 13, Tower 3, Fourth Floor

Novice

Long-and Short-Range Planning

This session is designed for individuals who may be new to their diversity role and/or have responsibilities for bolstering and advancing diversity and inclusion at their institution. During the session, 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 scrutiny applied to diversity efforts and state and institutional budgets. It is critical to consider how one designs and builds their diversity infrastructure. This session should particularly benefit administrators, faculty, and academic leaders charged with establishing an institutional diversity initiative, program, or office.

# WEDNESDAY, JUNE 1

## SESSIONS

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### 3 TO 6 PM

**Marco Barker**, PhD, Senior Director, Education, Operations, and Initiatives for Diversity and Multicultural Affairs, University of North Carolina at Chapel Hill - Chapel Hill, NC

Keywords: Diversity and Inclusion, Administrators, Multicultural Affairs, Institutional Efforts at Transformation, Predominantly White Institution, Empowering Diversity

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#### 2406

Concurrent Workshop

#### **How College Student Activism Is Co-opted, “Managed,” and Leveraged**

Mason Room, Tower 3, Sixth Floor  
Intermediate  
Long-and Short-Range Planning

This session particularly benefits those within higher education who are engaged with activism and institutional change work on college campuses. This session features a panel of practitioners from various professional levels and institution types to discuss their experiences with racial and gender justice movements on a college campus. Given the recent national climate, colleges and universities have been increasingly in the spotlight for their response or lack thereof to crises and student organizing. For example, the SAE racial incident at the University of Oklahoma, the University of Cincinnati “Irritate Eight”, and Title XI cases highlighted in the *Hunting Ground* documentary to name a few. The panel discussion will interrogate factors that influence the outcomes and effect of these events on campus communities. The second portion of the session will engage panelists and participants in dialogue around strategies professionals of color can use to navigate institutional resistance and change in a sustainable manner. What skills do we need to be successful agents of change? Does higher education still have the capacity to be a catalyst for social reform? Participants will have the opportunity to develop long and short range tactical plans to use in their work with students and their campus communities.

**Jordan “JT” Turner**, MS, Assistant Director of Multicultural Student Affairs, Campus Inclusion and Community, Northwestern University - Chicago, IL

**Joliana Yee**, Research Assistant, School of Education, Loyola University- Chicago - Chicago, IL

Keywords: Administrators, Institutional Efforts at Transformation, Academic Affairs, Organizing/Activism, Practitioner Development, Systemic Racism

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#### 2407

Concurrent Workshop

#### **Are the Girls Alright? Unrallying and Radical Healing for Queer and Trans Women of Color**

Powell Room, Tower 3, Sixth Floor  
Intermediate  
Experiential/Interactive Training

This “unrally” is an attendee-centered interactive radical healing workshop designed to reimagine healing and self-care for queer and trans women of color, situating healing as a communal act. Attendees will engage in conversations rooted in healing--physically, mentally, and emotionally--as a revolutionary act for queer and trans women of color. Attendees will work together to identify what healing means for them, share stories and techniques of self-preservation, and explore how healing with each other can cultivate and help sustain movements for liberation. Attendees will also acquire knowledge about how creating intentional healing spaces for queer and trans women of color allows greater access to activist spaces, subverting patriarchy, and transmisogyny through celebrating the diversity of womanhood.

**Tiffany Gray**, MS, Director, LGBT Resource Center, Syracuse University - New York, NY

**Montinique McEachern**, MEd, Doctoral Student, Marriage and Family Therapy, Syracuse University - New York, NY

Keywords: Multiple Racial Identities, TQPOC, Feminist, Intergroup Dialogue/Facilitation, Intersectionality, Self-Care/Self-Work

# WEDNESDAY, JUNE 1

## SESSIONS

### 3 TO 6 PM

#### 2408

Concurrent Workshop

#### **NextGenFirstGen: Implementing a Cultural Shift and Institutional Change Resulting in Outcomes that Matter**

Sutter Room, Tower 3, Sixth Floor

Advanced

Theoretical Model

To cultivate first generation and/or low income student success, cutting edge strategies and high impact practices fully supported by the institutional mission must be intentionally incorporated. Inclusive excellence through implementation of the Organizational Developmental Model of Inclusion (ODMI) as a framework for positive transformation sustains institutional change at Saint Mary's College. Connecting revolutionary initiatives to tangible student success outcomes can be elusive; the High Potential Sphere of Success (HPSS), a first generation and/or low income initiative, employs the ODMI, an emphasis on strengths, collectivist narratives of resiliency, and faculty/staff partnerships to create a community of distinction, an environment of achievement, and tiered supports that result in the Next Generation of First Generation student success ([nextgenfirstgen.com](http://nextgenfirstgen.com)). Participants will review strategies implemented to significantly improve HPSS while establishing asset-based narrative change in the context of the institution's mission resulting in a \$1.1M Federal TRIO grant to fund initiatives. Participants will engage in an experiential journey to uncover existing partnerships and learn to infuse strengths-based resilience thinking into strategic planning. This session should particularly benefit persons who wish to replicate the two-year trajectory and schema employed by the presenters that continues to drive institutional transformation. Initial outcome data will be presented.

**Gloria Aquino-Sosa**, PhD, Assistant Professor and Faculty Co-Director, High Potential Program, Graduate Counseling Department and Undergraduate Academics, Saint Mary's College of California - Moraga, CA

**Tracy Pascua Dea**, PhD, Assistant Vice Provost for Student Success and Co-Director, High Potential Program, Undergraduate Academics, Saint Mary's College of California - Moraga, CA

Keywords: Diversity and Inclusion, Institutionalized Privilege, Changing Institutional Practices, Institutional Efforts at Transformation, Theory to Praxis, Critical Race Theory

#### 2409

Major Workshop

#### **BLACK and WHITE WOMEN: Reconciling Our Past, Re-Defining Our Future**

Union Square 21, Tower 3, Fourth Floor

Advanced

Experiential/Interactive Training

The specific behavioral patterns between black and white women are both unique among cross-racial dynamics and crucial to the success of diversity and inclusion initiatives. Unspoken history perpetuates archaic divisions, stunting personal growth and interfering with institutional goals. This newly designed full-day workshop is meant to address this deeply embedded issue in a way that leaves all participants with increased sensitivity to the historical and social barriers that keep black and white women from building and maintaining meaningful relationships in their shared womanhood.

The workshop will explore: why we often find ourselves divided, competitive, and avoiding one another; why, despite best intentions, relationships between black and white women can be inauthentic, lacking empathy, depth, and mutual support; how this disconnection limits understanding and negotiation around shared issues.

This session will particularly benefit women seeking connection across the black/white racial boundary as we move into and through difficult conversations about the impact of our history with one another. Personal barriers will be identified to create authentic cross-cultural relationships and explore a common vision. Enhanced relationships between black women and white women holds the promise of creating the unity, teamwork, and reconciliation necessary for personal, professional, institutional, and social growth.

**Faith English**, Attorney, Lead Advisor, *afenglish & associates* - Fishers, IN

**Debbly K. Irving**, MBA, Racial Justice Educator - Cambridge, MA

Keywords: Women, General, Diversity and Inclusion, Identity Development, Identity Development, Theatre

# WEDNESDAY, JUNE 1

## SESSIONS

### 3 TO 4:30 PM

#### 2411

Special Feature

#### **Intersectionality, Race, and Identity: Understanding the Connection to Power and Privilege**

Continental Ballroom 3, Ballroom Level

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 discussants who examine intersectionality through their writing, teaching, and own reflection, to dialogue with participants about the nature of power and privilege, intersectionality, and identity. These individuals 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 initial remarks, participants engage with the discussants and each other in what promises to be a lively dialogue on how we understand identity, intersectionality, 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.

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

**Margo Okazawa-Rey**, EdD, Elihu Root Visiting Chair in Women's Studies, Department of Women's Studies, Hamilton College - Berkeley, CA

**Steve Schapiro**, EdD, Dean for Academic Affairs, and Professor, School of Human and Organizational Development, Fielding Graduate University - Cedar Crest, NM

#### 2412

Major Workshop

#### **White Fragility**

Continental Ballroom 4, Ballroom Level

All Levels

White people in North America live in an insular, racially privileged social environment. This racial environment builds white expectations for racial comfort while at the same time lowering the ability to tolerate racial stress. This intolerance for racial stress can be termed as white fragility. When whites encounter a challenge to racial positions or worldviews, white fragility is triggered. These challenges can take a variety of forms and come from a range of sources.

In response, white people will typically engage in a range of defensive moves, including argumentation, invalidation, silence, withdrawal and claims of being "attacked" and "unsafe." These moves function to block the challenge and regain white racial equilibrium. This workshop will overview white fragility and provide the perspectives and skills needed for white people to build their racial stamina and develop more racially just interactions.

**Robin Jeanne DiAngelo**, PhD, Writer/Educator/Consultant - Seattle, WA

Keywords: Antiracism, Coalition Building, Critical Race Theory, Identity Development, Systemic Racism, Whiteness

# WEDNESDAY, JUNE 1

## SESSIONS

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**3 TO 4:30 PM**

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**2413**

Concurrent Workshop

### **Strategies for Teaching with Racist Objects: The Case of the Jim Crow Museum**

Continental Ballroom 5, Ballroom Level

Advanced

Training of Trainers

The Jim Crow Museum of Racist Memorabilia, based at Ferris State University uses objects of intolerance to teach tolerance and promote social justice. This session should particularly benefit those participants who are interested in understanding the mission, vision, and work of the Jim Crow Museum – including specific strategies employed by the museum’s staff to facilitate discussions about race, race relations, and racism.

**David Pilgrim**, PhD, Ferris State University, Diversity and Inclusion Office, Jim Crow Museum - Big Rapids, MI

Keywords: African American/ Black, Systemic Racism, Popular Culture, Theory to Praxis, Perspective Taking,

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**2414**

Special Feature

### **A Troubling Tension: Reconciling the Disconnect of Racial Justice Activism and Environmental Organizing on Our Campuses**

Continental Ballroom 6, Ballroom Level

Intermediate

The purpose of this panel is to address the tension between racial justice activism and mainstream environmental organizing on our campuses and offer a more complex, critical and engaged way to understand and support what is ultimately environmental justice work. As the current environmental and global climate reality literally and figuratively turns up the heat, it is incumbent upon HIED to foster a more progressive and socially just framework for addressing environmental issues, climate justice and sustainability work through a critical and deeply rooted racial justice lens. The panel combines the voices of faculty and grassroots activists and is particularly beneficial to anyone wanting to embrace the complexities of the current racial and environmental moment on their campus.

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

**Paul Gorski**, PhD, Associate Professor, School of Integrative Studies, George Mason University - Falls Church, VA

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

**Dena Samuels**, PhD, Director, Matrix Center for the Advancement of Social Equity and Inclusion, University of Colorado - Colorado Springs - Colorado Springs, CO

**Rhea Serna**, Development Associate, People Organizing to Demand Environmental & Economic Rights (PODER) - San Francisco, CA

Keywords: Student Life, Antiracism, Coalition Building, Environmental Justice/Sustainability, Organizing/Activism, Systemic Racism



# WEDNESDAY, JUNE 1

## SESSIONS

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### 3 TO 4:30 PM

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**2415**

Special Feature

**A Conversation with Carl James: Who Belongs, and if So, When and Where? A Conversation about the Relationship of Particular Bodies in Postsecondary Educational Spaces**Continental Ballroom 7, Ballroom Level  
All Levels

In regard to the experiences of students and faculty of color in universities, research indicates that they constantly struggle against marginalization, racialization, tokenization, ghettoization, and alienation regulated by expectations that they conform, fit in, and meet “academic standards” that devalue the critical and transformative knowledge they bring to the institutions. It is felt that the impetus of universities to have a more ethnically and racially diverse representation of students and faculty – with their various or different needs, interests and aspirations – has declined significantly – in part because of the policies and practices of universities which are increasingly being shaped by the neoliberal ideology of society. The conversation, therefore, is an opportunity to reflect on our respective experiences on the ways in which, as students and faculty members, we have managed to negotiate, navigate and resist the university’s assimilating structures in our bid to obtain the education and careers we seek. This session will invite engagement with four strategies – compliance, pragmatism, critical participation, and resistance – that people of color tend to employ to maintain their presence in universities, and in so doing conform to, resist, and/or transform the institution. Reference will be made to people of color experiences in cross-cultural and cross-national contexts.

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

Keywords: African American/ Black, Faculty, Students, Affirmative Action, Diversity and Inclusion, Recruitment

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**2416**

Major Workshop

**Surviving and Thriving in Isolation: Understanding the Dynamics and Developing Effective Strategies for Faculty of Color at Predominately White Institutions**Continental Ballroom 8, Ballroom Level  
All Levels

The common experience of faculty of color in predominately white institutions is often to find themselves isolated from normal traditional, professional pathways of respect and recognition both in and out of the classroom. The felt expectation is that one must over perform to be viewed as a legitimate scholar. The marginalization of academic work can result in the loss of valuable scholarship critically needed by the department and institution, as well as in the academic field. The damage to the faculty member’s self-efficacy as well as his or her marginalization can lead many to leave their college and university, thereby stranding students who depend on these faculty members for mentoring and feedback. Thus the cycle of isolation, disrespect and marginalization extends from faculty to students, negatively affecting underrepresented student achievement and retention. The college or university cannot reap the benefits of “diversity” unless it creates departmental and institutional environments that nurture professional growth and foster success for all faculty. It is critical for higher education leaders, as well as faculty members themselves, to understand the dynamics of isolation and marginalization in order to counter them. In this interactive workshop, presenters will discuss how to recognize the existence of these dynamics” and identify strategies to eliminate them.

**Kristina M Marshall**, Professor of Social Science, General Education, Baker College of Owosso - Owosso, MI

Keywords: Faculty, Diversity and Inclusion, Identity Development, Perspective Taking, Predominantly White Institution, Reinventing Language

# WEDNESDAY, JUNE 1

## SESSIONS

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**3 TO 4:30 PM**

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**2417**

Major Workshop

### **High Impact Practices and Student Success**

Continental Ballroom 9, Ballroom Level

This workshop will discuss ways to engage both faculty and student affairs professionals in developing a university peer mentoring plan to ensure student success for underrepresented students. Based on a year-long effort, the key leaders of the consortium will discuss best practices in creating a peer mentoring program and an action plan that may work for other campuses.

**Winy Dong**, Director of Undergraduate Research, Cal Poly Pomona - Pomona, CA

**S. Terri Gomez**, Interim Associate Vice President of Student Success, Cal Poly Pomona - Pomona, CA

**Leticia Guzman Scott**, Director of EOP and Student Equity Programs, Cal Poly Pomona - Pomona, CA

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**2418**

Special Feature

### **Responding to Systemic Racism on Campus: Toward More Racially Equitable Colleges and Universities**

Imperial Ballroom A, Ballroom Level

All Levels

Most colleges and universities across the nation continue to witness an increase in racial diversity within their student bodies. Unfortunately, institutions of higher education have been slow to respond to this diversity in meaningful ways, and failed to cultivate more racially equitable campuses. These dynamics have, in part, led to the rise in racial tension on campuses across the country in recent months.

Unfortunately, when racial tension erupts on college and university campuses, the public discourse that emerges from it often falls short of any meaningful analysis of the systemic nature of racism that shapes higher education institutions. In this session, presenters will discuss the implications of higher education's increasingly diverse student bodies and recent campus protests for efforts to (re)envision higher education systems in more racially equitable ways. They will provide cutting edge ideas regarding how postsecondary institutions can move beyond a focus on structural diversity, racial representation, and individual experiences with racial microaggressions to adopt a broader visionary equity agenda that aims to transform all corners of the college and university campuses so that they more effectively serve students from racially minoritized backgrounds.

**Jonathan Louis Butler**, BSBA, Graduate Research Assistant, Office of Undergraduate Studies, University of Missouri - Columbia, MO

**Michelle M. Expino**, PhD, Assistant Professor, Counseling, Higher Education, and Special Education, University of Maryland - College Park, MD

**Frank Tuitt**, EdD, Senior Advisor to the Chancellor and Provost, Office of Diversity and Inclusion, University of Denver - Denver, CO

Keywords: POC, Multicultural Affairs, Antiracism, Diversity and Inclusion, Predominantly White Institution, Systemic Racism

# WEDNESDAY, JUNE 1

## SESSIONS

### 3 TO 4:30 PM

**2419**

Major Workshop

#### **White Women and Black Males: Acknowledging How the Teaching Relationship Is both Raced and Gendered**

Imperial Ballroom B, Ballroom Level  
Intermediate

This workshop will introduce the forthcoming *White Women's Guide to Teaching Black Males*, a book written 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 teachers and Black men and boys, presenters will facilitate an experiential workshop designed to generate new avenues of reflection and action for White teachers. This session will be relevant for White teachers who teach Black males and Black males who want to share their experiences of education.

**Ali Michael**, PhD, Director of K-12 Consulting and Professional Development, Center for the Study of Race and Equity in Education, University of Pennsylvania - Elkins Park, PA

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

**Marguerite W. Penick-Parks**, PhD, Chair, Educational Leadership and Policy, College of Education and Human Services, University of Wisconsin Oshkosh - Oshkosh, WI

Keywords: White, African American/ Black, Diversity and Inclusion, Intersectionality, Pedagogy,

**2420**

Concurrent Workshop

#### **The Nuts and Bolts of Establishing a Mentoring Program**

Franciscan Ballroom C-D, Ballroom Level  
Intermediate  
Training of Trainers

One of the fastest and most economical ways to help retain students in higher education is mentoring. Many colleges and universities are investigating how the implementation of a mentoring program can help increase overall student retention. Mentoring has been documented as a way to enhance student retention by matching an experienced person with someone who is new to the college. In this workshop participants will be provided handouts allowing them to work on developing the key components of establishing a successful mentoring program on their campus. With university and college budgets tightening due to lack of funds, college administrators are exploring ways to develop cost effective measures to increase student retention, without killing the budget. This session will particularly benefit those who are interested in developing or enhancing their mentoring program. Both presenters have multiple years' experience in developing mentoring programs and have worked with several institutions on how to enhance their mentoring programs. The presenters have conducted multiple presentations on mentoring at various NCORE conferences.

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

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

Keywords: Mentoring, Retention, Multicultural Affairs, Student Affairs, African American/ Black, Latino/a

# WEDNESDAY, JUNE 1

## SESSIONS

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**3 TO 4:30 PM**

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**2421**

Concurrent Workshop

**Peer Facilitators as Change Agents - The Impact of Peer Education in a Social Justice Education Program at the University of Florida**

Union Square 1-2, Tower 3, Fourth floor  
Intermediate

Intergroup dialogues are traditionally academic courses taught by trained instructors. This session examines the impact of training undergraduate students to facilitate intergroup dialogues with their peers. Gatorship is an intergroup dialogue based, social justice education program at the University of Florida that utilizes peer facilitation to engage over 450 students yearly in dialogues across difference. Attendees will leave with history on how the program came to be, the course syllabus, the developmental scaffolding of the program, and logistics on how the program is run from year to year. Participants are encouraged to take lessons learned, as well as materials, and create/adapt a program on their campus. This session should benefit participants interested in using peer facilitation as a technique in social justice education and those interested in developing an intergroup dialogue social justice co-curricular program.

**Mary Kay Carodine**, PhD, Assistant Vice President for Student Affairs, Division of Student Affairs, University of Florida - Gainesville, FL

**TehQuin Dre'on Forbes**, Student, Sociology, and Criminology and Law, University of Florida - Gainesville, FL

**LB Hannahs**, MEd, Director of LGBT Affairs/Coordinator of Social Justice Initiatives, Multicultural and Diversity Affairs, University of Florida - Gainesville, FL

Keywords: Intergroup Dialogue/Facilitation, Diversity and Inclusion, Multicultural Affairs, Facilitator Development, Intersectionality, Identity Development

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**2422**

Concurrent Workshop

**Language Legacy: Inheriting Socio-Cultural Identity Examining Identity Development: Reinventing Language**

Union Square 3-4, Tower 3, Fourth Floor  
Intermediate  
Theoretical Model

Language symbols create the culture-specific relationship of individual to surroundings. Cognitive understanding of self and others is reliant on an individual's association and agreement with learned symbols. This session examines the impact of symbol systems on the perpetuation of socio-cultural identity. Participants will be introduced to Language Legacy as a "root cause and perpetuator" of identity, both personal and group. The imperative of most dominant cultures is to keep in place those traits that maintain dominance. Verbal and nonverbal symbol systems are the major mechanisms through which this maintenance occurs. Co-cultures must also adopt and adapt to the prescriptions of this language often to their own self-deprecation as well as create their own unique expressions that may reflect a consciousness of lesser than as with the heritage of slave symbols - passed down generation to generation. Specifically, this session should benefit trainers and advanced students of socio-linguistics, cross-cultural communication, and cultural sociologists in assessing the role of generational language patterns and their impact on identity. This is particularly relevant to the argument for the need to reinvent language patterns passed down in caustic and identity-damaging patterns. This session includes examination of multi-media as major tools designed to perpetuate language legacy.

**P. S. Perkins**, MA, Faculty and Founder and CCO, Communication, University of District of Columbia/Human Communication Institute, LLC - Washington, D.C.

Keywords: African American/ Black, Multiple Racial Identities, Identity Development, Reinventing Language, Self-Care/Self-Work, Systemic Racism

# WEDNESDAY, JUNE 1

## SESSIONS

### 3 TO 4:30 PM

**2423**

Special Feature

#### **Red and Yellow, Black and Brown: Researching Mixed Race Experiences that Decenter Whiteness**

Union Square 14, Tower 3, Fourth Floor  
All Levels

Although the scholarship on multiraciality has increased steadily over the years, there is still a lack of understanding multiracial identity and experiences for people of multiple minoritized racial backgrounds. This panel presentation features researchers across different disciplines who focus on mixed race populations that decenter whiteness. From histories of African American/Indian and Mexipino populations to contemporary identities of Blackicans and portrayals of Black-Asian interracial relationships in popular media, the panelists will share their personal stories that led them to their research areas as well as findings from various projects that add to our understandings of multiplicity and intersectionality in relation to mixed race subjects. This session is part of larger conversation within Critical Mixed Race Studies that will be featured in a forthcoming book on the topic. Participants will be invited to share their own stories and experiences with decentering whiteness within multiracial identity toward better understanding the diversity of multiracial students, staff, faculty, and community members.

**Ingrid Dineen-Wimberly**, PhD, Sr. Adjunct Professor, History Department, University of La Verne, Pt. Mugu Campus - Oxnard, CA

**Rudy P. Guevarra**, PhD, Associate Professor, Asian Pacific American Studies, Arizona State University - Tempe, AZ

**Charlene C. Martinez**, MA, Associate Director, Diversity and Cultural Engagement, Oregon State University - Corvallis, OR

**Rebecca Romo**, PhD, Assistant Professor of Sociology, Philosophy and Social Sciences, Santa Monica College - Sylmar, CA

**Myra S. Washington**, PhD, Assistant Professor, University of New Mexico - Albuquerque, NM

Keywords: Bi-Racial, Multiracial, Multiple Racial Identities, POC, Critical Race Theory, Research

**2424**

Special Feature

#### **A Conversation with Two University of Oklahoma Pioneers: Recounting Historical Antecedents to NCORE**

Union Square 15-16, Tower 3, Fourth floor

The National Conference on Race and Ethnicity (NCORE) has provided a unique venue over its 29 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 public university in a state that is 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 officials, Dr. William Carmack and Dr. Carole Hardeman, both of whom worked at the University of Oklahoma and were pioneers in the historical development of NCORE. Among the topics they will address are the Tulsa race riots of 1921, the U.S. Supreme Court's 1948 decision in Sipuel vs. Oklahoma State Regents, the role of the OU Human Relations Center in desegregating Oklahoma public schools, and the start and evolution of NCORE.

Given Oklahoma's conservative reputation, these developments were quite remarkable and clearly required the leadership and activism of many people with courage, vision and a sense of social justice. The two presenters, Carmack and Hardeman, were among the early leaders who played key roles in these developments and will share their personal experiences in making sure this important history is not lost.

**Bob Suzuki**, PhD, President Emeritus (Retired), California State Polytechnic University, Pomona - Alhambra, CA

**William R Carmack**, PhD, Founding Director, Southwest Center for Human Relations Studies, College of Continuing Education, University of Oklahoma - Norman, OK

**Carole H Hardeman**, PhD, Associate Graduate Dean/Professor Emeritus, School of Education and Behavioral Sciences, Langston University - Oklahoma City, OK

# WEDNESDAY, JUNE 1

## SESSIONS

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**3 TO 4:30 PM**

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**2425**

Concurrent Workshop

### **The Role of Encouragement in Fostering College Aspirations in African American and Mexican American First-Generation Students**

Union Square 17-18, Tower 3, Fourth floor

Intermediate

Research/Assessment/Evaluation

This session discusses the multidimensional nature of first-generation students and the many pieces of the college enrollment puzzle. Information on the entities that work together to aid in a student's success while applying to college will be provided. The multidimensionality of the students' experiences also underscores the importance of employing a framework that evaluates success to better understand what self-determined students actually do to make a college education possible for themselves. This session should particularly benefit participants who are interested in learning more about ways to increase college enrollment rates, practitioners that are interested in increasing the success of students from the lower socioeconomic quartile, and individuals that want to become more educated on the barriers first-generation students encounter when pursuing a college education.

**Carmen Jones**, MEd, Director of Graduate Admissions, Enrollment Management, Mercer University - Atlanta, GA

**Pamela Larde**, PhD, Associate Professor of Research, Tift College of Education, Mercer University - Atlanta, GA

Keywords: African American/ Black, Latino/a, Socioeconomic Class, Admissions, students, Mentoring

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**2426**

Special Feature

### **Rap, Identity, Place, and Politics in Filipina/o America**

Union Square 19-20, Tower 3, Fourth floor

This session investigates Filipina/o American cultural production and the ways identities and politics are performed. The presenters will further explore the ways Hip Hop can help us to critically think about race, ethnicity, gender, class, culture, and representation in a sustained way. In particular, presenters will address the ways race, ethnicity, class, gender, and place collude and collide in the processes of identity formation and identity politics. The artist presenters will represent four different places/cities: Los Angeles, Seattle, San Francisco, and Honolulu. The session aims to highlight how individual musical autobiographies are part of a broader story about how place, politics, and poetics intersect in Filipina/o America and in hip hop in general.

**Bambu**, Artist - Oakland, CA

**Geo "Prometheus Brown" Quibuyen**, Artist - Seattle, WA

**Kae Hope "Hopie" Ranoa**, Artist - San Francisco, CA

**Roderick Labrador**, PhD, Associate Professor, Ethnic Studies, University of Hawai'i at Manoa - Honolulu, HI

# WEDNESDAY, JUNE 1

## SESSIONS

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### 3 TO 4:30 PM

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**2427**

Major Workshop

**The Facilitator in You: Leading Discussions around Social Justice**Union Square 22, Tower 3, Fourth Floor  
Novice

This session will serve as a forum to show participants how to handle, address, develop, and teach others the value of their lived experiences. The session will focus on providing participants with tools of leading conversations and affecting positive social change for their peers and their institution. Participants will gain a sense of how their identity development influences their facilitation practices while learning how to employ tenets of multipartiality. This session will particularly benefit participants looking to critically analyze and identify effective facilitation skills when hosting dialogues, presentations, and workshops centered on social justice.

**Temple Jordan**, PhD, Assistant Director, Mentoring and Inclusion Programs, Office of Social Justice, Inclusion and Conflict Resolution, Rowan University - Glassboro, NJ

**Nu’Rodney Prad**, PhD, Assistant Director for Student Engagement, University Housing and Residential Life, Temple University - Philadelphia, PA

Keywords: Facilitator Development, Intergroup Dialogue/Facilitation, Popular Culture, Students, Faculty, Student Life

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**2428**

Special Feature

**Tribal Traditions that Mold Our Educational Experience – A Multi-Media Panel Presentation**

Union Square 23-24, Tower 3, Fourth floor

This presentation highlights three California Indian scholars who are also tribal leaders, cultural practitioners, and healthcare providers in and with their communities. Exemplifying a decolonizing approach to research in which our people and places inform and guide the research process, these recent PhD and PsyD projects were developed in dialogue with family members and tribal leaders, and informed by identity, history, ceremony, place, and ancestry. The presenters’ respective dissertations address the role of education in developing tribal leadership, revitalizing a woman’s coming of age ceremony in northwestern California, and the application of digital storytelling in urban Indian mental health care. Presenters will describe the development of their engaged doctoral projects, and the personal histories, motivations, and challenges that led them to their current employment as professors, researchers, practitioners, and tribal leaders. With film, digital storytelling, and other visuals, panelists will present specific decolonizing approaches to academic and professional work, and engage with audience members in a dialogue about maintaining identity, spirituality, and identity in the research process and beyond.

**Beth Rose Middleton**, PhD, Associate Professor, Native American Studies, UC Davis/Yocha Dehe Endowed Chair in California Indian Studies - Davis, CA

**Cutcha Risling Baldy**, PhD, Assistant Professor, American Indian Studies, San Diego State University - San Diego, CA

**Virgil Moorehead**, PhD, Staff Psychologist, Counseling and Psychological Services, Stanford University - Palo Alto, CA

**Crystal Martinez-Alire**, Faculty, Counseling, Sierra College/CSUS - Elk Grove, CA

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**2429**

Concurrent Workshop

**Evaluating Campus Diversity Climate: A Student-Centered Approach at Ball State University**Lombard Room, Tower 3, Sixth Floor  
Intermediate  
Research/Assessment/Evaluation

As campuses grow more diverse with students, faculty, and staff of multiple identities, college and university administrators will need to concern themselves with students’ perceptions of the campus climate and the institutions’ commitment to diversity.

In an effort to continue working toward the university’s strategic goals and in response to student outrage triggered by the university’s section for a prestigious award, the Multicultural Center at Ball State University in Muncie, IN, led and initiated efforts to determine the campus climate of diversity through a campus climate survey and a campus-wide structured and action-driven dialogue. The two

# WEDNESDAY, JUNE 1

## SESSIONS

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### 3 TO 4:30 PM

presenters operate from a student affairs theoretical perspective that supports and values the relationship between campus climate and student achievement as instrumental in affecting positive outcomes related to retention, academic performance, and matriculation. The presenters also hope to engage participants in a discussion about the efforts to assess the campus diversity climate on their home campuses; successes, pitfalls, and how the data has been used to influence change or affirm initiatives currently underway. This session should benefit faculty and staff seeking to learn more about a student centered approach to address issues of campus inclusivity at predominantly white institutions.

**Ro-Anne Royer Engle**, MA, Director, Multicultural Center, Ball State University - Muncie, IN  
**Bobby Steele**, MA, Assistant Director, Multicultural Center, Ball State University - Muncie, IN

Keywords: Students, Administrators, African American/Black, Assessment/Evaluation, Diversity and Inclusion, Multicultural Affairs

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#### 2430

Concurrent Workshop

#### **Socially Just Supervision: Identity Matters**

Taylor Room, Tower 3, Sixth Floor  
Advanced  
Experiential/Interactive Training

This session will assist multicultural and student affairs practitioners to implement a social justice framework into their supervision. Inspired by and grounded in counselor training pedagogy, this session introduces and explores how identity impacts supervisory relationships. An assessment tool and scenarios will offer an opportunity for both self-reflection and skill building. Participants will ultimately understand how to infuse multicultural competence into daily interactions with supervisees. Individualized and intentional supervision helps staff when it fully engages and empowers all aspects of their personal and professional identities. This session will benefit professionals at all levels who want to explore how social justice as a core philosophy can transform supervisory interactions. When thoughtful high-quality identity-based supervision occurs, staff impact our campuses and students in more transformational ways.

**Trelawny Boynton**, MA, Director, Multi-Ethnic Student Affairs, University of Michigan, Ann Arbor - Ann Arbor, MI

Keywords: Human Resources, Multicultural Affairs, Student Affairs, Diversity and Inclusion, Practitioner Development, Mentoring

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#### 2431

Concurrent Workshop

#### **Centering Student Voices in a Resource Center for Chican@s/Latin@s: A Discussion, Reflection, and Presentation on a Resource Center by Students, for Students**

Van Ness Room, Tower 3, Sixth Floor  
Novice  
Case Studies/Model Programs

This session will provide an introduction to the history, establishment, and implementation of the inaugural Internship Program through the Raza Resource Centro at the University of California, San Diego. Former and present interns will reflect on their own experiences during their time at the Raza Resource Centro and will be facilitating a conversation on the mechanisms in which Chicano/a and Latino/a students have been supported at a specific institution and how this Internship Program can be pioneered and translated at other colleges and universities throughout the nation. This session will also analyze the impact on student-led initiatives, projects, and programs on the access, retention, and success of Chicano/a and Latino/a students. In effect, this session will be valuable to participants who are seeking a critical framework to shape cultural and ethnic-specific centers in order to ensure that their service is meaningful and effective through the lens and focus of a particular student demographic. This session should particularly benefit students, staff, faculty and administration who are interested and concerned about the immediate urgency to improve the outreach and retention of Chicanos/as and Latinos/as in higher education throughout the Nation.

**Adán Chávez**, Intern, Office of Equity, Diversity, and Inclusion, University of California, San Diego - La Jolla, CA  
**German Octaviano**, Intern, Office of Equity, Diversity, and Inclusion, University of California, San Diego - La Jolla, CA

Keywords: Latino/a, Administrator Recruitment and Retention, Diversity and Inclusion, Leadership Development, Organizing/Activism, Empowering Diversity



# WEDNESDAY, JUNE 1

## SESSIONS

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# 4:45 TO 6 PM

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**2501**

Major Workshop

**The Socialization of Latino Male Faculty: A Crossover Capital Framework**Continental Ballroom 3, Ballroom Level  
All Levels

As the Latino/a community continues to increase, it is expected that Latino/a students will continue to enroll in higher education. Not having Latino faculty has implications for the pipeline of future Latino college students. The focus of this presentation is to explore how Latino male faculty members make meaning of their socialization into the academia and how socialization impacts their decisions to pursue full-time and tenure-track positions in the field of education. The presenter introduces the Crossover Capital Framework and explores the life history of seven Latino males, how they came to become faculty in education, and what meaningful experiences they perceived contributed to becoming faculty members. This presentation contributes to a variety of areas including teaching, practice, policy, and research, specifically as it relates to faculty of color.

**Cristobal Salinas, Jr.**, PhD, Assistant Professor, Educational Leadership and Research Methodology, Florida Atlantic University - Boca Raton, FL

Keywords: Latino/a, Men, Faculty, Diversity and Inclusion

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**2502**

Special Feature

**How to Talk About Race Without Starting a Riot: A Conversation with Journalist and Filmmaker David A. Wilson**

Continental Ballroom 4, Ballroom Level

David A. Wilson wrote, co-directed and was the subject of the award-winning documentary film "Meeting David Wilson," which chronicled his journey through his family's past to find answers to America's racial divide. David learned of a plantation in North Carolina where his family was once enslaved, and subsequently discovered that the plantation is owned today by a 62-year-old white man -- also named David Wilson -- who is a direct descendant of his family's former enslavers. This leads to a momentous encounter between these two men who share the same name, but whose ancestors were on the opposite sides of freedom, when they engage in a difficult yet candid exchange about race in America.

From Michael Brown, Freddie Gray, Eric Garner and Sandra Bland to the Flint water crisis and Oscar Awards, race continues to find its way into our national dialogue. Yet for all the discussions we have had through the years, decades, and even centuries, nothing ever seems resolved and we feel as though we are becoming more divided. As founder and Executive Editor of theGrio.com, one of the largest and most influential African-American news portals, David has been on the frontline of covering all of these stories and debates. His personal and professional experience gives him insight into where the discussion traditionally breaks down and how we can reconcile our differences.

In his interactive, multimedia lecture, David shows pivotal moments from the film, including his conversations with the white David Wilson, which he offers as a blueprint for how Americans can engage each other with civility and respect and find common ground when discussing one of the nation's most divisive topics. Wilson reflects on how his journey altered his view of those who overcame slavery and discrimination, who went from victims to victors, and how this outlook can help reverse the downward spiral of the Black community. He initiates a discussion with audiences about the state of race relations today, how we got here -- both literally and figuratively, where we're headed and, more importantly, how we can all play a part in the solution.

**David A. Wilson**, Co-founder & Executive Editor of theGrio.com - New York, NY

# WEDNESDAY, JUNE 1

## SESSIONS

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### 4:45 TO 6 PM

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**2503**

Concurrent Workshop

**Organizing for Equity and Success**

Continental Ballroom 5, Ballroom Level

Intermediate

Case Studies/Model Programs

President Obama's plan for a college rating system will require campuses to step up efforts and prove how their practices are increasing degree attainment rates. Researchers on this project join forces to reveal how campuses are organized to promote student success. Through an institutional case study analysis and retention "effort mapping," a novel form of inquiry, researchers will provide a comprehensive portrait on how one exemplar institution works to ensure the degree probability of low-income, first generation, and underrepresented minority students. Some typical campus programs have weak evaluative data and other initiatives are often unconnected with retention and degree outcomes. This session will emphasize how campuses can provide better evidence for new and existing practices. This session should particularly benefit participants invested and concerned in the success of low-income, first generation, underrepresented minority students, as well as students, practitioners, and administration who have an active role retention and graduation initiatives.

**Adriana Ruiz Alvarado**, PhD, Postdoctoral Research Fellow, Higher Education Research Institute, University of California, Los Angeles - Los Angeles, CA

**Rona Halualani**, PhD, Professor, Language, Culture and Intercultural Communication, San Jose State University - San Jose, CA

**Sylvia Hurtado**, PhD, Professor, Higher Education and Organizational Change, University of California, Los Angeles - Los Angeles, CA

**Theresa Jean Stewart-Ambo**, MEd, PhD Student, Higher Education and Organizational Change, UCLA Graduate School of Education and Information Studies - Los Angeles, CA

Keywords: Research, Changing Institutional Practices, Multiple Racial Identities, Administrators, Diversity and Inclusion

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**2504**

Concurrent Workshop

**Resist Revolt Create Transform**

Continental Ballroom 6, Ballroom Level

Intermediate

Experiential/Interactive Training

Students and communities of color are often left out of the education narrative. Marginalized by the education they receive and left to become, as Pablo Ferrari observes, "an empty vessel to be filled." In this paradigm people of color are not asked to participate in the world they live in but instead are demanded to sit on the sidelines as history is made. Using the works of world-renowned educators such as Pablo Ferrari, and drawing on modern forms of creative expression such as hip-hop and poetry, this workshop challenges youth to think critically about their world. Reyes's poetry not only entertains but also is used as an educational tool to stimulate discussion, which is driven by youth participation. As the workshop develops, students create their own mission statements and discuss what qualities contribute to the formation of a critical thinker and strong community leader. Simultaneously, students discuss their own history and identity, as well as that of others. Another key component to the workshop is to encourage participant to create a counter narrative, connecting both the personal (micro) and political (macro) worlds.

**Michael Reyes**, Speaker/ Poet, Project Dev., Reyespoetry - Bagley, MI

Keywords: Latino/a, Pedagogy, Organizing/Activism, Performing Arts, DEV, Leadership Development

# WEDNESDAY, JUNE 1

## SESSIONS

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### 4:45 TO 6 PM

#### 2505

Concurrent Workshop

#### **Beyond Blame and Shame: How to More Deeply and Effectively Reach People with Privilege**

Continental Ballroom 7, Ballroom Level  
Intermediate  
Case Studies/Model Programs

Do you want to breakthrough “diversity fatigue” and learn specific new strategies to effectively engage and enroll new students, staff, and administrators in deeper commitment to inclusion? Come experience a bold and innovative dialogue activity as well as a panel on successful programs and practices for a wide range of purposes including new student orientation, Greek life, residential education, and more. Learn how staff successfully leveraged national conversations on diversity to secure significant resources and commitment from University leadership. Psychology pioneer Professor Hazel Markus will present on Stanford’s 47 year-old Intergroup Dialogue course and Associate Vice Provost Nicole Taylor, will discuss OpenXChange, the presidentially-initiated campus wide initiative at Stanford designed to promote community dialogue. This session should benefit to practitioners interested in new models technique to preach outside the choir and engage new allies and campus leaders seeking to engage stakeholders in a deeper commitment to inclusion.

**Dereca Blackmon**, Mdiv, Associate Dean and Director, Diversity and First Generation Office, Stanford University - Stanford, CA

**Hazel Markus**, PhD, Davis-Brack Professor, Behavioral Sciences, Stanford University - Stanford, CA

**Nicole Taylor**, MA, Associate Vice Provost for Student Affairs Dean of Community Engagement and Diversity, Student Affairs, Stanford University - Stanford, CA

Keywords: Faculty, Student Affairs, Facilitator Development, Intergroup Dialogue/Facilitation, Institutional Efforts at Transformation

#### 2506

Concurrent Workshop

#### **Name Brand Natives: American Indian Product Icons in the American Marketplace**

Continental Ballroom 8, Ballroom Level  
Novice  
Media Representations

In the United States, stereotypical images of American Indians are so pervasive and interwoven into the fabric of daily life that many hardly notice them; yet they are a significant factor in how the American dominant culture perceives American Indian cultures and people. Historical and contemporary use of American Indian symbols in advertising and branding contribute to harmful stereotypes and prejudices which adversely impact American Indian people. Use of American Indian images in advertising and as sport team mascots has been the topic of debate and activism for a number of years with many activists and organizations urging discontinuation of use, and exploring issues of miseducation and implications to the self-esteem of American Indian youth. This session will demonstrate a surprising number of examples of American Indian symbols in advertising and branding of common products; an overview of the historical development of the phenomenon; an examination of how product symbols contribute to stereotypes, prejudices, and discrimination; discussion of alternatives; and avenues for more accurate representation and information. The session will include time for questions and discussion.

**Victoria Sanchez**, PhD, Associate Dean for Educational Equity, College of Earth and Mineral Sciences, Pennsylvania State University - University Park, PA

Keywords: American Indian/ Native American, Media Analysis, Popular Culture, Research, Cultural Competence, Systemic Racism

# WEDNESDAY, JUNE 1

## SESSIONS

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# 4:45 TO 6 PM

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**2507**

Concurrent Workshop

### **The Difficult Dialogue Series at the University of San Francisco: Using Critical Race Theory and Methodology to Shape Campus Conversations around Diversity, Equity, and Inclusion**

Continental Ballroom 9, Ballroom Level

Novice

Long-and Short-Range Planning

This session examines the creation, implementation, and short-term effects of a multi-pronged Difficult Dialogue Series at the University of San Francisco focusing on understanding race and the experience of underrepresented populations of staff, faculty, and students. Information on the background and rationale for the difficult dialogues series will be provided by two student leaders who played a key role in surfacing the need for the initiative on campus. The strategies behind the creation and implementation of this program will be reviewed by representatives from the university's diversity engagement office, with particular attention to the critical race theoretical and methodical framework used to frame the series. Insights and lessons learned from the program's implementation will also be provided. This session should particularly benefit participants who are interested developing critical dialogues on their campuses around race, equity, inclusion and diversity.

**Ria DasGupta**, MA, Diversity and Community Relations Program Manager, Diversity Engagement and Community Outreach, University of San Francisco - San Francisco, CA

**Shaya Kara**, Vice President of Mission, Associated Students at the University of San Francisco, University of San Francisco - San Francisco, CA

**Sarah Toutant**, President, Black Student Union, University of San Francisco - San Francisco, CA

**Mary Wardell-Ghirarduzzi**, EdD, Vice Provost, Diversity Engagement and Community Outreach, University of San Francisco - San Francisco, CA

Keywords: Empowering Diversity, CDO, Diversity and Inclusion, Institutional Efforts at Transformation, Critical Race Theory, Institutionalized Privilege

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**2508**

Special Feature

### **A Classic Book Takes a New Turn: Highlights from the New Edition of Teaching for Diversity and Social Justice (2016)**

Imperial Ballroom A, Ballroom Level

For more than 20 years, *Teaching for Diversity and Social Justice* (1997; 2007) has been a go-to resource for faculty, trainers, and other professionals interested in theory, pedagogy, design, facilitation, curricula, and resources for social justice education. In this session, a panel of authors and editors will share highlights and substantive changes in the just released 3rd edition of this now classic book.

Based on feedback from users and new knowledge about social justice pedagogy and practice, *Teaching for Diversity and Social Justice*, 3rd edition (2016) provides new thinking about social justice issues, describes our approach to pedagogy, design and facilitation, and offers web-based curriculum activities and resources – while preserving the enduring features that have served users so well in past decades.

The session will appeal to both those who are new to social justice teaching as well as veteran users of the book who wish to hear what is new in this edition. For those seeking a more in-depth look at the new edition and its impact, see Special Feature Presentation: Engaging with New Approaches from *Teaching for Diversity and Social Justice* (2016) on Thursday 8:30-11:30. Editors and authors will be available for a book signing after the Thursday session.

**Maurianne Adams**, Professor Emerita, Social Justice Education, University of Massachusetts - Amherst - Amherst, MA

**Lee Anne Bell**, Professor Emerita, Education, Barnard College, Columbia University - New Paltz, NY

**Michael Funk**, EdD, Clinical Assistant Professor, Steinhardt School of Culture, Education, and Human Development, New York University - New York, NY

**Diane J. Goodman**, EdD, Diversity Consultant, - Nyack, NY

**Pat Griffin**, EdD, Emeritus Faculty, UMASS-Amherst - Belchertown, MA

# WEDNESDAY, JUNE 1

## SESSIONS

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# 4:45 TO 6 PM

**Matt Ouellett**, PhD, Associate Provost, Wayne State University - Detroit, MI  
**Davey Shlasko**, Director and Consultant, Think Again Training, thinkagaintraining.com  
**Rani Varghese**, Assistant Professor, School of Social Work, Adelphi University - New York, NY

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**2509**

Concurrent Workshop

### **The Rest of the Story: The Effects on Administrators Following a Campus Incident of Bias**

Imperial Ballroom B, Ballroom Level  
Intermediate  
Case Studies/Model Programs

When campuses have an incident of bias, the incident may draw local, national, or international headlines and garner university-wide support and response. What happens when the incident is no longer the top news story yet the on-going work is not yet completed? What are the effects on administrators that routinely work with acts of bias? Drawing upon Racial Battle Fatigue literature as well as firsthand experience of responding to these acts, presenters will share examples of responses as well as the short and long term effects on those that respond. This session should benefit administrators tasked with managing incidents of bias on their campuses.

**Chaunda Allen Mitchell**, PhD, Director, Office of Multicultural Affairs, Louisiana State University - Baton Rouge, LA  
**Valeria Beasley-Ross**, MEd, Associate Dean of Students, Office of the Dean of Students, University of Mississippi - Oxford, MS

Keywords: Multicultural Affairs, Self-Care/Self-Work, administrators, Practitioner Development, Predominantly White Institution, Diversity and Inclusion

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**2510**

Major Workshop

### **Good White People: On the Need for a New Ethos of White Anti-Racism**

Franciscan Ballroom C-D, Ballroom Level  
Intermediate

This session will focus on whiteness and class in the context of efforts to achieve racial justice. It will examine how middle-class white people often are more concerned about securing their anti-racist bona fides than with tackling racism and white privilege. These are the good white people, who take pains to distance themselves from race, whiteness, and racism by dumping on lower-class white people, who allegedly are the bad white people responsible for ongoing racism in today's world. In addition to denigrating lower-class white people, good white people's distancing strategies tend to include demonizing antebellum slaveholders as moral monsters, resorting to and/or promoting so-called colorblindness (especially in the context of childrearing), and cultivating attitudes of white guilt and shame as the proper emotional-existential comportment of a white person who is opposed to racism.

We will discuss how middle-class white people need to work to transform the meaning and effects of whiteness rather than seek a self-righteous distance from it. The ultimate goal of the session is to have a frank discussion about how many well-intended white people live their whiteness in problematic ways and how they (we) might take risks to change. This is an intermediate level session.

**Shannon Sullivan**, PhD, Professor and Chair of Philosophy, Philosophy, University of North Carolina Charlotte - Harrisburg, NC

Keywords: Antiracism, Coalition Building, Critical Race Theory, Identity Development, Socioeconomic Class, Whiteness

# WEDNESDAY, JUNE 1

## SESSIONS

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# 4:45 TO 6 PM

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**2511**

Concurrent Workshop

### **The Hidden Stories of Afro-Latinas in Higher Education**

Union Square 1-2, Tower 3, Fourth Floor

Novice

Theoretical Model

Afro-Latina identities have historically been hidden, and with their increased visibility, higher education professionals must address their complex identities and lived experiences. Participants will hear stories and experiences from self-identified students and practitioners and gain ways to address their unique needs in higher education. Through an interactive presentation, participants will also understand the sociopolitical sphere that influences students' identity development. This presentation is ideal for student affairs practitioners, faculty, and/or undergraduate, and graduate students.

**Veronica Rodriguez-Mendez**, MEd, Program Coordinator for Leadership Programs, University Housing, Florida State University - Tallahassee, FL

Keywords: Identity Development, African American/ Black, Latino/a, Women, Student Affairs, Diversity and Inclusion

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**2512**

Concurrent Workshop

### **What Did I Get Myself Into? The Journey of a New Professional and the Supervisors that Have to Deal with Them!**

Union Square 3-4, Tower 3, Fourth Floor

Intermediate

Training of Trainers

This session is constructed to make a deliberate effort to create an honest dialogue between new Student Affairs professionals and seasoned supervisors. Presenters will represent a wide spectrum of new professionals in a variety of areas in Student Affairs, along with senior level administration. During the progression of this session participants who are new professionals will be exposed to different supervisory styles, and have the opportunity to understand where their individual advising and supervisory philosophies fit within their existing institutional environment. Most importantly participants will understand different styles and components of effective supervision in order to change and adapt their personal style, depending on the students they are supervising. Presenters will provide participants with realistic scenarios they have faced in the workplace as new professionals, and as seasoned supervisors. Participants will discover ways to navigate institutional structure, establish healthy boundaries, and form professional relationships. For each scenario, the presenter will share current trends in their sector, identify resources within their field and provide a new outlook for personal discovery. Audience members will be able to return to their respective campuses invigorated with effective practices that will propel them to success as a new professional or a seasoned supervisor.

**Dejanae Banks**, Community Director, Housing and Residence Life, Tulane University - New Orleans, LA

**Carolyn Barber-Pierre**, Assistant Vice President for Intercultural Life at Tulane, Intercultural Life, Tulane University - New Orleans, LA

**Johniqua Williams**, Student Development Specialist for Diversity Programs and Services; Director of African American Initiative, Student Life, Columbus State University - Columbus, GA

Keywords: Administrators, Student Affairs, Diversity and Inclusion, Residence Life, Multicultural Affairs, General

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**2513**

Concurrent Workshop

### **Cultivating Sistership, Scholarship, Leadership: Why Programming for Women of Color Is Important at Predominantly White Institution**

Union Square 14, Tower 3, Fourth Floor

Intermediate

# WEDNESDAY, JUNE 1

## SESSIONS

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### 4:45 TO 6 PM

#### Case Studies/Model Programs

Are you looking for ways to create innovative programming for Women of Color (WOC) at your institution? Are you seeking ways to increase representation of WOC in your programs? Loyola University Chicago's Department of Student Diversity and Multicultural Affairs will share how to create empowering spaces for Women of Color to excel. By utilizing the multiple dimensions of identities model and implementing an intersectional approach to the services you provide students, you too can increase retention and persistence in undergraduate WOC at predominantly White institutions.

**Paige Gardner**, MEd, Assistant Director, Student Diversity and Multicultural Affairs, Loyola University Chicago - Chicago, IL

Keywords: Multiracial, Multiple Racial Identities, Identity Development, Women, Diversity and Inclusion, Feminist

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### 2514

#### Concurrent Workshop

#### **Inclusive Directions: The Role of the Chief Diversity Officer in Community College Leadership**

Union Square 15-16, Tower 3, Fourth floor

Advanced

Long-and Short-Range Planning

This session will feature discussions with a panel of CDOs from three prominent community colleges across the country. The CDOs will describe their distinct roles and responsibilities, and they will share a number of strategies in order to build and sustain infrastructures of diversity, equity and inclusion at two-year institutions. This session should particularly benefit community college leaders who are considering or have recently established CDO positions, as well as aspiring CDOs who are interested in working at the community college level.

**James A. Felton III**, Chief Diversity Officer, Office of the President, Anne Arundel Community College - Arnold, MD

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

**Michelő Robinson**, Special Assistant to the President for Diversity and Inclusion/Assistant Provost, Office of the Provost, Harper College - Palatine, IL

Keywords: CDO, Administrators, Diversity and Inclusion, Career Path, Leadership Development, Identity Development

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### 2515

#### Concurrent Workshop

#### **Fighting Invisibility: Three Generations of Iranian-American Cousins Struggle with Whiteness, Islamophobia, and Assimilation**

Union Square 17-18, Tower 3, Fourth floor

Intermediate

Case Studies/Model Programs

Iranian-American cousins from three generations: a single mother and philosophy professor who arrived in her teens, a racial and gender justice activist who was the first in the family born in the U.S., and a queer, genderfluid college student born to 1.5 generation parents, share stories of cultural assimilation, identity development, and social justice. While Iranian-Americans come from many ethnic, cultural, religious, socio-economic, political, and educational backgrounds, they have one thing in common: they find themselves without a designated social space. Outside of stereotypes of hysterical, zealous, or over-privileged Iranians, America has not decided where they fit in. They are here but not really: they are invisible. Left out in the dialogue on race, they do not neatly fit in predominantly white spaces, or in larger communities of color. Iranian-Americans live in what scholar Nega Maghbouleh calls a "racial paradox": the state legally categorizes them as "white," but they don't benefit from many of the attendant privileges, and yet don't typically identify as people of color. This renders them invisible in the racial discourse. Further, the emerging activism of Arab and South Asian diaspora communities often centers on Islamophobia - but many Iranian-Americans don't identify as Muslim, even as the recent murder of Shayan Masroei by a white supremacist demonstrates they are not shielded from Islamophobia. These experiences have left their community without the language and tools to

# WEDNESDAY, JUNE 1

## SESSIONS

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### 4:45 TO 6 PM

create a cohesive political identity, limiting their ability to reconcile their marginalization, both within their own community and in the larger U.S. context. It is in these in-between, invisible spaces that they create our identities in diaspora. This session should particularly benefit those who want to explore racial identity development beyond the black-white paradigm.

**Roksana Alavi**, PhD, Assistant Professor, Liberal Studies/Women and Gender Studies, University of Oklahoma - Norman, Ok

**Hannah Anvar**, Student, Journalism / Women and Gender Studies / Philosophy, University of Oklahoma - Norman, OK

**Mana Tahaie**, MA, Director of Mission Impact, YWCA Tulsa, YWCA Tulsa - Tulsa, OK

Keywords: Identity Development, TQPOC, Critical Race Theory, Immigration, Perspective Taking, POC

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#### 2516

Concurrent Workshop

#### **Hypermasculinity and Hypersexuality in Hip Hop Culture**

Union Square 19-20, Tower 3, Fourth floor

Novice

Research/Assessment/Evaluation

Hip-hop as a popular music genre has been a prominent source for sexual exploitation toward people of color because being a multi-billion industry with an emphasis on White, hypermasculine privilege has watered-down the art of expressing everyday struggles to mass consumption of illicit eroticism and receiving a paycheck. Specifically, the topic of fetishized hypersexuality of the Black body has increasingly been linked to contemporary capitalism. This is nothing new, but the extent of which it is being broadcasted is much higher today than it ever was. This is in part due to the rise of social media, and also the lack of resistance toward the dominating sexual politics of our current social institutions. The presenter intends to research the issues of hypermasculinity and hypersexuality in the genre of hip-hop as it is a significant social agency for the shaping of our society's views pertaining to the treatment of others, and how we would reinforce White hegemonic ideals by supporting its mainstream counterpart. This session should particularly benefit those who are interested in the art of hip-hop, those interested in Black feminism, and individuals who are strong advocates of self-expression and equity among people of color.

**Abraham Corpuz**, Student, Sociology, California State University Los Angeles - West Covina, CA

Keywords: Popular Culture, African American/ Black, Feminist, Systemic Racism, POC, Performing Arts

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#### 2517

Concurrent Workshop

#### **10 Myths of Social Justice**

Union Square 22, Tower 3, Fourth Floor

Novice

Curricular/Pedagogical Models

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 session, the 10 myths of social justice will be shared as well as a questionnaire that can be used to begin conversations about your campus' commitment to inclusion, equity, and social justice. This session should particularly benefit participants who are interested in learning more about the concepts and practice of social justice education.

**Vernon A. Wall**, MS, Director, Business Development, LeaderShape, Inc. - Washington, D.C.

Keywords: Cultural Competence, Institutional Efforts at Transformation, Diversity and Inclusion, Administrators, Assessment/Evaluation, CDO



# WEDNESDAY, JUNE 1

## SESSIONS

# 4:45 TO 6 PM

### 2518

Special Feature

#### **California Tribal College: Empowering Our Communities through Tribally-Controlled Education**

Union Square 23-24, Tower 3, Fourth floor

Education is vital to the future of Native American peoples and nations to sustain tribal cultures, strengthen tribal sovereignty, and build thriving enterprises. Native Americans are among the least represented in California higher education and have devastatingly low graduation rates. While California holds the largest Native American population in the country, it does not hold a functioning tribal college.

The California Tribal College is well on its way! After more than five years of research and consultation among tribal, education, and business leaders, the California Tribal College is becoming a reality, laying the foundation for an enduring, quality institution of higher learning.

The California Tribal College's presentation will enlighten the community on the progress towards the development of the California Tribal College and the steps in place to educate our future tribal leaders and make this dream a reality. This session should benefit those interested in learning about or assisting in the development of the California Tribal College as well as students who may be interested in attending the California Tribal College in the future. All community members, from various backgrounds and education and business levels, are invited to learn about the California Tribal College.

**Crystal Blue**, MA, Project Manager, California Tribal College - Brooks, CA

**Marilyn Delgado**, BS, Executive Director, California Tribal College - Brooks, CA

**Victorio Shaw**, Esq., JD, Project Strategist, California Tribal College - Brooks, CA

Keywords: American Indian/ Native American, Sovereignty, Leadership Development, Students, Coalition Building, Minority Serving Institutions

### 2519

Concurrent Workshop

#### **Whose "Side" Are You On?: Why We Need Solidarity from Asian American/Pacific Islanders in the Fight for Racial Justice**

Lombard Room, Tower 3, Sixth Floor

Intermediate

Theoretical Model

Why are Asian American/Pacific Islanders (AAPI) not represented in racial justice movements? Whose "side" are AAPIs on? This session will critically analyze how systemic racism has caused AAPIs to internalize the overt and covert acts of racism that they face. This has created a phenomenon in which AAPIs do not view themselves as people of color and as a result, there is a lack of action/political consciousness towards racial justice work, specifically as it relates to the #BlackLivesMatter movement.

This session will also explore how AAPIs who do move in solidarity have been silenced or whose narratives have been made invisible. This session will utilize tenets from Critical Race Theory and various AAPI identity development models to examine why AAPIs should move in solidarity with current racial justice movements. Participants will learn more about how a history of systemic racism has affected the development of AAPI's identities as people of color. Participants will learn about current AAPI student activism, engage in a meaningful dialogue about how to support and move in solidarity, and challenge racist ideologies and assumptions that prevent AAPIs from engaging in racial justice. This session should be of interest to administrators, faculty, staff, students, and all those concerned with learning more about AAPI identity and uniting the AAPI communities' involvement with racial justice work.

**Michelle Boike**, MEd, Coordinator of Multicultural Student Programs, Diversity Center, Luther College - Decorah, IA

**Der Vang**, MEd, Multicultural Liaison Officer, College of Liberal Arts and Sciences, Iowa State University - Ames, IA

Keywords: Asian Pacific American, Organizing/Activism, Critical Race Theory, Identity Development, Systemic Racism, Students

# WEDNESDAY, JUNE 1

## SESSIONS

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# 4:45 TO 6 PM

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**2520**

Concurrent Workshop

**Is Equity Working? The Student Equity Plan and Latino Community College Students' Career Pathways**

Taylor Room, Tower 3, Sixth Floor  
Intermediate  
Policy Issues

This session examines the design, adoption, and implementation of the California Community Colleges' Board of Governors (BOG) Student Equity Plan (SEP) policy. Student equity at the community college level has received more attention because it is a gateway. Yet completion and transfer disparities create inequities that often translate into career advancement disparities, and reflect systemic racism and the idea that inequality is a natural part of education. However, little discussion has focused on this policy's adoption and its influence on underrepresented students' career pathways. Therefore, this presentation examines how the SEP policy influences the ways Latino students navigate their career pathways. Presenters will share the context and background of the policy, the research question, the research methods, the analysis process, and the findings. This session will benefit participants who are interested in community college students' success, student affairs practitioners who provide direct services to Latino and/or other racial and ethnic minority students, students interested in exploring how policies influence resources, and those who are concerned with equity related to Latino and other racial and ethnic minority populations.

**Armineh Dereghishian**, EdD, Assistant Director, USC Academic Honors and Fellowships, University of Southern California - Los Angeles, CA  
**Anita Singh**, EdD, Career Coach, USC Brittingham Social Enterprise Lab, University of Southern California - Los Angeles, CA

Keywords: Latino/a, Student Affairs, Systemic Racism, Minority Serving Institutions, Students, Administrators

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**2521**

Concurrent Workshop

**Counter Narratives and Self-Definition: The Holistic Development of Black Women in Higher Education**

Van Ness Room, Tower 3, Sixth Floor  
Novice  
Experiential/Interactive Training

Black women in higher education experience racism, sexism, classism, loneliness, marginality syndrome, and the status of the outsider within. These experiences stem from master narratives that are accepted as universal truths by society and are used to portray Black women negatively. During this interactive session, participants will have the opportunity to explore the controlling images of Black women that are presented in the media and discuss how they manifest in higher education. Presenters will discuss the creation of self-definition through counter narratives and will facilitate an exercise that will give participants the opportunity to develop their own counter narratives. This session should benefit participants interested in the success and support of Black women at all levels of higher education and those interested in learning more about the use of counter narratives as a means of resistance, self-definition, and persistence in higher education.

**Ariel Cochrane-Brown**, Graduate Assistant, Office of Graduate Student Support Services, North Carolina State University - Raleigh, NC  
**Erica Wallace**, Coordinator for Peer Mentoring and Engagement, Center for Student Success and Academic Counseling, University of North Carolina at Chapel Hill - Chapel Hill, NC

Keywords: African American/ Black, Women, Identity Development, Intersectionality, Perspective Taking, Self-Care/Self-Work

# WEDNESDAY SPECIAL EVENTS

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**2600**

## **Welcoming Dinner and San Francisco Bay Cruise**

Wednesday, 5:30-9:00 pm

NCORE attendees who pre-registered to attend this event on the San Francisco Belle must show their specially-marked NCORE name badge prior to boarding a bus.

Buses begin boarding at 5:30 pm; last bus departs the hotel at 6:15 pm

**Buses will depart from the Taylor Street entrance of the Hilton San Francisco Union Square which is behind the Bell Desk at the base of the Grand Ballroom escalators in the main lobby.**

The College of Continuing Education and the Southwest Center for Human Relations Studies are committed to making their activities as accessible as possible. The San Francisco Belle is wheelchair accessible and accessible bus transportation will be available. Visit **NCORE Registration** in the **Plaza A Room** to discuss your needs and related arrangements.

Any cancelled tickets will be made available for sale on a first-come, first-served basis at **NCORE Registration** in the **Plaza A Room**. The cost will be \$20.00 for NCORE attendees and \$95.00 for guests.



# THURSDAY, JUNE 2

## AT A GLANCE

| TIME            | SESSION # | TITLE  | TOWER                                     |
|-----------------|-----------|--|---|
| 8:30 - 11:30 AM | 3001      | Sharks, Teddy Bears, and Triggers...Oh My! (Part 1)  | Continental Ballroom 1, Ballroom Level    |
|                 | 3002      | Where Are All the White People?: Strategies for Engaging White People in Collective Action for Racial Justice  | Continental Ballroom 2, Ballroom Level    |
|                 | 3003      | Engaging with New Approaches from <i>Teaching for Diversity and Social Justice</i> (2016)  | Franciscan Ballroom A-B, Ballroom Level   |
|                 | 3004      | Race[ing] to the Border: The Colonial Legacy of American Immigration Policy  | Union Square 5-6, Tower 3, Fourth Floor   |
|                 | 3005      | Linking Organizational Emphasis on Diversity with Policy, Practice, and Research: Increasing Equal Opportunity Hiring through Process and Accountability       | Union Square 13, Tower 3, Fourth Floor    |
|                 | 3006      | Developing Inclusion Practitioners: A Critical Element for Creating Sustainable Change   | Mason Room, Tower 3, Sixth Floor          |
|                 | 3007      | Personal and Professional Growth and Strategic Career Development: What Career Do I Want and How Do I Get There? Creating a Passion that Becomes Your Practice | Powell Room, Tower 3, Sixth Floor         |
|                 | 3008      | Educators as Boundary-Spanning Excellence Facilitators: Maximizing Self-Efficacy for Equity and Social Justice   | Sutter Room, Tower 3, Sixth Floor         |
| 8:30 - 9:45 AM  | 3011      | Understanding and Addressing Resistance to Social Justice Issues from Students from Privileged Groups (Part 1)   | Continental Ballroom 3, Ballroom Level    |
|                 | 3012      | White Privilege: Understanding How WE Are White and Challenging It   | Continental Ballroom 4, Ballroom Level    |
|                 | 3013      | Organizing for Racial Justice: Campus-Community Coalitions   | Continental Ballroom 5, Ballroom Level    |
|                 | 3015      | Transcending with Transgender Students in College Environments   | Continental Ballroom 7, Ballroom Level    |
|                 | 3016      | The Deception of Strength: Contextualizing the Experiences of Women of Color in Higher Education   | Continental Ballroom 8, Ballroom Level    |
|                 | 3017      | Supervising from a Social Justice and Inclusion (SJI) Lens   | Continental Ballroom 9, Ballroom Level    |
|                 | 3018      | Confronting Anti-Immigrant Hysteria  | Imperial Ballroom A, Ballroom Level       |
|                 | 3019      | Campus Climate Perfect Storms: Negotiating Socio-political, Racial, Cultural, Academic Freedom, and Faculty Engagement Tensions in American Higher Education   | Imperial Ballroom B, Ballroom Level       |
|                 | 3020      | A Legendary Hip Hop Elder's Perspective on the Transformative Power of Hip Hop   | Franciscan Ballroom C-D, Ballroom Level   |
|                 | 3021      | The Center for Social Justice as a Transformational Space on Campus: A Model   | Union Square 1-2, Tower 3, Fourth Floor   |
|                 | 3022      | Admission of Minority Students in Absence of Affirmative Action: The Predictive Value of Non-Cognitive Variables for Academic Success                          | Union Square 3-4, Tower 3, Fourth Floor   |
|                 | 3023      | Ready or Not, They Exist! Same-Sex Parents and Their College Students  | Union Square 14, Tower 3, Fourth Floor    |
|                 | 3024      | Exploring the Intersection: Gender Identity through the Asian/Pacific Islander/Desi American Lens  | Union Square 15-16, Tower 3, Fourth Floor |
|                 | 3025      | Personal and Professional Challenges of Faculty of Color Teaching Privilege at a Predominately White Institution   | Union Square 17-18, Tower 3, Fourth Floor |
|                 | 3026      | The Color of Drinking  | Union Square 19-20, Tower 3, Fourth Floor |
|                 | 3027      | Where Have All the "Stop-Outs" Gone?   | Union Square 22, Tower 3, Fourth Floor    |
|                 | 3028      | Leveling the Playing Field for Black, Latino, and Native American Students in the STEM Fields  | Union Square 23-24, Tower 3, Fourth Floor |

# THURSDAY, JUNE 2

AT A GLANCE

| TIME           | SESSION #  | TITLE   | TOWER                                     |
|----------------|--|---|---|
| 8:30 - 9:45 AM | 3029   | Altering the Course for Black Men in Medicine   | Lombard Room, Tower 3, Sixth Floor        |
|                | 3030   | The White Administrative Milieu: How White Administrators Create and Reify White Institutional Space in Higher Education              | Taylor Room, Tower 3, Sixth Floor         |
|                | 3031   | From Symbolic to Systemic: Creating a Social Justice Learning Community within the UW-Madison Division of Enrollment Management (DEM) | Van Ness Room, Tower 3, Sixth Floor       |
|                | 3032   | The Urban Rez Experience  | Union Square 21, Tower 3, Fourth Floor    |
| 10 - 11:30 AM  | 3101   | Understanding and Addressing Resistance to Social Justice Issues from Students from Privileged Groups (Part 2)                        | Continental Ballroom 3, Ballroom Level    |
|                | 3102   | I'm Sick and Tired: Self Care for Diversity Leaders in Time of Crisis   | Continental Ballroom 4, Ballroom Level    |
|                | 3103   | Songs for Freedom   | Continental Ballroom 5, Ballroom Level    |
|                | 3104   | A Threat to Injustice? Critically Re-assessing Equity, Inclusion, and Diversity Initiatives on Campus                                 | Continental Ballroom 6, Ballroom Level    |
|                | 3105   | Balancing the Scale: Exploring Gender Inequities in the Workplace   | Continental Ballroom 7, Ballroom Level    |
|                | 3106   | Considering "Upward Mobility" through Asian American and Pacific Islander Leadership Narratives                                       | Continental Ballroom 8, Ballroom Level    |
|                | 3107   | What Can Community Colleges and Four-Year Institutions Teach Each Other About Social Justice?   | Continental Ballroom 9, Ballroom Level    |
|                | 3108   | A Conversation with David Gillborn: White Lies: Things We're Told about Race and Education that Aren't True                           | Imperial Ballroom A, Ballroom Level       |
|                | 3109   | Blackness: Identity, Consciousness, and Activism  | Imperial Ballroom B, Ballroom Level       |
|                | 3110   | Why We Took Alcatraz: 1969 Alcatraz Indian Occupation   | Franciscan Ballroom C-D, Ballroom Level   |
|                | 3111   | Film Preview: <i>The Strength of a Woman</i>  | Union Square 1-2, Tower 3, Fourth Floor   |
|                | 3112   | We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape Our Multiracial Future                                      | Union Square 3-4, Tower 3, Fourth Floor   |
|                | 3113   | First to be First: How Stanford University Built a Successful Office for First Gen and Low Income Students                            | Union Square 14, Tower 3, Fourth Floor    |
|                | 3114   | Ramblers Analyzing Whiteness: White Students Engaging in Self-Exploration at Loyola University Chicago                                | Union Square 15-16, Tower 3, Fourth Floor |
|                | 3115   | Faculty to Student Microaggressions in the Classroom: Research, Implications, Solutions   | Union Square 17-18, Tower 3, Fourth Floor |
|                | 3116   | Diversity Mapping: Assessing Institutions' Diversity Achievement  | Union Square 19-20, Tower 3, Fourth Floor |
|                | 3117   | Queering Masculinity  | Union Square 22, Tower 3, Fourth Floor    |
|                | 3118   | What's Next at Penn State: Strategic Positioning and Strategic Planning for Diversity and Assessment                                  | Union Square 23-24, Tower 3, Fourth Floor |
|                | 3119   | White Teacher, Know Thyself: Improving Anti-Racist Praxis through Racial Identity Development   | Lombard Room, Tower 3, Sixth Floor        |
|                | 3120   | Educating First-Year Business Students about Diversity and Social Justice   | Taylor Room, Tower 3, Sixth Floor         |
| 3121           | From Research to Practice: Implementing the Hegemony Project to Facilitate Greater Equity and Inclusion for Underserved Students on Campus | Van Ness Room, Tower 3, Sixth Floor   |   |
| 3122           | Women's Social Transformation and Research Project   | Union Square 21, Tower 3, Fourth Floor  |   |
| 1:00 - 1:35 PM | 3300   | Suzan Shown Harjo Award Ceremony  | Grand Ballroom, Grand Ballroom Level      |
| 1:30 - 2:15 PM | 3301   | Keynote Address - Matika Wilbur   | Grand Ballroom, Grand Ballroom Level      |

# THURSDAY, JUNE 2

## AT A GLANCE

| TIME        | SESSION # | TITLE   | TOWER                                     |
|-------------|-----------|---|---|
| 2:15 - 3 PM | 3302      | Latinx Caucus   | Golden Gate 5, Lobby Level                |
| 3 - 6 PM    | 3401      | Sharks, Teddy Bears, and Triggers...Oh My! (Part 2)   | Continental Ballroom 1, Ballroom Level    |
|             | 3402      | Writing and Publishing for Social Justice   | Continental Ballroom 2, Ballroom Level    |
|             | 3403      | Self-Care and Healing as Change Agents on Campus: Renewing, Rejuvenating, and Recommitting  | Franciscan Ballroom A-B, Ballroom Level   |
|             | 3404      | White Followership: An Emerging White Leadership Framework and Practice for Racial Justice  | Union Square 5-6, Tower 3, Fourth Floor   |
|             | 3405      | The Role of Chief Diversity Officers in Achieving the Goals of Native Peoples in Higher Education   | Union Square 13, Tower 3, Fourth Floor    |
|             | 3406      | Overcoming Activist Burnout as "an Act of Political Warfare": A Conversation about Building Enduring Movements for Racial Justice in Higher Education | Mason Room, Tower 3, Sixth Floor          |
|             | 3407      | Trans 101: The Basics   | Powell Room, Tower 3, Sixth Floor         |
|             | 3408      | Raising Race Questions: Building a Toolkit for White Educators  | Sutter Room, Tower 3, Sixth Floor         |
|             | 3409      | Film Showing: <i>Alcatraz Is Not an Island</i> - A Documentary  | Union Square 21, Tower 3, Fourth Floor    |
| 3 - 4:30 PM | 3411      | Exploring Social Identities, Privilege, and Oppression from an Intersectional Perspective Using the Tapestry Model                                    | Continental Ballroom 3, Ballroom Level    |
|             | 3412      | Tubman: 2K16  | Continental Ballroom 4, Ballroom Level    |
|             | 3413      | Radically Healing Race and Advocacy   | Continental Ballroom 5, Ballroom Level    |
|             | 3414      | Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do   | Continental Ballroom 6, Ballroom Level    |
|             | 3415      | Shuumi Means To Give: 21st Century Indigenous Land Reparations  | Continental Ballroom 7, Ballroom Level    |
|             | 3416      | Inclusive and Interactive Engagement in the Classroom   | Continental Ballroom 8, Ballroom Level    |
|             | 3417      | How Many More Black Male Initiatives Will It Take to Fix the "Problem" in Higher Education?   | Continental Ballroom 9, Ballroom Level    |
|             | 3418      | Latinx Identity and Power: An Interactive Discussion on the Political, Cultural, and Economic Power within Latinx in the United States                | Imperial Ballroom A, Ballroom Level       |
|             | 3419      | Confronting Islamophobia: Proactive Efforts to Address Hate and Bias on and off Campus  | Imperial Ballroom B, Ballroom Level       |
|             | 3420      | Black Isn't "One Size Fits All": Theoretical and Practical Perspectives on Supporting Black Graduate Students Transitioning into the Doctorate        | Franciscan Ballroom C-D, Ballroom Level   |
|             | 3422      | Anti-Racist Teaching  | Union Square 3-4, Tower 3, Fourth Floor   |
|             | 3424      | International Perspectives on Race: Brazil Inside and Out   | Union Square 15-16, Tower 3, Fourth Floor |
|             | 3425      | NCORE Student Scholar Conversation Starter Presentation   | Union Square 17-18, Tower 3, Fourth Floor |
|             | 3426      | Anchoring Black and Latino/a Deaf Students in Academic Success  | Union Square 19-20, Tower 3, Fourth Floor |
|             | 3427      | Who Cares about Climate, Diversity, and Accountability: University of Wisconsin-Madison's Newest Diversity Initiatives                                | Union Square 22, Tower 3, Fourth Floor    |
|             | 3428      | Diversity in the University - Keep It Real Diverse Game   | Union Square 23-24, Tower 3, Fourth Floor |
|             | 3429      | Diversify Faculty Hiring: Improve Success of Students of Color  | Lombard Room, Tower 3, Sixth Floor        |
|             | 3430      | Queer Women of Color Engaging Self-Care as an Act of Leadership   | Taylor Room, Tower 3, Sixth Floor         |
|             | 3431      | What's Our Story: How Does the AAPI Narrative Fit in Conversations around Diversity and Racial Equity?  | Van Ness Room, Tower 3, Sixth Floor       |

# THURSDAY, JUNE 2

## AT A GLANCE

| TIME                         | SESSION # | TITLE  | TOWER   |
|------------------------------|-----------|--|---|
| 4:45 - 6 PM                  | 3501      | Bringing NCORE Home: The Iowa State Conference on Race and Ethnicity   | Continental Ballroom 3, Ballroom Level        |
|                              | 3502      | Courage against Racism: Strategies for Engaging and Moving White People into Racial Justice Action   | Continental Ballroom 4, Ballroom Level        |
|                              | 3503      | Implicit Bias: Why Do We Have It and What to Do About It   | Continental Ballroom 5, Ballroom Level        |
|                              | 3504      | The Fannie Lou Hamer Story: Sick and Tired of Being Sick and Tired   | Continental Ballroom 6, Ballroom Level        |
|                              | 3507      | Institutional Activism: Respond, Foster, or Sequester?   | Continental Ballroom 9, Ballroom Level        |
|                              | 3508      | Policing the Black Female Body: From Sojourner Truth to Sandra Bland   | Imperial Ballroom A, Ballroom Level           |
|                              | 3510      | Student Activism: Black Students Moving Forward at Predominantly White Institutions  | Franciscan Ballroom C-D, Ballroom Level       |
|                              | 3511      | VTInterCom: Dialogues for Social Change  | Union Square 1-2, Tower 3, Fourth Floor       |
|                              | 3512      | The Casualties of Immigration Policies   | Union Square 3-4, Tower 3, Fourth Floor       |
|                              | 3513      | Toward a Critical Multiracial Theory (CMRT) in Education   | Union Square 14, Tower 3, Fourth Floor        |
|                              | 3514      | Supporting Multiracial Students across Institutional and Regional Contexts: PWIs, MSIs, and the Regional (Multi)racial Landscape in Higher Education | Union Square 15-16, Tower 3, Fourth Floor     |
|                              | 3515      | Does the First Amendment Advance or Hinder Social Justice?   | Union Square 17-18, Tower 3, Fourth Floor     |
|                              | 3516      | Labor Unions and Their Role in Promoting Social Justice  | Union Square 19-20, Tower 3, Fourth Floor     |
|                              | 3517      | From Thought to Action: A Campus-Wide Focus on Social Justice  | Union Square 22, Tower 3, Fourth Floor        |
|                              | 3518      | Educate, Engage, and Fundraise for Your Campus with an LGBTQIAA Alumni Conference!   | Union Square 23-24, Tower 3, Fourth Floor     |
|                              | 3519      | We Are the Proud, the Few, the Resilient: Examining Native American Student Success in College   | Lombard Room, Tower 3, Sixth Floor            |
|                              | 3520      | Illuminating Their Path: Learning Disabilities and the Black Male Student-Athlete Experience   | Taylor Room, Tower 3, Sixth Floor             |
|                              | 3521      | Validated Voices: The Experiences of Students of Color in Medical Education  | Van Ness Room, Tower 3, Sixth Floor           |
|                              | 6 - 8 PM  | 3600   | Native Delegates of NCORE Caucus              |
| 6 - 7 PM                     | 3601      | Whites Partnering to Dismantle Racism Caucus   | Golden Gate 6, Lobby Level                    |
| 6 - 7:30 PM                  | 3602      | APINCORE Caucus  | Continental Ballroom Parlor 2, Ballroom Level |
| SPECIAL EVENT<br>8 - 9:30 PM | 3700      | Aisha Fukushima in Concert   | Grand Ballroom, Grand Ballroom Level          |
| SPECIAL EVENT<br>8 - 9:30 PM | 3701      | <i>Tested</i>  | Imperial Ballroom B, Ballroom Level           |



# THURSDAY, JUNE 2

## SESSIONS

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**8:30 TO 11:30 AM**

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### **3001**

Major Workshop

#### **Sharks, Teddy Bears, and Triggers...Oh My! (Part 1)**

Continental Ballroom 1, Ballroom Level

Equity and social justice practitioner development is possible when groups are aware, on both the micro and macro levels, of the affective impact hostile environments have on them. In addition, when disenfranchised groups have theories that can be cognitively applied to their affective domain to explain and contextualize hostile environments it alleviates the "it must be me..." syndrome that targeted populations experience via the colonized mind (bell hooks). This session will explore the above outlined facets of institutionalized hegemony and 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 short inventory to determine their personality-conflict type in relation to the empowerment continuum and apply this conversation to their academic environment.

**Veronica Neal**, PhD, Director, Office of Equity, Social Justice, and Multicultural Education, De Anza College - Cupertino, CA  
**Jacquelyn V. Reza**, EdD, Director, Professional and Organizational Development, De Anza College - Newark, CA

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### **3002**

Concurrent Workshop

#### **Where Are All the White People?: Strategies for Engaging White People in Collective Action for Racial Justice**

Continental Ballroom 2, Ballroom Level  
Intermediate  
Experiential/Interactive Training

In this interactive session, participants will explore how to actively organize a base of white people to advance racial justice. The workshop will share tools and allow participants to practice concrete ways to bring more white people into the fight for racial justice. This training is part of a broader strategy of Showing Up for Racial Justice (SURJ) to significantly expand the base of white people who can work in powerful, accountable and respectful partnerships with people of color to build a broad-based multi-racial progressive movement for racial, social, environmental, and economic justice.

**Erin Heaney**, National Organizing Director, National Staff, Showing Up for Racial Justice - Buffalo, NY  
**Paul Kivel**, Social Justice Educator, Activist, Writer - Oakland, CA  
**Dara Silverman**, National Coordinator, national staff, Showing Up for Racial Justice - Beacon, NY  
**Carla Wallace**, Leadership Team Member, national organization, Showing Up for Racial Justice - Louisville, KY

Keywords: White, Organizing/Activism, Antiracism, Whiteness, Predominantly White Institution, Leadership Development

# THURSDAY, JUNE 2

## SESSIONS

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**8:30 TO 11:30 AM**

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### 3003

Major Workshop

#### **Engaging with New Approaches from *Teaching for Diversity and Social Justice* (2016)**

Franciscan Ballroom A-B, Ballroom Level

Editors and authors will introduce the completely revised third edition of *Teaching for Diversity and Social Justice* (2016). We will describe substantive changes in the third edition of this classic book, provide an overview of developments that led to these changes, and review new formats and online materials. In participatory breakout sessions organized around different clusters of topics from the book, participants will explore changes and new approaches in this edition and discuss the impact for their own social justice work. Emphasis will be on how to teach about specific isms, grounded in historical context, while also taking an integrative and intersectional approach that links isms. Discussions will be both substantive and pedagogical, so that participants can consider how they might integrate new features into their own teaching, training and writing. Following the breakout sessions, we will reconvene for a broader discussion to share insights from the table discussions and consider cross cutting questions and themes raised in these discussions.

**Maurianne Adams**, Professor Emerita, Social Justice Education, University of Massachusetts, Amherst - Amherst, MA

**Lee Anne Bell**, Professor Emerita, Education, Barnard College, Columbia University - New Paltz, NY

**Michael Funk**, EdD, Clinical Assistant Professor, Steinhardt School of Culture, Education, and Human Development, New York University - New York, NY

**Pat Griffin**, EdD, Emeritus Faculty, University of Massachusetts, Amherst - Belchertown, MA

**Matt Ouellett**, PhD, Associate Provost, Wayne State University - Detroit, MI

Development, New York University - New York, NY

**Davey Shlasko**, Director and Consultant, Think Again Training - Brattleboro, VT

**Rani Varghese**, Assistant Professor, School of Social Work, Adelphi University- New York, NY

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### 3004

Major Workshop

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

Union Square 5-6, Tower 3, Fourth Floor

All Levels

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

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

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

Keywords: Immigration, Performing Arts, Organizing/Activism, Popular Culture, Systemic Racism, Coalition Building

# THURSDAY, JUNE 2

## SESSIONS

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**8:30 TO 11:30 AM**

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### **3005**

Major Workshop

#### **Linking Organizational Emphasis on Diversity with Policy, Practice, and Research: Increasing Equal Opportunity Hiring through Process and Accountability**

Union Square 13, Tower 3, Fourth Floor  
All Levels

This session is designed to provide an integrated overview of equal opportunity hiring practices in higher education by linking applied psychological research (e.g., the impact of stereotyping in personnel selection), federal legal requirements (e.g., avoidance of unjustified adverse impact), and effective discrimination-limiting hiring processes (e.g., structured interviews). Participants will be taken through the hiring process from start to finish, including factors associated with position advertising, applicant review, employee retention, and the overarching organizational support required to positively impact each stage. The session will include both hands-on work and discussions in order to provide an in-depth experience.

Ultimately, attendees will come away with a better understanding of the dynamics behind interpersonal racism and institutional discrimination, their impact on fair hiring practices, especially in light of Equal Employment Opportunity requirements, and tools to assist in the creation of a fair hiring system at their own institutions. This session should particularly benefit those involved with hiring faculty and/or staff.

**J. Andy Karafa**, PhD, Interim Dean, College of Arts and Sciences, Ferris State University - Big Rapids, MI  
**Matthew J. Olovson**, JD, Executive Director, Office of Equal Opportunity and Access, University of Cincinnati - Cincinnati, OH

Keywords: Human Resources, Faculty, Affirmative Action, Systemic Racism, Diversity and Inclusion

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### **3006**

Major Workshop

#### **Developing Inclusion Practitioners: A Critical Element for Creating Sustainable Change**

Mason Room, Tower 3, Sixth Floor

In this highly engaging and practical session participants will learn how to develop a group of Inclusion Practitioners in their organization. The primary role of these 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, 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 access to 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. This session may be useful for chief diversity officers, senior student affairs leaders, human resources professionals, and leaders of diversity councils.

**Kathy Obear**, EdD, Co-Founder, Social Justice Training Institute - New York, NY

# THURSDAY, JUNE 2

## SESSIONS

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**8:30 TO 11:30 AM**

**3007**

Major Workshop

### **Personal and Professional Growth and Strategic Career Development: What Career Do I Want and How Do I Get There? Creating a Passion that Becomes Your Practice**

Powell Room, Tower 3, Sixth Floor

Have you ever felt stuck in a profession, unclear about your life course? The field of higher education, including student services and academia, can often be both challenging and invigorating. Navigating successfully through the system can sometimes seem like a mystifying maze. It requires well-planned and designed efforts to pilot a thriving career. With the right tools, skills and partnerships, creating your professional life can be fulfilling and rewarding. Many of us will have multiple jobs through our lifetimes; this workshop is centered on helping participants find and land a beloved passion.

Through this workshop, participants will gain tools for assessing and piloting their professional development by offering clear and specific strategies on fashioning a pathway and portfolio that will guide career planning. Those in attendance will learn how to create a personalized and practical methodology for success. Attendees will also have the opportunity to interact with leaders in higher education who will share their stories and strategies.

Those participating this workshop will gain essential practical skills including how to brand and sell yourself, crafting of essential documents, selecting a coach and mentor, participating in meaningful networking, and more.

This session will be beneficial to those wanting to advance their careers, chart a refreshing pathway, or take leadership in their profession. Attendees may find it beneficial to have a copy of their résumé, curriculum vita, statement, and/or cover letter during this session.

**Marco Barker**, PhD, Senior Director, Education, Operations, and Initiatives for Diversity and Multicultural Affairs, University of North Carolina at Chapel Hill - Chapel Hill, NC

**3008**

Major Workshop

### **Educators as Boundary-Spanning Excellence Facilitators: Maximizing Self-Efficacy for Equity and Social Justice**

Sutter Room, Tower 3, Sixth Floor  
All Levels

To what extent are your curricular, co-curricular, pedagogical and other intervention activities breathing life into success visions for all students? Answering this question requires mindful awareness of lenses, filters and frames and our sociocultural locations: notably, knowing and understanding ourselves in the context of asymmetric power relations and privilege. What do you look at and actually see, listen to and actually hear, touch and actually feel? How do you know? More specifically, who do you need to be and become given who your students are vis-a-vis our educational agendas? Equity and inclusive excellence summons responsiveness to the ways in which our evaluative judgments authentically engage the needs, resources, meaning-making and lived realities of the persons that we educate and assess.

This interactive workshop introduces a systematic inquiry and reflective practice protocol that fosters boundary-spanning communications and social relations via enhanced self-empathy and social empathy. It helps us mindfully discern and stand in our own perspectives while imaginatively standing in and engaging others' perspectives. It provides a guide for regularly assessing Self-in-Context as Responsive Instrument: notably, in Relational (Who?), Situational (What?), Temporal (When?) and Spatial/Geographic (Where?) contexts. Engaging this model involves three developmental strands: Calibrate Self-in-Context, Know Self-in-Context, and Activate Self-in-Context. Such dynamic assessments pave the way for nuanced understandings and boundary-spanning uses of SELF for the greater good. This session should benefit persons committed to responsively facilitating and supporting student agency, efficacy and empowerment for holistic success.

**Hazel Louise Symonette**, PhD, Program Development and Assessment Specialist, Division of Student Life, University of Wisconsin - Madison, WI

Keywords: Intersectionality, Perspective Taking, Assessment/Evaluation, Diversity and Inclusion, Facilitator Development, Leadership Development

# THURSDAY, JUNE 2

## SESSIONS

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# 8:30 TO 9:45 AM

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### 3011

Major Workshop

#### **Understanding and Addressing Resistance to Social Justice Issues from Students from Privileged Groups (Part 1)**

Continental Ballroom 3, Ballroom Level

Many educators find resistance from students from privileged groups one of the more challenging aspects of educating about diversity and social justice issues. When students become resistant, they reject challenges to the status quo, avoid critical self-reflection, and maintain an acceptance of the dominant ideology that perpetuates oppression. Drawing on educational and psychological theory as well as our own experiences, presenters will discuss principles and practices that can enhance educational effectiveness. Developing a deeper understanding of why people may be defensive allows both for greater compassion and for the development of strategies to overcome the resistance. This interactive session will include presentation, personal reflection exercises, case studies, and discussion. Part 1 will focus on the reasons for resistance and understanding the perspective of the individual who seems resistant. Part 2 will explore numerous ways to prevent, reduce, and address resistance.

**Diane J. Goodman**, EdD, Diversity Consultant - Nyack, NY

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### 3012

Concurrent Workshop

#### **White Privilege: Understanding How WE Are White and Challenging It**

Continental Ballroom 4, Ballroom Level

Novice

Curricular/Pedagogical Models

With the rich history of oppression and discrimination rooted in the United States society, White Privilege (systematic and individualistic power and oppression of non-White racial groups) is often viewed as the “Third Rail” of multiculturalism and racial conversation. Attendees will learn about White racial identity development, core concepts of Racism, components of White Privilege, and the dimensions of White Fragility. Attendees will explore racial self-reflection to help equip themselves to understand and cultivate social change in a higher education landscape rooted in a culture of White Supremacy (dominant White culture).

**Matthew McKay**, MS, Urban Education, Indiana University Purdue University Indianapolis - Indianapolis, IN

Keywords: Whiteness, White, Diversity and Inclusion, Identity Development, Institutionalized Privilege, Research

# THURSDAY, JUNE 2

## SESSIONS

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**8:30 TO 9:45 AM**

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### 3013

Concurrent Workshop

#### **Organizing for Racial Justice: Campus-Community Coalitions**

Continental Ballroom 5, Ballroom Level

Intermediate

Experiential/Interactive Training

This interactive session examines the benefits and challenges of a campus-community coalition approach to organizing for racial justice, from the perspectives of a white professor and an African American community activist. Focusing on Berea United for Racial Justice, which organizes in a small, conservative, predominately white town in the South, the session will address advantages of campus-community working together, such as the ability to respond to harassment of Black students in the town and to counter the intimidating display of Confederate flags. Challenges include differing approaches to nonviolent direct action, privilege, and communication issues on and off-campus. Moreover, the challenge of organizing white people for racial justice must be faced. This session should particularly benefit college personnel who want to work with the community for racial justice in conservative areas.

**Judith Faulkner**, HS, Retired, Berea United for Racial Justice - Berea, KY

**Meta Mendel-Reyes**, PhD, Berea College, Peace and Social Justice Studies, Berea College - Berea, KY

Keywords: Coalition Building, African American/ Black, Organizing/Activism, Intergroup Dialogue/Facilitation, Empowering Diversity, Systemic Racism

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### 3015

Concurrent Workshop

#### **Transcending with Transgender Students in College Environments**

Continental Ballroom 7, Ballroom Level

Intermediate

Theoretical Model

The purpose of this interest session is to explore transgender student experiences on college environments. Many campus policies do not incorporate university commitments which help transgender students persist through college in comparison to their cisgender counterparts. After reviewing the literature and immersing myself in gender-neutral housing, presenters will share how living-learning communities, programming, and inclusive campus culture aid in transgender students' college persistence. This session will benefit higher education faculty, along with mid-level and senior administrators concerned with helping engage and retain transgender students.

**Jamaal Harrison**, Graduate Assistant, Summer START, North Carolina State University - Raleigh, NC

Keywords: LGBTQIAA, Administrators, Faculty, Diversity and Inclusion, Institutional Efforts at Transformation, Minority Serving Institutions

# THURSDAY, JUNE 2

## SESSIONS

### 8:30 TO 9:45 AM

#### 3016

Concurrent Workshop

#### **The Deception of Strength: Contextualizing the Experiences of Women of Color in Higher Education**

Continental Ballroom 8, Ballroom Level

Intermediate

Theoretical Model

This session will examine the intersectional experiences of Women of Color in Higher Education and how the use of strength is often utilized by Women of Color to resist and persist in the face of adversity and marginalization. Women of Color are having to face constant struggles of legitimizing themselves in academic and social settings, pressured to combat the single-representation of their identity, and constantly asked to choose between their ethnic identity and gender identity - all while being taxed, exhausted, and invisible to many. Although internal strength is often positively associated with Women of Color, the impact it can have on their cognitive health is significant when strength is not enough to overcome institutionalized oppression. Additionally, the presentation will explore initiatives and programs that can be created to address the needs of Women of Color, support their unique lived experiences, and encourage them to find pathways towards healing and empowerment.

This session should be particularly beneficial to those interested in understanding the experiences of Women of Color and creating support networks and initiatives to serve the needs of a population that is often times visibly-invisible in higher education.

**Ana Lucero Gutierrez-Gamez**, Graduate Assistant for the Organization Resource Office, Student Life, University of Missouri - Columbia, MO

**Stephanie Hernandez Rivera**, MA, Director, Multicultural Center, Student Life, University of Missouri - Columbia, MO

**Venus Hewing**, PhD, Diversity Student Advocate, Office of Diversity and Multicultural Affairs, Auburn University - Auburn University, AL

**Jocelyn Vickers**, PhD, Diversity Initiatives Coordinator, Office of Diversity and Multicultural Affairs, Auburn University - Auburn, AL

Keywords: POC, Women, Theory to Praxis, Feminist, Students, Intersectionality

#### 3017

Concurrent Workshop

#### **Supervising from a Social Justice and Inclusion (SJI) Lens**

Continental Ballroom 9, Ballroom Level

Intermediate

Experiential/Interactive Training

The purpose of this presentation is to understand and increase one's Social Justice Inclusion (SJI) competency as it relates to supervision through intentional engagement in self-work. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.

**Craig Elliott**, PhD, Assistant Vice President, Enrollment and Student Services, Samuel Merritt University - Oakland, CA

**Debra Griffith**, EdD, Director, Educational Equity, San Jose State University - San Jose, CA

**becky martinez**, EdD, President, President, Infinity Martinez Consulting - Hemet, CA

Keywords: Changing Institutional Practices, Cultural Competence, Administrators, Diversity and Inclusion, Leadership Development, Practitioner Development

# THURSDAY, JUNE 2

## SESSIONS

# 8:30 TO 9:45 AM

### 3018

Special Feature

#### **Confronting Anti-Immigrant Hysteria**

Imperial Ballroom A, Ballroom Level  
Intermediate

In recent months, anti-immigrant hysteria has been growing in the United States fueled by the unspeakable violence being perpetrated by ISIS in Syria and Iraq, the massacre in Paris by terrorists supported by ISIS, the massive exodus of refugees from Syria, and the anti-immigrant rhetoric being spewed by right-wing politicians. Moreover, these developments have intensified the already heated controversy regarding the more than 11 million undocumented immigrants in this country. Many of them are students in our schools and universities, the so-called “dreamers” who were brought here as infants and young children by their parents.

The panelists at this session will address this growing hysteria by discussing the meanings behind the high and low percentages of immigrants living in the United States, the role immigrants play in this country today and historically, assimilation of immigrants in the United States, the historic differences between documented and undocumented, how immigrants are assets in communities where NCORE attendees live, how colleges and universities can help undocumented immigrant students, and how should U.S. officials handle the Syrian refugees.

**Arthur Cribbs**, PhD, Executive Director, Cultural Artists for Economic Justice/Faith, Fellowship and Fitness, Interfaith Movement for Human Integrity - Los Angeles, CA

**Victor Griego**, President, Diverse Strategies for Organizing (DSO) - South Pasadena, CA

**Deborah Lee**, Program Director, Immigration Programs, Interfaith Movement for Human Integrity - Albany, CA

### 3019

Concurrent Workshop

#### **Campus Climate Perfect Storms: Negotiating Socio-political, Racial, Cultural, Academic Freedom, and Faculty Engagement Tensions in American Higher Education**

Imperial Ballroom B, Ballroom Level  
Intermediate  
Case Studies/Model Programs

Equity and diversity work must be grounded in foundational commitments but be dynamic enough to at once pro-act and react to ever changing campus climates. The University of Minnesota Pyramid Reverse/Inverted for Diversity and Excellence (PRIDE) model is a community-derived comprehensive equity and diversity model that has sparked numerous initiatives within colleges across the university and system campuses. PRIDE is at once solid and supple, constantly revisited so as to remain relevant to changing leadership priorities and initiatives and shifting campus climates. The framework is necessarily flexible, allowing our Office for Equity and Diversity to respond to campus protests, disgruntled faculty, contestations about governance, and campus climate surveys to unite disparate equity and diversity efforts around campus towards shared goals.

This session should particularly benefit both new and seasoned university leaders and administrators who are interested in learning about the brief history, development, and elements of an equity and diversity framework; how to leverage campus climate issues and events for new initiatives and change; and how the framework actualizes in grassroots equity and diversity campus-wide organization through a Diversity Community of Practice, College-driven Multicultural Access, Diversity and Excellence Initiatives, and a CLEAR Faculty Diversity Hiring Initiative.

**Katrice Albert**, PhD, Vice President, Office for Equity and Diversity, University of Minnesota - Minneapolis, MN

**Michael Goh**, PhD, Professor and Associate Vice Provost, Office for Equity and Diversity, University of Minnesota - Minneapolis, MN

**Virajita Singh**, MA, Assistant Vice Provost, Office for Equity and Diversity, University of Minnesota - Minneapolis, MN

Keywords: Institutional Efforts at Transformation, Multicultural Affairs, Faculty Recruitment and Retention, Empowering Diversity, Organizing/Activism, Predominantly White Institution



# THURSDAY, JUNE 2

## SESSIONS

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# 8:30 TO 9:45 AM

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**3020**

Special Feature

**A Legendary Hip Hop Elder's Perspective on the Transformative Power of Hip Hop**Franciscan Ballroom C-D, Ballroom Level  
All Levels

Renowned artist and photographer, Ernie Panicioli, utilizes a thrilling series of classic Hip Hop images reflecting a 40 year span of his career to counter what he views as numbingly negative mainstream media's attempt to show Hip Hop culture as less than human or valuable. Panicioli started photographing Hip Hop culture in the mid-1970s. His initial focus was aerosol art, but he also documented other aspects of Hip Hop culture including MCing (rapping), B-Boying (Break Dancing), DJing, and fashion. While many photographers focused primarily on the paintings done on the subway, Panicioli ventured directly into the communities that gave birth to Hip Hop. Panicioli probably has the most comprehensive collection of works by 1980's New York City "Street Writers" in the world. His commitment to documenting Hip Hop led to a position as Chief Photographer with Word Up! magazine at its launch in 1987. His work has been published in *The New York Times*, *Life Magazine*, *Time*, *Vibe*, *Rolling Stone*, *The Source* and many other publications. His photographs have been displayed at The Brooklyn Museum of Art, The Rock and Roll Hall of Fame, and more recently in Paris, France in 2014. Panicioli's work appears in *'Who Shot Ya?'* published by Harper Collins. Among his many accolades are his induction into the Hip Hop Hall of Fame and being awarded the HUMAN SOUL AWARD by The Universal Zulu Nation. As part of his multi-media presentation, Ernie brilliantly engages participants with imagery to provide a multidimensional, interactive, and multifaceted space using imagery to keep the audience captivated and engrossed both verbally and visually, and invoke critical thinking and discussion about race, culture, and politics in Hip Hop.

**Ernie Panicioli**, Artist and Photographer - Jersey City, NJ

Keywords: Multiracial, Organizing/Activism, Visual Arts

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**3021**

Concurrent Workshop

**The Center for Social Justice as a Transformational Space on Campus: A Model**Union Square 1-2, Tower 3, Fourth Floor  
Intermediate  
Case Studies/Model Programs

The University of Oklahoma Center for Social Justice was created in 2008 within the Women's and Gender Studies program. The CSJ is now a hub for social-justice-related initiatives. This presentation offers a model for creating a CSJ given limited resources and discusses how a CSJ can intervene in a conservative campus climate. The CSJ initiatives include large public discussions on current events, activists-in-residence, a graduate student fellows program, a large reproductive justice conference, a social justice workshop for faculty and staff, and a program to train faculty and students how to build an inclusive culture.

Presenters will discuss the logistics of establishing a CSJ and give details about specific programs. Participants will be invited to consider and discuss how they might apply these ideas on their own campuses. This session should particularly benefit faculty and staff who wish to consider starting a CSJ on their campuses, or who would like to launch some of the specific initiatives we describe even in the absence of a center.

**Sherri Irvin**, PhD, University of Oklahoma, Women's and Gender Studies Center for Social Justice, University of Oklahoma - Norman, OK

Keywords: Institutional Efforts at Transformation, Diversity and Inclusion, Coalition Building, Intersectionality, Predominantly White Institution, Identity Development

# THURSDAY, JUNE 2

## SESSIONS

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**8:30 TO 9:45 AM**

**3022**

Concurrent Workshop

### **Admission of Minority Students in Absence of Affirmative Action: The Predictive Value of Non-Cognitive Variables for Academic Success**

Union Square 3-4, Tower 3, Fourth Floor

Intermediate

Research/Assessment/Evaluation

Due to continued litigation regarding the use of affirmative action in admissions, the inclusion of such policies is less frequent among institutions of higher education (Palmer et al., 2013). Though the intent was to increase racial diversity with policies to accept the top x-percent of public high school graduating classes, there is evidence such policies have not worked (Cortes, 2010). Moreover, it is difficult for admissions personnel to measure an applicant's potential because traditional admission criteria, such as GPA and standardized test scores, are not accurate predictors of academic success (Yin and Burger, 2003). Traditional admission criteria are indicators of intelligence. Sternberg (1985), however, has identified three types of intelligence: componential, experiential, and contextual. Traditional admission criteria, such as GPA and standardized test scores, provide measures of componential intelligence (Sedlacek, 2004). To accurately predict student success, institutional admissions processes need to include non-cognitive variables to identify applicants who demonstrate contextual and experiential intelligence. Non-cognitive variables are non-intellectual attributes that influence learning and include factors such as motivation, personality, and self-concept. These variables have proved to be useful predictors of academic success and, retention and graduation have strong correlation with non-cognitive variables (Sedlacek, 2004). Therefore, this session should particularly benefit participants who are interested in identifying admission criteria that best predict academic success, which will provide institutions with an alternative to affirmative action for increasing minority enrollment.

**Brandy Finck**, Director of Admissions and Special Programs, School of Nursing, University of Texas Health Science Center at San Antonio - San Antonio, TX

Keywords: Affirmative Action, Admissions, Diversity and Inclusion, Assessment/Evaluation, Students, African American/ Black

**3023**

Concurrent Workshop

### **Ready or Not, They Exist! Same-Sex Parents and Their College Students**

Union Square 14, Tower 3, Fourth Floor

Intermediate

Theoretical Model

Aside from the U.S. Department of Education for Federal Financial Aid providing college students the option to select "unmarried and both parents living together," how else are same-sex parents of college students or college students with same sex-parents recognized? Although a small population, they exist! Learn how your campus may or may not be prepared for this type of new family. This session should particularly benefit attendees curious about these emerging populations to engage in meaningful conversations. Facilitators will provide a brief presentation of the characteristics of same-sex couples and experiences working with college students of same-sex parents. Then, in small groups, attendees will discuss the following: Is your campus equipped to identify college students with same-sex parents? Is your campus prepared to welcome same-sex parents? These questions will be addressed using the framework Sense of Belonging. Sense of belonging has been used to understand the experiences of non-traditional college students and the campus climate in which they pursue the bachelor degree (Hurtado & Carter, 1997; Strayhorn, 2008). The goal of the session is to create tips for recognizing these populations.

**Sonia Rosado**, EdD, Assistant Director for Residence Life, Residence Life, University of California, San Diego - La Jolla, CA

**Karina Viaud**, EdD, Director of Parent and Family Programs, Parent and Family Programs, University of California, San Diego - La Jolla, CA

Keywords: Diversity and Inclusion, Student Affairs, LGBTQIAA, Reinventing Language, Institutional Efforts at Transformation, Changing Institutional Practices

# THURSDAY, JUNE 2

## SESSIONS

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### 8:30 TO 9:45 AM

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**3024**

Concurrent Workshop

**Exploring the Intersection: Gender Identity through the Asian/Pacific Islander/Desi American Lens**

Union Square 15-16, Tower 3, Fourth floor

Intermediate

Case Studies/Model Programs

This session examines a student program exploring the intersection between Asian/Pacific Islander/Desi American (APIDA) identity, and gender identity. Moving beyond exploring the salience of singular identities, intersectionality provides the opportunity and necessity to examine multiple identities more holistically. Using intersectionality frameworks, and Mamta Accapadi's Point of Entry model we aim to look at the ways APIDAs explore their gender identity. During this session the presenters will explore the successes and challenges experienced while piloting a gender retreat program hosted at a private university. This session should benefit participants interested in supporting gender identity development in the context of race for students of color, staff interested in designing programs for examining intersectionality, and those concerned with issues related to the APIDA population.

**Kristine Din**, MEd, Senior Assistant Director, Asian American Center, Northeastern University - Boston, MA**Delia Hom**, EdD, Director, Asian American Center, Northeastern University - Boston, MA**Aaron Parayno**, MA, Assistant Director, Asian American Center, Northeastern University - Boston, MA

Keywords: Asian Pacific American, Intersectionality, Women, Men, Student Affairs, African American/Black

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**3025**

Concurrent Workshop

**Personal and Professional Challenges of Faculty of Color Teaching Privilege at a Predominately White Institution**

Union Square 17-18, Tower 3, Fourth floor

Novice

Curricular/Pedagogical Models

Educators who teach courses on privilege of any variety (racial, class, gender, age, ability, etc.) frequently encounter student resistance, especially on non-diverse campuses. However, as a (seemingly young) South Asian Muslim-American woman, the presenter faced particular personal and pedagogical challenges when teaching privilege after she moved from a large urban city to a predominantly white institution (PWI) in western Wisconsin. This presentation begins by highlighting key findings in the literature on the experiences of faculty of color in academia across the U.S. It then highlights tensions between the strategies that she uses to push (white/majority) students outside of their comfort zones on topics of (racial) privilege. It ends by discussing the personal strains of critical pedagogy on educators of color as well as coping strategies. This session should benefit all educators interested in bettering the experiences of faculty of color and engaging reluctant students on privilege issues.

**Mahruq Khan**, PhD, Associate Professor, Women's, Gender, and Sexuality Studies, University of Wisconsin-La Crosse - La Crosse, WI

Keywords: Whiteness, Pedagogy, Institutionalized Privilege, Faculty Recruitment and Retention, Cultural Competence, Predominantly White Institution

# THURSDAY, JUNE 2

## SESSIONS

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# 8:30 TO 9:45 AM

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### 3026

Concurrent Workshop

#### **The Color of Drinking**

Union Square 19-20, Tower 3, Fourth floor

Novice

Research/Assessment/Evaluation

The "Color of Drinking" is an exploratory study of the impacts of the University of Wisconsin-Madison's alcohol culture on students of color. The UW-Madison drinking culture is pervasive and higher risk than at other universities. Students of color have higher rates of nondrinking, and experience many problematic consequences of their peers' alcohol use. The issues are magnified when students share the same residential living space. The campus alcohol culture radiates implicit messages regarding who matters and belongs and this psychological and behavioral climate impacts student success opportunities. Not addressing these issues compromises students' success prospects. How do we proactively cultivate and sustain conducive environments that are inclusive and responsive to the needs of all of our students? This session will discuss the "Color of Drinking" initiative, alcohol culture at PWIs, student and community health, and how we as educators create and sustain authentically inclusive and responsive teaching, learning, living, and working environments.

**Reonda Washington**, MPH, Alcohol and Other Drug Prevention Coordinator, University Health Services, University of Wisconsin-Madison - Madison, WI

Keywords: Assessment/Evaluation, Predominantly White Institution, Environmental Justice/Sustainability, Student Life, African American/Black

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### 3027

Concurrent Workshop

#### **Where Have All the "Stop-Outs" Gone?**

Union Square 22, Tower 3, Fourth Floor

Intermediate

Policy Issues

All institutions of higher education have an interest and a responsibility to provide meaningful outreach and support to the more than 31 million Americans -- a disproportionate number of whom are students of color -- who have some college but no degree. Multiple national data sets predict that the numbers of students of color who "stop out" one or more times is likely to continue growing as is the gap between white affluent students who complete "on time" and students of color and/or low SES who complete "on time." Even as traditional institutions routinely fail to account for these students, those institutions designed to accommodate them are inadequate, and sometimes worse than inadequate, to meet the numbers or the needs of returning students of color. This session will be of particular benefit to administrators, policy makers, student services and counseling staff seeking to respond effectively to the changing demographics of higher education, to make good on our promises, and to encourage "stopped out" students of color to give college, and us, a second chance.

**Frances Boyce**, MA, Lecturer, Business, Management and Economics, State University of New York Empire State College - Hauppauge, NY

**Cathy Leaker**, PhD, Associate Dean, Cultural Studies, State University of New York Empire State College - New York, NY

Keywords: African American/Black, Latino/a, Institutional Efforts at Transformation, Socioeconomic Class, Retention, Critical Race Theory

# THURSDAY, JUNE 2

## SESSIONS

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### 8:30 TO 9:45 AM

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**3028**

Concurrent Workshop

#### **Leveling the Playing Field for Black, Latino, and Native American Students in the STEM Fields**

Union Square 23-24, Tower 3, Fourth  
Intermediate  
Theoretical Model

With STEM at the forefront for industry and employment, getting students to pursue Science, Engineering, Technology, and Math is a challenge. The Collegiate Science Technology Entry Program (CSTEP) provides a range of academic and student support services to under-prepared, underserved, Black, Latino, and Native American students from New York State. Insights will be shared as well as information on the courses offered and programming. This session will benefit those who want to increase the number of students pursuing the STEM field. The session will also demonstrate how an institution increased the diversity on campus for students who would typically be denied admissions be successful.

**Anna Ortega Chavolla**, MEd, Senior Director STEM, Opportunity Programs, New York University - New York, NY  
**Dwayne Kelly**, MPA, Counselor/Advisor, Opportunity Programs, New York University - New York, NY

Keywords: STEM/STEAM, Latino/a, American Indian/ Native American, Academic Affairs, Students, African American/Black

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**3029**

Concurrent Workshop

#### **Altering the Course for Black Men in Medicine**

Lombard Room, Tower 3, Sixth Floor  
Intermediate  
Policy Issues

The Association of American Medical Colleges (AAMC) sought to understand the decline in black males applying to medical school in the report, *Altering the Course: Black Males in Medicine*. Using this report as background, the session will provide a data overview, identify key factors leading to low application rates and matriculation of black males into medical school, and focus on exploring policy recommendations and interventions that engage colleges and universities along with health professions schools to find and advance solutions for young black men interested in medicine and the biomedical sciences.

**Marc Nivet**, EdD, Chief Diversity Officer, Policy, Strategy and Outreach, Association of American Medical Colleges - Washington, DC  
**Norma Poll-Hunter**, PhD, Senior Director, Human Capital Initiatives, Diversity Policy and Programs, Association of American Medical Colleges - Washington, DC

Keywords: African American/ Black, Men, Coalition Building, Administrators, Career Path, Changing Institutional Practices

# THURSDAY, JUNE 2

## SESSIONS

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**8:30 TO 9:45 AM**

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**3030**

Concurrent Workshop

**The White Administrative Milieu: How White Administrators Create and Reify White Institutional Space in Higher Education**

Taylor Room, Tower 3, Sixth Floor

Intermediate

Theoretical Model

This session will describe a study undertaken at a predominantly white research university in the South, which examined the lived experience with race for both administrators of color and white administrators. This qualitative study, utilizing naturalistic inquiry, described several important themes regarding the lived reality for administrators of color, as well as a tactics and strategies utilized by white administrators, tacitly and explicitly, to create white institutional space. Implications and future directions for research will be discussed. This session will be of interest to those who study whiteness from a critical perspective and those who serve in, or study, leadership in higher education organizations.

**Dave McIntosh**, PhD, Associate Dean for Urban Health Innovation and Chief Diversity Officer, Community Engagement and Diversity, University of Louisville, School of Medicine - Louisville, KY

Keywords: Whiteness, Systemic Racism, Administrators, Critical Race Theory, Predominantly White Institution, Institutionalized Privilege

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**3031**

Concurrent Workshop

**From Symbolic to Systemic: Creating a Social Justice Learning Community within the UW-Madison Division of Enrollment Management (DEM)**

Van Ness Room, Tower 3, Sixth Floor

Novice

Case Studies/Model Programs

The session's goal is to highlight the University of Wisconsin-Madison Division of Enrollment Management (DEM) Learning Community and how it is creating space for social justice dialogue across the DEM offices of Admissions and Recruitment, the Registrar, Student Financial Aid, and the Integrated Student Information System. This session should benefit participants interested in enhancing diversity and inclusion by creating a social justice learning community within their division.

**Martina Diaz**, Senior Advisor, Office of Student Financial Aid, Division of Enrollment Management, University of Wisconsin-Madison - Madison, WI

**Paula Gates**, MS, HR Assistant, Office of the Vice Provost, Division of Enrollment Management, University of Wisconsin-Madison - Madison, WI

Keywords: Multiple Racial Identities, General, Diversity and Inclusion, Intergroup Dialogue/Facilitation, Coalition Building, African American/Black

# THURSDAY, JUNE 2

## SESSIONS

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### 8:30 TO 9:45 AM

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**3032**

Special Feature

**The Urban Rez Experience**Union Square 21, Tower 3, Fourth Floor  
All Levels

During the 1960s, considered the “era of relocation,” American Indian people were enticed by the U.S. government to move away from their tribal reservation areas with yet another broken promise of jobs and economic stability. This effort to further eliminate an entire race of people through forced assimilation was the beginning of urban Indian communities including San Francisco, which is the home to more than 40,000 American Indians from all nations. Little did they know that those relocated would find each other to form their own Inter-tribal communities. This session will describe what that experience has been like for American Indian communities.

**Thomas C. Phillips**, Former Executive Director, San Francisco Indian Center - Oakland, CA

Keywords: American Indian/ Native American, Multiracial, Multicultural Affairs, San Francisco Focus, Organizing/Activism, Identity Development

### 10 TO 11:30 AM

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**3101**

Major Workshop

**Understanding and Addressing Resistance to Social Justice Issues from Students from Privileged Groups (Part 2)**

Continental Ballroom 3, Ballroom Level

Many educators find resistance from students from privileged groups one of the more challenging aspects of educating about diversity and social justice issues. When students become resistant, they reject challenges to the status quo, avoid critical self-reflection, and maintain an acceptance of the dominant ideology that perpetuates oppression. Drawing on educational and psychological theory as well as our own experiences, presenters discuss principles and practices that can enhance educational effectiveness. Developing a deeper understanding of why people may be defensive allows both for greater compassion and for the development of strategies to overcome the resistance. This interactive session will include presentation, personal reflection exercises, case studies, and discussion. Part 1 will focus on the reasons for resistance and understanding the perspective of the individual who seems resistant. Part 2 will explore numerous ways to prevent, reduce, and address resistance.

**Diane J. Goodman**, EdD, Diversity Consultant - Nyack, NY

# THURSDAY, JUNE 2

## SESSIONS

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### 10 TO 11:30 AM

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#### 3102

Major Workshop

##### **I'm Sick and Tired: Self Care for Diversity Leaders in Time of Crisis**

Continental Ballroom 4, Ballroom Level

The students are upset. The faculty is confused. The alumni are angry. The administration is expecting you to figure it out and lead, but won't listen to your advice. Your family needs you at home and you have canceled your vacation and doctors appoint 3 times. If this sounds familiar, this session is for you. Staying well and whole in a time of heightened campus unrest as it relates to diversity and inclusion is a challenge. Those of us on the front lines must be intentional about creating a practice that is sustainable for the long haul.

**Jamie Washington**, PhD, President and Founder, Social Justice Training Institute (SJTI) - Baltimore, MD

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#### 3103

Special Feature

##### **Songs for Freedom**

Continental Ballroom 5, Ballroom Level

This session will explore the power of music to create social change. Presenters will start by exploring a history of protest songs by artists such as Billie Holiday and Nina Simone and discuss the political relevance of those songs today. Then participants will hear stories from global hip hop movements that seek to challenge oppression with expression through their own unique forms of "RAPtivism" (rap activism).

In the second half of the workshop participants will learn some fundamental emceeing/songwriting skills, and put them into practice by creating our own "RAPtivism" (rap activism) freedom song verses. This workshop will inspire participants to question the status quo, see culture as a tool for social change, and to critically explore what a more free world might look like through their own creative expression.

In addition to gaining some hip hop pedagogy tools, participants will also learn strategies for building solidarity through sound.

**Aisha Fukushima**, BA, Singer, Speaker, RAPtivist, Founder of RAPtivism - Bellevue, WA

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#### 3104

Major Workshop

##### **A Threat to Injustice? Critically Re-assessing Equity, Inclusion, and Diversity Initiatives on Campus**

Continental Ballroom 6, Ballroom Level

All Levels

Are your equity, inclusion, and diversity initiatives a threat to the existence of racism, heterosexism, sexism, economic injustice, trans-oppression, and other forms of injustice on and off campus? In this session, drawing on the Equity Literacy framework and experience working with colleges and universities to strengthen their "diversity" efforts, the presenter will challenge participants to start with the assumption that conversations and actions related to diversity should be driven first and foremost by a commitment to equity and justice and not to cultural competence or appreciating diversity or racial harmony. We must ask ourselves some difficult questions about the true objectives of our diversity, inclusion, and multicultural efforts, about whether those efforts are truly transformative in nature, and about how privilege and power are reflected in the choices we make about how to expend our equity energies. Do we put racial harmony ahead of racial justice? Are our initiatives focused on fixing marginalized communities rather than on fixing the conditions that marginalize communities? These and other questions will be raised to prompt reflection and suggest a series of basic principles to assess the extent to which we and our initiatives are a serious threat to the inequities we want to eliminate.

**Paul Gorski**, PhD, Associate Professor, School of Integrative Studies, George Mason University - Falls Church, VA

Keywords: Multicultural Affairs, Antiracism, Diversity and Inclusion, Institutional Efforts at Transformation, Theory to Praxis



# THURSDAY, JUNE 2

## SESSIONS

### 10 TO 11:30 AM

#### 3105

Concurrent Workshop

#### **Balancing the Scale: Exploring Gender Inequities in the Workplace**

Continental Ballroom 7, Ballroom Level  
Intermediate  
Research/Assessment/Evaluation

With the day to day changes in our society, one topic that still needs to be strongly reviewed is gender inequity while at work. Whether it is gender identity, gender expression, or our own expectations on gender roles within our field that preaches inclusion, there are still places to improve how we support gender inequity. Join us for a conversation geared towards addressing issues surrounding inequities and challenges in the workplace relating to gender, cultural norms and gender expression.

**Turan Mullins**, Director of Diversity and Inclusion, Student Affairs, Maryville University - St. Louis, MO

**Ebony Ramsey**, MS, Director of Student Involvement, Student Development, Florida Southern College - Lakeland, FL

**Lydia Washington**, MA, Associate Director of Student Activities, Student Life, University of Massachusetts, Amherst - Amherst, MA

Keywords: Women, African American/Black, Diversity and Inclusion, Identity Development, Men, Systemic Racism

#### 3106

Major Workshop

#### **Considering “Upward Mobility” through Asian American and Pacific Islander Leadership Narratives**

Continental Ballroom 8, Ballroom Level

As with many other professionals of color, Asian American and Pacific Islander (AAPI) administrators balance internally- and externally-imposed cultural expectations which call for continued professional advancement along a traditional, linear, “upward” trajectory. Decisions about career moves and upward mobility are actually the product of a deeply personal algorithm which draws upon a wide range of factors including gender, race, class, geography, institutional fit, and obligation to family and community. For AAPIs considering transitions to administrative roles, themes of “mentorship” play out differently and professional moves are continually informed by early-career struggles to gain acceptance into the academic world. These early-career struggles often begin in graduate programs, whereas graduate students of color we were expected to assimilate into the Eurocentric academic culture, relegating our authentic selves outside of the institution.

In an effort to identify common themes and experiences shared by senior administrators and those considering administrative roles, a group of mid-career AAPI administrators will facilitate a broad conversation about upward mobility which considers personal, professional, and cultural narratives. Conducted in a fishbowl format, this session is designed to facilitate a broader conversation about motivation, intention, ambition, and the timing of one’s next professional move. Equally important, the session hopes to underscore the importance of developing and maintaining authentic relationships with others who will listen, question, affirm, and provide guidance when professional decisions arise.

**Mary Yu Danico**, PhD, Associate Dean, College of Environmental Design, California Polytechnic State University Pomona - Pomona, CA

**Charles Sasaki**, PhD, Dean of Academic Affairs, University of Hawaii - Windward Community College - Honolulu, HI

**Rowena Tomaneng**, PhD, Associate Vice President of Academic Affairs, De Anza College - Cupertino, CA

**Dawn Lee Tu**, Director, Asian Pacific American Student Development, University of California, Berkeley - Berkeley, CA

# THURSDAY, JUNE 2

## SESSIONS

### 10 TO 11:30 AM

#### 3107

Concurrent Workshop

#### **What Can Community Colleges and Four-Year Institutions Teach Each Other About Social Justice?**

Continental Ballroom 9, Ballroom Level

Novice

Long-and Short-Range Planning

Issues of equity at community colleges and four-year colleges and universities are related, but not the same. Community colleges strive not only to enable students to succeed in community college, but also to help students transfer into and excel at four-year institutions. Many community colleges already have quite diverse bodies; four-year institutions would like similar levels of diversity. So, what is the role of community colleges in promoting and effecting equity in higher education? Moreover, what can community colleges and four-institutions learn from each other about how to achieve those goals? In this session presenters will explore how a Social Justice program (such as the one Diablo Valley College is creating) might help community college students transfer in greater numbers to four-year colleges and universities and transition more successfully into the academic life of those institutions. Presenters will also explore what community colleges can learn from four-year institutions about helping our students develop their own identities while simultaneously inculcating a sense of academic community. This session should benefit participants interested in increasing transfer rates from community colleges to four-year institutions, as well as participants interested in increasing diversity at four-year institutions.

**Mark Akiyama**, PhD, Professor of Psychology, Social Science, Diablo Valley College - Pleasant Hill, CA

**Jacqueline Bueno**, Diablo Valley College - Pleasant Hill, CA

**Marina Edwards**, Diablo Valley College - Pleasant Hill, CA

**Sangha Niyogi**, PhD, Assistant Professor of Sociology, Social Science, Diablo Valley College - Pleasant Hill, CA

**Newin Orante**, EdD, Vice President of Student Services, N/A, Diablo Valley College - Pleasant Hill, CA

**Rudolf Rose**, Student Services and Instructional Support Coordinator, EOPS, Diablo Valley College - Pleasant Hill, CA

**Bridgitte Schaffer**, PhD, Assistant Professor of History, Applied Arts and Social Sciences, San Ramon Campus of Diablo Valley College - San Ramon, CA

Keywords: Curriculum, Recruitment, Empowering Diversity, Changing Institutional Practices, Identity Development, Retention

#### 3108

Special Feature

#### **A Conversation with David Gillborn: White Lies: Things We're Told about Race and Education that Aren't True**

Imperial Ballroom A, Ballroom Level

All Levels

In societies like the United States and the United Kingdom, racism is generally considered to be a relatively unusual occurrence that involves crude, often violent, race hatred. Such incidents are viewed as exceptions to the rule, moments where ill-educated individuals - "bad apples" - revert to prejudices that have been largely eradicated from public life. According to this worldview universities represent bastions of higher learning where meritocracy rules; where the only limits to achievement and ambition are the talents and efforts of students and faculty. This worldview is false. Drawing on the insights of critical race theory (CRT) this session will explore a very different view of race and education. CRT views societies such as the U.S. and the U.K. as structured by racial oppression where the everyday fabric of life is deeply shaped by racism and operates to service the beliefs, interests, and fears of White people, especially White elites. Universities are not merely implicated in these structures; they play an active role in reinforcing and normalizing racism. These problems will be explored by examining some of the most important lies that we're told about race and education.

**David Gillborn**, PhD, Professor, Critical Race Studies, University of Birmingham, U.K. - Birmingham, United Kingdom

Keywords: Multicultural Affairs, Antiracism, Critical Race Theory, Research, Socioeconomic Class, Systemic Racism

# THURSDAY, JUNE 2

## SESSIONS

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# 10 TO 11:30 AM

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**3109**

Major Workshop

**Blackness: Identity, Consciousness, and Activism**Imperial Ballroom B, Ballroom Level  
Advanced

The presenters will contextualize the topic of Black racial identity in these times and then facilitate a focused discussion on current expressions of racial identity and strategies to promote internalization of a positive racial identity among students.

The types of questions to be discussed include the definition of blackness, responses to institutional racism, how we understand Blackness, how perspectives on Black identity address diversity within the community, and what strategies can be used when working with an increasingly diverse population.

**William D. Cross**, PhD, Clinical Professor, Joint: Counseling Psychology and Higher Education, University of Denver - Denver, CO  
**Helen Neville**, PhD, Professor, Educational Psychology and African American Studies, University of Illinois at Urbana-Champaign - Champaign, IL

Keywords: African American/ Black, Identity Development, Intersectionality

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**3110**

Special Feature

**Why We Took Alcatraz: 1969 Alcatraz Indian Occupation**Franciscan Ballroom C-D, Ballroom Level  
All Levels

After the genocide and treaty making period ended in 1871, Congress mandated Native culture, languages, customs, songs, dances, and ceremonies illegal (1880 -1936). Native children were taken hostage to further ensure non-resistance by subjugating them into government and Christian boarding schools. The "cycle of dysfunction" began as a direct result of physical, mental, and sexual abuse of the children, which in turn impacted future generations through historic boarding school trauma.

In the post-genocidal era of 20th century Native America, tribes were fighting the many battles of injustice and discrimination manifested and imposed by the colonial government. During the 1960s, the Bureau of Indian Affairs Relocation Policy intended to "Assimilate Indians into the mainstream of American society" sent young people into the largest cities of America to speed the process of colonization. This attempt backfired on the government.

Natives relocated into the San Francisco Bay Area began to work together and organize as identifiable groups in the city's demography. Many of these Native youth decided they wanted professional degrees. San Francisco State and the University of California were magnets for Native students who joined other ethnic students to organize and implement their own "Third World Studies" and were subsequently successful. It was these students who liberated Alcatraz Island in peaceful protest of the government's ill treatment of Native people and broken treaties. The Occupation of Alcatraz was pivotal for taking a stand against the colonial powers reconnecting with their lost identity, culture and spirituality. This is a first-hand account of this experience.

**LaNada Vernae War Jack**, BA, MPA, DA, President/CEO, Indigenous Visions Network - Pocatello, ID

Keywords: American Indian/ Native American, Men, Women, Students, Critical Race Theory Writing Publishing

# THURSDAY, JUNE 2

## SESSIONS

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### 10 TO 11:30 AM

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#### 3111

Special Feature

##### **Film Preview: *The Strength of a Woman***

Union Square 1-2, Tower 3, Fourth Floor  
All Levels

*The Strength of a Woman's* narrative follows the journey of a determined young woman, Janet Thomas, from competent but maligned office worker to courtroom prosecutor in search of justice and recompense. The writing and acting in the central trial sequence serve as an engaging and dramatic conclusion to a story that is rich in domestic and moralistic complications.

Janet is in a marriage with a man who questions the reasons behind her personal and professional quests. His misunderstanding of her intentions threatens the very foundation of their union as husband and wife.

The film touches on many vagaries of contemporary married life, while simultaneously exposing how easily innocent people can become scapegoats for another's secretive behavior. Janet must deal with critical issues that spring from both home and the workplace; and she does so with the resolute commitment of an Erin Brockovich!

**Richard Lee Robinson**, MBA, President and Director, Film Production Co., Richard Lee Robinson LLC - Ann Arbor, MI

Keywords: African American/ Black, Critical Race Theory, Diversity and Inclusion, Feminist, Predominantly White Institution

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#### 3112

Special Feature

##### **We Too Sing America: South Asian, Arab, Muslim, and Sikh Immigrants Shape Our Multiracial Future**

Union Square 3-4, Tower 3, Fourth Floor  
All Levels

In this interactive discussion, Deepa Iyer, the author of *We Too Sing America*, will provide an overview of post 9/11 America, as experienced by South Asian, Arab, Muslim, and Sikh immigrants, with an emphasis on the perspectives of students. Participants will gain a better understanding of the challenges facing these communities, as well as best practices and innovative ideas to use on campuses to engage students and organizations and address issues such as Islamophobia, anti-immigrant sentiment, and racial anxiety. In addition, the session will discuss the rapidly transforming demographic changes in the United States and how to more effectively build an ethic and practice of race that reflects the new racial realities facing our country. Race/ethnic studies scholars and practitioners, students, and diversity and inclusion personnel will especially benefit from this session.

**Deepa Vasudeva Iyer**, JD, Senior Fellow, Center for Social Inclusion - Silver Spring, MD

Keywords: POC, Multicultural Affairs, Students, Antiracism, Diversity and Inclusion, Coalition Building

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#### 3113

Concurrent Workshop

##### **First to be First: How Stanford University Built a Successful Office for First Gen and Low Income Students**

Union Square 14, Tower 3, Fourth Floor  
Intermediate  
Case Studies/Model Programs

This session examines the five-year expansion of the Diversity and First-Generation (DGEN) Office at Stanford University and how research informs the work of the office. First-gen student worries about belonging as well as financial stresses can impact academic engagement. Key DGEN Office programs address these issues: the First-Gen Community Mentoring Program, which pairs FLI undergraduate students with FLI graduate students, promotes a sense of community for students, and the Opportunity Fund helps students meet unexpected and

# THURSDAY, JUNE 2

## SESSIONS

### 10 TO 11:30 AM

disruptive financial challenges. This session will also include a discussion of FLIP, the First-Generation and/or Low-Income Partnership, a successful FLI student group which has been nationally replicated.

**Dereca Blackmon**, MDiv, Associate Dean and Director, Diversity and First Generation Office, Stanford University - Stanford, CA

**Joseph Brown**, PhD, Associate Director, Diversity and First Generation Office, Stanford University - Stanford, CA

**Jennifer Rolen**, MA, Assistant Director, Diversity and First Generation Office, Stanford University - Stanford, CA

**Emily Sticker**, Co-President of First Generation Low Income Student Program (FLIP), Diversity and First Generation Office, Stanford University - Stanford, CA

Keywords: Socioeconomic Class, Empowering Diversity, Student Affairs, Research, Multiple Racial Identities, Administrators

#### 3114

Concurrent Workshop

#### **Ramblers Analyzing Whiteness: White Students Engaging in Self-Exploration at Loyola University Chicago**

Union Square 15-16, Tower 3, Fourth floor

Intermediate

Case Studies/Model Programs

Constantly asking White students to do their “work”? Tired of looking for White Allies to step forward and take action? If this is your need as a practitioner or educator, you may be interested in learning more about Ramblers Analyzing Whiteness (RAW) which is a program housed within the Department of Student Diversity and Multicultural Affairs, and has traditionally worked with graduate students and Loyola campus partners across campus to create a closed, brave space for self-identified White students. RAW is a cohort-based workshop series at Loyola University Chicago that works to engage White students with understanding their privilege as they begin to work toward enhancing their identity, leadership, and allyship development. The goal of this presentation is to share information about RAW and encourage conference attendees to reflect on ways in which they can incorporate opportunities for education, conversation, and action inside and outside of the classroom. This session should benefit novice and intermediate practitioners and educators seeking to challenge and support the development of White students.

**Monica Cohen**, MA, Advisor/Counselor, Achieving College Excellence (ACE), a TRiO Student Support Services Program, Loyola University Chicago - Chicago, IL

**Paige Gardner**, MEd, Assistant Director, Student Diversity and Multicultural Affairs, Loyola University Chicago - Chicago, IL

Keywords: White, Multicultural Affairs, Identity Development, Diversity and Inclusion, Student Affairs, Faculty

#### 3115

Concurrent Workshop

#### **Faculty to Student Microaggressions in the Classroom: Research, Implications, Solutions**

Union Square 17-18, Tower 3, Fourth floor

Novice

Theoretical Model

Microaggressions occur on our college campuses daily, some of which occur unwittingly by the most educated and well-intentioned campus members; the faculty. This session will explore the limited research on faculty microaggressions, the impact on students, and how faculty can create an environment open to discussion as they arise in the classroom. This session should benefit educators and administrators new to the concept of faculty-to-student microaggressions.

**Dana Brickham**, PhD, Faculty, Graduate Program in Rehabilitation Counseling, Western Washington University - Bellingham, WA

**Sandra Fitzgerald**, PhD, Faculty, Department of Counseling, San Francisco State University - San Francisco, CA

**Brett Kuwada**, PsyD, Faculty, Graduate Program in Rehabilitation Counseling, Western Washington University - Bellingham, WA

Keywords: Multiple Racial Identities, Faculty, Diversity and Inclusion, Administrators, Intersectionality, Facilitator Development

# THURSDAY, JUNE 2

## SESSIONS

### 10 TO 11:30 AM

#### 3116

Concurrent Workshop

#### **Diversity Mapping: Assessing Institutions' Diversity Achievement**

Union Square 19-20, Tower 3, Fourth floor

Advanced

Research/Assessment/Evaluation

This session is designed to share the research methodological tool known as diversity mapping and how it enables higher educational institutions to view their diversity activity record over a set number of years so as to understand its goal achievement and strategic planning stage. Together, the presenters have mapped more than 40 universities and colleges around the country with this methodological tool. The presenters will discuss the key insights and findings gained from the diversity mappings conducted over the last eight years.

This session should benefit university administrators in charge of major diversity plans for their educational institutions and/or must report about diversity for accreditation agencies. All knowledge levels are welcome but will directly benefit diversity administrators for higher education institutions and companies.

**Rona Halualani**, PhD, Professor, Language, Culture and Intercultural Communication, San Jose State University - San Jose, CA

**Christopher M. Lancaster**, MA, Professor, Communication Studies, San Jose City College - San Jose, CA

Hanna Kim, Student, Sociology, Whitworth University - Spokane, WA

**Jennifer Huynh Thi Anh Morrison**, PhD, Professor, Communication Studies, San Jose State University - San Jose, CA

**Erin Michaela Weeks**, MA, Professor, Communication Studies, Cabrillo College - Aptos, CA

Keywords: CDO, Diversity and Inclusion, African American/Black, Institutional Efforts at Transformation, Administrators, Multicultural Affairs

#### 3117

Concurrent Workshop

Union Square 22, Tower 3, Fourth Floor

Intermediate

Theoretical Model

#### **Queering Masculinity**

The gender binary classifies people according to sex into two distinct and opposite identities but how does the gender binary hurt people of color (POC)? How does it hurt trans and gender-nonconforming people of color? In discussing gender, misogyny, feminism, and patriarchy, these discussions often leave out important intersectional identities for people of color. This session should particularly benefit those who are interested in understanding the intersection of race, gender, sexuality, and masculinity.

**Romeo Jackson**, Student, Gender and Sexuality Resource Center, Northern Illinois University - DeKalb, IL

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

Keywords: African American/ Black, LGBTQIAA, TQPOC, Asian Pacific American, Latino/a, Men

#### 3118

Concurrent Workshop

#### **What's Next at Penn State: Strategic Positioning and Strategic Planning for Diversity and Assessment**

Union Square 23-24, Tower 3, Fourth

Advanced

Long-and Short-Range Planning

Culminating 15 years of diversity strategic planning, Penn State has merged diversity planning back into overall strategic planning. Consolidated planning offers greater synergies, but the challenges are not losing momentum/continuity built more than 15 years or diluting

# THURSDAY, JUNE 2

## SESSIONS

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### 10 TO 11:30 AM

emphasis, while increasing evidence-based outcomes. “Diversity and Demographics” is a presidential top-level imperative. Diversity is a foundational principle of the new University strategic plan, but much work still needs to be done. A Framework to Foster Diversity at Penn State (1998-2015) identified seven challenges within four dimensions, a comprehensive road map to inclusive excellence. Fall 2014 review yielded enlightening results/outcomes that inform the new University strategic plan and will guide future implementation and assessment. Organizational position, collaborations, and relation to university priorities are critical to institutional capacity for diversity transformation. Office of the Vice Provost for Educational Equity (1990), strategic planning/assessment (mid-1990s), development officer (2004) and extensive infrastructure, are recognized as among the oldest and most robust.

The session focus is on lessons learned, insight from the front lines, essential considerations such as assessment strategies, 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, Associate Dean for Educational Equity, College of Earth and Mineral Sciences, Pennsylvania State University - University Park, PA

Keywords: Administrators, CDO, Assessment/Evaluation, Institutional Efforts at Transformation

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#### 3119

Concurrent Workshop

#### **White Teacher, Know Thyself: Improving Anti-Racist Praxis through Racial Identity Development**

Lombard Room, Tower 3, Sixth Floor

Intermediate

Curricular/Pedagogical Models

Conversations about race in education and in the training of teachers often focus on “the achievement gap” and implied deficits of students of color. In this workshop, participants are invited to turn the lens around to focus on how White teachers’ and professors’ identities impact their craft. This workshop will highlight the findings of a paper authored by Jamie Utt and Dr. Shelly Tochluk which argues that White educators need positive, anti-racist racial identities in order to develop effective, culturally responsive practices. The authors propose six areas of focus to aid White teachers in developing a healthier racialized sense of self and argue that White educators must actively implement resulting learning in classroom instruction, relationship development, and institutional change efforts to realize an anti-racist praxis. This workshop will offer participants opportunities to engage with peers in considering the practical applications of these six areas of racial identity development to their teaching practice.

**Shelly I Tochluk**, PhD, Chair and Professor, Education Department, Mount Saint Mary’s University, Los Angeles - Los Angeles, CA

Keywords: White, Pedagogy, Identity Development, Critical Race Theory, International/Transnational

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#### 3120

Concurrent Workshop

#### **Educating First-Year Business Students about Diversity and Social Justice**

Taylor Room, Tower 3, Sixth Floor

Novice

Theoretical Model

This session provides an overview of a lock-step program designed to educate first-year business students about diversity and social justice and to move students from the “business case for diversity” framework to the “inclusion as a leadership imperative” framework. The three-semester program includes a three-credit leadership course, an “Exploring Privilege, Power, and Oppression” workshop, and a workshop designed to help students consider their own responsibility as it relates to creating inclusive and welcoming spaces for all identities.

Presenters will discuss the origin and context of the program, the challenges and opportunities of the lock-step program, two semesters of assessment results, and their goal for scaling the program to serve 2,500, instead of the 120 students it currently serves. Session attendees

# THURSDAY, JUNE 2

## SESSIONS

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### 10 TO 11:30 AM

will be asked to consider the pros and cons of implementing a lock-step program in their own functional areas and how they might move forward with curriculum implementation. This session should particularly benefit individuals interested in implementing a lock-step curriculum designed to teach students about identity, group membership, and privilege, power and oppression.

**Dani Barker**, MA, Associate Director of Admissions and Pre-College Programs, Wisconsin BBA Program, University of Wisconsin Madison - Madison, WI

**Carrie Bero**, MS, Compass Program Coordinator, Wisconsin BBA Program, University of Wisconsin Madison - Madison, WI

Keywords: Student Affairs, Curriculum, Diversity and Inclusion, Identity Development, Leadership Development, Institutional Efforts at Transformation

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#### 3121

Concurrent Workshop

#### **From Research to Practice: Implementing the Hegemony Project to Facilitate Greater Equity and Inclusion for Underserved Students on Campus**

Van Ness Room, Tower 3, Sixth Floor

Intermediate

Case Studies/Model Programs

This presentation will describe one public university's efforts to meet the needs of its diverse students. This session will start with a summary of the results of three campus-wide studies: the 2009 "Equity Scorecard" and the 2011 and 2014 "Campus Climate Survey" studies at a Midwest public university. Then, the presentation will turn to how these results galvanized the presenters to undertake a related but more focused research project examining how dominant narratives affect the experiences of diverse students on campus. The presenters will provide an overview of how the research project led to the development and implementation of The Hegemony Project, an initiative developed by the researchers to encourage and facilitate dialogue and action for the purpose of promoting equity on campus. The presenters will facilitate an interactive dialogue regarding how dominant narratives perpetuate inequities throughout a college campus. This session will benefit practitioners, faculty, staff, and students interested in exploring strategies that lead to equitable access for diverse students on a college campus.

**Josh Herron**, Student, Applied Social Sciences, University of Wisconsin-Stout - Menomonie, WI

**Virginia Lea**, PhD, Associate Professor, Education, University of Wisconsin-Stout - Menomonie, WI

**Dang Yang**, MA, Multicultural Recruitment and Retention Coordinator, School of Education, University of Wisconsin-Stout - Menomonie, WI

Keywords: Institutional Efforts at Transformation, Systemic Racism, Intergroup Dialogue/Facilitation, Students, Multiple Racial Identities, Diversity and Inclusion

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#### 3122

Concurrent Workshop

#### **Women's Social Transformation and Research Project**

Union Square 21, Tower 3, Fourth Floor

Intermediate

Case Studies/Model Programs

This session examines an innovative collaborative project by Fielding Graduate University women students, alumni, and Dr. Placida Gallegos to support the wisdom, knowledge, and experiences of women and girls across generations, race, and ethnicities. This session should particularly benefit those who provide direct services to minority women and groups who have been marginalized. In this workshop, participants will come to understand the goal of the Women's Social Transformation Project by reviewing the mini-walk through at the session, and our preliminary research findings from the pilot study. The Women's Social Transformation Project workshop pilot goal: Work with low-income women across generations to uncover their strengths and support them in raising their voices in pursuit of social and ecological justice through coaching and other co-created means.

**Gloria Bravo-Gutierrez**, PhD, Adjunct Faculty, College of Humanities and Social Sciences, Grand Canyon University - Phoenix, AZ

**Placida Gallegos**, PhD, Professor, School of Human and Organization Development, Fielding Graduate University - Cedar Crest, NM

Keywords: African American/Black, Ias, Research, Women, Leadership Development, Intergroup Dialogue/Facilitation



# THURSDAY SPECIAL EVENTS

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**3300**

## **Suzan Shown Harjo Award Ceremony**

Wednesday, 1:00-1:35 pm  
Grand Ballroom, Grand Ballroom Level

Please join us as we honor Bob Suzuki with the Annual Suzan Shown Harjo Systemic Activist in Social Justice Award. This award is given to individuals and/or organizations that have helped transform society on issues of race, ethnicity, and sovereignty at the systemic level. We are grateful to bestow this award on such a thoroughly worthy recipient.

**3301**

## **Thursday, Keynote Matika Wilbur**

Thursday, 1:30-2:15 pm  
Grand Ballroom, Grand Ballroom Level

Matika Wilbur, one of the Pacific Northwest's leading photographers, has exhibited extensively in regional, national, and international venues such as the Seattle Art Museum, the Burke Museum of Natural History and Culture, The Tacoma Art Museum, The Royal British Columbia Museum of Fine Arts, and the Nantes Museum of Fine Arts in France. She studied photography at the Rocky Mountain School of Photography in Montana and received a bachelor's degree from the Brooks Institute of Photography in California. Her work led her to becoming a certified teacher at Tulip Heritage High School, providing inspiration for the youth of her own indigenous community.

Matika, a Native American woman of the Swinomish and Tulalip Tribes (Washington) is unique as an artist and social documentarian in Indian Country. The insight, depth, and passion with which she explores the contemporary Native identity and experience are communicated through the impeccable artistry of each of her silver gelating photographs.

She is currently working on Project 562, a national documentary project dedicated to photographing contemporary Native America.

**Matika Wilbur**, Founder, Project 562 - LaConner, WA

**3302**

## **Latinx Caucus**

Thursday, 2:15-3:00 pm  
Golden Gate 5, Lobby Level

# THURSDAY, JUNE 2

## SESSIONS

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### 3 TO 6 PM

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#### 3401

Major Workshop

#### **Sharks, Teddy Bears, and Triggers...Oh My! (Part 2)**

Continental Ballroom 1, Ballroom Level

This session continues from Part I to explore theories and practices that alleviate the “it must be me...” syndrome of the colonized mind (bell hooks). Participants will have many opportunities to engage in discussions of emotional intelligence, equity and inclusion, and discuss their personality-conflict type in relation to the empowerment continuum and apply these elements vis-à-vis scenarios associated with academic environments. We will continue to discuss how we can create safe, inclusive, equitable spaces that are high in social emotional intelligence in an effort to transform the academy. By the end of this session, participants will be able to describe the difference between being in a rage vs. enraged, oppression and internalized oppression, working in the cognitive and affective domains, and when to use which effectively to advocate for equity and social justice in relation to their personality-conflict type.

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

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

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#### 3402

Major Workshop

#### **Writing and Publishing for Social Justice**

Continental Ballroom 2, Ballroom Level

This interactive session explores the joys, challenges, strategies, and processes related to using the written word to promote and further social justice. First, participants will hear and dialogue with a panel on subjects related to creating, publishing, and sharing various genres of social justice writing, including research studies, student development and racial identity theory, narrative storytelling, and educational strategies and practice. Topics include the process of writing, choosing the correct voice and venue for specific pieces and audiences, strategies for overcoming blocks and barriers, self-knowledge gleaned from the writing process, and how to navigate the path from draft to published manuscript. Following the panel presentation and dialogue, participants will work in small groups to explore their own journeys related to writing and publishing. Each small group will be facilitated by one of the panelists. The session will conclude with an informational session related to the Journal Committed to Social Change on Race and Ethnicity in American Higher Education (JCSCORE), presented by Dr. Cristobal Salinas, which will provide an overview of JCSCORE and the process of developing and submitting a manuscript for consideration. This session should be of interest to aspiring as well as seasoned authors, writers with works in progress, and editors who work on social justice topics.

**Lee Anne Bell**, Professor Emerita, Education, Barnard College, Columbia University - New Paltz, NY

**William D Cross**, PhD, Clinical Professor, Joint: Counseling Psychology and Higher Education, University of Denver - Denver, CO

**Marc P. Johnston-Guerrero**, PhD, Assistant Professor, Higher Education and Student Affairs, The Ohio State University - Columbus, OH

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

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

# THURSDAY, JUNE 2

## SESSIONS

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### 3 TO 6 PM

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**3403**

Major Workshop

#### **Self-Care and Healing as Change Agents on Campus: Renewing, Rejuvenating, and Recommitting**

Franciscan Ballroom A-B, Ballroom Level

Feeling exhausted, burned out? Still deeply committed to creating greater equity, inclusion, and social justice on campus yet finding yourself at times too weary or overwhelmed to make meaningful change?

We all deserve spaces to heal, refuel, and re-commit to our vision and goals. In fact, we may no longer be optimally effective UNTIL we build more balance and well-being into our lives. In this engaging, supportive session participants will explore the roots of their stress and burn-out and deepen their capacity to rejuvenate, re-energize, and retool themselves as powerful campus change agents. Participants will receive access to a comprehensive packet of materials to use as they deepen their capacity to create greater balance and renewal in their lives. This session should particularly benefit people with positional responsibilities for equity and inclusion as well as those who partner to create organizational change through training, diversity councils, curricula infusion, faculty development, and talent management.

**Kathy Obear**, EdD, Co-Founder, Social Justice Training Institute - New York, NY

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**3404**

Major Workshop

#### **White Followership: An Emerging White Leadership Framework and Practice for Racial Justice**

Union Square 5-6, Tower 3, Fourth Floor  
Intermediate

Informed by the current movement for racial justice, this participant-centered, action-oriented and reflective workshop will introduce and apply the white followership framework, which is centered on privileging experiences, sensibilities, needs, and visions of communities of color engaged in racial justice and transformational change. Participants can expect to consider limitations of mainstream leadership models and critically engage the “white allyship” and “white antiracist” markers of cultural identity, while exploring the solidarity roles of critical white humility, white co-conspiracy and white followership; apply the principles of white followership in developing a white followership practice for white people; and share observations and insight of white supremacy at work in all too common scenarios that highlight pitfalls in attempted white/people of color racial justice efforts, offering new approaches to organizing in our spheres of power, workplaces, home institutions and communities.

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

**Jesse Villalobos**, MA, Social Justice Educator and Racial Equity Strategist - Brooklyn, NY

# THURSDAY, JUNE 2

## SESSIONS

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### 3 TO 6 PM

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#### 3405

Concurrent Workshop

#### **The Role of Chief Diversity Officers in Achieving the Goals of Native Peoples in Higher Education**

Union Square 13, Tower 3, Fourth Floor

Novice

Case Studies/Model Programs

What is the role of the chief diversity officer in helping Native students, staff, and faculty succeed in institutions of higher education (IHEs)? How can they influence and enhance campus climates to serve the goals of Native peoples in IHEs? It is crucial to understand the connections between racism and sovereignty. How do we make sense of these together and separately? Many have argued that American Indians are not a "race." While understanding this argument and its emphasis on nationality, one risks missing something essential. While it is important to have a clear sense of the exceptionality of Native peoples (e.g., through the trust doctrine and larger issues of sovereignty), it is also important to understand that racism is a real and enduring part of the daily experiences of Native peoples.

This session should benefit non-Native CDOs and outline how they can be important educators, advocates, and administrators in their roles.

**Bryan McKinley Jones Brayboy**, PhD, President's Professor and Borderlands Professor of Indigenous Education and Justice, School of Social Transformation, Arizona State University - Tempe, AZ

Keywords: CDO, Sovereignty, Systemic Racism, American Indian/Native American, Diversity and Inclusion, Changing Institutional Practices

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#### 3406

Major Workshop

#### **Overcoming Activist Burnout as "an Act of Political Warfare": A Conversation about Building Enduring Movements for Racial Justice in Higher Education**

Mason Room, Tower 3, Sixth Floor

All Levels

According to social movement scholars and research, a primary barrier of social justice progress is the astronomical rate of burnout among racial justice activists. Some researchers estimate that 60% of activists become so physically and emotionally exhausted that they completely abandon their activism. The result is disruption in social justice movements, high rates of turnover among movement leaders and potential activist mentors, and a debilitating culture of martyrdom among activists. In this session we will explore the primary symptoms and causes of activist burnout among racial justice activists in institutions of higher education based both on my interview studies with activists based in higher education and on the experiences of session participants. We will explore three broad sources of burnout and strategies for community-care (rather than just "self-care"). In other words, how can we take care of ourselves and of one another, not as a way to avoid the difficult work of racial justice but to sustain and strengthen the work of racial justice? How can we heed the words of Audre Lorde, who famously said, "Caring for myself is not self-indulgence. It is self-preservation. And that is an act of political warfare," and make attention to activist burnout a critical part of our activism?

**Paul Gorski**, PhD, Associate Professor, School of Integrative Studies, George Mason University - Falls Church, VA

Keywords: Antiracism, Leadership Development, Organizing/Activism, Practitioner Development, Self-Care/Self-Work

# THURSDAY, JUNE 2

## SESSIONS

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**3 TO 6 PM**

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**3407**

Concurrent Workshop

**Trans 101: The Basics**

Powell Room, Tower 3, Sixth Floor

Novice

Case Studies/Model Programs

This session is designed to offer participants a deeper understanding of transgender and non-binary gender identity and is intended to help participants become stronger allies to trans people. This informal and interactive experience is designed for all levels of understanding. Trans 101 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.

**Romeo Jackson**, Student, Gender and Sexuality Resource Center, Northern Illinois University - DeKalb, IL

Keywords: TQPOC, LGBTQIAA, Diversity and Inclusion, Intersectionality, Students, African American/Black

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**3408**

Concurrent Workshop

**Raising Race Questions: Building a Toolkit for White Educators**

Sutter Room, Tower 3, Sixth Floor

This workshop offers strategies for White teachers, instructors, and professors that will help muster courage, confront internal resistance, and take action in the pursuit of racial equity on college campuses. Learning about race and Whiteness can be confusing, contentious, and frightening, particularly for White people. Even just asking questions about race can be scary because we are afraid of what our questions might reveal about our ignorance or bias. Raising Race Questions invites teachers to use inquiry as a way to develop sustained engagement with challenging racial questions and to do so in community so that they learn how common their questions actually are. It lays out both a process for getting to questions that lead to growth and change, as well as a vision for where engagement with race questions might lead. Race questions and questions of privilege are not meant to lead us into a quagmire of guilt, discomfort, or isolation. Sustained race inquiry is meant to lead to anti-racist classrooms, positive racial identities, and a restoration of the wholeness of spirit and community that racism undermines.

**Ali Michael**, PhD, Director of K-12 Consulting and Professional Development, Center for the Study of Race and Equity in Education, University of Pennsylvania - Elkins Park, PA

# THURSDAY, JUNE 2

## SESSIONS

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### 3 TO 6 PM

**3409**

Special Feature

**Film Showing: *Alcatraz Is Not an Island - A Documentary***

Union Square 21, Tower 3, Fourth Floor

November 1969: Alcatraz Island sat eerily silent in the middle of the San Francisco Bay, until a group of American Indian students under the darkness of night, reclaimed it as Indian land once again. The Indian Occupation of Alcatraz Island raised the consciousness of the American public at the time and inspired tribal citizens to stand up to injustice on reservations and cities across the nation. Alcatraz represents the collective voices rising up from the depths of oppression into a cultural revolution instilling Red Pride among American Indian people to this day. This film tells the story as it unfolded, in the words of those who risked it all to make a bold statement: "We are still here."

**Bridget Neconie**, Assistant Director, Office of Undergraduate Admission, University of California, Berkeley - Berkeley, CA  
**LaNada Vernae War Jack**, BA, MPA, DA, President/CEO, Indigenous Visions Network - Pocatello, ID

Keywords: American Indian/ Native American, Multicultural Affairs, Diversity and Inclusion, Organizing/Activism, Sovereignty, Systemic Racism

### 3 TO 4:30 PM

**3411**

Major Workshop

**Exploring Social Identities, Privilege, and Oppression from an Intersectional Perspective Using the Tapestry Model**

Continental Ballroom 3, Ballroom Level

The Tapestry Model uses the metaphor of weaving a tapestry to illustrate key concepts of intersectional theory and the interrelationships among various social identities and forms of structural inequality. Using different colored threads to represent different social identities, the image of a tapestry helps capture how social identities interweave within larger systems of privilege and oppression, shaping people's self-identities and lived experiences. In this experiential workshop, we will use the tapestry model to explore the intersection of race and racism with other social identities and forms of systemic inequality. Participants will gain a clearer understanding of tenets of an intersectional framework, reflect on their own identities and experiences of oppression and privilege, and consider how to apply this model in their work. The Tapestry Model can be used both as a way to explicate central aspects of intersectionality and as a tool to explore one's own and others social identities and lived realities.

**Diane J. Goodman**, EdD, Diversity Consultant - Nyack, NY

# THURSDAY, JUNE 2

## SESSIONS

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### 3 TO 4:30 PM

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#### 3412

Concurrent Workshop

**Tubman: 2K16**

Continental Ballroom 4, Ballroom Level

Intermediate

Experiential/Interactive Training

This session presents the story of Harriet Tubman reimagined as a young woman growing up in Harlem through a theatrical lens. Harriet Tubman is a heroine and American legend in her own right. This session will take the story of Harriet in the 19th century and places her in the 21st century, laced with the problems facing African-American youth all over the country. What would happen if a young woman like Harriet became a leader in this new world? Would her struggle be the same? Would she know her power? This session will examine the centuries old fight with race, gender, and equality through a theatrical lens centered on the most influential woman leaders in American history. Poetry, monologue, and revolutionary music will aid in telling young Harriet's story. This session would benefit students and leaders searching to find their voice and searching to take an active role in defining their place through social justice theater in this racially divided country.

**Lacresha Berry**, Teaching Artist; Freelance Teacher and Performer, Creative Writing, Berry and Company - New York, NY

Keywords: African American/Black, Leadership Development, Women, Identity Development, Performing Arts, Popular Culture

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#### 3413

Special Feature

**Radically Healing Race and Advocacy**

Continental Ballroom 5, Ballroom Level

All Levels

This panel will be exploring efforts that bring fresh and innovative approaches to building racial justice and equity in schools and communities. Racial equity occurs when schools create opportunities for all students to flourish. However, teachers, and educational leaders all acknowledge that the intense dedication and commitment required to create and sustain racial equity often breeds burnout, doubt, and isolation and ultimately ineffective movement toward racial justice. Activist teachers of color have also expressed concern over the growing sense of spiritual emptiness, burnout, and feeling disconnected. This session focuses on highlighting innovative approaches to racial justice in schools and communities. The examples in this session provide insight into the necessity for racial healing and advocacy as necessary components towards creating equality and justice.

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

**Chris Chapman**, Executive Director, African-American Male Achievement, Oakland Unified School District - Oakland, CA

**Shawn Ginwright**, PhD, Associate Professor of Education and Africana Studies, Author, Activist, College of Ethnic Studies, San Francisco State University - San Francisco, CA

**Nicole Lee**, Executive Director, Urban Peace Movement - Oakland, CA

Keywords: Multiple Racial Identities, Critical Race Theory, Institutional Efforts at Transformation

# THURSDAY, JUNE 2

## SESSIONS

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**3 TO 4:30 PM**

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**3414**

A Conversation With

### **Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do**

Continental Ballroom 6, Ballroom Level

Claude Steele, internationally renowned social scientist and Executive Vice Chancellor and Provost, will discuss his theory of stereotype threat, which has been the focus of much of his research and writing throughout his academic career. The theory examines how people from different groups, being threatened by different stereotypes, can have quite different experiences in the same situation. It has also been used to understand group differences in performances ranging from the intellectual to the athletic. Steele's recent book *Whistling Vivaldi: And Other Clues to How Stereotypes Affect Us and What We Can Do*, published in 2010, was based on this research and lays out a plan to mitigate the negative effects of stereotype threat.

**Claude Steele**, PhD, Executive Vice Chancellor and Provost, University of California-Berkeley - Berkeley, CA

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**3415**

Major Workshop

### **Shuumi Means To Give: 21st Century Indigenous Land Reparations**

Continental Ballroom 7, Ballroom Level

All Levels

The Shuumi Movement is an innovative community-based fundraising model and membership organization based in the San Francisco Bay Area in traditional Chochoyeno and Karkin Ohlone territory. In collaboration with the Sogorea Te Land Trust, the first Indigenous women-led urban land trust in the country, the Shuumi Movement works to return land to Indigenous stewardship. After centuries of genocide, forced relocation and sacred site destruction, Shuumi offers non-Native people an opportunity to leverage their resources to support the autonomy and leadership of the local Native American community. Learn about this new organizing methodology, share strategies and challenges from your campus community and explore what land-based movements for racial justice look like in the 21st Century.

**Ariel Luckey**, MFA, Director, Free Land Project - Oakland, CA

Keywords: American Indian/ Native American, Organizing/Activism, Sovereignty, San Francisco Focus, Systemic Racism, Coalition Building

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**3416**

Major Workshop

### **Inclusive and Interactive Engagement in the Classroom**

Continental Ballroom 8, Ballroom Level

All Levels

Faculty members recognize that traditional lecture methods often fail to address the diverse learning styles of today's college students. Our classrooms must reflect an understanding of the social identities of our students, yet few alternate analogical resources are available. This interactive and engaging session will give participants strategies and activities that will contribute to an inclusive learning environment, in which students will feel equally valued. The strategies and activities will enable faculty to address the needs of students with a variety of backgrounds, learning styles, and abilities. It is important to remember that "students cannot check their sociocultural identities at the door, nor can they instantly transcend their current level of development" (Ambrose et. al., 2010, p. 169-170).

**Veronica Gerace**, PhD, Faculty, Communication Studies Department, San Diego Mesa College - San Diego, CA

**Kristina M Marshall**, PhD, Professor of Social Science, General Education, Baker College of Owosso - Owosso, MI

Keywords: Faculty, Curriculum, Diversity and Inclusion, Practitioner Development, Intergroup Dialogue/Facilitation, Institutional Efforts at Transformation



# THURSDAY, JUNE 2

## SESSIONS

### 3 TO 4:30 PM

**3417**

Major Workshop

#### **How Many More Black Male Initiatives Will It Take to Fix the “Problem” in Higher Education?**

Continental Ballroom 9, Ballroom Level

Since Ronald Roach made a prescient observation in his 2001 Diverse Issues column titled, “Where are all the Black men on campus?,” higher education researchers and practitioners have devoted considerable attention to the presence, visibility, and achievements of Black men in postsecondary education. Reams of research studies and scholarship have documented Black males’ access, (dis)engagement, retention, struggles, and frustrations in college—from books to chapters, journal articles to scalable programs like SAAB, My Brother’s Keeper, and Black Male Initiatives. There are annual conferences and summits, many bringing together the “Who’s Who” of scholars devoted to studying Black men. Still, most evidence from the US Department of Education suggest that high school drop-out, college enrollment and persistence rates have not changed much at all. How many more Black male initiatives will it take to fix the “problem” in higher education? Come hear new insights from cutting-edge research, provocative thoughts about addressing the condition of Black men in college, and learn how we can collectively improve Black males’ success. Target audience includes researchers, evaluators, educators, and professionals who care deeply about the success of Black men in college, as part of their commitment to all students’ success.

**Terrell Lamont Strayhorn**, PhD, Professor and Director, Center for Higher Education Enterprise (CHEE), The Ohio State University - Columbus, OH

**3418**

Major Workshop

#### **Latinx Identity and Power: An Interactive Discussion on the Political, Cultural, and Economic Power within Latinx in the United States**

Imperial Ballroom A, Ballroom Level

Intermediate

Experiential/Interactive Training

The current political and social climate has placed the Latinx community at the forefront of media attention. The demographics at universities are changing drastically. Latinxs account for the largest minority group enrolling into four-year universities and Latinxs account for 54 million people (16.5%) of the U.S. population. This continues to raise the question, what will 21st century look like and how do we exert our power as a community for positive change?

This session will explore identity politics such as Hispanic, Latino, American, etc. Do we need a singular identity? Presenters will address the three main spaces of power including political, cultural, and economic. The session includes short lecture, interactive art, and group exercises with a final Q&A. The session is designed to enhance awareness through self-analysis and experiential learning. Ultimately, attendees should walk away with a more concrete understanding of Latinx identity politics and a deeper sense of the political, social and economic impact of Latinx in the United States.

**Olmecca**, Hip-Hop Artist / Activist / Educator, Los Angeles - Las Vegas, NV

Keywords: Latino/a, Multicultural Affairs, Identity Development, Immigration

**3419**

Major Workshop

#### **Confronting Islamophobia: Proactive Efforts to Address Hate and Bias on and off Campus**

Imperial Ballroom B, Ballroom Level

Intermediate

The post-9/11 era in the United States has exposed a significant degree of prejudice and bigotry toward Muslim people. More recently, many 2016 presidential candidates have exacerbated broad vilification of Muslims to serve political agendas. In 2012, a violent hate-motivated attack on a Sikh temple in Wisconsin highlighted the fact that Islamophobia is not just an issue that only impacts Muslims in America. Meanwhile, underscored by the horrific murders of three UNC students, there continue to be widespread racial profiling, hate crimes, and

# THURSDAY, JUNE 2

## SESSIONS

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**3 TO 4:30 PM**

bullying throughout the country. In light of this reality, questions remain regarding what administrators and faculty on campuses can do to proactively address these issues.

This workshop will educate and update participants on the current realities related to Islamophobia and will challenge participants to develop practical steps that can be made on their respective campuses to address the issue.

**Amer Ahmed**, EdD, Director of Intercultural Teaching and Faculty Development, Institute for Teaching Excellence and Faculty Development, University of Massachusetts Amherst - Holyoke, MA

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**3420**

Concurrent Workshop

### **Black Isn't "One Size Fits All": Theoretical and Practical Perspectives on Supporting Black Graduate Students Transitioning into the Doctorate**

Franciscan Ballroom C-D, Ballroom Level

Novice

Experiential/Interactive Training

The scope of this presentation covers the challenges and resilience factors African American graduate students have faced matriculating directly from a master's program into a PhD program. Based on the literature, African American graduate students' experiences, and themes taken from interview focus groups, recommendations will be given to highlight the non-cognitive characteristics which contribute to African American students' understanding of traditional and nontraditional higher education options as future scholar-leaders.

**Marshall Anthony, Jr.**, Graduate Assistant, Student Involvement, North Carolina State University - Raleigh, NC

**Jamaal Harrison**, Graduate Assistant, Summer START, North Carolina State University - Raleigh, NC

**Latosha Williams**, Graduate Resident Director, University Housing, North Carolina State University Raleigh, NC

**Callie Womble**, MPH, Graduate Research Assistant, Office of Assessment, North Carolina State University - Raleigh, NC

Keywords: African American/Black, Academic Affairs, Career Path, Intersectionality, Perspective Taking

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**3422**

Concurrent Workshop

### **Anti-Racist Teaching**

Union Square 3-4, Tower 3, Fourth Floor

Intermediate

Curricular/Pedagogical Models

This session describes a curricular model for antiracist teaching at predominantly white institutions. The presentation is based on the presenter's book, *Antiracist Teaching* (Jan. 2015), which is a culmination of 14 years of teaching and research. The presenter examines the cognitive and emotive obstacles that students experience in the classroom and argues that understanding these difficulties can lead to their resolution. He endorses a dialogic approach and argues that it is effective in a variety of different learning settings from K-12 classrooms, training, retreats, workshops, and community organizations to the college classroom. This session should particularly benefit those who are teaching at predominantly white institutions, those currently engaged in teaching white privilege and those interested in networking with others who are teaching about white privilege.

**Robert Amico**, PhD, St. Bonaventure University, Philosophy, St. Bonaventure University - Alfred Station, NY

Keywords: Faculty, Critical Race Theory, Curriculum, Predominantly White Institution, Systemic Racism, Systemic Racism

# THURSDAY, JUNE 2

## SESSIONS

### 3 TO 4:30 PM

**3424**

Concurrent Workshop

#### **International Perspectives on Race: Brazil Inside and Out**

Union Square 15-16, Tower 3, Fourth floor

Intermediate

Media Representations

Brazilian theories on race and ethnicity will be discussed in this session from the perspectives of two Brazilians, one who lives in Brazil and the other who lives in the United States. As a case study, they will present the “Yes to Racial Equality” campaign, launched by ID\_BR NGO in Rio as a way to engage the society in the conversation about race in Brazil. Additionally, presenters will use personal stories and studies on LatCrit (Latina/o Critical Race Theory) to bring awareness to the ways that Brazilian and Latin American international students and immigrants experience racial dynamics after arriving in the U.S. and in American schools. Finally, this workshop examines how such experiences shape their views on race and equality in their own countries, influence their interactions with American students of color, and ultimately impact their identities and identity development. 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 perceptions, education and self-acceptance--not only in his/her homeland but also in the host country/community. Presenters will utilize various forms of social media including YouTube clips and individual testimonies from Brazilians of all backgrounds about the subject.

**Natalia Carvalho-Pinto**, Graduate Student, Master of Socio-Cultural Studies in Education, Socio-Cultural Studies, Western Michigan University - Big Rapids, MI

**Luana Génot**, NGO’s president, Directorship, ID\_BR | CEFET-RJ - Rio de Janeiro, BR

Keywords: Organizing/Activism, Multiple Racial Identities, Identity Development, Youth Work, African American/Black, Latino/a

**3425**

Special Feature

#### **NCORE Student Scholar Conversation Starter Presentation**

Union Square 17-18, Tower 3, Fourth floor

All Levels

Conversation Starter is NCORE’s Student Scholars Pecha Kucha presentation. Conversation Starter is an innovative presentation style where 20 images are shown, each for 20 seconds. The presenter’s work is to create a cohesive, thorough conversation in this format - speaking as the images advance automatically. In six minutes and 40 seconds the story is told, the experience is shared, and the conversation is started.

This session features eight NCORE Student Scholars, representing a variety of identities, academic backgrounds, and experiences. The session will highlight their lived experiences, professional journeys, research agendas, and combinations of these topics. Come support these young scholars as they speak using this innovative style about their own experiences!

**Kourtney Brodnax**, Student, Whittier College - Whittier, CA

**Morgan Foreman**, Student, Georgia Institute of Technology - Atlanta, GA

**Isabella Griffin**, Student, University of the Redlands - Redlands, CA

**Rahwa Haile**, Student, Samuel Merritt University - Oakland, CA

**Jenny Johnson**, Student, Riley, Fielding Graduate University - Santa Barbara, CA

**Justin Taylor**, Student, Arkansas State University - Jonesboro, AR

**Rachel Vineyard**, Student, East Tennessee State University - Johnson City, TN

**Amy Wiscombe**, Student, University of Utah - Salt Lake City, UT

Keywords: Multiple Racial Identities, Student Affairs, Students, Coalition Building, Diversity and Inclusion, Leadership Development

# THURSDAY, JUNE 2

## SESSIONS

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**3 TO 4:30 PM**

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**3426**

Concurrent Workshop

### **Anchoring Black and Latino/a Deaf Students in Academic Success**

Union Square 19-20, Tower 3, Fourth floor

Advanced

Theoretical Model

The presenters will discuss how theory was transferred into concrete practice in the successful implementation of a voluntary participation retention program designed to serve the needs of Black and Latino/a Deaf students at Gallaudet University.

**Bunmi Aina**, MSW, Director, Keeping the Promise: Equitable Outcomes for Students, Office of Diversity and Equity for Students - Washington, D.C.

**Delia Lozano**, Program Coordinator, Keeping the Promise: Equitable Outcomes for Students, Office of Diversity and Equity For Students - Washington, D.C.

Keywords: African American/ Black, Latino/a, Deaf Identity, Diversity and Inclusion, Retention, Environmental Justice/Sustainability

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**3427**

Concurrent Workshop

### **Who Cares about Climate, Diversity, and Accountability: University of Wisconsin-Madison's Newest Diversity Initiatives**

Union Square 22, Tower 3, Fourth Floor

Intermediate

Long-and Short-Range Planning

Historically, Predominantly White Institutions (PWI) have faced challenges in adequately meeting the needs of racial and ethnic minority students and employees, which makes it difficult to recruit, retain, and fully include these groups in and on campus. UW-Madison is committed to providing a welcoming and inclusive learning, living, and working environment for racial minorities and all historically marginalized groups, as evidenced by our over 40 year history of designing, adopting and implementing plans to address issues concerning diversity and inclusion. Presenters will provide details on two initiatives that are being developed from the most recent diversity plan Affecting R.E.E.L Change for Diversity and Inclusion at UW-Madison to address these challenges: a campus-wide climate survey and a diversity resource database. This session should particularly benefit administrators and staff at PWI's who do the work of strategic planning, programming, and assessing diversity and inclusion efforts in higher education.

**Torsheika Maddox**, PhD, Research and Program Associate, Division of Diversity, Equity, and Educational Achievement, University of Wisconsin - Madison - Madison, WI

**Jacqui Scott-Papke**, PhD, Research and Program Associate, Division of Diversity, Equity, and Educational Achievement, University of Wisconsin - Madison - Madison, WI

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

Keywords: Administrators, CDO, Assessment/Evaluation, Diversity and Inclusion, Institutional Efforts at Transformation, Predominantly White Institution

# THURSDAY, JUNE 2

## SESSIONS

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### 3 TO 4:30 PM

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**3428**

Concurrent Workshop

**Diversity in the University - Keep It Real Diverse Game**Union Square 23-24, Tower 3, Fourth floor  
All Levels

Revolutionizing how Diversity programming is implemented, the Keep It Real Diverse Workshop is the ultimate high impact CONNECTION workshop! This interactive and experiential training opportunity will provide highly effective, field tested, and proven tools through which to begin to build the foundation of diversity programming and to bring innovation, open communication, and collaboration into participants' respective milieu. Consistently proven to immediately break down barriers across racial, class, religious, ethnic, and all divides while building trust and community, the Keep It Real Diverse board game is truly revolutionary in its impact. Not a talk, playing this game provides participants with a powerful and enjoyable interactive experience of inclusion, bonding, and bridge-building.

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

**Ralph Newell**, Vice President for Development, Diverse: Issues in Higher Education - Fairfax, VA

Keywords: Multiple Racial Identities, Multicultural Affairs, Student Affairs, Cultural Competence, Coalition Building, Empowering Diversity

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**3429**

Concurrent Workshop

**Diversify Faculty Hiring: Improve Success of Students of Color**Lombard Room, Tower 3, Sixth Floor  
Novice  
Case Studies/Model Programs

This presentation highlights potential barriers and best practices for each step of the hiring process, including needs assessment, job descriptions, search committees, and interview strategies, among other steps. American Federation of Teachers (AFT) Seattle's Human and Civil Rights Committee (HCRC) led an effort to change the faculty contract, with a particular focus on improving outcomes for students of color. Learn how the Diversity and Equity in Hiring and Professional Development (DEHPD) group, a statewide grassroots coalition representing faculty and staff from multiple community colleges in WA state, has partnered with AFT Seattle HCRC to reform hiring, retention, and professional development practices. This session should benefit representatives from colleges and universities working to promote the principles of diversity and racial equity in the faculty hiring process as well as to enhance cultural competencies among faculty. Recruiting and retaining under-represented faculty of color, both full-time and adjunct, supports the success of the increasingly diverse students being served at our institutions.

**Vik Bahl**, PhD, Faculty, English, Green River College - Auburn, WA

**John Martinez**, MA, Faculty, Basic and Transitional Studies, Seattle Central College - Seattle, WA

**Kimberly McRae**, MEd, Faculty, Counseling, Seattle Central College - Seattle, WA

**Betty Williams**, MSW, Faculty, Parent Education, North Seattle College - Seattle, WA

Keywords: Faculty, Human Resources, Affirmative Action, Recruitment, Retention, Institutional Efforts at Transformation

# THURSDAY, JUNE 2

## SESSIONS

### 3 TO 4:30 PM

#### 3430

Concurrent Workshop

#### **Queer Women of Color Engaging Self-Care as an Act of Leadership**

Taylor Room, Tower 3, Sixth Floor  
Intermediate  
Experiential/Interactive Training

This session will examine the ways in which three self-identified queer women of color (QWOC) at predominantly white institutions engage in self-care as a form of leadership. Inspired by bell hooks' *Sisters of the Yam: Black Women and Self Recovery*, this session will discuss the process of recovery, healing, and liberation for QWOC through personal narratives that illustrate strategies of personal and collective resistance and resilience. Participants will engage in conversations about self-care at the intersections of identities and will also develop a creative representation expressing intentions for continued practices of liberation and self-care through the creation of a collective altar project. This session will particularly benefit students, faculty, staff, and community members who identify as queer women of color. While the framework will be from working at predominantly white institutions, all are encouraged to attend as we can all benefit from deeper learning about how to practice self-care.

**Trey Boynton**, MA, Director of the Office of Multi-Ethnic Student Affairs, Student Life, University of Michigan - Ann Arbor, MI  
**Dora Frias**, MS, Director for Latin@ Student Services, Educational Opportunity Programs, University of Colorado Denver - Denver, CO  
**Carmen Rivera**, MS, Director of Student Experience, INTO Colorado State University - Fort Collins, CO

Keywords: Multiple Racial Identities, TQPOC, Women, Self-Care/Self-Work, African American/Black

#### 3431

Concurrent Workshop

#### **What's Our Story: How Does the AAPI Narrative Fit in Conversations around Diversity and Racial Equity?**

Van Ness Room, Tower 3, Sixth Floor  
Intermediate  
Experiential/Interactive Training

The Black Lives Movement is demanding people wake up. As communities across the country are fighting for justice for the many black lives taken at the hands of the police, a new fire has ignited on college campuses to demand for change. In the midst of rallies, protests, and conversations about racial equity, there is a question that looms over some of us: do I belong in this movement? In this session, presenters hope to create space for people to share their narratives and examine the diversity of experiences within the Asian American Pacific Islander (AAPI) community. The session will reflect on racial messages AAPI people receive that can create barriers for participation in movements of social change. Presenters will identify situations and ways in which AAPI students, staff, or faculty are excluded from conversations around diversity and campus climate. Lastly, presenters will discuss strategies for participating in and leading conversations about racial equity and justice on our campuses. This is an interactive, reflective, and dialogue driven session that will require active participation. This session should particularly benefit people who are interested in exploring the AAPI identity, narrative, and its place in movements of social change.

**Michelle Minjoe Kim Beasley**, MA, Resident Director, Housing and Residence Life, Seattle University - Seattle, WA  
**Connie Chang**, MS Ed, Doctoral Student, Higher Education Organizational Change, University of California Los Angeles - Los Angeles, CA

Keywords: Asian Pacific American, Diversity and Inclusion, Coalition Building, Identity Development, Multicultural Affairs, Asian Pacific American

# THURSDAY, JUNE 2

## SESSIONS

# 4:45 TO 6 PM

### 3501

Major Workshop

#### **Bringing NCORE Home: The Iowa State Conference on Race and Ethnicity**

Continental Ballroom 3, Ballroom Level  
All Levels

For those looking to bring NCORE home, join us for a discussion of a highly successful campus program. Since 1999, Iowa State University has attended NCORE with a cadre of students and staff who return to campus to coordinate the Iowa State Conference on Race and Ethnicity (ISCORE), regularly attended by over 700 people. Students in the program engage in a highly discussion-oriented, supportive, and structured experience that allows them to explore race and ethnicity in society and within their own experiences. This experience includes pre-NCORE session, discussion, and debriefing throughout the conference, a course upon return to campus and a research project on race and ethnicity. This session will provide the evolution of the project and the conference, details about student preparation, and advice for bringing the project to your campus.

**Michael Giles**, Director, Recreation Services, Iowa State University - Ames, IA

**Japannah Kellogg**, Director of Tri Student Support Services, Student Affairs, Iowa State University - Ames, IA

**Som Mongtin**, Assistant Director, Margaret Sloss Women's Center, Iowa State University - Ames, IA

**Allison Severson**, Program Coordinator, Dean of Students Office, Iowa State University - Ames, IA

Keywords: Academic Affairs, Student Affairs, Curriculum, Diversity and Inclusion, Institutional Efforts at Transformation, Leadership Development

### 3502

A Conversation With

#### **Courage against Racism: Strategies for Engaging and Moving White People into Racial Justice Action**

Continental Ballroom 4, Ballroom Level

How can we inspire white people, on our campuses and in our communities, to join racial justice efforts in these times? How can more and more white people show up to both support people of color-led grassroots movement and bring racial justice leadership into white and majority white communities and spaces?

With Black communities and a new generation of Black activists in the lead, the Black Lives Matter movement, along with racial justice struggles on campuses, and the racist rhetoric and violence in the Presidential election, have made facing the enduring racism of this country a daily mainstream discussion. In this context, large numbers of white people, including many white students, are coming into consciousness about racism, asking hard questions, and searching for ways to do the right thing. . .

This is an interactive workshop that weaves together storytelling, discussions of strategy, and lessons on creating healthy anti-racist leadership to help us live our values, move white communities through denial, guilt, and shame, and work toward our goals of multiracial democracy and beloved community.

This session is organized in partnership with SpeakOut, the Institute for Democratic Education and Culture. For information on how to bring Chris Crass to your campus, visit the SpeakOut booth in the NCORE Exhibit Hall or go to [www.speakoutnow.org](http://www.speakoutnow.org)

**Chris Crass**, Author/Educator - Nashville, TN

Keywords: Antiracism, Intersectionality, Organizing/Activism, Whiteness, Systemic Racism, Coalition Building

# THURSDAY, JUNE 2

## SESSIONS

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### 4:45 TO 6 PM

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#### 3503

Concurrent Workshop

##### **Implicit Bias: Why Do We Have It and What to Do About It**

Continental Ballroom 5, Ballroom Level

Intermediate

Theoretical Model

Everyone has unconscious bias, a cultural and cognitive pattern of thinking that impacts people's lives every day. Implicit bias affects teachers' expectations of students, how they praise or discipline, and how they grade. It affects students' lives as they graduate and try to find meaningful work. Implicit bias is now widely acknowledged. But less widely understood are: the science behind why we have implicit bias, the full set of implications, and the solutions for lessening that bias. This session will look at the anthropological and psychological science of implicit bias, specifically as it relates to diversity in higher education. This session should particularly benefit teachers and administrators who are looking to teach students about this science as well as those looking for ways of finding innovative approaches to lessen bias. Conference attendees with any level of experience and knowledge are welcome.

**Michael Baran**, PhD, Interactive Diversity Solutions, Anthropology, Harvard Extension - Cambridge, MA

Keywords: Residence Life, Students, Systemic Racism, Diversity and Inclusion, Antiracism, Research

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#### 3504

Concurrent Workshop

##### **The Fannie Lou Hamer Story: Sick and Tired of Being Sick and Tired**

Continental Ballroom 6, Ballroom Level

All Levels

The Fannie Lou Hamer Story one-woman play is a historical lesson.

**Mzuri Moyo**, Actress, Singer, Writer, and Producer - Cincinnati, OH

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#### 3507

Concurrent Workshop

##### **Institutional Activism: Respond, Foster, or Sequester?**

Continental Ballroom 9, Ballroom Level

Intermediate

Policy Issues

What is activism? Are you an institutional activist? Can activism be deleterious to a campus community? Join us for a conversation on activism with a focus on racial justice issues. Listen to experienced activists in academia talk about their challenges and successes in bridging the gaps in approach and context. This session will benefit participants who respond to activism, practitioners who provide direct services to student activists, and those concerned with racial justice issues related to students of color.

**Dereca Blackmon**, MDiv, Associate Dean and Director, Diversity and First Generation Office, Stanford University - Stanford, CA

**Kathy Martinez**, MA, Associate Director, Diversity and First Generation Office, Stanford - Stanford, CA

Keywords :African American/ Black, Multiple Racial Identities, Organizing/Activism, Student Life, Empowering Diversity, Students



# THURSDAY, JUNE 2

## SESSIONS

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# 4:45 TO 6 PM

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**3508**

Concurrent Workshop

### **Policing the Black Female Body: From Sojourner Truth to Sandra Bland**

Imperial Ballroom A, Ballroom Level

Intermediate

Curricular/Pedagogical Models

This session examines the historical narrative of Black women from slavery to the present time providing an understanding of how society sees the Black female and why it is so easy to dismiss the abuse that has been inflicted on the Black female body. This session will be beneficial to those interested in race, gender, identity, and social class issues and should also be helpful to those who work with abused women.

**Carol Bennett**, MA, Truman State University, Student Affairs, Truman State University - Kirksville, MO

Keywords: White, Bi-Racial, General, Men, Women

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**3510**

Concurrent Workshop

### **Student Activism: Black Students Moving Forward at Predominantly White Institutions**

Franciscan Ballroom C-D, Ballroom Level

Novice

Case Studies/Model Programs

This session will be a panel discussion on the recent surge of activism among Black students and their allies related to the hostile racial climates at Predominately White Institutions of Higher Education. Student groups nationwide have issued demands to improve their campus climates through enhancing the diversity of faculty and staff and ensuring support for racial equity in higher education. The panelists will discuss how race relations issues have or have not been addressed at their institutions and the campus reactions of students, faculty, staff, and administrators since the unrest at the University of Missouri. This session should benefit participants interested in discussing ways to be proactive in conversations and initiatives circulating racial equity, as well as supporting student activism.

**Carl Cunningham**, PhD, Director of Multicultural Student Affairs, Office of Multicultural Affairs, University of South Alabama - Mobile, AL

**Venus Hewing**, PhD, Diversity Student Advocate, Office of Diversity and Multicultural Affairs, Auburn University - Auburn University, AL

**Jonathan McElderry**, PhD, Director Gaines/Oldham Black Culture Center, Student Life, Office of Student Affairs, University of Missouri - Columbia, MO

**Chaunda Allen Mitchell**, PhD, Director, Office of Multicultural Affairs, Louisiana State University - Baton Rouge, LA

**Stephanie Hernandez Rivera**, MA, Director, Multicultural Center, Student Life, University of Missouri - Columbia, MO

**Jocelyn Vickers**, PhD, Diversity Initiatives Coordinator, Office of Diversity and Multicultural Affairs, Auburn University - Auburn, AL

**Brandon Wolfe**, PhD, Director Office of Diversity and Multicultural Affairs, School of Medicine, University of Alabama at Birmingham - Birmingham, AL

Keywords: African American/Black, Administrators, students, Student Life

# THURSDAY, JUNE 2

## SESSIONS

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**4:45 TO 6 PM**

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**3511**

Concurrent Workshop

**VTInterCom: Dialogues for Social Change**

Union Square 1-2, Tower 3, Fourth Floor

Novice

Curricular/Pedagogical Models

Virginia Tech has launched an intergroup dialogue program that called VTInterCom: Dialogues for Social Change. VTInterCom facilitators contribute to intercultural engagement and social justice projects by providing academic courses, workshops, and skill-based trainings around topics related to institutional discrimination, cultural intolerance, equity, and inclusion. The program draws from expertise and partnerships across the university, town, and regional community to foster place-relevant dialogue in order to help cultivate dignity, justice, and systematic respect among the individuals and groups who comprise the campus and local community. This session will discuss the methods used to create buy-in, gather interest data, and the process for launching the program, in addition to a full description of the program itself.

**Christian Matheis**, PhD, Visiting Assistant Professor, School of Public and International Affairs, Virginia Tech - Blacksburg, VA

**Patricia Smith**, MS, Director, Intercultural Engagement Center, Virginia Tech - Christiansburg, VA

Keywords: Intergroup, Student Affairs, Curriculum, Faculty, Changing Institutional Practices, Organizing/Activism

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**3512**

Special Feature

**The Casualties of Immigration Policies**

Union Square 3-4, Tower 3, Fourth Floor

The ongoing struggle of immigration policies has yielded social anxiety and confusion on the real implication for those living in the United States. As we encounter ongoing debate of affirmative action in higher ed, we are also combatted with desensitized views of immigrants, refugees, and migrants without papers. The speakers on this panel will frame these larger issues with the socio-political views of immigrations and growing xenophobia and Islamophobia.

**Deepa Vasudeva Iyer**, JD, Senior Fellow, Center for Social Inclusion - Silver Spring, MD

**Anthony Ocampo**, PhD, Assistant Professor of Sociology, California State Polytechnic University - Pomona, CA

# THURSDAY, JUNE 2

## SESSIONS

### 4:45 TO 6 PM

**3513**

Concurrent Workshop

#### **Toward a Critical Multiracial Theory (CMRT) in Education**

Union Square 14, Tower 3, Fourth Floor

Advanced

Theoretical Model

In this session, the presenter explores how critical race theory (CRT) can shift toward a critical multiracial theory (CMRT) that more adequately accounts for multiracial individuals' racialized experiences in education. To theorize CMRT and explore how it can be used to frame multiraciality in higher education, the session will explore the history of CRT, its theoretical additions, and the ways it has, and has not, been used in higher education research. Using extant literature and narratives from multiracial undergraduate students, the presenter explores how four original tenets of CRT (challenging ahistoricism, interest convergence, challenging dominant ideology, and focusing on narrative voice) are useful in framing the experiences of multiracial people in education. The presenter also details how four additional tenets of CRT (structural determinism, the endemic nature of racism, intersectionality, and differential racialization) must change to account for the racial realities of mixed-race students. Together, these eight tenets work toward a CMRT in education. This session will benefit administrators, faculty, and/or researchers interested in multiraciality or who aim to support multiracial students in education.

**Jessica C. Harris**, PhD, Visiting Assistant Professor, Educational Leadership and Policy Studies, University of Kansas - Lawrence, KS

Keywords: Multiracial, Multiple Racial Identities, Critical Race Theory, Bi-Racial, POC, Antiracism

**3514**

Special Feature

#### **Supporting Multiracial Students across Institutional and Regional Contexts: PWIs, MSIs, and the Regional (Multi)racial Landscape in Higher Education**

Union Square 15-16, Tower 3, Fourth floor

All Levels

Much of the current literature and knowledge base on supporting multiracial college students comes from predominately white institution (PWI) contexts. However, the landscape of higher education institutions continues to diversify, including colleges and university classified as Minority Serving Institutions (MSIs). This session examines the importance of considering diverse institutional and regional contexts for supporting multiracial students. Panelists will share their expertise on various institutional types, including PWIs, Hispanic-Serving Institutions (HSIs), and Historically Black Colleges and Universities (HBCUs) and how the unique contexts offer both challenges and opportunities for better supporting multiracial students. Additionally, different regions of the United States will be incorporated to add another level of understanding to the multiple layers of contexts influencing multiracial students today. Participants will have opportunities to share their own experiences navigating diverse institutional and regional contexts.

**Gina A. Garcia**, PhD, Assistant Professor, Department of Administrative and Policy Studies, University of Pittsburgh School of Education - Pittsburgh, PA

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

**Robert T. Palmer**, PhD, Associate Professor, Department of Educational Leadership and Policy Studies, Howard University - Washington, D.C.

**Charles Sasaki**, PhD, Dean of Academic Affairs, University of Hawaii - Windward Community College - Honolulu, HI

Keywords: Multiracial, Multiple Racial Identities, Students, Minority Serving Institutions, Predominantly White Institution, Research

# THURSDAY, JUNE 2

## SESSIONS

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# 4:45 TO 6 PM

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**3515**

Concurrent Workshop

### **Does the First Amendment Advance or Hinder Social Justice?**

Union Square 17-18, Tower 3, Fourth floor  
Intermediate  
Policy Issues

Efforts to combat racism and other forms of bigotry on campus regularly collide with concerns over free speech and the First Amendment. Recent events at Yale, Missouri, Oklahoma, and elsewhere show the need to respond effectively to hate and bigotry, and to be prepared for pushback over free expression, academic freedom, political correctness, and coddled students. Advocates for social justice must be familiar with the boundaries of the First Amendment and with effective and legal tactics to respond to hate speech at the individual and institutional level. This session will benefit people involved in hate/bias response efforts or enforcing discrimination/harassment policies, and anyone seeking a deeper understanding of how free speech principles affect diversity and inclusion efforts.

**Nizam Arain**, JD, Director of Affirmative Action, Affirmative Action, University of Wisconsin-La Crosse - La Crosse, WI

Keywords: Student Affairs, Administrators, Multicultural Affairs, Diversity and Inclusion, Antiracism, Changing Institutional Practices

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**3516**

Special Feature

### **Labor Unions and Their Role in Promoting Social Justice**

Union Square 19-20, Tower 3, Fourth floor

Many economists have argued that the decline in the quality of life and the growing income inequality between the middle class and the very wealthy in America can be attributed to the decline in union membership. And recently the International Monetary Fund released a comprehensive study correlating this inequality gap to the decline in union membership. The impact of this gap on minority groups has been especially severe.

This panel will explore the conditions NCORE participants are experiencing or have experienced in the past that may lead them to take a more active interest in the role of unions in promoting social justice. In particular, unions have been formed on many campuses to protect the interests of both full-time and adjunct faculty, as well as those of staff, graduate students, and student-athletes. The panel will engage participants in discussions about these issues to engender a thoughtful dialogue about what the respective roles of faculty, staff and students can be in addressing them. Together with the participants, it will also examine practical strategies and tasks that can be taken to support union organizing efforts on campuses.

**Victor Griego**, President, Diverse Strategies for Organizing (DSO) - South Pasadena, CA

**Lou Siegel**, Faculty, LA Trade Tech College Labor Center - Los Angeles, CA

# THURSDAY, JUNE 2

## SESSIONS

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# 4:45 TO 6 PM

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**3517**

Concurrent Workshop

### **From Thought to Action: A Campus-Wide Focus on Social Justice**

Union Square 22, Tower 3, Fourth Floor  
Intermediate  
Curricular/Pedagogical Models

With a mission to "Think Big and Change the World," Anne Arundel Community College faculty, students, and staff named 2014-2015 "The Year of Social Justice." Coming together from all over campus with our diverse ideas, lectures, projects, assignments, and events gave each of our small efforts much greater power. From fields as different as criminal justice and visual arts, we united around social justice work.

This session should particularly benefit faculty and staff of all levels who want to educate their communities about social justice, bring together various efforts from across campus, and move their campuses toward action. Attendees will leave with concrete ideas of how to implement a similar effort on their campuses.

**April Copes**, PhD, Assistant Professor of Communications, English and Communications, Anne Arundel Community College - Arnold, MD

**James A. Felton III**, Chief Diversity Officer, Office of the President, Anne Arundel Community College - Arnold, MD

**Suzanne Spoor**, PhD, Professor of English and Gender and Sexuality Studies, English, Anne Arundel Community College - Arnold, MD

**Carolyn Woolson**, MA, Associate Professor of Philosophy, Philosophy, Anne Arundel Community College - Arnold, MD

Keywords: Coalition Building, Curriculum, Diversity and Inclusion, Students, Organizing/Activism, Theory to Praxis

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**3518**

Concurrent Workshop

### **Educate, Engage, and Fundraise for Your Campus with an LGBTQIAA Alumni Conference!**

Union Square 23-24, Tower 3, Fourth floor  
Novice  
Case Studies/Model Programs

This how-to workshop will give attendees the framework and tools for planning an LGBTQIAA alumni conference at their college or university. Learn why an alumni conference is a great tool for alumni engagement, student learning, and fundraising, how to plan a successful conference that brings diverse voices to the table, and who you should be included as planners, presenters, and attendees. No experience necessary. Participants will leave with a how-to framework customized for their institution.

The workshop will combine best practices from multiple institutions, a case study of Wake Forest University's successful 2015 alumni conference, and a self-assessment activity in which participants identify their own campus resources and create a customized plan for action. This session will benefit campus administrators, students, and alumni.

**Angela Mazaris**, PhD, Director, LGBTQ Center, Wake Forest University - Winston Salem, NC

Keywords: LGBTQIAA, TQPOC, Intersectionality, Student Affairs, Students, African American/ Black

# THURSDAY, JUNE 2

## SESSIONS

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### 4:45 TO 6 PM

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**3519**

Concurrent Workshop

**We Are the Proud, the Few, the Resilient: Examining Native American Student Success in College**

Lombard Room, Tower 3, Sixth Floor  
Intermediate  
Case Studies/Model Programs

Many Native American students experience academic and social success in higher education. Despite challenging campus climates, financial issues, institutional barriers, and majority perceptions and behaviors, Native students do graduate, become leaders, pursue graduate degrees, and go on to support their communities. One of the biggest challenges for this group is the perception on college campuses that Native students are devoid of talents and gifts, lacking cultural capital, underprepared, at risk, and poor. As a result, when enrolling in college, Native students have to contend with deficit model mindsets that create collegiate services, programs, and initiatives designed to “fix” broken people. In the end, students begin to also see themselves and identify as lacking the skills required to succeed in college. There is an emerging body of literature that suggests asset-based frameworks conceptualizing Native students as talented and gifted are a more positive approach to supporting and promoting the success of Native American students. The purpose of this workshop is to examine Native American student success in college, examine frameworks for understanding and promoting success, and practical strategies for supporting Native American students. This session will benefit student affairs professionals, academic advisors, multicultural center personnel, and other student practitioners.

**Beth Boyd**, PhD, Professor, Psychology, Department of Psychology, University of South Dakota - Vermillion, SD**Anthony Red Feather Ghost**, USD Student, Criminal Justice, University of South Dakota - Vermillion, SD**Jesús Treviño**, PhD, Associate Vice-President for Diversity and Senior Diversity Officer, Office for Diversity, University of South Dakota - Vermillion, SD**Carol Voss-Ward**, MA, Director, TRIO Student Support Services, Student Services, University of South Dakota - Vermillion, SD

Keywords: American Indian/Native American, Students, Retention, Administrators, Multicultural Affairs, Academic Affairs

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**3520**

Concurrent Workshop

**Illuminating Their Path: Learning Disabilities and the Black Male Student-Athlete Experience**

Taylor Room, Tower 3, Sixth Floor  
Novice  
Case Studies/Model Programs

Disability often refers to what people can see. This can be frustrating for those with learning disabilities that are not obvious. When this is coupled with the challenge of being a Black Male student-athlete it becomes more difficult for students to self-advocate, navigate college, and achieve academic success. This presentation will highlight best practices on how Disability Services and Athletics Academic Support Services can support student-athletes.

**Jennifer Mitchell**, MS, Assistant Director, Student Disability Resource Center, Florida State University - Tallahassee, FL**Shanika Mungin**, Learning Specialist, Student-Athlete Academic Services, Florida State University - Tallahassee, FL

Keywords: African American/Black, Men, Students, Predominantly White Institution, Diversity and Inclusion, Career Path

# THURSDAY, JUNE 2

## SESSIONS

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**4:45 TO 6 PM**

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**3521**

Concurrent Workshop

**Validated Voices: The Experiences of Students of Color in Medical Education**

Van Ness Room, Tower 3, Sixth Floor

Intermediate

Research/Assessment/Evaluation

Today, Black, Latino, and Native American medical students collectively make up only 10% of all medical students in the United States (AAMC). Even so, Blacks, Latinos, and Native Americans constitute 31% of the U.S. population (U.S. Census). In addition to underrepresented student under-enrollment, there is a gap in the literature regarding their experiences in medical education with much of the literature on medical students of color decreasing over the past 15 years (Orum et al., 2013). Specifically, how students of color experience the medical school environment has been under researched (Orum, Semalulu, & Underwood, 2013; Hardeman, Perry, Feline, Przedworski, Burgess, van Ryn, 2015; Dickins, Levinson, Smith, Humphrey, 2013). Utilizing a qualitative method and the framework of Critical Race Theory, this presentation exposes and validates the experiences for medical students of color at predominantly white institutions (PWIs).

**Laura Hamhe**, MA, Assistant Director, College of Medicine Urban Health Program (COMUHP), University of Illinois - Champaign, IL

Keywords: POC, Critical Race Theory, Multicultural Affairs, Administrator Recruitment and Retention, STEM/STEAM, Students

# THURSDAY SPECIAL EVENTS

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**3600**

## **Native Delegates of NCORE Caucus**

Thursday, 6:00-8:00 pm  
Continental Ballroom Parlor 1, Ballroom Level

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**3601**

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

Thursday, 6:00-7:00 pm  
Golden Gate 6, Lobby Level

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**3602**

## **APINCORE Caucus**

Thursday, 6:00-7:30 pm  
Continental Ballroom Parlor 2, Ballroom Level

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**3700**

Special Event

## **Aisha Fukushima in Concert**

Thursday, 8-9:30 pm  
Grand Ballroom, Grand Ballroom Level

Aisha Fukushima is an internationally renowned singer and “RAPtivist” (rap activist). Aisha’s music stems from her upbringing as a multilingual, multiracial African American Japanese woman with roots spanning from her birthplace of Seattle, Washington, to her other hometown of Yokohama, Japan. Growing up behind the scenes of the music industry, Fukushima was exposed firsthand to legendary artists who inspired the birth of hip hop such as James Brown, George Clinton Parliament Funkadelic, Ice Cube, Snoop Dogg, Dr. Dre, Mtume, Natalie Cole, the Stylistics, and more.

This eventually led Aisha to create her own unparalleled vocal style which she calls “hip soul” blending soulful melodies, deep lyricism, and beatboxing. Fans compare her to the likes of Lauryn Hill, Adele, Nina Simone, Ella Fitzgerald, Gil Scott Heron, and Jill Scott. Her influences also include Erykah Badu, Lupe Fiasco, Sweet Honey in the Rock, Mos Def, Robert Glasper, and countless international hip hop acts.

Aisha has been featured by *Oprah Magazine*, *KQED*, *The Seattle Times*, TV 2M Morocco, *The Bangalore Mirror*, *HYPE*, South Africa’s #1 Hip Hop Magazine, among others. She has also shared the stage with the likes of Dead Prez, KRS-One, Afrika Bambaataa, Oum, and Ursula Rucker. Aisha’s live performance is a liberatory and healing experience known to move audiences to tears and to joyful moments of liberatory dancing. In addition to making music, Aisha is a public speaker, educator, and founder of a global hip hop project spanning more than 12 countries and four continents called RAPtivism (Rap Activism).

**Aisha Fukushima**, BA, Singer|Speaker|RAPtivist| Founder of RAPtivism, RAPtivism - Bellevue, WA

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**3701**

Film & Dialogue

## **Tested**

Thursday, 8-9:30 pm  
Imperial Ballroom B, Ballroom Level

The gap in opportunities for different races in America remains extreme. Nowhere is this more evident than our nation’s top public schools. In New York City, where blacks and Hispanics make up 70% of the city’s school-aged population, they represent less than 5% at the city’s most elite public high schools. Meanwhile Asian Americans make up as much as 73%. This documentary follows a dozen racially and socio-economically diverse 8th graders as they fight for a seat at one of these schools. Their only way in: to ace a single standardized test. *Tested* includes the voices of such education experts as Pedro Noguera and Diane Ravitch as it explores such issues as access to a high-quality public education, affirmative action, and the model-minority myth.

**Curtis Chin**, Writer, Producer, Director - Los Angeles, CA



# FRIDAY, JUNE 3

## AT A GLANCE

| TIME            | SESSION # | TITLE   | TOWER                                     |
|-----------------|-----------|---|---|
| 8:30 - 11:30 AM | 4001      | Everyone's Here Except the Asians: How to Create AAPI Inclusive Spaces on a College Campus  | Continental Ballroom 1, Ballroom Level    |
|                 | 4002      | Professional and Personal Development for Diversity Officers: Deepening Capacity and Competencies for Enhancing Success   | Continental Ballroom 2, Ballroom Level    |
|                 | 4003      | Student Equity in the California Community College System: Moving the Needle  | Franciscan Ballroom A-B, Ballroom Level   |
|                 | 4004      | Living in the Shadow of the Cross: Understanding and Challenging Christian Hegemony (Part I)  | Union Square 5-6, Tower 3, Fourth Floor   |
|                 | 4005      | Seeking Cultural Competence in Hiring: Strategies for Attracting and Retaining the Faculty and Staff We Need  | Union Square 13, Tower 3, Fourth Floor    |
|                 | 4006      | Multiple Paths in the Road for Reaching Diversity: Utilizing Multi-Pronged Strategies for the Success of Culturally, Ethnically, and Racially Diverse Students                                      | Mason Room, Tower 3, Sixth Floor          |
|                 | 4007      | Service Learning, Racial Justice, and Contemplative Pedagogy  | Powell Room, Tower 3, Sixth Floor         |
| 8:30 - 9:45 AM  | 4011      | Cultivating Community Conversations: Utilizing Peer Facilitation Groups on Your Campus  | Continental Ballroom 3, Ballroom Level    |
|                 | 4012      | Social Sustainability and Environmental Justice in Higher Education   | Continental Ballroom 4, Ballroom Level    |
|                 | 4014      | Great White Hoax: The Politics of White Identity, from the Campus to the Voting Booth   | Continental Ballroom 6, Ballroom Level    |
|                 | 4015      | DACAmented but Not Fully Integrated   | Continental Ballroom 7, Ballroom Level    |
|                 | 4016      | Resilience or Resistance? Strategies for Survival as Black Student Affairs Professionals  | Continental Ballroom 8, Ballroom Level    |
|                 | 4017      | Unmasking the Elephant in the Room: White Identity Exploration in a Pre-College Program   | Continental Ballroom 9, Ballroom Level    |
|                 | 4018      | Hip Hop, Cultural Wars, Political Repression, and Triumph   | Imperial Ballroom A, Ballroom Level       |
|                 | 4019      | #BLACKLIVESMATTER, 43 Missing Students, and Nepal: The Impact of Community Tragedy  | Imperial Ballroom B, Ballroom Level       |
|                 | 4020      | Renaissance Agents of Change: Women Leaders in Higher Education   | Franciscan Ballroom C-D, Ballroom Level   |
|                 | 4021      | Exploring STEM Classroom Activities with Potential to Enhance Students' Sense of Belonging and Mitigate Stereotype Threat   | Union Square 1-2, Tower 3, Fourth Floor   |
|                 | 4022      | From College to Career: How to Maximize Your Academic Experience  | Union Square 3-4, Tower 3, Fourth Floor   |
|                 | 4023      | More Than a Quixotic Quest: Promoting Diversity within the Profession of Occupational Therapy   | Union Square 14, Tower 3, Fourth Floor    |
|                 | 4024      | Judeo-Christian Black Women Faculty and Institutional Context: Implications for Pedagogical Practice and Professional Experience  | Union Square 15-16, Tower 3, Fourth Floor |
|                 | 4025      | A Public Library's Push for a City-Wide Initiative to TALK about Race in Their Community  | Union Square 17-18, Tower 3, Fourth Floor |
|                 | 4026      | Diminishing the Taboo: Increasing the Utilization of Counseling Services by Black/African American Students   | Union Square 19-20, Tower 3, Fourth Floor |
|                 | 4027      | Started From the Bottom, Are We Here?: Critical Reflections on the Impact of Perceived Racism, Racial Identity Development, and Help-Seeking Behaviors Amongst Black Undergraduate Students at PWIs | Union Square 22, Tower 3, Fourth Floor    |
|                 | 4028      | Using Critical Race Theory to Impact Praxis When Working with Students of Color at Primarily White Institutions (PWI)   | Union Square 23-24, Tower 3, Fourth Floor |
|                 | 4029      | A Conceptual Model of Undergraduate Research Programs as Diverse Learning Environments?   | Lombard Room, Tower 3, Sixth Floor        |
|                 | 4030      | 20 Years of Native American Arts Education  | Taylor Room, Tower 3, Sixth Floor         |
|                 | 4031      | Educators Innovate on Restorative Justice, Ethnic Studies, and Race-Conscious Educational Change  | Van Ness Room, Tower 3, Sixth Floor       |

# FRIDAY, JUNE 3

AT A GLANCE

| TIME           | SESSION # | TITLE   | TOWER                                     |
|----------------|-----------|---|---|
| 10 - 11:30 AM  | 4101      | Living in the Tension: The Quest for a Spiritualized Racial Justice   | Continental Ballroom 3, Ballroom Level    |
|                | 4102      | A Conversation with Peggy McIntosh and Friends: Jondou Chen, Brenda Flyswithawks, Victor Lee Lewis, and Hugh Vasquez, in the 19 Question Exercise                                 | Continental Ballroom 4, Ballroom Level    |
|                | 4103      | How We Fail Our White Students  | Continental Ballroom 5, Ballroom Level    |
|                | 4104      | Interrupting the Racialized School to Prison Pipeline through Restorative Justice   | Continental Ballroom 6, Ballroom Level    |
|                | 4105      | Black Girl Blues: Depression in Black Female Students   | Continental Ballroom 7, Ballroom Level    |
|                | 4106      | Queer Coalition Building with Communities of Color  | Continental Ballroom 8, Ballroom Level    |
|                | 4107      | Latinidad: Intersectional Latin@ Identities in Spoken Word Poetry   | Continental Ballroom 9, Ballroom Level    |
|                | 4108      | Why Do Students Leave? A Study of Student Departure from San Jose State University  | Imperial Ballroom A, Ballroom Level       |
|                | 4109      | Conversations on Race in the United Kingdom's Oldest Universities   | Imperial Ballroom B, Ballroom Level       |
|                | 4110      | Ohana Means Family: Supporting Pacific Islander Student at Your Institution   | Franciscan Ballroom C-D, Ballroom Level   |
|                | 4111      | Deaf Identity 101: An Introduction to D/deaf Experiences for Higher Education Professionals   | Union Square 1-2, Tower 3, Fourth Floor   |
|                | 4112      | Is Race a Choice? A Conversation on MultiRacial Identification Fluidity and Ethnic Fraud in a post-Dolezal Context  | Union Square 3-4, Tower 3, Fourth Floor   |
|                | 4113      | Teaching Cultural Diversity: From Differing Lenses and Styles   | Union Square 14, Tower 3, Fourth Floor    |
|                | 4114      | I Speak Corporate and I Speak Ebonics: Understanding the Code-Switching Phenomenon  | Union Square 15-16, Tower 3, Fourth Floor |
|                | 4115      | Oceans and Islands in Our School: An Overview of Two Mentorship Programs at the University of Washington  | Union Square 17-18, Tower 3, Fourth Floor |
|                | 4116      | "We Are Working against Each Other": The Destructive Nature of Ingroup Favoritism and Why We Have to Fight against It   | Union Square 19-20, Tower 3, Fourth Floor |
|                | 4117      | Poverty Simulation  | Union Square 22, Tower 3, Fourth Floor    |
|                | 4118      | Engaging Hearts, Minds, and Feet: A Campus Community's Year-Long Call to Action on Racial Justice   | Union Square 23-24, Tower 3, Fourth Floor |
|                | 4119      | Building Bridges at Home: A Look at Mount Holyoke College's Coalition Building Process for Cultural Student Organizations   | Lombard Room, Tower 3, Sixth Floor        |
|                | 4120      | Engaging with Whiteness on Campus: A Roadmap for Beginning Critical Conversations   | Taylor Room, Tower 3, Sixth Floor         |
|                | 4121      | Stopping Campus Racism by Starting with Faculty Diversity: Can Student Activism Tackle Barriers to Inclusive Professorial Hiring?   | Van Ness Room, Tower 3, Sixth Floor       |
|                | 4122      | Pushing Past a Bachelor's Degree: Undocumented Students in Professional Schools   | Union Square 21, Tower 3, Fourth Floor    |
| 1:00 - 2:15 PM | 4300      | Keynote Address - Danny Glover  | Grand Ballroom, Grand Ballroom Level      |
| 2:15 - 3 PM    | 4301      | Latinx Caucus   | Golden Gate 5, Lobby Level                |
| 3 - 6 PM       | 4401      | The Empathy Gap: Masculinity and the Courage to Change  | Continental Ballroom 1, Ballroom Level    |
|                | 4402      | Professional and Personal Development for Diversity Officers: Deepening Capacity and Competencies for Enhancing Success   | Continental Ballroom 2, Ballroom Level    |
|                | 4403      | California Council of Cultural Centers in Higher Education (CaCCCHE): Roles of Cultural and Advocacy Centers in Supporting Student Voices during National Campus Climate Activism | Franciscan Ballroom A-B, Ballroom Level   |

# FRIDAY, JUNE 3

## AT A GLANCE

| TIME        | SESSION #   | TITLE   | TOWER                                     |
|-------------|---|---|---|
| 3 - 6 PM    | 4404  | Living in the Shadow of the Cross: Understanding and Challenging Christian Hegemony (Part II)   | Union Square 5-6, Tower 3, Fourth Floor   |
|             | 4405  | Examining through Climate Survey Data and Social Media the Similarities between Black Staff's and Black Students' Experiences at the University of Michigan Campus. | Union Square 13, Tower 3, Fourth Floor    |
|             | 4406  | How to Talk the Talk and Walk the Walk: Developing an IGD Peer Facilitation   | Mason Room, Tower 3, Sixth Floor          |
|             | 4408  | Fundamentals of Facilitation for Social Justice: Developing Mindsets and Skills for Difficult Dialogues   | Sutter Room, Tower 3, Sixth Floor         |
| 3 - 4:30 PM | 4411  | When the Rainbow Isn't Enough: The Crossroads Initiative at the University of Wisconsin - Madison   | Continental Ballroom 3, Ballroom Level    |
|             | 4412  | "This Ain't Yo Mama's Civil Rights Movement!" Intergenerational Approaches to Social Justice, Freedom, and Revolution   | Continental Ballroom 4, Ballroom Level    |
|             | 4413  | Note to Self: Poetry, Body Image, and Self-Love with Marginalized Voices  | Continental Ballroom 5, Ballroom Level    |
|             | 4414  | Latina/o Voices in Education  | Continental Ballroom 6, Ballroom Level    |
|             | 4415  | How to Get Away with Murder... Navigating the Currents of Student Conduct   | Continental Ballroom 7, Ballroom Level    |
|             | 4416  | Getting Called Out: Exploring Pathways to True Allyship after Mishaps   | Continental Ballroom 8, Ballroom Level    |
|             | 4417  | Cultural Values about Gender and Violence in the Transgender Community  | Continental Ballroom 9, Ballroom Level    |
|             | 4418  | CSU Presidents Transforming the Academic Landscape  | Imperial Ballroom A, Ballroom Level       |
|             | 4419  | Deconstructing Dominant Culture or How to Work Effectively with White People  | Imperial Ballroom B, Ballroom Level       |
|             | 4420  | YouTube and Podcasts as Social Justice Vehicle: Making Media That Moves   | Franciscan Ballroom C-D, Ballroom Level   |
|             | 4421  | Deaf Identity 102: Intersectionality and D/deaf Experiences for Higher Education Professionals  | Union Square 1-2, Tower 3, Fourth Floor   |
|             | 4422  | It's All in the Mix: New Models for Understanding and Engaging Multiracial Students and Alumni  | Union Square 3-4, Tower 3, Fourth Floor   |
|             | 4424  | Are We There Yet?: The Complex Journey Toward Institutional Transformation  | Union Square 15-16, Tower 3, Fourth Floor |
|             | 4425  | The Use of Film Clips in Teaching about Cultural Diversity  | Union Square 17-18, Tower 3, Fourth Floor |
|             | 4426  | From Consciousness to Action: Using In-Group Privilege and Awareness to Advance Diversity and Inclusiveness on College Campuses                                     | Union Square 19-20, Tower 3, Fourth Floor |
|             | 4427  | Rethinking Campus Climate Studies: An Appreciative Inquiry Approach   | Union Square 22, Tower 3, Fourth Floor    |
|             | 4428  | Hiring for 2050: Building a Diverse Faculty, One Search at a Time   | Union Square 23-24, Tower 3, Fourth Floor |
|             | 4429  | Truth-telling: Interprofessional Education Health Disparities Series in Health Sciences   | Lombard Room, Tower 3, Sixth Floor        |
|             | 4430  | Becoming an Inclusive, Effective, and Equitable Undergraduate Research Mentor   | Taylor Room, Tower 3, Sixth Floor         |
|             | 4431  | Beyond the Choir: Engaging Faculty in Courageous Conversation about Inclusive Classrooms  | Van Ness Room, Tower 3, Sixth Floor       |
| 4432        | Inclusion from the Start: A Case Study of Identity Development and Bias Incident Bystander Training at First-Year Orientation | Union Square 21, Tower 3, Fourth Floor  |   |

# FRIDAY, JUNE 3

## AT A GLANCE

| TIME                         | SESSION # | TITLE  | TOWER   |
|------------------------------|-----------|--|---|
| 4:45 - 6 PM                  | 4501      | Cross Cultural Influences of Fraternity and Sororities   | Continental Ballroom 3, Ballroom Level        |
|                              | 4502      | How the Media Misrepresented Community Crime Following the Baltimore Uprisings   | Continental Ballroom 4, Ballroom Level        |
|                              | 4503      | Diversity at Work: Celebrating Results   | Continental Ballroom 5, Ballroom Level        |
|                              | 4504      | What's Your Story?   | Continental Ballroom 6, Ballroom Level        |
|                              | 4505      | Creating a Culture of Courage: Reframing How We Engage Our Residential Living Environment to Partake in Experiences about and across Difference                        | Continental Ballroom 7, Ballroom Level        |
|                              | 4506      | Microaggressions, the Workplace, and You   | Continental Ballroom 8, Ballroom Level        |
|                              | 4507      | Leading the Transformation into an Anti-Racist Institution: A Case Study of Oakton Community College's Anti-Racism Team  | Continental Ballroom 9, Ballroom Level        |
|                              | 4508      | Defending Ethnic Studies: Education and Health Research as a Matter of Justice for People of Color and Indigenous Nations  | Imperial Ballroom A, Ballroom Level           |
|                              | 4509      | Beyond Our Screens: Yik Yak and Racism   | Imperial Ballroom B, Ballroom Level           |
|                              | 4510      | Public Perception, Prejudice, and Police Protection: Making Campus and Community Life Safer through Advancement of Public-Police Cooperation and Respect               | Franciscan Ballroom C-D, Ballroom Level       |
|                              | 4511      | How Administration Handles Diversity Related Issues: An Assessment on Delivering Messages  | Union Square 1-2, Tower 3, Fourth Floor       |
|                              | 4512      | Expanding and Enhancing College Access and Success for Underrepresented Students at a Rural New England College  | Union Square 3-4, Tower 3, Fourth Floor       |
|                              | 4513      | "Chipping Away at the Edifice": Transforming Health Care and Medical Education through a Social Justice Lens   | Union Square 14, Tower 3, Fourth Floor        |
|                              | 4514      | How to Have an Equitable and Effective Cross-Race Collegueship in Student Affairs and Beyond   | Union Square 15-16, Tower 3, Fourth Floor     |
|                              | 4515      | The American Indian Summer Institute: California's Oldest American Indian College Readiness Program: 18 years of Successful Collaboration                              | Union Square 17-18, Tower 3, Fourth Floor     |
|                              | 4516      | L.E.A.D. the Change: A Living Learning Community Focused on Social Justice, Service-Learning, and Leadership   | Union Square 19-20, Tower 3, Fourth Floor     |
|                              | 4517      | The Great Pretender: An Autoethnographic Exploration into the Hidden World of a Gay Black Male College Student's Intersections of Masculinity, Ethnicity, and Identity | Union Square 22, Tower 3, Fourth Floor        |
|                              | 4518      | Effecting Change at Department Level through Targeted Staff Coalitions: A Case Study   | Union Square 23-24, Tower 3, Fourth Floor     |
|                              | 4519      | The Weight of the Warrior: Student Activism, Practitioner Support, and Self Care   | Lombard Room, Tower 3, Sixth Floor            |
| 6 -7:30 PM                   | 4600      | LGBTQ People of Color Caucus   | Continental Ballroom Parlor 3, Ballroom Level |
| SPECIAL EVENT - 8 - 9:30 PM  | 4700      | An Evening of Film and Dialogue with Shakti Butler   | Continental Ballroom 4, Ballroom Level        |
|                              | 4701      | <i>SNAPSHOT: a true story of love interrupted by invasion</i>  | Continental Ballroom 6, Ballroom Level        |
| SPECIAL EVENT - 10 PM - 1 AM | 4800      | JDOTT Sponsored Dance  | Golden Gate 1-4, Lobby Level                  |

# FRIDAY, JUNE 3

## SESSIONS

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**8:30 TO 11:30 AM**

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### 4001

Major Workshop

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

Continental Ballroom 1, Ballroom Level  
Novice

How do we give visibility to AAPI students when facing the model minority myth in predominately white institutions (PWI) steeped in only addressing under-represented population retention, recruitment, and graduation? This session will look at how to create dialogues, student outreach, addressing the model minority myth, and laying the building blocks to a cohesive AAPI community from both the students as well as administrators. Participants will not only learn about current experience but can discuss issues, observations, and common practices with others. In addressing a cultural climate at a PWI, AAPI students have to face almost daily microaggressions including being seen as international, two-dimensional, studious, and many others. Addressing a climate that is either complacent or oblivious to AAPI student identities and struggles, how can we best support our AAPI students?

This session should particularly benefit campuses that currently do not include any and/or all of the following: AAPI students in multicultural and/or diversity initiatives, AAPI studies, AAPI faculty/staff associations, or AAPI student centers.

**Natalie T Nguyễn**, Assistant Director, GLBT Center, North Carolina State University - Raleigh, NC

Keywords: Asian Pacific American, Multiple Racial Identities, Multicultural Affairs, Student Affairs, Student Life, Students

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### 4002

Major Workshop

#### **Professional and Personal Development for Diversity Officers: Deepening Capacity and Competencies for Enhancing Success**

Continental Ballroom 2, Ballroom Level  
Intermediate

In this two-part session, current and future Diversity Officers will deepen their understanding of the significant breadth and depth of capacity and competence required of successful Chief Diversity Officers. In part 1, participants will explore the critical need for "personal work" and professional development with questions including: How do your identities and critical life experiences inform your work as a diversity officer? How can diversity officers effectively advocate for members of historically marginalized groups that they may not be members of? What are current best practices to help diversity officers promote greater equity when serving the university community? And what are common pitfalls to work to avoid? What are critical core competencies necessary to be successful in this role? Current Diversity Officers from three different types of institutions will share lessons learned and innovative practices.

**Vernon A. Wall**, MS, Director, Business Development, LeaderShape, Inc. - Washington, D.C.

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### 4003

Major Workshop

#### **Student Equity in the California Community College System: Moving the Needle**

Franciscan Ballroom A-B, Ballroom Level  
All Levels

Student Equity is here. Is your institution ready? The California State Legislature has set aside \$155,000,000 in Student Equity Funding to California Community Colleges for 2015-16. Are you and your institution prepared to equitize your programs, policies, and procedures? Are you confident leading for equity? Are you applying an equity lens to designing educational experiences that meet the needs of our historically underrepresented and underserved students?

# FRIDAY, JUNE 3

## SESSIONS

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**8:30 TO 11:30 AM**

Join us in this panel presentation and interactive discussion to understand the framework for student equity that has been passed on to the California Community College System by the California state legislature. We will explore what we can do with this unprecedented opportunity to address structural opportunity for underrepresented groups in our educational system and share what some community colleges are doing to move the needle on student outcomes. All educators will benefit from this session.

**Pamela H. Chao**, Professor, Sociology/BSS, American River College - Sacramento, CA

**Lisa Aguilera Lawrenson**, PhD, Vice President of Student Services, int., Student Services, American River College - Sacramento, CA

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

**Denise Noldon**, PhD, Interim Vice Chancellor, Student Services and Special Programs, California Community Colleges Chancellor's Office - Oakland, CA

Keywords: Affirmative Action, Diversity and Inclusion, Institutional Efforts at Transformation, Retention, Systemic Racism, Theory to Praxis

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**4004**

Major Workshop

### **Living in the Shadow of the Cross: Understanding and Challenging Christian Hegemony (Part I)**

Union Square 5-6, Tower 3, Fourth Floor

Novice

This workshop facilitates an examination and discussion of the institutionalized system of Christian dominance in U.S. society that provides a foundation for sexism, racism, heterosexism, ableism, Islamophobia, anti-Arab, and anti-Jewish oppression. The workshop pulls back the curtain of dominant Western Christianity's benign reputation to examine its contribution to our social and economic challenges by justifying punishment of the poor, criminalization of sexuality, attacks on women's rights, destruction of the environment, and perpetuation of our seemingly endless "war on terror." The session will also explore historical and contemporary resistance to Christian domination.

**Amer Ahmed**, MA, Director of Intercultural Teaching and Faculty Development, Institute for Teaching Excellence and Faculty Development, University of Massachusetts Amherst - Holyoke, MA

**Paul Kivel**, Social Justice Educator, Activist, Writer - Oakland, CA

Keywords: Intergroup, Human Resources, Multicultural Affairs, Diversity and Inclusion, Intersectionality

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**4005**

Major Workshop

### **Seeking Cultural Competence in Hiring: Strategies for Attracting and Retaining the Faculty and Staff We Need**

Union Square 13, Tower 3, Fourth Floor

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 Clifford Cullinan**, PhD, Founder and President, ALiVE: Actual Leadership in Vital Equity - Wilsonville, OR

# FRIDAY, JUNE 3

## SESSIONS

# 8:30 TO 11:30 AM

### 4006

Concurrent Workshop

#### **Multiple Paths in the Road for Reaching Diversity: Utilizing Multi-Pronged Strategies for the Success of Culturally, Ethnically, and Racially Diverse Students**

Mason Room, Tower 3, Sixth Floor

All Levels

Case Studies/Model Programs

The success of increasingly diverse students in higher education is dependent on multiple factors. Changes must occur with students adapting often to new environment. Institutions are being held accountable to addressing constantly increasing racial, ethnic, cultural, and global diversity. All members of our educational communities must be 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, the academic community, and associations. In addition to summarizing challenges, there will be a particular focus on facilitating processes for successful outcomes for students, namely positive academic, social or relational and health standing. Changes on micro and macro levels will be presented.

**Alejandrina Estrada**, PhD, Professor, PsyD Program, John F. Kennedy University - Pleasant Hill, CA

**Matthew R. Mock**, PhD, Professor of Counseling Psychology, College of Graduate and Professional Studies, John F. Kennedy University - Pleasant Hill, CA

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

**Robbin Rasbury**, PsyD, Chair, Associate Professor, Masters in Counseling Program, John F. Kennedy University - Pleasant Hill, CA

**Gerardo Rodriguez-Menendez**, PhD, Dean, College of Graduate and Professional Studies, John F. Kennedy University - Pleasant Hill, CA

### 4007

Major Workshop

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

Powell Room, Tower 3, Sixth Floor

Civic engagement and service learning have become increasingly popular activities for undergraduate students during their college career. University administrations pride themselves in fostering and supporting students' involvement in organizations outside of the academy. While still struggling to be recognized as an acceptable academic practice within higher education, more colleges are requiring students to participate in civic engagement.

Many of the organizations are in underfunded communities and are serving diverse populations, often different from the student's 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 in this session will share their experience with Service Learning in their institutions by exploring differences and contradictions between serving self and reciprocity. In order to understand the interplay between power, privilege and oppression we will explore how understanding the simultaneity of one's personal social identities allows us to meet others with respect and understanding. Using contemplative practice as a tool to reflect and to be present in the moment enables teachers, staff and students to understand systems of inequality with patience and

**Katja Hahn d'Errico**, PhD, Adjunct Faculty, College of Education, Academic Program Director of IMPACT, Community Engagement and Services Learning, University of Massachusetts in Amherst - Amherst, MA

# FRIDAY, JUNE 3

## SESSIONS

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**8:30 TO 9:45 AM**

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### 4011

Concurrent Workshop

#### **Cultivating Community Conversations: Utilizing Peer Facilitation Groups on Your Campus**

Continental Ballroom 3, Ballroom Level

Intermediate

Theoretical Model

In an ever-globalizing society, it is imperative to provide avenues for students to develop their critical thinking skills and broaden their understanding of society and our world. Peer facilitation groups such as, Diversity Educators, provide students with this understanding, through interactive facilitations, presentations, and workshops. Participants will leave this session with the ways an initiative such as this partners with those across campus, and the implementation, structure, and success of this program at two different institutions. This session should benefit participants who are interested in learning more on the benefits of peer-facilitation programs, practitioners implemented in developing a program at their institution, and students who would be interested in becoming peer-facilitators.

**Tanisha Jenkins**, Director, Multicultural Student Life, University of Tennessee Knoxville - Knoxville, TN

**Stephanie Hernandez Rivera**, MA, Director, Multicultural Center, Student Life, University of Missouri - Columbia, MO

Keywords: Empowering Diversity, Cultural Competence, Intergroup Dialogue/Facilitation, Theory to Praxis, Pedagogy, Leadership Development

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### 4012

Concurrent Workshop

#### **Social Sustainability and Environmental Justice in Higher Education**

Continental Ballroom 4, Ballroom Level

Intermediate

Case Studies/Model Programs

This session will examine sustainability and environmental justice in an effort to develop a common lens by collectively defining sustainability within an environmental justice framework, sharing current institutional efforts, discussing challenges, and examining successes. The facilitator will draw from their experience teaching sustainability community-based learning courses within a Predominantly White Institution. Participants will review a case study that involves a student collaborative effort to create an event series developed as a direct response to the lack of diversity within a university's sustainability center. While environmental sustainability has been widely addressed by those in leadership, responding to the need to prepare and understand the realities of environmental degradation, especially as it pertains to the disproportionate impact it has on marginalized communities, has been weak. Student and grassroots university efforts continue to struggle with appropriation, lack of fiscal support, and little political will. This session should particularly benefit students, staff, and faculty who are poised to implement, grow, and/or sustain sustainability efforts on their campuses focused the experiences of those on the margins. Participants will develop a deeper understanding of strategies that stress solutions, implementation, and practical applications.

**Cynthia Gómez**, MEd, Portland State University, Diversity and Multicultural Student Services, Portland State University - Portland, OR

Keywords: Environmental Justice/Sustainability, Multicultural Affairs, Changing Institutional Practices, Students, Predominantly White Institution, Empowering Diversity



# FRIDAY, JUNE 3

## SESSIONS

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### 8:30 TO 9:45 AM

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**4014**

Special Feature

**Great White Hoax: The Politics of White Identity, from the Campus to the Voting Booth**

Continental Ballroom 6, Ballroom Level

This session will explore the rise of white nationalism and white identity politics on campus and in the broader society. From white student unions to anti-affirmative action protests to racist performances in fraternities and sororities to the rise of Donald Trump, the growth of white backlash to civil rights gains and increasing multiculturalism is in full effect. As schools and the nation grapple with how to address these trends, it is more important than ever that campus administrators, faculty, staff, and students understand what drives the new (old) racism, and what it will take to defend equity initiatives from ongoing assault. The target audience for this event is broad: anyone concerned about the growth of white nationalism and reactionary student/community organizing should attend.

This session is organized in partnership with SpeakOut - The Institute for Democratic Education and Culture. For information on how to bring Tim Wise to your campus, please visit the SpeakOut booth in the NCORE Exhibit Hall or go to [www.speakoutnow.org](http://www.speakoutnow.org)

**Tim Wise**, Author/Educator - Nashville, TN

Keywords: Antiracism, Coalition Building, Intergroup Dialogue/Facilitation, Organizing/Activism, Systemic Racism, Whiteness

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**4015**

Concurrent Workshop

**DACamented but Not Fully Integrated**

Continental Ballroom 7, Ballroom Level

Novice

Policy Issues

This session will explore the rise of white nationalism and white identity politics on campus and in the broader society. From white student unions to anti-affirmative action protests to racist performances in fraternities and sororities to the rise of Donald Trump, the growth of white backlash to civil rights gains and increasing multiculturalism is in full effect. As schools and the nation grapple with how to address these trends, it is more important than ever that campus administrators, faculty, staff, and students understand what drives the new (old) racism, and what it will take to defend equity initiatives from ongoing assault. The target audience for this event is broad: anyone concerned about the growth of white nationalism and reactionary student/community organizing should attend.

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**Cinthya Salazar**, MS, University of Maryland, Student Affairs, University of Maryland - Alexandria, VA

Keywords: Immigration, Diversity and Inclusion, Student Affairs, Identity Development, Academic Affairs, Practitioner Development

# FRIDAY, JUNE 3

## SESSIONS

### 8:30 TO 9:45 AM

#### 4016

Concurrent Workshop

#### **Resilience or Resistance? Strategies for Survival as Black Student Affairs Professionals**

Continental Ballroom 8, Ballroom Level

Novice

Experiential/Interactive Training

In the era of #BlackLivesMatter, increased conversations about violence against Black people and tactless media circulation of images of Black death, many Black student affairs professionals find themselves exhausted and struggling to be present in their workplaces. The struggle to remain present for our students and coworkers is doubled by the daily microaggressions and the erasure of our voices that we may experience while in our roles, often by colleagues who are well-intentioned and engaged in "social justice education."

What strategies of survival and self-sustenance can we employ that allow us to bring our whole selves--our whole, Black selves--into work environments that don't acknowledge these struggles? In institutions that silence us (intentionally or unintentionally), are we choosing resilience--surviving in systems that were never made for us or our students--or, actively resisting those systems? And what does resistance look like when we still need a job?

In this session, participants will share their experiences navigating institutional politics while grappling with Black identity. We will discuss and explore strategies not only of individual survival but those that challenge institutional and individual practices that reinforce anti-Black racism.

**Bie Aweh**, MA, Resident Director, Residential Student Services and Programs, University of California, Berkeley - Berkeley, CA

**Michal "MJ" Jones**, MA, Resident Director, University of California Berkeley - Oakland, CA

**Rachel Roberson**, MEd, Resident Director, Residential Student Services and Programs, University of California, Berkeley - Berkeley, CA

Keywords: African American/Black, Research, Student Affairs, Cultural Competence, Changing Institutional Practices, Self-Care/Self-Work

#### 4017

Concurrent Workshop

#### **Unmasking the Elephant in the Room: White Identity Exploration in a Pre-College Program**

Continental Ballroom 9, Ballroom Level

Intermediate

Case Studies/Model Programs

Underrepresented students entering postsecondary education are often faced with opportunities to explore aspects of their identities. Because of their diverse racial and ethnic backgrounds and unique challenges that arise, it is common to focus on aspects of their identity formation while sometimes overlooking how White students within the same spaces explore their identities. Using the Balfour Pre-College Academy as a case study, presenters will share how White students explore aspects of their identities in a cultural identity class.

**Gloria Howell**, MA, Indiana University-Bloomington, Center for P-16 Research and Collaboration, Balfour Scholars Program - Bloomington, IN

**Michael Johnson**, Graduate Advisor, Indiana Memorial Union Activities and Events, Indiana University-Bloomington - Bloomington, IN

**Kevin Lewis**, Graduate Supervisor, Diversity Education, Residential Programs and Services, Indiana University-Bloomington - Bloomington, IN

**Christina Wright-Fields**, PhD, Director, Balfour Scholars Program, Center for P-16 Research and Collaboration, Indiana University-Bloomington - Bloomington, IN

Keywords: Identity Development, White, Students, Intergroup Dialogue/Facilitation, Curriculum, Faculty

# FRIDAY, JUNE 3

## SESSIONS

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# 8:30 TO 9:45 AM

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**4018**

Special Feature

**Hip Hop, Cultural Wars, Political Repression, and Triumph**

Imperial Ballroom A, Ballroom Level

In 1971, President Nixon declared a War on Drugs and essentially a war on youth, which allowed various arms of Law Enforcement both local and federal to go full throttle in repressing the radical and political movements of Black People from coast to coast. A big part of that War was the FBI documenting and sabotaging cultural movements. By the mid-70s this War was in full bloom and has for the most part continued to this day. This raises unanswered questions about how Hip Hop Music and Culture which was born being born in this time period was impacted in its early days and how it might be impacted now. As part of this session, will examine various attempts and triumphs Hip Hop has had over the years in spite of repressive efforts and engage in critical conversation about the important emphasis structures placed on studying and collecting artifacts related to Black culture as a way to control the people they are targeting, including repressive efforts led by the FBI. Presenters will also tie in historical content and systemic repressive efforts to Hip Hop dating back to the 1970s in the Bay Area, how such efforts show up in contemporary society (with specific attention to the Bay area), while also celebrating the 50th anniversary of the Black Panthers.

**Davey D**, Radio Host, Hard Knock Radio, Pacifica Radio Network, Lecturer, Africana Studies, College of Ethnic Studies, San Francisco State University - Oakland, CA

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**4019**

Concurrent Workshop

**#BLACKLIVESMATTER, 43 Missing Students, and Nepal: The Impact of Community Tragedy**

Imperial Ballroom B, Ballroom Level

Novice

Theoretical Model

Students across the nation are taking to the squares and streets, calling for immediate change at home and abroad. The late summer death of Michael Brown, an unarmed teen shot and killed by a policeman in Ferguson, Missouri, sparked vigils, activism, and discourse about violence and race relations in America. Missing college students in Ayotzinapa, Mexico, led to vigils in the United States as well. For our students, geographical distance may not mean disconnection: tragedies, natural disasters, and other news-making events can resonate in the collective heads and hearts of those at faraway campuses. These events invite us as student affairs professionals to help in providing healing spaces, guide student activism, and collaborate across departments to create a university response. This session will explore the impact of what facilitators call "community tragedy," a theoretical (and lived) concept. This session should particularly benefit staff in high-touch positions who directly support students on university campuses.

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

**Chaz L. Walker-Ashley**, MA, Assistant Director, Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual Resource Center, University of California, Davis - Davis, CA

Keywords: POC, TQPOC, Multicultural Affairs, Student Life, Critical Race Theory

# FRIDAY, JUNE 3

## SESSIONS

### 8:30 TO 9:45 AM

#### 4020

Special Feature

#### **Renaissance Agents of Change: Women Leaders in Higher Education**

Franciscan Ballroom C-D, Ballroom Level

Despite the barriers placed on women of color in higher education, there has been a slow but increasing presence of women of color in leadership positions in higher education. The trend has shown a significant shift with women having earned more than 50% of all doctoral degrees since 2006; more than 50% of master's degree since 1991; more than 50% of bachelor's degrees since 1981; and more than 50% of associate degrees since 1978 (ACE leadership report on the status of women 2013). However, change is still slow and ongoing when the data is disaggregated for women of color. As the academic climate adjusts to the growing concerns of society, the women leaders on this panel have worked their entire lives to serve as transformative agents of change in higher education while tackling socio-cultural barriers. By taking on proactive and collaborative approaches, the panelists have shifted the center of higher education by injecting a fresh and creative approach toward making a difference. The paradox of education today creates challenges, but also immense opportunities for forward thinking leaders. The panelists will share the way in which they have responded to the call for change and the ongoing efforts to shift the center of higher education.

**Sylvia Alva**, PhD, Vice President and Provost, California State Polytechnic University - Pomona, CA

**Belinda P. Biscoe Boni**, Associate Vice President, Outreach, University of Oklahoma - Norman, OK

**Mary Yu Danico**, PhD, Associate Dean, College of Environmental Design, California Polytechnic State University Pomona - Pomona, CA

**Anna Gonzalez**, Dean of Students, Lewis and Clark - Portland, OR

#### 4021

Concurrent Workshop

#### **Exploring STEM Classroom Activities with Potential to Enhance Students' Sense of Belonging and Mitigate Stereotype Threat**

Union Square 1-2, Tower 3, Fourth Floor

Novice

Curricular/Pedagogical Models

This interactive session will engage participants in discussions of activities with the potential to foster a more inclusive classroom environment in higher education STEM. Research surrounding social learning theory, role modeling, and stereotype threat suggests a lack of diverse role models could impede traditionally underserved students from building a science identity and succeeding in STEM. Yet, only rarely do STEM classes overtly approach course content through the lens of diversity. The presenters tested a series of weekly homework assignments ("Scientist Spotlights") to introduce diverse scientists during an introductory biology course at a diverse community college. They analyzed short essays and surveys completed by students during each of seven course offerings. Following Scientist Spotlights, students reported fewer stereotypical and more non-stereotypical descriptions of scientists. Students additionally conveyed an enhanced ability to personally relate to scientists following the intervention. These shifts correlated with increased interest in science careers and with higher grades. Participants will be encouraged to share their own experiences with interventions to increase students' sense of belonging in STEM and their strategies for evaluating those interventions. This session should particularly benefit participants with an interest in creating more inclusive and diverse STEM programs.

**Jeffrey Schinske**, MS, Biology Professor, Biology, De Anza Community College - Cupertino, CA

**Mary Wyer**, PhD, Associate Professor of Psychology, Psychology, North Carolina State University - Raleigh, NC

Keywords: STEM/STEAM, Diversity and Inclusion, Curriculum, Pedagogy, Research, Minority Serving Institutions

# FRIDAY, JUNE 3

## SESSIONS

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# 8:30 TO 9:45 AM

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**4022**

Concurrent Workshop

### **From College to Career: How to Maximize Your Academic Experience**

Union Square 3-4, Tower 3, Fourth Floor

Novice

Long-and Short-Range Planning

There is a real strategy for maximizing the college experience. Roughly 80% of graduates of color didn't have a career emphasis, didn't work with a career counselor, and didn't network with professionals in their field. If 60 to 80 % of available jobs are never posted to search engines, and are obtained through networking and internships, how do student of color prepare for the job market? In this presentation, students will learn how to plan for their relative careers, and what strategies they can use to research their field. Three core areas that students can develop that will greatly enhance their scope of available positions as well as their success rate: building an online community, taking advantage of community outlets and volunteering.

**Romeal Watson**, MSW, Internship Coordinator and Career Advisor, Career Services, Eastern Washington University - Cheney, WA

Keywords: Career Path, TQPOC, African American/ Black

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**4023**

Concurrent Workshop

### **More Than a Quixotic Quest: Promoting Diversity within the Profession of Occupational Therapy**

Union Square 14, Tower 3, Fourth Floor

Intermediate

Curricular/Pedagogical Models

This presentation explores why the profession of occupational therapy has little diversity within its ranks and what has led to the constructed racial barriers in our academic programs and profession. The presenter uses her personal experience as an occupational therapist and as an instructor in a graduate level occupational therapy program to address solutions that have been tried in the past and suggestions for new ways in which the profession might meet the needs of a diverse population in the 21st century. The tenets of critical race theory (CRT) (Delgado & Stefancic, 2012) are used to help frame the discussion and provide a lens through which to view the systems of healthcare, graduate schools' admissions process, and the experiences of students of color enrolled in a graduate level occupational therapy program. This session should particularly benefit healthcare practitioners, participants who teach in allied healthcare programs, and to those concerned with recruitment and retention of minority students within their professional healthcare programs.

**Kirsten Wilbur**, MSOT, Clinical Assistant Professor, Occupational Therapy, University of Puget Sound - Tacoma, WA

Keywords: Diversity and Inclusion, Critical Race Theory, Curriculum, Systemic Racism, Faculty

# FRIDAY, JUNE 3

## SESSIONS

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**8:30 TO 9:45 AM**

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**4024**

Concurrent Workshop

**Judeo-Christian Black Women Faculty and Institutional Context: Implications for Pedagogical Practice and Professional Experience**

Union Square 15-16, Tower 3, Fourth floor

Novice

Research/Assessment/Evaluation

The present study examines the impact institutional context has on Judeo-Christian Black women faculty members' perceptions of organizational culture. Further, this study explores the pedagogical choices these women make based on these perceptions. Data are drawn from the narratives of Black women serving at public four-year HBCUs, a public Predominantly white community college, and public four-year HWIs. More specifically, this study asks, "What institutional characteristics most influence identity in/congruence for this population, and how do these perceptions inform pedagogical and collegial interactions?" This session should particularly benefit administrators and faculty interested in impacting institutional culture in regards to justice, equity, and inclusion. This study reveals the ways justice efforts may need to more deliberately take into account institutional difference to effect the most sustainable and impactful change.

**Kirsten T. Edwards**, PhD, Assistant Professor, Educational Leadership and Policy Studies, University of Oklahoma - Norman, OK

Keywords: African American/Black, Facilitator Development, Changing Institutional Practices, Women, Minority Serving Institutions, Predominantly White Institution

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**4025**

Concurrent Workshop

**A Public Library's Push for a City-Wide Initiative to TALK about Race in Their Community**

Union Square 17-18, Tower 3, Fourth floor

Novice

Case Studies/Model Programs

Librarians from the Johnson County Public Library, a suburban library system located in the Kansas City Metropolitan area, will discuss their Beyond Skin Initiative centered on the book *Some of My Best Friends Are Black: The Strange Story of Integration in America* by Tanner Colby. Librarians collaboratively developed events, programs and partnerships that included universities, community colleges, high schools, educators, students, and community members from throughout the Kansas City Metropolitan area. Johnson County Library has built a platform of engagement that aims to bring people together, break down social barriers, find common discourse, and promote understanding, while also seeking an in depth examination of the history of race relations both in Kansas City and the nation. Librarians will describe planning, programming, partnerships, goals, difficulties faced, and how audience members might apply this model of programming to their community. This session will benefit any institution, organization, or individual wanting to build a network of community partners to develop a series of ongoing conversations and events about race in their community.

**Ashley Fick**, Civic Engagement Librarian, Reference and Information Services, Johnson County Library - Overland Park, KS

**Mary Shortino**, Youth Service Librarian, Youth Services, Johnson County Library - Overland Park, KS

**Angel Tucker**, Youth Services Librarian, Youth Services, Johnson County Library - Overland Park, KS

Keywords: Systemic Racism, Diversity and Inclusion, Coalition Building, Intergroup Dialogue/Facilitation, Predominantly White Institution, Popular Culture

# FRIDAY, JUNE 3

## SESSIONS

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# 8:30 TO 9:45 AM

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**4026**

Concurrent Workshop

**Diminishing the Taboo: Increasing the Utilization of Counseling Services by Black/African American Students**

Union Square 19-20, Tower 3, Fourth floor

Novice

Case Studies/Model Programs

Mental health services are stigmatized and therefore underutilized by the Black/African American population. Culturally, Black/African Americans are more likely to consult a friend, a family member or a religious leader to discuss issues related to psychological health than they are to consult a mental health professional. Issues of mistrust with therapists, socio-economic status, family dynamics, and general upbringing all impact a students' attitude about seeking assistance for mental health. However, much of the mental and emotional harm that students experience daily (both inside and outside of the classroom) can be mitigated by utilizing mental health services. In fact, Black college students report more symptoms of depression and anxiety than their white counterparts (Rosenthal and Schreiner, 2000). Conversely, Black college students are less likely than their white peers to seek and receive mental health services. Recognizing this as both an urgent and complex issue, we have fostered a strategic collaboration between the Black Resource Center and Counseling and Psychological Services at UC San Diego to meet students "literally" where they are. Through a liaison relationship with a Black Psychologist, we have shifted our approach and infused a positive perception of seeking and receiving psychological help within the Black community on our campus. This session should particularly benefit those who are interested in ways to improve and increase the use of counseling services for historically underrepresented students.

**Doriane Besson**, PhD, Staff Psychologist, Counseling and Psychological Services, University of California San Diego - La Jolla, CA**Porsia Curry**, MEd, Assistant Director, Black Resource Center, University of California San Diego - La Jolla, CA**Stacia Solomon**, MEd, Director, Black Resource Center, University of California San Diego - La Jolla, CA

Keywords: African American/Black, Multicultural Affairs, Student Affairs, Retention, Students, Diversity and Inclusion

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**4027**

Concurrent Workshop

**Started From the Bottom, Are We Here?: Critical Reflections on the Impact of Perceived Racism, Racial Identity Development, and Help-Seeking Behaviors Amongst Black Undergraduate Students at PWIs**

Union Square 22, Tower 3, Fourth Floor

Novice

Research/Assessment/Evaluation

This interactive session and discussion will explore how perceived racism, racial identity, and help-seeking attitudes impact Black college students' intentions to access counseling and other student support services at predominantly White institutions (PWIs). Scant attention has been devoted to examining the impact of these constructs in regards to the retention and academic success of Black undergraduate students. Data collected from Black students across 17 states will inform the content of this session. Results of this study suggest that racial identity development and the campus climate of PWIs impact the rates at which Black students seek support at their college counseling centers and other resources on campus. Finally, this session will address current research efforts and initiatives designed to provide holistic support services and resources to Black college students.

**T.M. Mosley**, PhD, Associate Dean of Students, Dean of Students, Student Life, Agnes Scott College - Decatur, GA

Keywords: African American/Black, Academic Affairs, Student Affairs, Predominantly White Institution, Retention, Intersectionality

# FRIDAY, JUNE 3

## SESSIONS

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**8:30 TO 9:45 AM**

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**4028**

Concurrent Workshop

**Using Critical Race Theory to Impact Praxis When Working with Students of Color at Primarily White Institutions (PWI)**

Union Square 23-24, Tower 3, Fourth floor

Intermediate

Theoretical Model

Current research describes the unique challenges of first generation students, students of color, and students coming from low-socioeconomic backgrounds. When specifically considering students of color attending Predominantly White Institutions, challenges include overt campus racism, facing daily microaggressions, experiencing role strain, and difficulty feeling as if they belong at a given college. How are these challenges exacerbated when academic and student affairs professionals are unable or unwilling to understand a student's racialized experience at a PWI? How can higher education professionals work to affirm, support, and advocate for students of color at PWIs? This interactive session utilizes critical race theory (a theory that validates everyday racialized experiences) to explore affirming, supportive, and advocacy techniques for working with students of color attending PWIs. This session should benefit academic and student affairs professionals who work closely with students of color on predominantly White campuses.

**Jasmine Lee**, MSW, Michigan State University, James Madison College, Michigan State University - East Lansing, MI

Keywords: African American/Black, Theory to Praxis, POC, Academic Affairs, Student Affairs, Assessment/Evaluation

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**4029**

Concurrent Workshop

**A Conceptual Model of Undergraduate Research Programs as Diverse Learning Environments**

Lombard Room, Tower 3, Sixth Floor

Intermediate

Theoretical Model

This session proposes a conceptual model for understanding undergraduate research programs as "diverse learning environments." Through analyses of interviews of African American and Latino participants of the programs, we apply Hurtado, et al.'s model of Diverse Learning Environments (DLE) to undergraduate research experiences. Students can experience undergraduate research programs as inclusive and supportive or isolating and faculty and staff have key roles in structuring environments and supporting students' pursuit of STEM fields.

**Deborah Carter**, PhD, Associate Professor, School of Educational Studies, Claremont Graduate University - Claremont, CA

**Juanita Razo Dueñas**, MS, Student, School of Educational Studies, Claremont Graduate University - Claremont, CA

**Rocio Mendoza**, MS, Student, School of Educational Studies, Claremont Graduate University - Claremont, CA

Keywords: African American/Black, Latino/a, STEM/STEAM, Changing Institutional Practices, POC, Students



# FRIDAY, JUNE 3

## SESSIONS

# 8:30 TO 9:45 AM

### 4030

Concurrent Workshop

#### **20 Years of Native American Arts Education**

Taylor Room, Tower 3, Sixth Floor

Novice

Curricular/Pedagogical Models

The Oscar Howe Summer Art Institute (OHSAI) honors the legacy of American Indian Artist, Oscar Howe, by helping educate the next generation of Native American artists. Howe established a summer art institute at the University of South Dakota from 1960-1970, which provided instruction to avid students desiring to learn more about Native American art. The spirit of Howe's institute inspired the current form of the OHSAI which began in 1991 and annually provides workshops for 20 talented and committed high school students in grades 10-12. Participants learn about contemporary Native American Fine Arts with a focus on Native American culture, history and traditions. Programing includes studio art courses, art history discussions, daily speakers, museum trips, and a student art exhibition finale. Over the years, an impressive roster of professional artist instructors has included Arthur Amiotte, Bunkee Echo Hawk, and Jaune Quick-to-See Smith. All students attend the institute free of charge, including meals, housing, instruction, and art supplies. Beyond the art experiences, students get the opportunity to experience a campus setting and hear from inspirational speakers. This session will benefit high school programs looking to retain Native American students and higher education institutions looking to recruit artistic talent.

**Keith Braveheart**, MFA, Assistant Director, Oscar Howe Summer Art Institute, Art, Oscar Howe Summer Art Institute - Vermillion, SD  
**Cory Knedler**, Oscar Howe Summer Art Institute, Art, Oscar Howe Summer Art Institute at University of South Dakota - Vermillion, SD

Keywords: American Indian/ Native American, Mentoring, Recruitment, Visual Arts, Student Life, Leadership Development

### 4031

Concurrent Workshop

#### **Educators Innovate on Restorative Justice, Ethnic Studies, and Race-Conscious Educational Change**

Van Ness Room, Tower 3, Sixth Floor

All Levels

This interactive session will begin with brief presentations from five San Francisco Bay Area educators on their anti-racist educational work and continue in a dialogue with participants on implications and applications.

The San Francisco Bay Area has a 100-year history of resistance to educational racism which includes Asa Hilliard's early work to dismantle the effects of IQ testing (which were first introduced in Oakland in 1916), the creation of community schools by the Black Panther Party, the successful struggle for ethnic studies and affirmative action at San Francisco State University, and recent campaigns against discriminatory practices in discipline and teacher selection.

Five diverse Bay Area scholar-educators demonstrate practices which have emerged from this tradition and demonstrate the potential for anti-racist knowledge to reshape educational experience. An East Oakland public school educator and a college educator both help students use restorative justice practices to create community while challenging the racial injustice around them. Three of the scholar-educators innovate in pedagogy which leads students to discover and value unacknowledged community leaders, document the completely ignored history of Filipino Americans, and prove that culturally appropriate literature increases literacy development.

Participants in the session will dialogue on the use of these practices and the implications for a community response to systemic racism. Resources and contact information will be provided.

**Kira Bears**, MA, Educator, St. Leo the Great School - Oakland, CA  
**Janelle Flores**, MA, Developer of Filipino-American curriculum, Holy Names University - Oakland, CA  
**Toynessa Kennedy**, MA, Restorative Justice Coordinator, Oakland Public Schools - Oakland, CA  
**Yadira Munoz**, MA, Social Justice and Community Affairs Coordinator, Holy Names University - Oakland, CA  
**Brandy Nicole Varnado**, MA, Educator, West Contra Costa Public Schools - Richmond, CA

Keywords: African American/Black, Latino/a, Systemic Racism, Pedagogy, Student Affairs, San Francisco Focus

# FRIDAY, JUNE 3

## SESSIONS

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# 10 TO 11:30 AM

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### 4101

Major Workshop

#### **Living in the Tension: The Quest for a Spiritualized Racial Justice**

Continental Ballroom 3, Ballroom Level  
Intermediate

How do you reconcile tensions between two competing principles you cherish equally? How well can you articulate a “both/and” position in the face of contradictory messages? This workshop invites participants to explore some on-the-ground tensions that exist between spiritual and racial justice principles within day-to-day practice. Through reflection and dialogue participants will consider how these tensions manifest on campuses and in communities. Some issues include transcendence and racial consciousness, self-acceptance and self-improvement, personal healing and political action, common humanity and group differences, belonging and appropriation, and inner truth and accountability. Participants will explore how to bridge the gap between these tensions in order to improve cross-race communication and collaboration. This session will be useful for people invested in promoting racial justice on campuses and in communities grounded in spiritual principles.

**Shelly Tochluk**, PhD, Chair and Professor, Education Department, Mount Saint Mary’s University–Los Angeles - Los Angeles, CA

Keywords: White, Antiracism, Facilitator Development, Identity Development, Practitioner Development, Self-Care/Self-Work

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### 4102

Special Feature

#### **A Conversation with Peggy McIntosh and Friends: The 19 Question Exercise with Jondou Chen, Brenda Flyswithawks, Victor Lee Lewis, and Hugh Vasquez**

Continental Ballroom 4, Ballroom Level  
Novice

The session will model an empowering teaching method which can be used in classes and meetings of many kinds. As the session begins, audience members will be invited to identify 19 matters they would like to see addressed or at least touched on before the session ends. McIntosh and her colleagues will not respond until 19 prompts are offered. In this way, the participants will set the agenda. The six panelists will take turns responding briefly to the prompts; audience members may do so too if time permits. The questions can relate to anything that draws us into the work of a conference like this one.

**Jondou Chase Chen**, PhD, Co-Director, National SEED Project, College of Education, University of Washington, Seattle - Seattle, WA

**Brenda Flyswithawks**, PhD, Professor of Psychology, Santa Rosa Junior College - Santa Rosa, CA

**Victor Lee Lewis**, MA, Founder, Director, N/A, Radical Resilience Institute - Berkeley, CA

**Peggy McIntosh**, Founder and Senior Associate, National SEED Project on Inclusive Curriculum, Wellesley College - Wellesley, MA

**Hugh Vasquez**, MSW, Senior Associate, N/A, National Equity Project - Oakland, CA

Keywords: Facilitator Development, Institutional Efforts at Transformation, Pedagogy, Perspective Taking, Systemic Racism, Whiteness

# FRIDAY, JUNE 3

## SESSIONS

### 10 TO 11:30 AM

#### 4103

Concurrent Workshop

#### **How We Fail Our White Students**

Continental Ballroom 5, Ballroom Level

Intermediate

Experiential/Interactive Training

This intensive, fully participatory half-day workshop details a list of 13 reasons for our failure to create community, resolve conflict, and encourage inclusion in our schools. A diversity dialogue incorporating small and full group diversity exercises, role-play, and personal stories follows a short introduction by the presenter. The points are discussed and solutions are practiced. A list of solutions is provided as well. Additionally, film clips from the presenter's most recent film, *If These Halls Could Talk*, are shown. The film presents eleven diverse college students sharing what it is like for them on their college campuses. The students expose their frustration and anguish about trying to be understood and acknowledged.

We have been trained and rewarded not to talk about exclusion--what divides us and how our schools, neighborhoods, workplaces, and government play a part in that daily exclusion. So, when white students are faced with the discussion of slavery and the institution of white privilege and racism, their first reaction is that this is "dividing us" or a "thing of the past." Many white students become defensive and adversarial, as they have been taught to see themselves as having earned their privileges as individuals and not because of their skin color or as the result of a white-dominated society. The work here is to help our white students see that even though they didn't actually create these inequities of privilege, they benefit from them every day and so will their children, simply by virtue of the color of their skin, their gender, their religion, their sexuality, and their class status.

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

Keywords: Multiple Racial Identities, Students, Empowering Diversity, Cultural Competence, Whiteness, Diversity and Inclusion

#### 4104

Special Feature

#### **Interrupting the Racialized School to Prison Pipeline through Restorative Justice**

Continental Ballroom 6, Ballroom Level

All Levels

Parallel with the rise of the prison industrial complex over the last two decades, our nation's schools have been criminalizing our children, especially children of color, instead of educating them. Use of out of school suspensions has doubled during this period, and for youth of color, the use of suspensions has grown 11 times faster than for their white counterparts. One suspension from the 9th grade triples the likelihood that a child will be incarcerated while doubling the chance of dropping out, according to a UCLA Civil Rights Project study. With the growing presence of metal detectors, wand searchers, police, and wider use of suspensions and school-based arrests, our schools have been "prisonized." This panel addresses how restorative justice is successfully being used in the nation's schools, especially in Oakland, California, to create pathways to opportunity and success instead of pipelines to violence and incarceration.

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

**Fania E. Davis**, Founder and Executive Director, Restorative Justice for Oakland Youth (RJOY) - Oakland, CA

**LeAna Hudson**, Youth Intern, Restorative Justice for Oakland Youth (RJOY) - Oakland, CA

**Malachi Scott**, Community Coordinator, Restorative Justice for Oakland Youth (RJOY) - Oakland, CA

**Tyreese Sherrille**, High School Student, Bunche Academy - Oakland, CA

**Betsye Steele**, Principal, Bunche Academy - Oakland Unified School District - Oakland, CA

Keywords: Multiple Racial Identities, Identity Development, Institutional Efforts at Transformation

# FRIDAY, JUNE 3

## SESSIONS

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### 10 TO 11:30 AM

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#### 4105

Concurrent Workshop

#### **Black Girl Blues: Depression in Black Female Students**

Continental Ballroom 7, Ballroom Level

Intermediate

Theoretical Model

Attending and adjusting to college can be a stressful experience for most college students. However, because of the particular challenges faced when adapting to these life changes, Black female college students are at risk of developing depressive symptoms. The development of depressive symptoms can lead to negative experiences in the lives of these students, the most significant of which is suicide. This workshop will leave those who attend with an understanding of how many of Black female students feel pressure to navigate racial and gender bias in school settings by compromising their true selves to “fit in.” That these Black female students do what is considered “shifting” to navigate depression, stress, judgment, and coping. This workshop examines whether stress and other factors like minimal social support, predict depressive symptoms, and high risk behaviors in Black female students. In addition, presenters will discuss culturally appropriate identification of depressive symptoms, interventions for coping with stress, and the development of depressive symptoms. The framework that guides this workshop is based upon culturally appropriate data, description of symptoms, and treatment approaches to working with Black student with depression or anxiety.

**Sharea Farmer**, LCSW, RS Counseling and Wellness Center and Rutgers University, Social Work Department, RS Counseling and Wellness Center and Rutgers University - Cinnaminson, NJ

Keywords: African American/ Black, Women, Student Life, Retention, Identity Development, Self-Care/Self-Work

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#### 4106

Concurrent Workshop

#### **Queer Coalition Building with Communities of Color**

Continental Ballroom 8, Ballroom Level

Advanced

Experiential/Interactive Training

Shrinking budgets have made coalition building more important than ever before. Multicultural student groups and departments 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**, Student, Gender and Sexuality Resource Center, Northern Illinois University - DeKalb, IL

Keywords: TQPOC, POC, Multiple Racial Identities, Students, Student Affairs, Intersectionality

# FRIDAY, JUNE 3

## SESSIONS

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# 10 TO 11:30 AM

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**4107**

Concurrent Workshop

**Latinidad: Intersectional Latin@ Identities in Spoken Word Poetry**

Continental Ballroom 9, Ballroom Level

Novice

Research/Assessment/Evaluation

This presentation will explore intersectionality in Latin@ American identities presented in spoken word poetry. The presenter will address the various definitions of Latin@ identity and as they have developed through spoken word poetry over time, the rawest form of expression accessible outside normal literary conventions. Then, the presenter will analyze a collection of spoken word found on YouTube by Latin@ people who write on their intersectional identities or experiences, particularly on Latin@s and gender, Afro-Latin@s, American Born Latin@s, Queer Latinos, and Undocumented Latinos. The project features poets Mayda Del Valle, Mark Gonzales, David Romero, Elizabeth Acevedo, Gabriel Ramirez, and Yosimar Reyes. The focus is on intersectional identities using psycho/sociological and historical literature in order to analyze the differences in their psychological, sociological, and historical roots. These include the colonization of Latin America, to relationships within the nuclear and extended family, ethnic shaming and the racial hierarchy that is still present in Latin@ communities. Through exploring intersectionality, this analysis exposes the diversity in experience within Latinos in the United States as well as issues that are often ignored within the Latin@ community, such as patriarchal values that encourage violence or self-esteem issues rooted in race perception. Ultimately, the project seeks to bring light to the issues many Latin@s are facing, their expression through spoken word poetry, and the historical and sociological implications these experiences have on individuals, community, and broader global identities. This presentation should benefit individuals who wish to learn more about Latin@ identities or who would enjoy reflecting on their own intersections and discussing the topics at hand.

**Alexandra Campos Castillo**, Georgia College and State University, Office of Inclusion and Equity, Georgia College and State University - Milledgeville, GA

Keywords: Latino/a, Multiple Racial Identities, LGBTQIAA, Intersectionality, Identity Development, African American/Black

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**4108**

Concurrent Workshop

**Why Do Students Leave? A Study of Student Departure from San Jose State University**

Imperial Ballroom A, Ballroom Level

Intermediate

Research/Assessment/Evaluation

This presentation provides an overview of a study on why first-time freshmen leave San Jose State University before completing their degrees. The report provides some insights into improving retention of students, specifically for underrepresented minority (URM) and first-generation students. A team of four SJSU professors used a multidimensional approach that included records analysis, phone and online surveys, and online focus groups to research the possible factors involved in a student's decision to take a leave of absence from SJSU with an intention of returning (stop out) or leave without an intention of returning (dropout).

**Michael Cheers**, PhD, Associate Professor of Photojournalism, Journalism and Mass Communications, San Jose State University - San Jose, CA

**Rona Halualani**, PhD, Professor, Language, Culture and Intercultural Communication, San Jose State University - San Jose, CA

**Lisa Oliver**, PhD, Chair of Department of Educational Leadership, Associate Professor, Educational Leadership, San Jose State University - San Jose, CA

**Marcos Pizarro**, PhD, Department Chair and Professor, Mexican American Studies, San Jose State University - San Jose, CA

# FRIDAY, JUNE 3

## SESSIONS

### 10 TO 11:30 AM

#### 4109

Special Feature

#### **Conversations on Race in the United Kingdom's Oldest Universities**

Imperial Ballroom B, Ballroom Level

2015 will be remembered as the year global student movements urged higher education institutions to consider evaluating how their physical environments, epistemological "spaces," and curricula cater for the needs of an increasingly diverse student body. Underlying student concerns are the continued challenges of fair access to leading universities by students from minority ethnic backgrounds and the worryingly low numbers of minority academic staff in senior positions. In this session, presenters from the University of Oxford and the University of Durham – two of the oldest universities in the UK – will situate these concerns in the United Kingdom, outlining the legislation and policy that frames work on equality and diversity in higher education institutions. They will discuss how universities are using national diversity awards to demonstrate their commitment and progress on equality and diversity particularly with regards to race and to stimulate conversations and actions to progress racial equality in university communities. Participants will then be invited to share their thoughts in an interactive section of the session sharing lessons from the United States and the United Kingdom on how to engage students and staff in universities in discussing, reflecting, and acting to advance race equality.

**Laura Hodsdon**, PhD, Policy Advisor (Race Equality), Equality and Diversity Unit, University of Oxford - Oxford, England, UK

**Machilu Zimba**, PhD, Policy Advisor (Race Equality, Religion and Belief), Equality and Diversity Unit, University of Oxford - Oxford, England

#### 4110

Concurrent Workshop

#### **Ohana Means Family: Supporting Pacific Islander Student at Your Institution**

Franciscan Ballroom C-D, Ballroom Level

Novice

Theoretical Model

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 the U.S. higher education system. It will include demographics and data, theoretical and practical approaches, and personal case studies between university and community college Pacific Islander students. This session should benefit individuals focused on student support administrators, faculty, and staff. 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. Are you ready for the wave?

**Laurie Franklin**, MEd, Dean of Enrollment and Student Financial Services, Student Services, Everett Community College - Everett, WA

**Brett Kuwada**, PsyD, Faculty, Graduate Program in Rehabilitation Counseling, Western Washington University - Bellingham, WA

**Makerusa "Mak" Porotesano**, MEd, Program Manager of Campus Life, Community and Continuing Education, University of the South Pacific - Majuro, MH

**Va'eomatoka Valu**, Manager, Leadership Programs, Samuel E Kelly Ethnic Cultural Center, University of Washington - Seattle, WA

Keywords: Asian Pacific American, Multicultural Affairs, Diversity and Inclusion, Sovereignty, Identity Development, Cultural Competence

# FRIDAY, JUNE 3

## SESSIONS

# 10 TO 11:30 AM

**4111**

Major Workshop

**Deaf Identity 101: An Introduction to D/deaf Experiences for Higher Education Professionals**Union Square 1-2, Tower 3, Fourth Floor  
Intermediate

Have you ever been confused about the terms and concepts used to describe deaf and hard of hearing persons? How do “Deaf” and “deaf” differ? What about “hearing impaired”? Is being deaf a cultural difference or a disability? What is American Sign Language? Is there a universal signed language? How do bilingualism and bi-lingual, multicultural education relate to deaf and hard of hearing people? Can deaf and hard of hearing students who use hearing aids or have cochlear implants also embrace Deaf culture and be part of a Deaf community? What is needed to optimize equity and inclusion in higher education for deaf and hard of hearing students? This session provides an introduction and overview for higher education professionals with little to no prior experience working with deaf and hard of hearing students and colleagues. As they address each of these topics, the presenters draw on personal narratives to elucidate terms and concepts and then engage the audience in an open discussion. Participants gain a basic understanding of the diversity within the deaf and hard of hearing population as it relates to educational experience, multiple parameters of identity, and language. They will leave the session with a deeper appreciation of equity and inclusion for deaf and hard of hearing students and professionals in higher education and academia.

**Olugbenga Aina**, MSW, Director, Office of Diversity and Equity for Students, Gallaudet University - Washington, D.C.**Genie Gertz**, PhD, Dean, College of Arts and Sciences, Gallaudet University - Washington, D.C.**Judith Mounty**, EdD, MSW, Research Scientist, Office of Diversity and Equity for Students, Gallaudet University - Washington, D.C.**Edgar Palmer**, MEd, MS, Executive Director, Office of Diversity and Equity for Students, Gallaudet University - Washington, D.C.

Keywords: Curriculum, Deaf Identity, Diversity and Inclusion, Identity Development, Multicultural Affairs

**4112**

Special Feature

**Is Race a Choice? A Conversation on MultiRacial Identification Fluidity and Ethnic Fraud in a post-Dolezal Context**Union Square 3-4, Tower 3, Fourth Floor  
All Levels

Spotlighted in Maria Root's (1996) often-cited Bill of Rights for Racially Mixed People, the right to self-identify among multiracial people has been underlined by the notion that racial identity is a choice. Many biracial and multiracial people have taken this sense of choice to heart, racially identifying themselves differently across time and depending on the situation. In this session, we engage the question: to what extent is race a choice? Scholars from multiple disciplines (e.g., education, ethnic studies, sociology) will explore answers to this question within changing dynamics of racial identification across various contexts (e.g., criminal justice, health care) and implications for higher education. Such dynamics are evidenced by an increase in racial fluidity or the phenomenon where one's race is malleable and flexibly claimed across different contexts. Racial fluidity is most often associated with a mixed heritage or multiracial identity, but has also been documented among monoracial people and those who may identify as something other than their heritage, potentially resulting in claims of ethnic fraud. Such was the case highlighted by the media attention to Rachel Dolezal in June 2015. We invite participants to engage in an imperative conversation exploring beliefs about self-identity, social norms guiding racial identification, and the contextual influences highlighting whether one views choosing race to be representative of fluidity or some sort of fraud.

**Gina A. Garcia**, PhD, Assistant Professor, Department of Administrative and Policy Studies, University of Pittsburgh School of Education - Pittsburgh, PA**Marc P. Johnston-Guerrero**, PhD, Assistant Professor, Higher Education and Student Affairs, The Ohio State University, Columbus - Columbus, OH**Andrew Jolivet**, PhD, Professor and Chair, American Indian Studies Department, San Francisco State University - San Francisco, CA**Aliya Saperstein**, PhD, Assistant Professor, Sociology, Stanford University - Stanford, CA**Charmaine L. Wijeyesinghe**, EdD, Consultant and Author, Organizational Development and Social Justice Education - Delmar, NY

Keywords: Multiracial, Multiple Racial Identities, General, Affirmative Action, Identity Development, Research

# FRIDAY, JUNE 3

## SESSIONS

### 10 TO 11:30 AM

#### 4113

Concurrent Workshop

#### **Teaching Cultural Diversity: From Differing Lenses and Styles**

Union Square 14, Tower 3, Fourth Floor  
Intermediate  
Curricular/Pedagogical Models

This session should particularly benefit instructors of courses on cultural diversity and cultural competence at the intermediate and advanced levels. The panelists will present their lived experiences of being university instructors and a graduate student of varying cultural backgrounds, African-American, Canadian, Caucasian, and Native American, on local and global perspectives related to teaching intercultural competence in Canada, the United States, and beyond. Teaching challenges and opportunities are presented as part of a contemporary pedagogical dialogue, with the intent to explore engaging approaches that meet the needs of diverse adult learners.

**Shawn Adame**, Graduate Assistant, Counselor Education, Gonzaga University - Spokane, WA

**Pamela DosRamos**, PhD, Adjunct Professor, Educational Leadership and Administration, Gonzaga University - Spokane, WA

**Michelle Ghoston**, PhD, Assistant Professor, Counselor Education, Gonzaga University - Spokane, WA

**Raymond Reyes**, PhD, Associate Academic Vice President and Chief Diversity Officer, Academic Vice President's Office, Gonzaga University - Spokane, WA

**Jerri Shepard**, EdD, Associate Professor, Educational Leadership and Administration, Gonzaga University - Spokane, WA

Keywords: Curriculum, Diversity and Inclusion, Faculty, Pedagogy, Perspective Taking, Cultural Competence

#### 4114

Concurrent Workshop

#### **I Speak Corporate and I Speak Ebonics: Understanding the Code-Switching Phenomenon**

Union Square 15-16, Tower 3, Fourth floor

This interactive session examines how persons of color codeswitch in their personal and professional lives. The phenomenon of codeswitching provides social distance or proximity to the people with whom you are interacting. But too often, professionals of color "flip the switch" unconsciously as a mechanism to navigate spaces that are ruled by dominant identity groups. Presenters will explore how these unintentional changes manifest themselves in interactions with peers and colleagues and affect how we are able to grow personally and professionally. This session will also engage participants in situational vignettes surrounding codeswitching experiences, allowing for a robust discussion on the different situations professionals may encounter in the workplace.

By the end of this session, participants will have learning new understandings of the codeswitching phenomenon, cultivated practical skills to utilize in these environments, and developed tangible strategies to present their authentic selves across various contexts. This session will be particularly beneficial to new and young professionals as they are discovering how to navigate and balance personal and professional environments.

**Jasmine Scott**, MS, Coordinator of the Keith B. Key Center for Student Leadership and Service, Office of Student Life - Student Activities, The Ohio State University - Columbus, OH

**Quanta D Taylor**, MA, Coordinator of Student Involvement, Office of Student Life - Student Activities, The Ohio State University - Columbus, OH

Keywords: Coalition Building, Intergroup Dialogue/Facilitation, Intersectionality, Self-Care/Self-Work, Perspective Taking, Practitioner Development



# FRIDAY, JUNE 3

## SESSIONS

### 10 TO 11:30 AM

#### 4115

Concurrent Workshop

#### **Oceans and Islands in Our School: An Overview of Two Mentorship Programs at the University of Washington**

Union Square 17-18, Tower 3, Fourth floor

Intermediate

Case Studies/Model Programs

This workshop will focus on two mentorship programs at the University of Washington, the Pacific Islander Partnerships in Education (PIPE) along with the Mentor Power for Success (MPFS) program, both programs having a combined 36 years of operation at the University of Washington's Office of Minority Affairs and Diversity. We will provide information on two mentoring models of programs that are culturally conscious in addition to providing peer-to-peer mentoring at the center of the mentoring relationship. The overview will include the structure of each of the program, mentor training, engagement between protégé and mentor, and how the two programs work as a mechanism to connect in-coming Educational Opportunity Program (EOP) and Successful Transition Program (STP) students to a network of resources available to them at the university, and lastly an evaluation of the programs. This session will allow participants to discuss, explore, and map out opportunities to create or improve on their own mentoring programs. This session should particularly benefit educators, administrators, staff, and faculty working on the retention of students of color in higher education.

**Lsae Ando**, Lead Academic Adviser/Counselor, Office of Minority Affairs and Diversity, University of Washington - Seattle, WA

**Rick Bonus**, PhD, Associate Professor, American Ethnic Studies, University of Washington - Seattle, WA

**Tey Thach**, MSW, Student Leadership Advisor, Office of Minority Affairs and Diversity, University of Washington - Seattle, WA

Keywords: Asian Pacific American, African American/Black, American Indian/ Native American, Latino/a, Mentoring, Retention

#### 4116

Concurrent Workshop

#### **"We Are Working against Each Other": The Destructive Nature of Ingroup Favoritism and Why We Have to Fight against It**

Union Square 19-20, Tower 3, Fourth floor

Social psychologists have long theorized about the dynamics of ingroup/outgroup behavior as well as the divisions and ingroup favoritism that emerges between and within groups. Group separation is not entirely unhealthy, especially when culture, language, traditions, and group pride are promoted and maintained over generations. However, group divisions and concomitant ingroup favoritism has a destructive downside when it results in groups dividing themselves into ingroups and outgroups, degrading outgroup members, and discriminating against those individuals who have been deemed "different."

There are several theoretical frameworks that are used to explain ingroup favoritism including internalized oppression, social identity theory, resource frameworks, and political theories. This session examines the phenomenon of ingroup favoritism and, in particular, the destructive effects on groups and individuals it may create. Presenters will share their personal experiences with ingroup/outgroup divisions within religious, Native American, Women, Asian American, and Latino groups. This session should particularly benefit novice and intermediate student leaders, multicultural student personnel, and social justice educators.

**Tracy Chapman**, University of South Dakota, Office for Diversity, University of South Dakota - Vermillion, SD

**John Little**, MA, Student, History, University of Minnesota - Minneapolis, MN

**Crystal Savage**, MS, Residence Hall Director, University Housing, University of South Dakota - Vermillion, SD

**Lena Tran**, Intercultural Program Coordinator, Center for Diversity and Community, Division of Student Services, University of South Dakota - Vermillion, SD

**Jesús Treviño**, PhD, Associate Vice-President for Diversity and Senior Diversity Officer, Office for Diversity, University of South Dakota - Vermillion, SD

# FRIDAY, JUNE 3

## SESSIONS

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### 10 TO 11:30 AM

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#### 4117

Concurrent Workshop  
**Poverty Simulation**

Union Square 22, Tower 3, Fourth Floor  
Novice  
Theoretical Model

This poverty simulation is a unique tool used 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 unit using allocated resources aligned with their income. The experience lasts two hours and includes an introduction and briefing, the actual simulation exercise, and a processing period at the end of the simulation. This session will benefit educational administrators, faculty, college students, diversity practitioners, and policy makers.

**Consuela Ward**, EdD, President, Founder, The Montage Group, LLC - Atlanta, GA

Keywords: African American/ Black, Women, Multicultural Affairs, Diversity and Inclusion, Student Affairs, Cultural Competence

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#### 4118

Concurrent Workshop  
**Engaging Hearts, Minds, and Feet: A Campus Community's Year-Long Call to Action on Racial Justice**

Union Square 23-24, Tower 3, Fourth floor  
Intermediate  
Case Studies/Model Programs

This session examines a year-long effort by the campus community of Mount St. Mary's University (MSMU), a Catholic liberal arts institution in Emmitsburg, MD, to engage in an ongoing dialogue and call to action on racial justice. This focus on racial justice was developed in response to current events, student activism, and as part of our diversity strategic plan. In the past year, MSMU has offered major event programming, curricular and co-curricular initiatives, training workshops, and opportunities for service. The goals are to increase awareness and knowledge of racial justice issues and instill a commitment to action to address racial inequities in our society. In this session, presenters will summarize the year of programming, share outcomes regarding the reach and impact of the individual components, and discuss the lessons learned from our experiences. The opportunity to develop an action plan to implement a similar campus-wide programming initiative will be provided. This session will benefit participants interested in pursuing a multi-faceted approach to engaging their campus communities in dialogue and action related to racial justice.

**Chianti Blackmon**, MS, Director of the Center for Student Diversity, Center for Student Diversity, Mount St. Mary's University - Emmitsburg, MD

**Rosina Bolen**, PhD, Assistant Professor of Biology, Department of Science, Mount St. Mary's University - Emmitsburg, MD

**Paula Whetsel-Ribeau**, EdD, Vice President for Student Affairs, Student Affairs, Mount St. Mary's University - Emmitsburg, MD

**Tim Wolfe**, PhD, Associate Professor of Sociology and Criminal Justice, Department of Sociology, Mount St. Mary's University - Emmitsburg, MD

Keywords: Coalition Building, Diversity and Inclusion, Organizing/Activism, Institutional Efforts at Transformation, Students, Changing Institutional Practices

# FRIDAY, JUNE 3

## SESSIONS

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# 10 TO 11:30 AM

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**4119**

Concurrent Workshop

**Building Bridges at Home: A Look at Mount Holyoke College's Coalition Building Process for Cultural Student Organizations**

Lombard Room, Tower 3, Sixth Floor

Novice

Case Studies/Model Programs

This session will discuss the history of Mount Holyoke College's (MHC) cultural centers, curriculum, and effort to build coalition, and challenges and successes faced. Additionally, this session will explore how coalition building played a role at MHC in supporting students during the recent social movements. Similar to other PWIs, MHC has experienced student movements that have led to the creation of cultural centers. Contrary to structures found on other campuses, the cultural centers at MHC are student run, not specific to one particular student organization, and not under a Multicultural Affairs department. Due to unique structure, the student organizations have a history of being siloed in their specific organizations despite sharing the center spaces with other affiliated groups. Over time, the student organizations have developed tension and discord due to perceived lack of space and shared purpose. In an effort to bring student organizations together and build community amongst marginalized students at MHC, advisors and student managers at MHC developed a coalition building curriculum. This session will particularly benefit participants who are interested in building coalitions between cultural student organizations, who work with cultural student organizations and are interested in understanding the impact coalition building could have on their campuses.

**Sara Blair**, MEd, Leadership Coordinator, Office of Student Development/Student Housing, University of California, Davis - Davis, CA**Latrina Denson**, MEd, Assistant Dean of Students, Dean of Students, Mount Holyoke College - South Hadley, MA**Marcella Hall**, EdD, Dean of Students, Dean of Students, Mount Holyoke College - South Hadley, MA

Keywords: Multiple Racial Identities, TQPOC, Student Affairs, Multicultural Affairs, Coalition Building, Intersectionality

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**4120**

Concurrent Workshop

**Engaging with Whiteness on Campus: A Roadmap for Beginning Critical Conversations**

Taylor Room, Tower 3, Sixth Floor

Intermediate

Training of Trainers

This session will discuss a series of workshops relating to Whiteness, racial identity, privilege, and dominance that the presenter has facilitated in the past. The session will address how to start up a similar program at your institution, as well as address pitfalls and learning moments that were encountered during the planning and execution phases of this project. The workshops present a way for staff and faculty to come together, learn from one another, and challenge institutionalized norms around Whiteness and privilege. This session should particularly benefit staff that want to begin critical discourse on their campus but are not sure how to start out and would like to see one example of a successful program. The session will be of more benefit to participants with a low to moderate level of knowledge and interest in the topic of Whiteness, understanding internalized dominance, and beginning to create an anti-racist/racism climate on campus.

**Andrew McGeehan**, Yale-NUS College, Dean of Students Office, Yale-NUS College - Singapore, SI

Keywords: White, Administrators, Cultural Competence, Student Life, Facilitator Development, Institutional Efforts at Transformation

# FRIDAY, JUNE 3

## SESSIONS

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**10 TO 11:30 AM**

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**4121**

Concurrent Workshop

### **Stopping Campus Racism by Starting with Faculty Diversity: Can Student Activism Tackle Barriers to Inclusive Professorial Hiring?**

Van Ness Room, Tower 3, Sixth Floor

Novice

Policy Issues

Student activists are demanding that schools diversify their faculty recognizing that professors are the long-term stakeholders in academic institutions. However, changing faculty hiring practices is very different than influencing student or staff diversity recruitment efforts. This session will cover the local (administrative, political) and national (educational pipeline) hurdles that thwart faculty diversity efforts. For example, underrepresented minority postdocs are the actual talent pool for junior faculty job openings. However, marketing and outreach to this small cohort is a challenge. This session describes two postdoctoral models for faculty diversity. First, for 30 years, the Carolina Postdoctoral Program of the University of North Carolina at Chapel Hill has prepared minority postdocs for faculty careers. Second, MinorityPostdoc.org is a national portal and resume database registry of minority doctorates for use by recruiters. Outcomes data from both programs will be presented arming students with data-based diversity action plans to impact their home institutions. This session will benefit student activists, faculty, and administrators who want to move the needle on diversifying the professoriate. Students in particular will learn tactical strategies to educate their school's leadership about novel methods for minority faculty recruitment.

**Sibby Anderson-Thompkins**, PhD, Director, Office of Postdoctoral Affairs, University of North Carolina at Chapel Hill - Chapel Hill, NC  
**Alberto Roca**, PhD, Executive Director, DiverseScholar - Irvine, CA

Keywords: Organizing/Activism, Institutional Efforts at Transformation, Recruitment, Academic Affairs, Students, Faculty

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**4122**

Concurrent Workshop

### **Pushing Past a Bachelor's Degree: Undocumented Students in Professional Schools**

Union Square 21, Tower 3, Fourth Floor

Intermediate

Policy Issues

This session begins with a review the historic struggle of undocumented students and their supporters to gain equal access to higher education through in-state tuition laws and the continuous fight for broader immigration reform.

With the national context as background, this session will share the efforts of UC San Francisco administrators and staff to support undocumented students in the various professional schools. Presenters will review joint efforts of students and their allies to develop on-campus programming and advocate for further recognition and visibility. This session should particularly benefit higher education administrators and staff who are aware of the basic access provided by in-state tuition laws and are interested in learning about undocumented students' challenges and opportunities as they push past a bachelor's degree.

**LaMisha Hill**, PhD, Director Multicultural Resource Center, Office of Diversity and Outreach, University of California San Francisco - San Francisco, CA

**Alejandra Rincon**, PhD, Chief of Staff, Office of Diversity and Outreach, University of California San Francisco - San Francisco, CA

Keywords: Immigration, Retention, Admissions, Recruitment, STRDENTS, Multicultural Affairs

# FRIDAY SPECIAL EVENTS

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**4300**

## **Friday, Keynote Danny Glover**

Friday, 1:00-2:15 pm  
Grand Ballroom, Grand Ballroom Level

Actor, producer, and humanitarian, Danny Glover has been a commanding presence on screen, stage, and television for more than 25 years. As an actor, his film credits range from the blockbuster *Lethal Weapon* franchise to smaller independent features, some of which Glover also produced. In recent years, Glover has starred in an array of motion pictures, including the Oscar-nominated hit *Dreamgirls*.

Glover has gained both respect and is renowned for his wide-reaching community activism and philanthropic efforts, with a particular emphasis on advocacy for economic justice and access to health care and education programs in the US and Africa. Currently, Glover serves as UNICEF Ambassador to the United Nations.

**Danny Glover**, Humanitarian, Producer, Actor - San Francisco, CA

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**4301**

## **Latinx Caucus**

Friday, 2:15-3:00 pm  
Golden Gate 5, Lobby Level

# FRIDAY, JUNE 3

## SESSIONS

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### 3 TO 6 PM

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#### 4401

Major Workshop

##### ***The Empathy Gap: Masculinity and the Courage to Change***

Continental Ballroom 1, Ballroom Level  
Novice

This is a film screening that will be followed by a Q/A-comment session, facilitated by filmmaker/author Dr. Thomas Keith and *The Empathy Gap* interviewee, educator/consultant/author Dr. J.W. Wiley. The film takes up the intersection of masculinity, patriarchy, the treatment of women, and empathy. Inspired by the work of bell hooks, *The Empathy Gap* examines the ways that boys and men are socialized to view women, to view themselves as men, and asks whether this gendered script contributes to a loss of empathy in men. More importantly, the film raises ideas about how empathy can be nurtured in men.

**Thomas Keith**, PhD, Professor, Philosophy, California State Polytechnic University, Pomona - Whittier, CA

**J.W. Wiley**, EdD, Educator, Consultant, Author, Filmmaker, State University of New York, Plattsburgh - Plattsburgh, NY

Keywords: Identity Development, Men, Women

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#### 4402

Major Workshop

##### **Professional and Personal Development for Diversity Officers: Deepening Capacity and Competencies for Enhancing Success**

Continental Ballroom 2, Ballroom Level

Faculty members of the Social Justice Training Institute ([www.sjti.org](http://www.sjti.org)) are partnering with current Diversity Officers to facilitate this two-part program. In part two, participants will learn why many well intended diversity initiatives often fall short of desired outcomes. While increasing awareness, most don't create significant, sustainable organizational change. How can campus change agents and diversity officers create inclusive, socially just campus communities through systemic, long-term culture change? Experienced organizational development consultants will share best practices and lessons learned from strategic organizational change efforts to create inclusive, multicultural campus communities. In this engaging, interactive session participants will use the 6-Stage model, Multicultural Organizational Development (MCO), to begin to assess the current state of their campus climate and culture and identify practical, comprehensive tools and strategies to create meaningful systemic change. Participants will receive a workbook of materials to use as they develop and improve campus strategies to create sustainable campus change.

**Vernon A. Wall**, MS, Director, Business Development, LeaderShape, Inc. - Washington, D.C.

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#### 4403

Major Workshop

##### **California Council of Cultural Centers in Higher Education (CaCCCHE): Roles of Cultural and Advocacy Centers in Supporting Student Voices during National Campus Climate Activism**

Franciscan Ballroom A-B, Ballroom Level

As members of California Council of Cultural Centers in Higher Education (CaCCCHE), the presenters will discuss and explore the roles cultural, identity, and advocacy centers have on current national campus climate activism, particularly in public and private institutions in California. Via a gallery walk, presenters will provide various case studies that will highlight how they support and empower student voices and challenge institutional barriers and power structures that may contribute to injustice, high attrition, isolation, and/or low matriculation.

Participants will engage in a rich discussion with panelists about the challenges and future roles of centers in campus activism, and their roles in advancing student success in higher education. This session should be of interest to all levels of campus leadership including institutional leaders, chief diversity officers, faculty, senior student affairs administrators, and those responsible for organizational success and seeking to facilitate effective change at the individual, group, and institutional level.

# FRIDAY, JUNE 3

## SESSIONS

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### 3 TO 6 PM

**Steven Baissa**, Dean, Student Equity, Sierra College - Rocklin, CA

**Bryce Coefield**, MS, Assistant Director, Intercultural Affairs, Pepperdine University - Malibu, CA

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

**Zaveeni Khan-Marcus**, Director, Multi-Cultural Center, University of Southern California - Santa Barbara, CA

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

**Koby Rodriguez**, Associate Director, Cross Cultural Center, University of California, Davis - Davis, CA

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

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#### 4404

Major Workshop

#### **Living in the Shadow of the Cross: Understanding and Challenging Christian Hegemony (Part II)**

Union Square 5-6, Tower 3, Fourth Floor

This workshop facilitates an examination and discussion of the institutionalized system of Christian dominance in U.S. society that provides a foundation for sexism, racism, heterosexism, ableism, Islamophobia, and anti-Arab and anti-Jewish oppression. The workshop pulls back the curtain of dominant Western Christianity's benign reputation to examine its contribution to our social and economic challenges by justifying punishment of the poor, criminalization of sexuality, attacks on women's rights, destruction of the environment, and perpetuation of our seemingly endless "war on terror." Presenters will also discuss the historical and contemporary resistance to Christian domination.

**Amer Ahmed**, MA, Director of Intercultural Teaching and Faculty Development, Institute for Teaching Excellence and Faculty Development, University of Massachusetts Amherst - Holyoke, MA

**Paul Kivel**, Social Justice Educator, Activist, Writer - Oakland, CA

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#### 4405

Concurrent Workshop

#### **Examining through Climate Survey Data and Social Media the Similarities between Black Staff's and Black Students' Experiences at the University of Michigan Campus**

Union Square 13, Tower 3, Fourth Floor

Case Studies/Model Programs

The data review will include a specific review of Black males' experiences for both students and employees. Also a review of collaborative programming used to build a community of support for Black students and staff and specifically Black males on University of Michigan campus.

The workshop will be divided into two parts: part one will cover programming and part two will review the Campus Climate Survey vs. #BBUM (Be Black at University of Michigan). The session will also include a discussion on using student leadership and helping students build coalitions between different groups on campus. Presenters will provide examples of some successful model programs that other institutions can copy. In addition, presenters will ask for recommendations for improved climate that the survey data suggests. These recommendations will become part of the five-year university-wide strategic plan, and part of ABPFAS programming. This session will benefit anyone planning programming for specifically Black males or Black students in general at any institution of higher education specifically predominately white institutions.

**Leon Howard**, MA, Program Manager, Office of Multi-Ethnic Student Affairs, Student Life, University of Michigan - Ann Arbor, MI

**Charles Ransom**, MLS, Multicultural Studies Librarian, Graduate Library, University of Michigan - Ann Arbor, MI

**Linda K. Ricketts**, MPA, EdD, CEO, Ricketts & Associates InterCultural Communications Services - San Francisco, CA

Keywords: African American/Black, Student Life, Students, Predominantly White Institution, Faculty, General

# FRIDAY, JUNE 3

## SESSIONS

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### 3 TO 6 PM

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#### 4406

Concurrent Workshop

##### **How to Talk the Talk and Walk the Walk: Developing an IGD Peer Facilitation**

Mason Room, Tower 3, Sixth Floor  
Intermediate  
Case Studies/Model Programs

This session will review the development of student leaders in campus anti-bias work and how to find students interested in taking on this kind of leadership role at their respective schools. This session should particularly benefit students who want to learn how students actually facilitate these activities, especially undergraduate students who might want to know how they might be able to create a similar program on their campus and what skills they can develop as facilitators.

**Corliss A. Watkins**, MA, Interim Director Student Engagement and Academic Success, Coordinator for Black Student Achievement, Saint Mary's College of California - Moraga, CA

**Janelle Atienza**, Student, Sociology, Ethnic Studies, Saint Mary's College of California - Moraga, CA

**Brittany Brown**, Student, Sociology, Saint Mary's College of California - Moraga, CA

**Alyza Garcia**, Student, Justice and Community Leadership (JCL), Ethnic Studies and Sociology, Saint Mary's College of California - Moraga, CA

**Miranda Heaney**, Student, Sociology, Women's and Gender Studies, Saint Mary's College of California - Moraga, CA

**Gaby Perez**, Graduate Student, Higher Education and Student Affairs, Saint Mary's College of California - Moraga, CA

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#### 4408

Concurrent Workshop

##### **Fundamentals of Facilitation for Social Justice: Developing Mindsets and Skills for Difficult Dialogues**

Sutter Room, Tower 3, Sixth Floor  
Novice  
Training of Trainers

This workshop focuses on fundamentals for the facilitation of group dialogue around social justice issues. Drawing from multiple frameworks, participants will develop greater understanding of the potential challenges related to social justice dialogue and the necessary mindsets, knowledge, and skills to begin to positively address them. Participants will engage in practice to apply skills learned in-session and walk away with greater confidence to facilitate dialogue in their own settings (with colleagues and students).

**Dianne Hackett**, EdD, Lecturer, School of Education, Loyola Marymount University - Los Angeles, CA

**Audrey Harris**, MS, Managing Director, People Development, Staff Learning and Development, Teach For America - New York, NY

Keywords: Facilitator Development, Leadership Development, Human Resources, Cultural Competence, Diversity and Inclusion, Theory to Praxis



# FRIDAY, JUNE 3

## SESSIONS

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### 3 TO 4:30 PM

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**4411**

Major Workshop

#### **When the Rainbow Isn't Enough: The Crossroads Initiative at the University of Wisconsin - Madison**

Continental Ballroom 3, Ballroom Level

The Crossroads Initiative is collaboration between the MSC and the Lesbian, Gay, Bisexual, Transgender Campus Center (LGBT CC). This initiative bridges the work of both the MSC and the LGBT Campus Center to address the needs of students living in the intersections of race, sexuality, gender, and other layers of identity. This workshop asserts that social justice principles should serve as a foundation from which to approach Queer and Trans People of Color work. This session will particularly benefit participants who work in campus administration, student affairs, and cultural centers. Participants should come to this session with some experience in serving LGBTQ students of color and be willing to learn ways to improve that.

**Sheltreese McCoy**, Crossroads Coordinator and Social Justice Educator, LGBT Campus Center and Multicultural Student Center, University of Wisconsin-Madison - Madison, WI

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**4412**

Special Feature

#### **"This Ain't Yo Mama's Civil Rights Movement!" Intergenerational Approaches to Social Justice, Freedom, and Revolution**

Continental Ballroom 4, Ballroom Level

"If young people, would talk to old people, it would make us a better people, all around." – India Arie, "Better People"

The Black Lives Matter movement has ignited as one of the largest mobilizations for racial justice since the civil rights movement of the 1960s. This young movement has not been without critique from activists of all ages, particularly those from the Martin Luther King Jr. era concerned about the tone and direction of younger leaders. Some older revolutionaries worry the tone has become too aggressive and divisive, where young activists criticize what they commonly call the respectability politics of the civil rights era. What strengths exist in each generation's approaches to movement organizing? What is the importance of intergenerational understanding in the present day? What are the main differences between the two movements, and how do these differences help or hinder the struggle for justice?

This facilitated fishbowl discussion between elders and younger activists will address these questions and invite participants into intergenerational dialogue that is essential for stronger coalitions.

**Marquita T. Chamblee**, PhD, Associate Provost Diversity and Inclusion/Chief Diversity Officer, Provost's Office, Wayne State University - Detroit, MI

**Ericka Huggins**, PhD, Human Rights Activist, Poet - Oakland, CA

**Michal "MJ" Jones**, MA, Resident Director, University of California Berkeley - Oakland, CA

**Katie Lonke**, Co-Director, Buddhist Peace Fellowship - Oakland, CA

**Xan West**, BA, Student Ministry Director, Trinity Methodist Church - Berkeley, CA

Keywords: African American/Black, Intergroup, TQPOC, Coalition Building, Organizing/Activism, Intergroup Dialogue/Facilitation

# FRIDAY, JUNE 3

## SESSIONS

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### 3 TO 4:30 PM

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#### 4413

Major Workshop

##### **Note to Self: Poetry, Body Image, and Self-Love with Marginalized Voices**

Continental Ballroom 5, Ballroom Level

Novice

Experiential/Interactive Training

In this poetry workshop, participants will write letters to themselves, exploring the beauty of their minds and bodies. Exercises like this deconstruct media representations of beauty and purpose and analyzes society's promotion of racialized, body type and gendered norms. This workshop promotes self-confidence and positive body image.

In this spoken word work shop, the presenters will merge writing, memorization, and performance along with discussion and reflection around issues of race, class, gender, and sexuality. Participants are given time to write their poems (approx. 30 minutes) and are encouraged to read their poems aloud in front of the group. This is followed by an open discussion on the feelings evoked from the workshop and the many issues presented.

Each session includes performances by Yazmin Monet Watkins Matt Sedillo and David A. Romero.

**David A. Romero**, Spoken Word Artist, Cultural Performances and Political Workshops - Diamond Bar, CA

**Matt Sedillo**, Author/Poet/Working Artist - Diamond Bar, CA

**Yazmin Monet Watkins**, Spoken Work Poet/ Actress - North Hollywood, CA

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#### 4414

Concurrent Workshop

##### **Latina/o Voices in Education**

Continental Ballroom 6, Ballroom Level

Novice

How do you support Latina/o students in the classroom? How do students experience hybridity when juggling the world of school and their culture at home? What can administrators do in order to assist in the growth and success of Latina/o students? This workshop will begin by defining what it means to be a Latina/o through audience participation and help with online resources and the presenters' personal experiences as self-identified Latina/os. It is clear there is a lack of representation of these peoples in higher education and it is important to evaluate the obstacles that prove that statistic while deconstructing what it means to be Latina/o. Designed for all people, the workshop is geared for those working in higher education or in higher education.

**Tiffany Martinez**, Undergraduate Student- Diversity Peer Educator, Office of Diversity Services, Suffolk University - Boston, MA

**Kia Rivera**, Graduate Fellow-Leadership and Programming, Office of Diversity Services, Suffolk University - Boston, MA

Keywords: Latino/a, Bi-Racial, Student Affairs, Academic Affairs, Student Life, Intersectionality

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#### 4415

Major Workshop

##### **How to Get Away with Murder... Navigating the Currents of Student Conduct**

Continental Ballroom 7, Ballroom Level

Novice

This session will explore the student conduct process and serve as a developmental opportunity for students to prepare for that process. The presenter will discuss the possible implications on future endeavors regarding student involvement in conduct related incidents,

# FRIDAY, JUNE 3

## SESSIONS

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### 3 TO 4:30 PM

specifically focusing on which violations maybe reportable to outside entities. Students will be provided strategies to educate themselves through the conduct process through engaging in a case study and large discussion.

**Brenda Hunt**, MA, Assistant Director, Office of Community Standards, University of Notre Dame - Notre Dame, IN

Keywords: Multicultural Affairs, Student Affairs, Student Life, Students, Mentoring

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#### 4416

Concurrent Workshop

#### **Getting Called Out: Exploring Pathways to True Allyship after Mishaps**

Continental Ballroom 8, Ballroom Level

Intermediate

Theoretical Model

In this increasingly diverse campus environment, we are all likely to say or do something that others might perceive as racist, sexist, or classist even if we did not think it was that big of a deal. This workshop explores how to move forward positively after these kinds of interactions and how to work together to be in greater solidarity with one another as campus community members from diverse backgrounds. The session will also cover different dynamics that inform how our interactions could be perceived in a particularly negative way.

**Shane Lloyd**, MPH, Assistant Director for First Year and Sophomore Programs, Brown Center for Students of Color, Brown University - Providence, RI

Keywords: Diversity and Inclusion, Institutionalized Privilege, Coalition Building, Multicultural Affairs, Intergroup Dialogue/Facilitation, Self-Care/Self-Work

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#### 4417

Concurrent Workshop

#### **Cultural Values about Gender and Violence in the Transgender Community**

Continental Ballroom 9, Ballroom Level

Novice

Experiential/Interactive Training

While conversations about the trans community are increasingly visible in the media, the content and tone often serve to perpetuate the oppression of trans people rather than decrease it. Recent Title IX guidance requires schools to provide students with access to housing and restrooms based on their gender identity; however, the backlash extends beyond schools, as illustrated by the media campaign against and successful defeat of the Houston Equal Rights Ordinance. The public transition of Caitlyn Jenner led to extensive media coverage, much of it disrespectful, that has impacted the way our culture thinks and talks about the trans community. In addition, 2015 saw an unprecedented murder rate of transgender people; yet the media often misnames and misgenders these victims, extending their oppression beyond death. This session will explore the way cultural conversations enable the oppression of trans people - particularly in areas such as employment, housing, health care, and the legal system - and intersect with other systems of oppression to impact trans people of color at higher rates in all areas. This session will benefit students, staff, and faculty who wish to increase cultural competency with respect to the climate and systemic oppression faced by the transgender community.

**Renee Wells**, MA, GLBT Center, Office for Institutional Equity and Diversity, North Carolina State University - Raleigh, NC

Keywords: Intersectionality, Multiple Racial Identities, TQPOC, LGBTQIAA, Cultural Competence, Practitioner Development

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# FRIDAY, JUNE 3

## SESSIONS

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### 3 TO 4:30 PM

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**4418**

Special Feature

**CSU Presidents Transforming the Academic Landscape**Imperial Ballroom A, Ballroom Level  
All Levels

The California State University (CSU) was created in 1960 and trains the majority of California's leaders and policymakers and is the largest, the most diverse, and one of the most affordable university systems in the country. The local-global landscape of higher education has stimulated conversations about ways to support this mission of the CSU. The economic reality of the Cal States no longer being state supported has forced leaders to rethink the ways in which we can continue to offer the best education that is accessible to our diverse communities. The presidents on this panel will discuss the ways in which they continue to support student success, community engagement, and accessibility by rethinking the ways in which higher education supports, guides, and leads in the 21st century.

**Soraya M. Coley**, PhD, President, California State Polytechnic University, Pomona - Pomona, CA**Leroy M. Morishita**, PhD, President, California State University, East Bay - Hayward, CA**Bob H Suzuki**, PhD, President Emeritus (Retired), California State Polytechnic University, Pomona - Alhambra, CA**Leslie E. Wong**, PhD, President, San Francisco State University - San Francisco, CA

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**4419**

Major Workshop

**Deconstructing Dominant Culture or How to Work Effectively with White People**Imperial Ballroom B, Ballroom Level  
Intermediate

White space, white culture, white privilege—most of us at this conference understand and have deep experience of those concepts. But these are often new and difficult concepts for many white people, including those who are well-meaning. This workshop will focus on how we can do a better job of talking to white people. We need white people to understand that it is in their interests to dismantle white supremacy. This session will provide some tools that are useful in helping white people move beyond guilt, fear, and defensiveness and that can help institutions examine their systems that replicate white supremacy.

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

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**4420**

Special Feature

**YouTube and Podcasts as Social Justice Vehicle: Making Media That Moves**

Franciscan Ballroom C-D, Ballroom Level

Your timelines are littered with an array of internet content vying for your views. How do you produce and disseminate content that is altogether entertaining, engaging, and inspires action? Hear from a range of mediamakers who are producing interesting, highly shareable content that's finding a following and provoking dialogue about Asian American movements, identity, and culture.

**Taz Ahmed**, Activist, Storyteller, and Politico, #GoodMuslimBadMuslim - Los Angeles, CA**Zahra Noorbakhsh**, Feminist, Muslim, Iranian-American Comedian, Writer and Actor - San Francisco, CA**Jenny Yang**, Comedian and Writer - Los Angeles, CA**Phil Yu**, Writer, Blogger and Producer - Los Angeles, CA

# FRIDAY, JUNE 3

## SESSIONS

### 3 TO 4:30 PM

**4421**

Major Workshop

#### **Deaf Identity 102: Intersectionality and D/deaf Experiences for Higher Education Professionals**

Union Square 1-2, Tower 3, Fourth Floor

This session explores intersectionality in the lives of deaf and hard of hearing students and professionals.

The presenters draw on personal narratives and share vignettes from students and colleagues at Gallaudet to explore the complexity of intersectionality experienced by deaf and hard of hearing persons. Participants should gain a deeper appreciation of diversity along many parameters as well as multiple forms of oppression within the deaf and hard of hearing population. They will leave the session with an understanding of what it means to be hearing allies better prepared to consider the complexity of deaf experiences when implementing transformative multicultural curricular practices, and aware of the enriched possibilities that may come with collaborating with deaf and hard of hearing colleagues. This session is designed for higher education professionals who have some prior experience with deaf and hard of hearing students and colleagues.

**Olugbenga Aina**, MSW, Director, Office of Diversity and Equity for Students, Gallaudet University - Washington, D.C.

**Genie Gertz**, PhD, Dean, College of Arts and Sciences, Gallaudet University - Washington, D.C.

**Judith Mounty**, EdD, MSW, Research Scientist, Office of Diversity and Equity for Students, Gallaudet University - Washington, D.C.

**Edgar Palmer**, MEd, MS, Executive Director, Office of Diversity and Equity for Students, Gallaudet University - Washington, D.C.

**4422**

Special Feature

#### **It's All in the Mix: New Models for Understanding and Engaging Multiracial Students and Alumni**

Union Square 3-4, Tower 3, Fourth Floor

All Levels

The 2010 U.S. Census reported nearly 50% more multiracial children than the 2000 census, making the "two or more races" youth demographic one of the fastest growing of all reported racial groups. With such growth, institutions of higher education will continue to see increasing enrollments of multiracial students, many who have only known their ability to "check all that apply." Yet, the social structures at many institutions have resisted explicit and intentional engagement of mixed students. New models are needed to better understand and engage this often overlooked population before, during, and after college. This session takes a lifespan approach considering how, for instance, various social media representations might influence the identities of multiracial students even before they get to college. While during college, research continues to make clear that mixed student organizations can help engage students, fostering community and identity development. But what happens on campuses without such organizations? The session will also spotlight staff-initiated services and retreats, as well as mixed race studies curriculum development, as models for engaging multiracial students both in and out of the classroom. Finally, the session will feature lessons learned from one of the first affinity associations for mixed alumni. Overall, the panelists will share their experiences with supporting mixed race students and alumni through various models. Participants will be invited to share their own perspectives to create shared learning about ways to apply aspects of the models presented to their own contexts.

**Rudy P. Guevarra**, PhD, Associate Professor, Asian Pacific American Studies, Arizona State University - Tempe, AZ

**Jenifer K. Logia**, BA, Outreach Coordinator, County Manager's Office, San Mateo County - Redwood City, CA

**Heather C. Lou**, MEd, Assistant Director of Outreach, Women's Resources and Research Center, University of California, Davis - Oakland, CA

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

**Charlene C. Martinez**, MA, Associate Director, Diversity and Cultural Engagement, Oregon State University - Corvallis, OR

Keywords: Multiracial, Faculty, Multicultural Affairs, Media Analysis, Pedagogy

# FRIDAY, JUNE 3

## SESSIONS

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**3 TO 4:30 PM**

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**4424**

Major Workshop

### **Are We There Yet?: The Complex Journey Toward Institutional Transformation**

Union Square 15-16, Tower 3, Fourth floor  
Intermediate

Equity and inclusion are quickly becoming critical priorities for most higher educational institutions. Oftentimes, colleges search for the best examples for how to institutionalize these priorities in what other institutions are doing. While these examples can be useful, each school will eventually need to customize their own paths toward equity and inclusion. In this workshop, the presenters will help participants grapple with the complexity of such transformation by sharing their own experiences as internal and external change agents and the frameworks and strategies that have arisen from their work. Specifically, this session will explore the essential elements of a racial justice focus, a general model for how to envision institutional change, tools for implementing that model and tailoring that change to the institution's needs, and suggestions on how to address resistance to change.

The session is interactive and participants are encouraged to bring examples, questions, and struggles from their institutions. Given the nature of the topic and the limitations on time, this workshop is best suited for those with a solid understanding of race, racism, and whiteness.

**Jorge Zeballos**, MA, Executive Director, Center for Diversity and Innovation, Kellogg Community College - Battle Creek, MI

Keywords: Institutional Efforts at Transformation, Diversity and Inclusion, Administrators, Chief Diversity Officers (CDO), Multicultural Affairs, Leadership Development

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**4425**

Concurrent Workshop

### **The Use of Film Clips in Teaching about Cultural Diversity**

Union Square 17-18, Tower 3, Fourth floor  
Intermediate  
Media Representations

The use of film clips is an engaging way to address sensitive topics related to cultural diversity in education, counseling, psychology, social work, history, literature, and more. Multiple examples in contemporary and historical media abound, which provide rich venues for analysis and exploration. These include the concepts of power, privilege, difference, and leadership that emerge in discussions of race and ethnicity, gender, socioeconomics, ability, religion, age, or other issues. Film clips range from movies featuring fictional children's stories to high action, to adventure, to romance, to science fiction, and to documentaries. Participants will be given lists of films that can be used to address various topics, as well as guidelines for analysis. Film clips presented for analysis and discussion include *Star Wars*, *The Empire Strikes Back*, *The Lion King*, *Hunger Games*, and *Avatar*. This session will benefit participants of all levels of experience interested in using media in teaching about cultural competence development.

**Jerri Shepard**, EdD, Associate Professor, Educational Leadership and Administration, Gonzaga University - Spokane, WA

Keywords: Media Analysis, Curriculum, Cultural Competence, Diversity and Inclusion, Perspective Taking, African American/Black

# FRIDAY, JUNE 3

## SESSIONS

### 3 TO 4:30 PM

**4426**

Concurrent Workshop

#### **From Consciousness to Action: Using In-Group Privilege and Awareness to Advance Diversity and Inclusiveness on College Campuses**

Union Square 19-20, Tower 3, Fourth floor  
Intermediate  
Theoretical Model

Privilege is one of the most challenging concepts for social justice educators to teach and train because of its invisibility, complexity, and the defensiveness it can engender. In doing this work, it is important to ask reflective questions and consider possible outcomes.

Presenters will discuss different manifestations of privilege emerging from in-group/out-group dynamics. They will also share strategies and experiences related to privilege awareness and how it can be used to contribute to social change, engage in-group members, disrupt social norms, and address issues of diversity and inclusiveness in everyday life. Workshop participants will then be asked to work in small groups to explore approaches to using privilege awareness in social justice work. This session should particularly benefit intermediate and advanced social justice educators, social change advocates, and all other individuals interested in the dynamics of privilege.

**Vanessa Carlson**, University of South Dakota, Office for Diversity, University of South Dakota - Vermillion, SD

**Laurie Lind**, MS, Health Sciences Major Faculty, School of Health Sciences, University of South Dakota - Vermillion, SD

**Lindsay Marlow**, MLS, Science Librarian, I.D. Weeks Library, University of South Dakota - Vermillion, SD

**Lamont Sellers**, MA, Director, Center for Diversity and Community, University of South Dakota - Vermillion, SD

**Jesús Treviño**, PhD, Associate Vice-President for Diversity and Senior Diversity Officer, Office for Diversity, University of South Dakota - Vermillion, SD

Keywords: Intergroup, Multicultural Affairs, Diversity and Inclusion, Intersectionality, Leadership Development, Pedagogy

**4427**

Concurrent Workshop

#### **Rethinking Campus Climate Studies: An Appreciative Inquiry Approach**

Union Square 22, Tower 3, Fourth Floor  
Intermediate  
Long-and Short-Range Planning

Diversity climate studies are a common tool employed by colleges to assess the various experiences and beliefs of its constituents. These projects often arise in hasty reaction to critical incidents when thoughtfulness is compromised. Even the most well intended approaches often root in deficit frameworks and elicit coded dismissive critiques about methods and magnitudes. Mistrust, resentment, and fear are often amplified rather than alleviated. In this session, presenters will describe a more robust and hopeful approach to diversity climate studies utilizing an Appreciate Inquiry (AI) (Cooperider & Whitney, 2001) methodology. AI is a conceptual framework and lens that can be utilized for assessing campus climate for diversity. It is interested not only in truthful accounts of pain and problems, but also in learning where, what, and how people and identity and diversity issues are supported, encouraged, and successful. Those affirming people, places, and programs provide direct evidence of what works in an organization so it can be applied in locations and situations in need of positive change. The presenters will share a case study about a university where AI methodology was used for a diversity climate audit, lessons learned, and recommendations for those interested in pursuing an AI approach.

**Rickey Hall**, MA, Vice Chancellor for Diversity and Inclusion, Office of Diversity and Inclusion, University of Tennessee - Knoxville, TN

**Jason Laker**, PhD, Professor, Counselor Education and EdD Program in Educational Leadership, San Jose State University - San Jose, CA

**Robin Parker**, JD, Executive Director, N/A, Beyond Diversity Resource Center - Mt. Laurel, NJ

Keywords: Diversity and Inclusion, Multicultural Affairs, African American/Black, Empowering Diversity, Changing Institutional Practices

# FRIDAY, JUNE 3

## SESSIONS

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**3 TO 4:30 PM**

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**4428**

Concurrent Workshop

**Hiring for 2050: Building a Diverse Faculty, One Search at a Time**

Union Square 23-24, Tower 3, Fourth floor  
Intermediate  
Long-and Short-Range Planning

If successful in gaining tenure, the tenure-track faculty hired in 2015 will serve at their institutions until approximately 2050. Thus, universities and colleges are already hiring the institutional leadership of the mid-21st century. No project is more urgent in our institutions of higher education than improving search protocols to consistently build a diverse tenure-track faculty. In this workshop, presenters will provide a practical guide to conducting tenure-track faculty searches that dramatically increase the likelihood of hiring faculty from historically underrepresented groups in any discipline. The workshop will be especially useful to those working at selective, predominantly white institutions and other institutions with a predominantly white faculty. This session should particularly benefit chief academic officers, academic deans, chief diversity officers, faculty members, and career counselors for graduate students and post-docs.

**Jessika Chi**, MA, Program Manager for Institutional Diversity, Office for Institutional Diversity, Reed College - Portland, OR

**Mary James**, PhD, Dean for Institutional Diversity and A. A. Knowlton Professor of Physics, Office for Institutional Diversity, Reed College - Portland, OR

Keywords: Faculty Hiring, Faculty Recruitment and Retention, Changing Institutional Practices, Institutional Efforts at Transformation, Academic Affairs, Chief Diversity Officers (CDO)

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**4429**

Concurrent Workshop

**Truth-telling: Interprofessional Education Health Disparities Series in Health Sciences**

Lombard Room, Tower 3, Sixth Floor  
Intermediate  
Curricular/Pedagogical Models

Examples of interactive exercises will be done to showcase how students were asked to gain self-awareness. This project was piloted during the 2014-2015 academic year with 25 students from Nursing, Occupational Therapy, Physical Therapy, Physician Assistant, and Podiatry departments. This session will benefit educators in health professions by describing a series of interprofessional learning experiences addressing how health disparities can be reduced through collaborative interprofessional care.

**Elizebeth Ching**, MEd, Assistant Professor, Occupational Therapy, Samuel Merritt University - Oakland, CA

Keywords: Faculty, Curriculum, Diversity and Inclusion, STEM/STEAM, Cultural Competence



# FRIDAY, JUNE 3

## SESSIONS

### 3 TO 4:30 PM

**4430**

Concurrent Workshop

#### **Becoming an Inclusive, Effective, and Equitable Undergraduate Research Mentor**

Taylor Room, Tower 3, Sixth Floor

Undergraduate research is proven to benefit traditionally underrepresented students. However, students in this population face barriers to participating in research projects. Two barriers that impede participation are an inhospitable research environment and inequitable/ineffective mentorship. This experiential training will prepare faculty research mentors to effectively, inclusively, and equitably mentor undergraduate researchers from traditionally underrepresented backgrounds. In this workshop, participants will gain a stronger understanding of the importance of inclusive mentoring in research settings, reflect on how their assumptions about students of diverse backgrounds impact their research mentorship practices, and gain inclusive tools, language, and activities to engender an open environment for undergraduate researchers from traditionally underrepresented backgrounds. One such tool will be a mentor-mentee charter, where the participant will put their newly gained knowledge into practice. This training will be an abbreviated version of an eight-hour, four-part workshop series offered at California Polytechnic State University, San Luis Obispo.

This session should particularly benefit faculty research mentors (can range from post-doc to full professor) working with a diverse group of undergraduate researchers (including racial/ethnic/religious minorities, students of various genders, transfer students, first generation, low income, etc.).

**Noya Kansky**, CSU STEM VISTA, Undergraduate Research Liaison, Louis Stokes Alliance for Minority and Underrepresented Student Participation (LSAMP) in STEM, California Polytechnic State University, San Luis Obispo - San Luis Obispo, CA

**Tiffany Kwapnoski**, Staff Coordinator, Louis Stokes Alliance for Minority and Underrepresented Student Participation (LSAMP) in STEM, California Polytechnic State University, San Luis Obispo - CA

**Jane Lehr**, PhD, Faculty Director, LSAMP; Chair, Women and Gender Studies; Associate Professor, Ethnic Studies, Louis Stokes Alliance for Minority and Underrepresented Student Participation (LSAMP), California Polytechnic State University, San Luis Obispo - San Luis Obispo, CA

**Robin Parent**, PhD, Inclusive Excellence Specialist, Center for Teaching, Learning, and Technology, California Polytechnic State University, San Luis Obispo - San Luis Obispo, CA

Keywords: Mentoring, Research, Diversity and Inclusion, Practitioner Development, Cultural Competence, Predominantly White Institution

**4431**

Concurrent Workshop

#### **Beyond the Choir: Engaging Faculty in Courageous Conversation about Inclusive Classrooms**

Van Ness Room, Tower 3, Sixth Floor

Intermediate

Curricular/Pedagogical Models

As most of us here at NCORE know, creating inclusive and equitable classrooms is critical to the success and wellbeing of underserved and marginalized students. And yet, on many of our campuses, it can be very difficult to engage large numbers of faculty in examining the structure and impact of their own teaching. In this interactive workshop, presenters will share strategies, activities, and resources from UC Berkeley's new peer-led Faculty Dialogue Series on Inclusive Classroom Practices. The session will include experiential activities and scenarios from the dialogue series, as well as a discussion about how to inspire meaningful faculty reflection and action "beyond the choir". The workshop will benefit current and future faculty, instructors, and others interested in creating classroom environments that are fully welcoming, responsive, and respectful to students with diverse backgrounds and identities.

**Matthew Griffith**, MA, Project Manager - Campus Climate Initiative, Equity and Inclusion, University of California, Berkeley - Berkeley, CA

**Rodolfo Mendoza-Denton**, PhD, Professor, Psychology, University of California, Berkeley - Berkeley, CA

**Amy Scharf**, PhD, Strategic Analyst - Equity and Inclusion, Equity and Inclusion, University of California, Berkeley - Berkeley, CA

Keywords: Diversity and Inclusion, Faculty, Pedagogy, Curriculum, Institutional Efforts at Transformation, Changing Institutional Practices

# FRIDAY, JUNE 3

## SESSIONS

### 3 TO 4:30 PM

**4432**

Concurrent Workshop

#### **Inclusion from the Start: A Case Study of Identity Development and Bias Incident Bystander Training at First-Year Orientation**

Union Square 21, Tower 3, Fourth Floor

Intermediate

Case Studies/Model Programs

Universities are often challenged in how to implement diversity trainings, given the various backgrounds and individuals distinct exposure to the topic. Policies on civility and inclusion are campus rule but students' interaction with these policies occur mainly through conduct incidences. Even on large public universities with diverse populations, university-wide exposure to intentional spaces for identity development and cross-cultural conversation are lacking. The goal of this session is to present a case study of the diversity and inclusion session presented to 4,500 incoming students during orientation at San Jose State University. This example showcases the collaboration between MOSAIC Cross Cultural Center, PRIDE Center, Gender Equity Center, and the Associated Students César Chávez Community Action Center in creating an interactive, social justice-based training for newly admitted first-year students. In this session, presenters will explore the theories that inform our thinking, the strategies for navigating institutional barriers, the challenges in producing an all levels inclusion training curriculum, and the perceived benefits (to this type of work). This session should particularly benefit Student Affairs practitioners at any level looking to institutionalize diversity work and those looking to building on existing campus partnerships for increased reach and campus transformation.

**Maribel Martínez**, MA, Director, César Chávez Community Action Center, Associated Students, San Jose State University - San Jose, CA

**Caz Salamanca**, MA, Assistant Director, MOSAIC Cross Cultural Center, San Jose State University - San Jose, CA

**Bonnie Sugiyama**, MA, Director, PRIDE Center and Gender Equity Center, San Jose State University - San Jose, CA

Keywords: Student Life, Identity Development, Diversity and Inclusion, Intergroup Dialogue/Facilitation, Institutional Efforts at Transformation, Coalition Building

### 4:45 TO 6 PM

**4501**

Concurrent Workshop

#### **Cross Cultural Influences of Fraternity and Sororities**

Continental Ballroom 3, Ballroom Level

Intermediate

Research/Assessment/Evaluation

Whether your pan-hellenic women have had more binge drinking incidents than in recent years, your professional business fraternity has requested to present its new members to the campus, your service organization has begun to take on NPHC characteristics because many members have dual membership in the organizations, or your culturally-based groups seem to lose their identity on your campus and struggle to fit in, cross cultural influences are happening every day. Fraternities and sororities represent different communities on our campuses and like every other environment, communities living in close proximity impact the others with both positive and negative influences. It is through these influences, characteristics, and what have become acceptable norms that we examine and address how these dynamics influence our students and more importantly their microcosm of the world, the college campus.

**Shauna Irwin McNeil**, MS, Associate Director of Student Activities/Director of Student Organizations and Greek Life, Student Affairs, North Carolina Agricultural and Technical State University - Greensboro, NC

**Ebony Ramsey**, MS, Director of Student Involvement, Student Development, Florida Southern College - Lakeland, FL

Keywords: Multiple Racial Identities, Women, Diversity and Inclusion, Men, Intersectionality, Changing Institutional Practices

# FRIDAY, JUNE 3

## SESSIONS

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# 4:45 TO 6 PM

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**4502**

Concurrent Workshop

### **How the Media Misrepresented Community Crime Following the Baltimore Uprisings**

Continental Ballroom 4, Ballroom Level

Novice

Media Representations

May 7, 2004, was the day William Joseph Thomas' life changed completely. He was an innocent bystander at a shooting incident that took place at Randallstown High School. As a result, the one-time three sport athlete was left paralyzed by injuries sustained from the shooting. Today, William is a community activist and an engineer. William is heavily involved in his community, speaking out against crime to prevent the constant repetition of what happened to him and his classmates in today's society. He was intimately involved in efforts to keep peace during the Baltimore Uprisings. However, his effort, along with many other community activists to encourage peaceful protest and interaction, was overshadowed by media coverage that only told part of the story behind the uprisings in Baltimore. William has set out to tell the other side. This session will particularly benefit community activists.

**William Tipper Thomas, III**, Co-Founder/Program Director, Community Relations, The Tipper Foundation, Inc. - Baltimore, MD

Keywords: Organizing/Activism, African American/Black, Media Analysis, Systemic Racism, Critical Race Theory, African American/ Black

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**4503**

Special Feature

### **Diversity at Work: Celebrating Results**

Continental Ballroom 5, Ballroom Level

Intermediate

An MMA fighter, a gamer, and a stand-up comedian come into work and magic happens. Celebrating the full thought diversity of its staff to find inventive solutions for their major studio clients, one of Hollywood's most prolific digital media companies dishes on some of the ways it has won the game for many of the industry's biggest hits. CEO Frank Donner discusses the path to success by recognizing that diversity at work leads industry trends. The ever elusive key to success? We've got it!

**Frank Donner**, MDE, CEO, BLKBX Creative Group - Los Angeles, CA

**Jeff Huang**, MBA, COO, BLKBX Creative Group - Los Angeles, CA

Keywords: Diversity and Inclusion, Career Path, Mentoring, Recruitment, Identity Development, Intergroup Dialogue/Facilitation

# FRIDAY, JUNE 3

## SESSIONS

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# 4:45 TO 6 PM

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**4504**

Concurrent Workshop  
***What's Your Story?***

Continental Ballroom 6, Ballroom Level  
Novice  
Experiential/Interactive Training

Everyone has a story. The layers of our stories either allow us to connect or distance ourselves from others. Mitzi Sinnott, creator and performer of *SNAPSHOT: a true story of love interrupted by invasion*, developed *What's Your Story?* because she recognized the impact her play, which touches on her personal unconventional story, is having on audiences around the world. As one of *Campus Activities Magazine's* "Top 5 Best Diversity Speakers in America," Mitzi "makes the tough conversations about race, class and violence in the world easier." *What's Your Story?* provides a space for students and staff to authentically explore their personal, social and cultural identities, develop their personal narrative, and experience another lens for viewing the world.

Her signature activities engage participants in bodywork, writing, and drawing while providing a window into the diverse experience of others. Mitzi draws upon her insights in collaboration with a network of professional psychologists, historians, and other accomplished artists to facilitate a uniquely designed program for each organization who commissions her creative educational approach.

Participants leave her workshop with a richer understanding of their life experiences and how to express them to others, new knowledge of peers different from themselves and the ability to communicate more clearly with those they may not have ordinarily reached. Students and staff who've engaged in Mitzi's workshop find valuable instruments of communication, empathy, and insight. These tools can be carried to varied environments and are trickles that cause the wave of change.

**Mitzi Sinnott**, Executive Director, All Here Together Productions - Flatwoods, KY

Keywords: Multiple Racial Identities, Diversity and Inclusion, Self-Care/Self-Work, Empowering Diversity, Perspective Taking, Organizing/Activism

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**4505**

Concurrent Workshop  
**Creating a Culture of Courage: Reframing How We Engage Our Residential Living Environment to Partake in Experiences about and across Difference**

Continental Ballroom 7, Ballroom Level  
Novice  
Long-and Short-Range Planning

The Communities of Inclusion Initiative at Clemson University is meant for students to explore their own perceptions of identity as well as the way they interact with others in a residential living environment. Communities of Inclusion focuses on different ways to engage residents in the exploration of diversity and the impact identity has on our daily interactions. When we attempt to facilitate experiences in safe spaces, we cannot prevent the responses that come when emotions run high. Alternatively, brave spaces can create a more authentic experience where participants are compelled to be courageous. Brave spaces will allow students to put themselves in the mindset of bravery and define who they will be as well as how they will show up with courage as their guide. Through the creation of a Clemson Courage Campaign that sets the tone for our Communities of Inclusion initiative, Residential Life at Clemson University is attempting to call students into difficult and transformative experiences to better promote a more socially just campus community. This session should particularly benefit student affairs practitioners who are interested in learning how to construct an initiative to promote experiences rooted in social justice and courage, specifically within the residential community.

**Taylor Davidson**, MEd, Community Director, University Housing and Dining, Clemson University - Clemson, SC  
**Lloyd Graham**, MEd, Community Director, University Housing and Dining, Clemson University - Clemson, SC

Keywords: Diversity and Inclusion, Residence Life, Students, Institutional Efforts at Transformation, Predominantly White Institution, Empowering Diversity

# FRIDAY, JUNE 3

## SESSIONS

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# 4:45 TO 6 PM

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**4506**

Concurrent Workshop

**Microaggressions, the Workplace, and You**

Continental Ballroom 8, Ballroom Level

Novice

Theoretical Model

This session is designed to share the research methodological tool known as diversity mapping and how it enables higher educational institutions to view their diversity activity record over a set number of years so as to understand its goal achievement and strategic planning stage. Together, the presenters have mapped over 40 universities and colleges around the country with this methodological tool. The presenters will discuss the key insights and findings gained from the diversity mappings conducted over the last eight years.

This session will focus on defining microaggressions and exploring how they manifest in educational workplaces. Participants will develop strategies to recognize, dispel, and overcome cultural stereotypes and myths regarding work ethic, professional dress, and other issues by discussing best practices and coalition-building. Methods to record, address, and begin to systematically bring light to microaggressions will be considered. This session will recognize the empowerment and agency of every individual to make positive change at work. This session will particularly benefit attendees experiencing microaggressions.

**Temple Jordan**, MEd, Assistant Director, Mentoring and Inclusion Programs, Office of Social Justice, Inclusion and Conflict Resolution, Rowan University - Glassboro, NJ

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

Keywords: Critical Race Theory, Diversity and Inclusion, POC, Changing Institutional Practices, Self-Care/Self-Work, Predominantly White Institution

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**4507**

Concurrent Workshop

**Leading the Transformation into an Anti-Racist Institution: A Case Study of Oakton Community College's Anti-Racism Team**

Continental Ballroom 9, Ballroom Level

Intermediate

Case Studies/Model Programs

Does your institution struggle with advancing its focus from diversity programming and events to movement toward complete cultural transformation into an anti-racist, inclusive, and transparent institution? This presentation will provide a case study of the development and evolution of Oakton Community College's Anti-Racism Team. By authority of the President of Oakton and with the support of the Board of Trustees, the role of the Anti-Racism Team is to affirm and move the College toward the vision of dismantling racism in all areas of the College. To the presenters' knowledge, Oakton has the nation's only institutionally-supported team at a community college that is precisely focused on anti-racist institutional transformation. This session will model the process for creating an Anti-Racism Team, and share the tools and strategies--such as community organizing, racial caucusing, and strategic planning -- that have been used to carry the institution towards its anti-racist vision.

**Maya Evans**, PhD, Director of Research and Planning, Institutional Research, Oakton Community College - Des Plaines, IL

**Michelle James**, PhD, Professor of Student Development and Psychology, Psychology, Oakton Community College - Des Plaines, IL

Keywords: Organizing/Activism, Systemic Racism, Changing Institutional Practices, Institutional Efforts at Transformation, Antiracism, Institutionalized Privilege

# FRIDAY, JUNE 3

## SESSIONS

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# 4:45 TO 6 PM

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**4508**

A Conversation With

**Defending Ethnic Studies: Education and Health Research as a Matter of Justice for People of Color and Indigenous Nations**Imperial Ballroom A, Ballroom Level  
Advanced

In the spring of 2016, the nation's first and the world's only College of Ethnic Studies came under attack, facing more than half a million in possible cuts to faculty, courses, programs, and services including the suspension of the MA Programs in Ethnic Studies and Asian American Studies, the Cesar Chavez Institute, and Student Empowerment and Resource Center. Facing a 40% reduction in services, students and faculty worked together to stop the assaults on Ethnic Studies by reframing the administration's narrative of over spending to under-funding. This is session will examine how these efforts speak to an increasing need for academia to come together with communities of color and Indigenous Nations to work toward meaningful research that is grounded in health and educational access as a human rights issue. A case study of a community-based research project and recently published book, *Indian Blood: HIV and Colonial Trauma in San Francisco's Two-Spirit Community*, will be highlighted as an example of research grounded in the community and as an intervention model focused on youth cultural leadership, intergenerational healing, and radical love as key features necessary in a critical ethnic studies approach to addressing multiracial health disparities, as well as gendered and racialized forms of sexual violence. Examining stories of resistance and resilience among mixed-race, two-spirit and transgender Natives will open up a crucial dialogue around the importance of academic, community grounded research in addressing educational equity as a matter of justice.

This session is organized in partnership with SpeakOut, The Institute for Democratic Education and Culture. For information on how to bring Andrew Jolivette to your campus, visit the SpeakOut booth in the NCORE Exhibit Hall or go to [www.speakoutnow.org](http://www.speakoutnow.org)

**Andrew Jolivette**, PhD, Professor and Chair, American Indian Studies Department, San Francisco State University - San Francisco, CA

Keywords: American Indian/ Native American, Multiracial, Multiple Racial Identities, POC, LGBTQIAA, Identity Development

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**4509**

Concurrent Workshop

**Beyond Our Screens: Yik Yak and Racism**Imperial Ballroom B, Ballroom Level  
Novice  
Social Media Issues

Social media is, and will undoubtedly continue to be a huge part of college students' lives. 97% of college students have a social networking account and 77% of college students visit social networking sites several times a day (Jesse, 2013). Recently Yik Yak has been added to the list of continuously growing social media outlets. Yik Yak has become the, "most frequently downloaded anonymous social app in Apple's App Store," (Mahler, 2015). But, what's race got to do with all this? Yik Yak provides anonymity; anonymity provides the opportunity for social media users to hide who they are while allowing them to say exactly what they think without any social consequences. Unfortunately, this is allowing the expression of not only unpacked racial biases, but also messages of racial violence. Thus, does Yik Yak allow for civil discourse or is it simply unveiling a larger issue of campus culture? This session should particularly benefit participants who are interested in campus climate, free speech, critical race theory, and social media at college, specifically regarding the intersection of racism and social media on Yik Yak. Join us as we explore racially charged Yaks.

**Tenzin Kunor**, MEd, Graduate Apartment Community Manager, Department of Residence, Iowa State University - Ames, IA

**Ashley Maitland**, MEd, Equity and Social Justice Coordinator, Margaret Sloss Women's Center, Iowa State University - Ames, IA

**Daniel Spikes**, PhD, Assistant Professor of Educational Administration, School of Education, Iowa State University - Ames, IA

Keywords: Social Media, Systemic Racism, Critical Race Theory, Media Analysis, Predominantly White Institution, Organizing/Activism

# FRIDAY, JUNE 3

## SESSIONS

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### 4:45 TO 6 PM

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**4510**

Special Feature

#### **Public Perception, Prejudice, and Police Protection: Making Campus and Community Life Safer through Advancement of Public-Police Cooperation and Respect**

Franciscan Ballroom C-D, Ballroom Level

This session examines diversities within campus communities and the need to develop innovative, ethical law enforcement training and practice to guide police interactions with students and residents to reduce police violence and build public trust. Presenters will review case studies of egregious police conduct that strain relationships with the public and threaten the reputation of the police profession. This session is intended to bridge gaps between the police and the public by identifying root causes of fear among police officers who work with people of color, including Black and Brown men and boys.

This session will benefit participants who are interested in criminology, the criminal justice system, law enforcement, community development, racial and social justice, and persons who work directly with African American, American Indian, Latino/a, and Southeast Asian students. There will be an emphasis on males on college campuses and in society.

**Matthew E. Carmichael**, Chief of Police, UC Davis Police Department, University of California, Davis - Davis, CA

**Arthur Cribbs**, PhD, Executive Director, Cultural Artists for Economic Justice/Faith, Fellowship and Fitness, Interfaith Movement for Human Integrity - Los Angeles, CA

**Linda Handy**, Trustee, District Office, Peralta Community Colleges - Oakland, CA

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**4511**

Concurrent Workshop

#### **How Administration Handles Diversity Related Issues: An Assessment on Delivering Messages**

Union Square 1-2, Tower 3, Fourth Floor

Novice

Long-and Short-Range Planning

Racial and ethnic issues occur on university campuses, which leads to the question: "how do university administrations handle racial and ethnic issues in university settings?" In order to answer this question, messages will be analyzed from crisis situations on campuses across the United States. The goal of the message, the purpose, the audience, the form, and the intended results of common occurrences will be used to create scenarios. Based on the scenarios, focus groups from a relative sample from the student body of the University of Wisconsin-Eau Claire will identify what strategies they thought to be effective from looking at the created scenarios. This research could lead administration to understand what communication is effective and ineffective in relationship to their students. As a result, the student experience would be enhanced creating a culturally aware environment.

**Ashley Sukhu**, Outreach and Inclusivity Coordinator, Student Senate, University of Wisconsin-Eau Claire - Eau Claire, WI

Keywords: Students, Administrator Recruitment and Retention, Diversity and Inclusion, Changing Institutional Practices, Assessment/Evaluation, Reinventing Language

# FRIDAY, JUNE 3

## SESSIONS

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**4:45 TO 6 PM**

**4512**

Concurrent Workshop

### **Expanding and Enhancing College Access and Success for Underrepresented Students at a Rural New England College**

Union Square 3-4, Tower 3, Fourth Floor

All Levels

Research/Assessment/Evaluation

Colby-Sawyer College is a private liberal arts college located in an affluent town in New Hampshire. Located in New England, the wealthiest and whitest region of the country, one might not expect approximately 50% of Colby-Sawyer College students are first generation college students. One also would not expect an approximately 25% non-white student body. Such socioeconomic and racial diversity is notable and presents interesting research opportunities. This session highlights qualitative and quantitative findings that explain and describe student experiences. It will cover minority students' transition to college, involvement in campus community, residential life experience, as well as academic/curricular experiences. Ultimately, these findings provide vital information for a new pre-college program at Colby-Sawyer College. Accordingly, the framework for such a program will be discussed. This session should particularly benefit admissions personnel as well multicultural/diversity program personnel at small colleges looking to expand opportunities for underrepresented students. It is also oriented toward personnel looking to enhance access and success for underrepresented students.

**Omari Jackson**, PhD, Assistant Professor of Sociology, Student Success and Retention, Colby-Sawyer College - New London, NH

Keywords: Academic Affairs, Admissions, Multicultural Affairs, Residence Life, Student Affairs, Student Life

**4513**

Concurrent Workshop

### **“Chipping Away at the Edifice”: Transforming Health Care and Medical Education through a Social Justice Lens**

Union Square 14, Tower 3, Fourth Floor

It can be very difficult to establish social justice curricula in any institution. It has been especially difficult within healthcare. There is much resistance to this kind of work within healthcare systems. Likely the largest barrier is the lack of awareness of a problem. Physicians and other healthcare providers often like to believe that our healthcare system functions in a vacuum, outside of our highly racialized society. In this session, the presenter will describe his experiences and the types of resistance to establishing social justice work. The presenter will discuss tools and interventions to help break down the barriers. This will be a highly interactive session as we work together to develop a tool kit for breaking down institutional barriers to social justice work. Participants will leave the workshop with a clearer sense of the institutional barriers to social justice work, and an understanding of how they can breakdown these barriers with specific tools and interventions. This session should particularly benefit those involved in the development of institutional policies and curricula.

**Stephen Nelson**, MD, Children's Hospitals and Clinics of Minnesota, Pediatric Hematology/Oncology, Hackman Consulting Group - Minneapolis, MN



# FRIDAY, JUNE 3

## SESSIONS

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### 4:45 TO 6 PM

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**4514**

Concurrent Workshop

**How to Have an Equitable and Effective Cross-Race Collegueship in Student Affairs and Beyond**

Union Square 15-16, Tower 3, Fourth floor

Intermediate

Long-and Short-Range Planning

The year 2015 was a tumultuous time on college campuses in the United States. Whether it is concerns about race, sexual orientation, gender identity, or sexual violence, college campuses have become crucibles for critical discussions on these topics. Santa Clara University (SCU) is not immune to the concerns about campus climate and other topics. However, it took a racially charged Yik Yak post in May 2015 to create a spark that revealed an underlying sense of frustration on the campus. This sense of discontentment and missteps by the administration led to the creation of Unity 4 and a student movement asking for tangible changes on the campus. The Unity 4 students created a list of 21 tactics that they wanted to see adopted. This session provides an opportunity to engage with administrators and student leaders from Unity 4 to talk about the challenges and successes of the Unity 4 movement and how SCU has been able to foster a constructive dialogue with students as well as begin to take specific action steps. In light of examples where campuses are failing to engage with their students, SCU students and the administration are engaged in an effort to help move the institution forward.

**Luz Burgos-Lopez**, MS, Assistant Dean of Students for Race, Equity, and Identity, Center for Race, Equity, and Identity, Goucher College - Baltimore, MD

**Judy Jarvis**, MEd, Director for the Campus Life LGBTQ Center and Women's Center, Campus Life, and Diversity, Vassar College - Poughkeepsie, NY

Keywords: Intergroup, Critical Race Theory, Student Affairs, Coalition Building, Practitioner Development, Predominantly White Institution

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**4515**

Concurrent Workshop

**The American Indian Summer Institute: California's Oldest American Indian College Readiness Program: 18 years of Successful Collaboration**

Union Square 17-18, Tower 3, Fourth floor

Novice

Case Studies/Model Programs

This session examines a collaborative planning process devised by American Indian Counselors and Recruiters with the two higher education institutions in California, the University of California and the California State University. Both systems supported a statewide dialogue that took place in six regions in California to ascertain the needs of California Indian tribes, tribal agencies, and urban Indian communities. The recommendations from these dialogues were forwarded to both statewide system offices for their review. The intent of the effort was to establish a long-range planning process to increase the number of college-ready American Indian students. The outcome of this dialogue was inter-segmental collaboration which enabled us to offer the students a wider range of academic and readiness activities.

The session will benefit those interested in best practices in collaborative efforts, including outreach personnel and recruitment staff charged with developing a pathway to college for American Indian students. Participants will also be provided a list of best practices and a copy of an MOU between one of the universities and a Southern California tribe as an example of successful collaboration. This workshop would be especially helpful for those in higher education who are involved or should be involved with interaction with tribal governments and agencies.

**Mikela Jones**, MS, Principal, United Auburn Indian School, United Auburn Indian Community - Auburn, CA

**Ricardo Torres**, Counseling Faculty, Student Academic Services/Educational Equity Programs, California State University Sacramento - Sacramento, CA

**Michelle Villegas-Frazier**, MA, Program Coordinator, Office of Student and Resident Diversity, University of California, Davis School of Medicine - Sacramento, CA

Keywords: American Indian/Native American, Students, Recruitment, Admissions, Institutional Efforts at Transformation, Identity Development

# FRIDAY, JUNE 3

## SESSIONS

### 4:45 TO 6 PM

**4516**

Concurrent Workshop

#### **L.E.A.D. the Change: A Living Learning Community Focused on Social Justice, Service-Learning, and Leadership**

Union Square 19-20, Tower 3, Fourth floor

Novice

Case Studies/Model Programs

First-year freshmen successfully navigate the intellectual and social dimensions of transitioning to college, but how might the addition of academic and programmatic components related to Social Justice, Service-Learning, and Leadership create challenging and transformative learning experiences for students? The LEAD Leadership team will share their story of conceiving, implementing, and evaluating this program. Incorporating inquiry-based and interactive methods, we will invite the participants to explore with us some of the critical questions we encountered. Presenters will also model and provide a resource packet of some of the activities and practices used to create the LEAD LLC. This session should particularly benefit students, staff, and faculty with an interest in forging sustained student/academic affairs collaborations, starting a new living learning community, integrating curricular and co-curricular service-learning experiences, scaffolding social justice education for freshmen students at a Predominately White Institution, fostering on- and off-campus student leadership, and/or developing curricular and co-curricular programs at a public liberal arts university.

**Dahlia Hylton**, PhD, Director, Intercultural Center and Multicultural Student Programs, University of North Carolina Asheville - Asheville, NC

**Lise Kloeppe**, MFA, Associate Professor and Faculty Director, Drama and Key Center for Service-Learning and Community Citizenship, University of North Carolina Asheville - Asheville, NC

**Keith Martin**, MEd, Community Director, Residential Education, University of North Carolina Asheville - Asheville, NC

Keywords: Academic Affairs, Student Affairs, Diversity and Inclusion, Leadership Development, Predominantly White Institution

**4517**

Concurrent Workshop

#### **The Great Pretender: An Autoethnographic Exploration into the Hidden World of a Gay Black Male College Student's Intersections of Masculinity, Ethnicity, and Identity**

Union Square 22, Tower 3, Fourth Floor

Intermediate

Media Representations

This session explores the hidden world of GBQQ (Gay, Bisexual, Queer, or Questioning) male college students of color, from the autoethnographic reflections of one Gay Black male college student. Research shared will illustrate that GBQQ male college students of color develop in-depth levels of sexual discretion as a form of coping that often leads to detrimental academic and personal affects in his collegiate career.

This session will benefit participants who seek to dismantle or disrupt preexisting collegiate social constructs that prevent GBQQ males of color from embodying their authentic self in public educational settings, provide a set of practical and theoretical approaches for administrators, parents, and faculty who regularly interact with this population of students, and aims to raise a collective consciousness regarding the intersections of masculinity, ethnicity, and identity as a transformative tool for growth among GBQQ male college students of color.

**Vincent Harris**, PhD, Harvard University, Harvard College Women's Center, Office of Equity, Diversity, and Inclusion, Harvard University, Administrative Fellows Program - Cambridge, MA

Keywords: Men, African American/Black, LGBTQIAA, Retention, Diversity and Inclusion, Students

# FRIDAY, JUNE 3

## SESSIONS

### 4:45 TO 6 PM

**4518**

Concurrent Workshop

#### **Effecting Change at Department Level through Targeted Staff Coalitions: A Case Study**

Union Square 23-24, Tower 3, Fourth floor  
Intermediate  
Case Studies/Model Programs

Building diversity and inclusion coalitions among staff on a PWI campus can be a difficult task, particularly at large institutions. However, it is understood that intentional strategies to strengthen collaborative efforts can positively impact student support services for students of color. With this in mind, Northeastern University's Office of Institutional Diversity and Inclusion launched a staff development pilot program called "NCORE Initiative" to influence the implementation of targeted programs using the knowledge, resources, and skill development offered through the NCORE Conference. Beginning with the NCORE Conference, this year-long initiative aimed to inspire non-student affairs staff to critically analyze campus programs and practice related to supporting students of color, enhancing access, and improving career services. In addition, the NCORE Initiative intended to influence new and innovative cross-divisional partnerships.

This session will benefit those interested in influencing change via targeted professional development efforts. Presenters will showcase the results of the "NCORE Initiative" pilot as a case study, and share projects resulting in improving resources for student access and support. An overview will be given of foundational structure for the pilot, including goals, curriculum, budget, and staff selection process. Followed by specific examples of cross-divisional programs developed as a result of attending NCORE as a staff coalition, working as a collective, and the unforeseen outcomes of the program.

**Jamie Bergeron**, MEd, Diversity Program Coordinator, Institutional Diversity and Inclusion, Northeastern University - Boston, MA

**Nakeisha Cody**, MA, Associate Director, John D. O'Bryant African American Institute, Northeastern University - Boston, MA

**Molly Dugan**, PhD, Director, Foundation Year Program, Northeastern University - Boston, MA

**Ellen Zold Goldman**, MA, Senior Associate Director, Career Development, Northeastern University - Boston, MA

**Hilary Sullivan**, MA, Director, Co-Curricular Service and Community Partnerships, Northeastern University - Boston, MA

Keywords: Coalition Building, Institutional Efforts at Transformation, Practitioner Development, Changing Institutional Practices, Diversity and Inclusion, Perspective Taking

**4519**

Concurrent Workshop

#### **The Weight of the Warrior: Student Activism, Practitioner Support, and Self Care**

Lombard Room, Tower 3, Sixth Floor  
Intermediate  
Case Studies/Model Programs

What is your role in the revolution? Similar to several institutions across the nation, students at the University of Illinois at Urbana-Champaign are faced with tackling multiple facets of what it means to be an activist. From #BeingBlackAtIllinois to the "Illini White Student Union," students and practitioners alike are no strangers to high-profile controversy and racial tensions. However, with great movements comes an even greater need for holistic support. Students and staff experience burnout, from struggling academics to disengagement from the work. In this session, relish in the narratives of student activists and practitioners, as they describe their role in the revolution as well as the tools of support when promoting self-care through it all.

**Tekita Bankhead**, MS, Assistant Director, Bruce D. Nesbitt African American Cultural Center, University of Illinois at Urbana-Champaign - Champaign, IL

**kimberly hodes**, MSW, Program Director, University Housing, University of Illinois, Urbana-Champaign - Champaign, IL

**Ayanna Williams**, Graduate Student, Loyola School of Education, Loyola University Chicago - Chicago, IL

Keywords: African American/Black, Changing Institutional Practices, Empowering Diversity, Systemic Racism, Organizing/Activism, Self-Care/Self-Work

# FRIDAY SPECIAL EVENTS

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**4600**

## **LGBTQ People of Color Caucus**

Friday, 6:00-7:30 pm  
Continental Ballroom Parlor 3, Ballroom Level

**4700**

## Special Event **An Evening of Film and Dialogue with Shakti Butler**

Friday, 8 - 9:30 pm  
Continental Ballroom 4, Ballroom Level

Over an 18-year period, Shakti Butler had produced and directed four films for World Trust Educational Services: *The Way Home*, *Mirrors of Privilege: Making Whiteness Visible*, *Light in the Shadows*, and *Cracking the Codes: The System of Racial Inequity*. Currently, Shakti is working on a new film/dialogue, *Healing Justice* (working title), exploring the youth to prison pipeline and restorative justice. Join us for an evening of social justice dialogue and transformative learning.

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

**4701**

## Special Event ***SNAPSHOT: a true story of love interrupted by invasion***

Friday, 8 - 9:30 pm  
Continental Ballroom 6, Ballroom Level

*SNAPSHOT: a true story of love interrupted by invasion* has premiered on three continents since its birth in New York City. Fusing words, dance, music, and film, this story chronicles the quest of a mixed-race daughter from Central Appalachia who eventually finds her homeless veteran father suffering in Hawaii.

Mitzi Sinnott the solo performer and creator of the play was nominated for Best Actress at the Edinburgh Fringe Festival in Scotland. "The facts are teased out by Sinnott in a well-honed and tightly knit narrative that is so well directed that you never see how she's doing it because what she has to say is so engaging and poignant too.... Many aspire to this but few achieve it." Thom Dibdin, The Stage London England

*SNAPSHOT* received special accolades at both the Cape Town Festival South Africa and International Women's Festival Tornio Finland and is a two-time recipient of the Brooklyn Arts Council Individual Artist Grant and the Kentucky Foundation for Women Arts Meets Activism Grant.

*SNAPSHOT* is entertaining theatre that includes singing and dancing with an emotional ride that inspires positive change for a better future.

**Mitzi Sinnott**, Executive Director, All Here Together Productions - Flatwoods, KY

**4800**

## **JDOTT Sponsored Dance**

Friday, 10:00 pm-1:00 am  
Golden Gate 1-4, Lobby Level

Enjoy an evening of music and dance sponsored by the John D. O'Bryant National Think Tank (JDOTT), a national association developed through the efforts of members of NCORE's African American Networking Group.

# SATURDAY, JUNE 4

AT A GLANCE

| TIME            | SESSION # | TITLE  | TOWER                                     |
|-----------------|-----------|--|---|
| 8:30 - 11:30 AM | 5001      | Praxis for Educating Women of Color: Stories, Self-Care Strategies and Higher Education Leadership Navigation  | Continental Ballroom 1, Ballroom Level    |
|                 | 5003      | Waking Up to Privilege Systems: Using Critical Autobiography to Expose the Hidden Benefits of Race, Gender, and Sexual Identity Dominance                                      | Franciscan Ballroom B, Ballroom Level     |
|                 | 5004      | Interactive Theatre: A Model of Empowerment for Marginalized Identities  | Franciscan Ballroom D, Ballroom Level     |
| 8:30 - 9:45 AM  | 5006      | Journey of Empowerment and Transformation: Developing and Facilitating an Intergroup Dialogue Program  | Continental Ballroom 3, Ballroom Level    |
|                 | 5010      | Where's the Harm? Examining the Stereotyping of Indigenous People and Educational Interventions for Indigenous Cultural Safety   | Continental Ballroom 7, Ballroom Level    |
|                 | 5011      | Developing a Pedagogy for Incarcerated Black Students: The Humiliation to Humility Perspective (HHP)   | Continental Ballroom 8, Ballroom Level    |
|                 | 5012      | Background Factors Common among African American Female Administrators at Predominantly White Institutions in Tennessee: A 2001 Study  | Continental Ballroom 9, Ballroom Level    |
|                 | 5013      | Show Me Your Social Justice Card: Reframing the Conversation from Theory to Everyday Life  | Imperial Ballroom A, Ballroom Level       |
|                 | 5015      | Professional Growth & Impact: A Fulbright Scholar's Experience in South Korea  | Franciscan C-D, Ballroom Level            |
|                 | 5017      | Harassment and Discrimination 101: Prevention, Remediation, and Restoration  | Union Square 3-4, Tower 3, Fourth Floor   |
|                 | 5018      | Creating a Culture of Self Development and Group Cohesion among Underrepresented Premedical Students   | Union Square 14, Tower 3, Fourth Floor    |
|                 | 5019      | Oppression in Data Analysis: How Students Are Misrepresented in Institutional Demographic Data   | Union Square 15-16, Tower 3, Fourth Floor |
|                 | 5020      | Creating Inclusive Curriculum and Pedagogy to Facilitate Inclusive and Diverse Classroom Environments  | Union Square 17-18, Tower 3, Fourth Floor |
|                 | 5022      | How Vietnamese Oral Histories Debunk the Model Minority Myth in Higher Education   | Union Square 22, Tower 3, Fourth Floor    |
|                 | 5023      | The Road to Preparedness: Assisting First Year Underrepresented Student Populations through Their Transition from High School to College and into Student Leadership Positions | Union Square 23-24, Tower 3, Fourth Floor |
|                 | 5024      | Train Them Up: Developing Social Justice Educators through a Social Justice College Access Program   | Lombard Room, Tower 3, Sixth Floor        |
|                 | 5025      | Living in Color: Furthering Campus Support and Resources for the African American Trans Student  | Mason Room, Tower 3, Sixth Floor          |
|                 | 5026      | Intersectionality of Intercultural Education: Creating the "Village"   | Powell Room, Tower 3, Sixth Floor         |
| 10 - 11:30 AM   | 5101      | Racism in the Christian Church II: A Panel of Religious Leaders Share Their Experiences and Perspectives   | Continental Ballroom 3, Ballroom Level    |
|                 | 5102      | Queeribbean: Bridging the Intersections  | Continental Ballroom 4, Ballroom Level    |
|                 | 5103      | Peer Education and Community Empowerment: Moving beyond Cultural Competency in Higher Education  | Continental Ballroom 5, Ballroom Level    |
|                 | 5105      | The State of Higher Education for American Indians in California   | Continental Ballroom 7, Ballroom Level    |
|                 | 5106      | Dismantling Internalized Dominance: Increasing the Capacity of Whites to Partner to Create Meaningful Change   | Continental Ballroom 8, Ballroom Level    |
|                 | 5107      | Created Equal: How Class Matters in Our Lives  | Continental Ballroom 9, Ballroom Level    |
|                 | 5108      | How to Have Successful Classroom Discussions on Diversity Issues   | Imperial Ballroom A, Ballroom Level       |
|                 | 5109      | Self-Care for Superwoman   | Imperial Ballroom B, Ballroom Level       |

# SATURDAY, JUNE 4

## AT A GLANCE

| TIME                               | SESSION # | TITLE  | TOWER                                     |
|------------------------------------|-----------|--|---|
| 10 - 11:30 AM                      | 5110      | Carnales, Comadres, y Corazonsitos: Familia Structures as Power in Higher Education  | Franciscan Ballroom C, Ballroom Level     |
|                                    | 5111      | Parenting White Youth for Racial Justice   | Union Square 1-2, Tower 3, Fourth Floor   |
|                                    | 5112      | Exploring Multiple Layers of Privilege and Oppression within the Multiracial Experience: Microaggressions and Beyond   | Union Square 3-4, Tower 3, Fourth Floor   |
|                                    | 5113      | Approaching Issues of Equity and Diversity in STEM through Multidisciplinary STEM Faculty Learning Communities   | Union Square 14, Tower 3, Fourth Floor    |
|                                    | 5116      | "Racism Is Killing Us": How Racism and Stereotyping Affect the Health of Students and Faculty of Color   | Union Square 19-20, Tower 3, Fourth Floor |
|                                    | 5118      | Why Can't We Retain Minority Administrators: Helping Student Development Administrators at Predominately White Campuses Apply an Understanding of Microaggressions and Critical Race Theory to Institute a Change in Their Administrative Population | Union Square 23-24, Tower 3, Fourth Floor |
|                                    | 5119      | Emerging Identities: Southeast Asian Scholarship and Visibility  | Lombard Room, Tower 3, Sixth Floor        |
|                                    | 5120      | Jewish Students: How Knowledgeable Are You about Their Identities, Diversity, and Activism?  | Mason Room, Tower 3, Sixth Floor          |
|                                    | 5121      | Unafraid Educators Leading Dialogue on Nationality and Status  | Powell Room, Tower 3, Sixth Floor         |
|                                    | 5122      | Interactive Theatre: From Awareness to Empowerment through Giving Voice II   | Sutter Room, Tower 3, Sixth Floor         |
|                                    | 5123      | Fostering Social Justice Identities through Health Professions Education   | Taylor Room, Tower 3, Sixth Floor         |
|                                    | 5124      | How to Design Online Education Modules to Enhance Student Diversity Workshops  | Van Ness Room, Tower 3, Sixth Floor       |
|                                    | 5125      | UndocuAlly Speakers Bureau   | Union Square 5-6, Tower 3, Fourth Floor   |
| SPECIAL EVENT - 11:30 Am - 1:30 Pm | 5200      | Closing Luncheon   | Grand Ballroom, Grand Ballroom Level      |
| SPECIAL EVENT - 12:15 - 1:30 Pm    | 5300      | Keynote Address - Reza Aslan   | Grand Ballroom, Grand Ballroom Level      |

# SATURDAY, JUNE 4

## SESSIONS

### 8:30 TO 11:30 AM

#### 5001

Concurrent Workshop

#### **Praxis for Educating Women of Color: Stories, Self-Care Strategies, and Higher Education Leadership Navigation**

Continental Ballroom 1, Ballroom Level

Intermediate

Experiential/Interactive Training

This session will focus on the early, secondary, and post-secondary educational experiences of women of color. Dissertation research on the educational and professional stereotypes about and experiences of women of color in higher education will be shared. Additionally, personal stories, self-care strategies, and navigational tips for women of color who are advocates for change in higher education settings will be shared. Participants will be engaged in experiential learning through self-reflective activities, storytelling, poetry, self-care, and creative and artistic expression. This session should particularly benefit conference participants who are women of color or those with interest in the educational experiences of women of color, educational research, the psychological impact on students who have experienced trauma, and those seeking support from a community of practitioners. Additionally, experienced leaders, teachers, students, staff, and administrators who work as change advocates are invited to share their skills and stories.

**Shannon Dickson Cooper**, PsyD, Dean of Counseling and Student Services, Student Services, Cosumnes River College - Sacramento, CA

**Lisa Aguilera Lawrenson**, PhD, Vice President of Student Services, int., Student Services, American River College - Sacramento, CA

**Marica Wong Somer**, PhD, Associate Dean of Instruction, Instruction, Lake Washington Institute of Technology, Associate Dean of Instruction - Kirkland, WA

Keywords: Latino/a, Asian Pacific American, African American/ Black, Women, Systemic Racism

#### 5003

Concurrent Workshop

#### **Waking Up to Privilege Systems: Using Critical Autobiography to Expose the Hidden Benefits of Race, Gender, and Sexual Identity Dominance**

Franciscan Ballroom A-B, Ballroom Level

Intermediate

Experiential/Interactive Training

This workshop explores the experience of multiple and intersecting oppressions through the theoretical lens of privilege. We will critically examine the privilege systems of race/ethnicity, gender, and sexual orientation from the perspective of the "beneficiaries" of these systems of institutionalized inequality. Using the method of autobiographical forensics, the presenters will report on what they learned about the nature of privilege and the nature of the developmental process by which they came to understand the unearned and previously unknown advantages bestowed upon them by social oppression. Participants will learn to identify privilege within and across identities and strata of society, interrogate the common features found in all privilege systems, deepen understanding about how and why privilege remains invisible to those whom it benefits, and identify specific ways each of us can use our unearned advantage to weaken systems of unearned advantage. Presenters will share personal stories of "waking up" to privilege and facilitate group dialogue and personal reflection, and model multiple approaches for constructively interrogating social privilege as a community of learners. This session should particularly benefit institutional administrators and policy makers, classroom teachers, human resource officers, those in charge of student and faculty diversity recruitment and/or retention programs, curriculum designers, and anyone seeking a deeper understanding of the intersections of multiple privilege systems.

**Victor Lee Lewis**, MA, Founder, Director, N/A, Radical Resilience Institute - Berkeley, CA

**Peggy McIntosh**, PhD, Founder and Senior Associate, National SEED Project on Inclusive Curriculum, Wellesley College - Wellesley, MA

**Hugh Vasquez**, MSW, Senior Associate, N/A, National Equity Project - Oakland, CA

Keywords: Intersectionality, Pedagogy, Institutional Efforts at Transformation, Practitioner Development, Critical Race Theory, Theory to Praxis

# SATURDAY, JUNE 4

## SESSIONS

### 8:30 TO 11:30 AM

**5004**

Concurrent Workshop

#### **Interactive Theatre: A Model of Empowerment for Marginalized Identities**

Union Square 5-6, Tower 3, Fourth floor

Intermediate

Experiential/Interactive Training

This particular interactive theatre workshop focuses on the intersectionality of two identities: being a woman and identifying as Muslim. These two identities are meant to explore sexism, Islamophobia, and Christian privilege. This workshop uses Intergroup Dialogue and Forum Theatre to create a safe space to explore these identities, and to create a conversation around these topics, as well as practicing bystander intervention. This session will include the history and purpose of interactive theatre and how it was implemented at Saint Mary's College of California. This session will benefit students, staff, and faculty interested in implementing a similar program at their institution or exploring an interactive way of creating dialogue and exploring different topics within social justice.

**Jaontra Henderson**, Student Leader Initiating Diversity Education, Intercultural Center, Saint Mary's College of California - Moraga, CA

**Ivette Morales**, Student Leader Initiating Diversity Education, Intercultural Center, Saint Mary's College of California - Moraga, CA

**Cesar Ramos**, MPA, Coordinator, Intercultural Center, Saint Mary's College of California - Moraga, CA

Keywords: Intergroup, Religion, Performing Arts, Pedagogy, Theory to Praxis, Diversity and Inclusion

### 8:30 TO 9:45 AM

**5006**

Concurrent Workshop

#### **Journey of Empowerment and Transformation: Developing and Facilitating an Intergroup Dialogue Program**

Continental Ballroom 3, Ballroom Level

Novice

Curricular/Pedagogical Models

Intergroup Dialogue (IGD) is a powerful tool used to empower individuals and communities to bridge across differences and explore how their social identities shape their and others' everyday experiences within systems of power and oppression. This session will share how the Center for Diversity and Inclusion at Washington University in St. Louis piloted Journey of Empowerment and Transformation (JET), an undergraduate intergroup dialogue program that develops student capacity and skills to navigate discourse on difficult conversations and to provide students the opportunity to build allyship and a larger community that works for social change. Participants will learn about the development process of the intergroup dialogue program in the institution, the structure of JET, the social justice curriculum, and considerations to keep in mind for future programming. This session will benefit professionals interested in implementing an intergroup dialogue program at their institution with an emphasis on learning more about the social justice curriculum and implementing IGD from a facilitator's perspective.

**Nesley Bravo**, MSW, Washington University in St. Louis, Center for Diversity and Inclusion, Washington University in St. Louis - St. Louis, MO

Keywords: Coalition Building, Curriculum, Intergroup, Diversity and Inclusion, Institutional Efforts at Transformation, Students



# SATURDAY, JUNE 4

## SESSIONS

### 8:30 TO 9:45 AM

#### 5010

Concurrent Workshop

#### **Where's the Harm? Examining the Stereotyping of Indigenous People and Educational Interventions for Indigenous Cultural Safety**

Continental Ballroom 7, Ballroom Level

Intermediate

Research/Assessment/Evaluation

Across North America, colonization is a root cause of the inequities in education, health, housing, and economic opportunity experienced by Indigenous people. This presentation will draw upon research and facilitation experience to elucidate the way that colonial ideologies perpetuate harm. Particular attention will be paid to the ways in which colonial ideologies, embedded in the education system, can promote harmful stereotyping of Indigenous people. Data from research with the San'yas: Indigenous Cultural Safety training program will help participants link stereotyping to discrimination and the inequities experienced by Indigenous people. Although this research was conducted with learners in Canada, the findings can inform education across North America. Presenters will emphasize the role of educators in interrupting pathways to harm and show how this can be an intervention to reduce inequities across systems. Specifically, presenters will share ways in which enhancing knowledge, self-awareness, and skills helps learners make sense of the inequities experienced by Indigenous people and that without the learning there is a risk of reinforcing colonial ideologies that lead to blaming the victim. This session should particularly benefit educators and practitioners who wish to enhance their cultural safety skills by connecting theory to praxis.

**Jessa Bear**, MEd, Facilitator, San'yas: Indigenous Cultural Safety Training, Indigenous Health, Provincial Health Services Authority - Vancouver, BC  
**Laurie Harding**, EdD, Facilitator, San'yas: Indigenous Cultural Safety Training, Indigenous Health, Provincial Health Services Authority - Vancouver, BC

Keywords: Critical Race Theory, Systemic Racism, Curriculum, American Indian/ Native American, Research, Theory to Praxis

#### 5011

Concurrent Workshop

#### **Developing a Pedagogy for Incarcerated Black Students: The Humiliation to Humility Perspective (HHP)**

Continental Ballroom 8, Ballroom Level

Intermediate

Curricular/Pedagogical Models

This session examines an innovative pedagogy directed toward incarcerated Black male students participating in the University of Pittsburgh at Bradford Prison Education Program (UPBPEP). Information on the background, rationale, and implementation of the Humiliation to Humility Pedagogy (HHP) will be provided. This session will provide an overview of the pros and cons of higher educational opportunities within prison settings. Finally, this session will provide unique strategies for creating prison education programming within the Federal Bureau of Prisons (BOP). This session should particularly benefit participants who are interested in the success of incarcerated Black male students involved in post-secondary college programming, practitioners who provide higher educational services to incarcerated Black male students, and those who are concerned with pedagogical issues related to incarcerated Black male students in higher education, and other incarcerated students of color.

**Tony Gaskew**, PhD, University of Pittsburgh, Criminal Justice Program, University of Pittsburgh - Bradford, PA

Keywords: African American/ Black, Pedagogy, Faculty, Practitioner Development, Research, Classroom

# SATURDAY, JUNE 4

## SESSIONS

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**8:30 TO 9:45 AM**

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**5012**

Concurrent Workshop

**Background Factors Common among African American Female Administrators at Predominantly White Institutions in Tennessee: A 2001 Study**

Continental Ballroom 9, Ballroom Level

Novice

Research/Assessment/Evaluation

The purpose of this study was to identify the demographic profile and to suggest a set of personal characteristics needed for African American women to achieve in administrative positions at predominantly White institutions in Tennessee. This research was designed to discover the experience, conditions, age, marital status, advanced degrees, areas of focus, and leadership styles needed to succeed and the backgrounds of those who have succeeded in major, four-year, predominantly White universities in Tennessee. This was a mixed-method, descriptive research study.

The study found that the average African American female administrator employed by predominantly White institutions in Tennessee is between 30 and 39 years old, married, and earning \$40,000-\$49,000. The largest category for positions held by African American female administrators is in the Student Affairs division at 43.3%. The second largest category was business and finance at 23.3%. Significantly, 33.3% of the participants stated they have to work twice as hard as others to prove themselves as an African American administrator, while 40% felt they had faced no barriers as a female administrator. This session will benefit those interested in the experiences of African American female administrators in higher education.

**Barbara L. Howard**, EdD, Assistant Professor, Interdisciplinary Studies, Jackson State University - Jackson, MI

**Donald Sneed**, EdD, Professor, Educational Leadership, Middle Tennessee State University - Murfreesboro, TN

Keywords: African American/ Black, Women, Administrators, Affirmative Action, Leadership Development, Systemic Racism

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**5013**

Concurrent Workshop

**Show Me Your Social Justice Card: Reframing the Conversation from Theory to Everyday Life**

Imperial Ballroom A, Ballroom Level

Novice

Training of Trainers

This experiential workshop focuses on building effective learning environments in which students are challenged to apply in very practical ways the tenants of Social Justice. Together we will learn how to make a paradigm shift of the way in which we think of Social Justice and what it looks like beyond the text book. This session should particularly benefit participants that work in Social Justice centered environments and who are interested in reframing the questions of who's "more down" with Social Justice.

**Alfredo Del Cid**, Assistant Director, Social Justice Resource Center , The Center for Student Leadership, Equity and Excellence, Mills College - Alameda, CA

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**5015**

Major Workshop

**Professional Growth and Impact: A Fulbright Scholar's Experience in South Korea**

Taylor Room, Tower 3, Sixth Floor

As associate Dean of the College of Environmental Design at Cal Poly Pomona, Dr. Danico will facilitate a presentation describing her experiences as a Fulbright scholar in 2005 to South Korea. At the end of her presentation, there will be time for questions from the audience. The focus of her presentation will be on the impact of her grant experience in South Korea, as well as her home institution upon her return.

**Mary Yu Danico**, PhD, Fulbright Alumni Ambassador, Council for International Exchange of Scholars, Washington, DC

# SATURDAY, JUNE 4

## SESSIONS

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### 8:30 TO 9:45 AM

#### 5017

Concurrent Workshop

##### **Harassment and Discrimination 101: Prevention, Remediation, and Restoration**

Union Square 3-4, Tower 3, Fourth Floor

Novice

Case Studies/Model Programs

This seminar compares and contrasts programming, initiatives, and methodology used by public and private entities of higher education in the prevention and remediation of inequity and incivility within their respective university communities. Presenters will discuss best practices for culturally-aware campus engagement and compliance with legal requirements for remediating discrimination and restoring community. Designed to engage attendees in discussion of educational methods and practical advice for preventing inequity and addressing complaints, this seminar provides strategies for building and maintaining inclusive campuses. This session will benefit participants interested in practical strategies for ensuring campus communities effectively prevent and remediate issues of harassment and discrimination.

**Karrah Miller**, JD, Director of Institutional Equity and Title IX Coordinator, Office of Institutional Equity, University of Notre Dame - Notre Dame, IN

**Matthew J. Olovson**, JD, Executive Director, Office of Equal Opportunity and Access, University of Cincinnati - Cincinnati, OH

Keywords: Institutional Efforts at Transformation, Systemic Racism, Empowering Diversity, Leadership Development, Cultural Competence, Changing Institutional Practices

#### 5018

Concurrent Workshop

##### **Creating a Culture of Self Development and Group Cohesion among Underrepresented Premedical Students**

Union Square 14, Tower 3, Fourth Floor

Novice

Case Studies/Model Programs

The barriers within physician workforce diversity begin in medical education, which also lacks diversity. This is a result of a long, faulty educational pipeline in which minority student populations often do not reach the level of entering a medical education. Programs such as the UC Davis School of Medicine Medical School Preparatory Enhancement Program (MSPEP) and the postbaccalaureate program create a nurturing environment for students to realize their strengths and thrive academically, enhancing their preparation for medical school admission.

This session shall involve a discussion regarding the piloted "Diversity Awareness Series" for these two programs that serve minority pre-medical students at UC Davis. Students are finding coping mechanisms for their internal struggles, and they are also developing tools to create inclusive environments for their future work spaces as medical students and as physicians. The coordinators of the two programs will lead a discussion involving program design, implementation, assessment, and a small panel of student participants who share what they have learned regarding diversity, racism, and inclusion, and how they are implementing these findings to their own education and to their future careers.

**Lorena Ruedas**, UC Davis School of Medicine, Office of Student and Resident Diversity, UC Davis School of Medicine - Sacramento, CA

**Michelle Villegas-Frazier**, MA, Program Coordinator, Office of Student and Resident Diversity, University of California, Davis School of Medicine - Sacramento, CA

Keywords: Student Affairs, Diversity and Inclusion, Identity Development, Leadership Development, Practitioner Development, STEM/STEAM

# SATURDAY, JUNE 4

## SESSIONS

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**8:30 TO 9:45 AM**

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**5019**

Concurrent Workshop

### **Oppression in Data Analysis: How Students are Misrepresented in Institutional Demographic Data**

Union Square 15-16, Tower 3, Fourth floor

Novice

Policy Issues

This session will highlight a lack of consistency amongst university colleges within a public university in Ohio in the reporting of racial demographic information. Additionally, it will explore racial identity as a fluid variable, and challenge the assumption that race is a static identity variable. The absence of a formal policy and consistent procedures for the analysis and reporting of demographic information within the described university allows for fluidity in the school's interpretation of racial and ethnic data, but limits an individual's reporting power to a single occasion. Further, separate colleges within this institution produce their own reports and utilize different software in their analysis of racial and ethnic demographic information, which confounds reporting. The presentation concludes that the current practices of tertiary institutions should create internal policies to accurately report the changing demographics of its fluid student population.

**Katherine Isaza**, PsyM, Graduate Assistant, Office of Latino Affairs, Wright State University - Dayton, OH

**Maximilian Tokarsky**, PsyM, Graduate Teaching Assistant, School of Science and Math, Wright State University - Dayton, OH

Keywords: Changing Institutional Practices, Students, Multiple Racial Identities, Intersectionality, Identity Development, Predominantly White Institution

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**5020**

Concurrent Workshop

### **Creating Inclusive Curriculum and Pedagogy to Facilitate Inclusive and Diverse Classroom Environments**

Union Square 17-18, Tower 3, Fourth floor

Intermediate

Curricular/Pedagogical Models

Inclusive curriculum and pedagogy is conceptualized as a tool for teaching, learning, engagement and action to cultivate a culture of conscious awareness of diversity on campus. The overall goal is to transform the academic curriculums across higher education into inclusive, empowering and equitable tools that promote retention and student success. In this session, presenters from a variety of disciplines will discuss how they implement strategies that foster an inclusive curriculum and pedagogy through deliberate dialogue, engaging activities, and collaborative discourse around the topic of diversity and inclusion. Through an interactive format, presenters and attendees will collaboratively generate multiple ways of creating inclusive curriculum and pedagogy on their own campuses. Audience members will leave this session with tools to inspire, shift perceptions, and develop meaningful linkages across disciplines. Time will be reserved for Q & A, as well as large group discussion. This session will benefit participants interested in learning about strategies that transform the teaching and learning environment into spaces in which integrity, mutual respect and academic excellence are valued and promoted for students and faculty of all identities and backgrounds despite their many differences.

**Brian Burt**, PhD, Assistant Professor, School of Education, Iowa State University - Ames, IA

**Joan Cunnick**, PhD, Professor, Animal Science, Iowa State University - Ames, IA

**Gloria Jones-Johnson**, PhD, University Professor, Sociology, Iowa State University - Ames, IA

Keywords: Diversity and Inclusion, Pedagogy, Intersectionality, Faculty, Institutional Efforts at Transformation

# SATURDAY, JUNE 4

## SESSIONS

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### 8:30 TO 9:45 AM

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**5022**

Concurrent Workshop

#### **How Vietnamese Oral Histories Debunk the Model Minority Myth in Higher Education**

Union Square 22, Tower 3, Fourth Floor

Novice

Media Representations

This project presents the influences of mainstream media after the Vietnam War by juxtaposing the perspectives of Vietnamese refugees with those demonstrated through movies and mainstream media. Based on personal narratives, this presentation sheds light into the familial backgrounds of many Vietnamese students. This session should particularly benefit higher education professionals in better serving this growing student population, and help Vietnamese students avoid falling into the trap of the model minority trap.

**Angie Tran**, Student, OU McNair Scholars Program, University of Oklahoma - Oklahoma City, OK

Keywords: Asian Pacific American, Media Analysis, Cultural Competence, Diversity and Inclusion, Students, Perspective Taking

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**5023**

Concurrent Workshop

#### **The Road to Preparedness: Assisting First Year Underrepresented Student Populations through Their Transition from High School to College and into Student Leadership Positions**

Union Square 23-24, Tower 3, Fourth floor

Intermediate

Long-and Short-Range Planning

This session will look at trends in leadership development at predominantly white institutions with a concentration on first year students. In September 2015, all 104 student organizations at Bentley University, a predominantly white, private, four-year, business university, were asked to submit membership information for their executive boards. Executive board membership data were obtained from 99 active organizations. Findings concluded that ALANA students are least represented in Fraternity and Sorority Life, Class Cabinets, and Governing Organizations - all groups that have direct impact on all class years and undergraduate students. Membership in cultural organizations is almost an even split among ALANA students versus non-ALANA students (54% versus 46%), with ALANA students slightly more involved in these organizations. Collaborating with the Multicultural Center, the Office of Student Programs and Engagement have come together to institute cross-cultural and leadership programming from deposit through the end of the first-year in hopes of encouraging student leaders to aim for more representation amongst largely powerful student organizations.

**Nina DeAgrela**, MEd, Assistant Director, Multicultural Center, Bentley University - Waltham, MA

**Melissa Mayard**, MS, Program Coordinator, Office of Student Programs and Engagement, Bentley University - Waltham, MA

Keywords: Multicultural Affairs, Leadership Development, Retention, Empowering Diversity, African American/Black, Students

# SATURDAY, JUNE 4

## SESSIONS

### 8 TO 9:30 AM

#### 5024

Concurrent Workshop

#### **Train Them Up: Developing Social Justice Educators through a Social Justice College Access Program**

Lombard Room, Tower 3, Sixth Floor  
Intermediate  
Case Studies/Model Programs

This session explores the role an innovative social justice college access program in Los Angeles had on influencing program participants' decisions to pursue careers as social justice educators upon completing their degrees. Many college access programs share similar practices in their attempts to increase postsecondary opportunities for historically underrepresented students. The Los Angeles Mentor Program (LAMP) goes beyond employing established best-practices by also fostering students' sociopolitical development through its social justice foundation. Findings over ten years suggest that the program's strong focus on college access and social justice had an impact on students' career trajectories. This session should particularly benefit practitioners in college outreach working with underrepresented students, those interested in ways to incorporate a social justice framework in program models, and those interested in diversifying the teaching field.

**Travis Dumas**, Mentor, VIP Scholars, UCLA - Los Angeles, CA

**Michelle Smith**, MA, Assistant Principal, Graduate School of Education, KIPP Northeast College Prep - Houston, TX

**Jonli Tunstall**, PhD, Director of Pre-College and Summer Programs, Academic Advancement Program-VIP Scholars, UCLA - Los Angeles, CA

Keywords: African American/ Black, Empowering Diversity, Identity Development, Mentoring, Critical Race Theory, Career Path

#### 5025

Concurrent Workshop

#### **Living in Color : Furthering Campus Support and Resources for the African American Trans Student**

Mason Room, Tower 3, Sixth Floor  
Intermediate  
Case Studies/Model Programs

This session will examine the cultural dynamics that demand an intentional approach to serving African American trans students as well as how to apply an intersectional framework to campus efforts so they are inclusive of the TQPOC individuals on college campuses. Attendees will be provided with best practices on coalition building across racial lines within trans student subpopulations, identifying, and providing resources on campus and in the community to support these students, and developing programming inclusive of the African American trans student experience. This should particularly benefit campus educators that have a basic understanding the complexities of serving LGBTQ students, an existing knowledge of the common terminology used regarding this population, and is seeking to further current efforts to be more inclusive and supportive TQPOC's intersecting identities.

**Henderson Hill**, MA, Director, Wilbur N. Daniel African American Cultural Center, Austin Peay State University - Clarksville, TN

**Dwayne Jenkins**, Director, Brothers United Services, NashvilleCARES - Nashville, TN

**Bobbie Porter**, MPA, Diversity and Equity Initiatives Director, Organizational Effectiveness and Strategic Initiatives, Tennessee Board of Regents - Nashville, TN

Keywords: Coalition Building, Institutional Efforts at Transformation, Practitioner Development, Changing Institutional Practices, Diversity and Inclusion, Perspective Taking

# SATURDAY, JUNE 4

## SESSIONS

### 8 TO 9:30 AM

#### 5026

Concurrent Workshop

#### **Intersectionality of Intercultural Education: Creating the “Village”**

Powell Room, Tower 3, Sixth Floor  
Intermediate  
Theoretical Model

Higher education institutions serve as epicenters for intercultural migration. In this capacity, leaders within these organizations are tasked with identifying support structures that provide students, especially students who are historically marginalized in the United States (i.e., African-American, Latino, and Native American) and those who are traditionally marginalized (i.e., economically disadvantaged and international students), with academically enriched experiences and transition them into social and professional environments that facilitate their leadership development. Creating diverse and inclusive “villages” on college campuses includes recognizing and responding to both geographical and psychological migration for students of diverse cultural, racial, and socio-economic backgrounds (i.e., social factors that impact first generation college students, language barriers, and economic hardship).

How does this look in the 21st century? This panel will examine the impact of a community-university-community college partnership to promote culturally responsive pedagogy and civic engagement practices to support the cultural and psychological migration of diverse students to promote academic achievement and excellence for all students. This session should particularly benefit participants who are interested in identifying methods for institutional efforts at transformation, organizing, and building capacity for alliances/coalitions across differences.

**Lisa Blitz**, PhD, Assistant Professor, Social Work, Binghamton University - Binghamton, NY

**Scott Corley**, MS, Associate Professor, History, SUNY Broome - Binghamton, NY

**Mattie Ervin**, Consultant, Webb Consulting, Webb Consulting - Binghamton, NY

**Lawrence Parham**, Consultant, Webb Consulting, Webb Consulting - Binghamton, NY

**Brian Rowland**, MCD, Doctoral Student, Educational Leadership, Prairie View A&M University - Prairie View, TX

**Lea Webb**, Managing Principal, Webb Consulting, Webb Consulting - Binghamton, NY

**Denise Yull**, PhD, Assistant Professor, Human Development, Binghamton University - Binghamton, NY

Keywords: Multiple Racial Identities, General, Students, Coalition Building, Diversity and Inclusion, Institutional Efforts at Transformation

### 10 TO 11:30 AM

#### 5101

Major Workshop

#### **Racism in the Christian Church II: A Panel of Religious Leaders Share Their Experiences and Perspectives**

Continental Ballroom 3, Ballroom Level

At NCORE 2015, a panel of religious leaders discussed the relationship between racism and the church. It was noted that Sunday morning is probably the most segregated time in the Christian world and in the United States, as people gather in homogeneous groupings divided by race, nationality, economic status and denomination. Paradoxically, the Christian Church has been both a contributor to racism as well as an agent that works toward the elimination of racism.

Because last year’s panel session was so well attended and received, it will be repeated again this year. But the panelists will delve deeper into the sources of racism in the church and, further, will examine ways in which Christian leaders and adherents can engage in proactive

# SATURDAY, JUNE 4

## SESSIONS

### 10 TO 11:30 AM

efforts to combat racism in the church as well as in the larger society. Perhaps the most prominent example of this has been the legacy of Rev. Martin Luther King, Jr., the founder and leader of the Southern Christian Leadership Conference.

King's non-violent movement was fundamentally aimed at reducing racism in American society, including the Christian Church. Currently, the "Black Lives Matter" movement is seen by many as having a lot in common with King's movement. These and other related issues will be discussed by the panelists, who will also welcome questions and comments from session participants.

**David Y Hirano**, PhD, Ordained Minister, Kaumakapili Church Honolulu - Honolulu, HI

**Bernice Powell Jackson**, PhD, Pastor, First United Church of Tampa, FL - Trinity, FL

**Fumitaka Matsuoka**, PhD, Professor of Theology Emeritus, Theology, Pacific School of Religion - Berkeley, CA

**Bob Suzuki**, PhD, President Emeritus (Retired), California State Polytechnic University, Pomona - Alhambra, CA

**Sharon G Thornton**, PhD, Professor of Pastoral Theology, Practical Theology - Berkeley, CA

#### 5102

Concurrent Workshop

##### **Queeribbean: Bridging the Intersections**

Continental Ballroom 4, Ballroom Level

Novice

Theoretical Model

This workshop aims to help the participant unpack the complex web of intersections that form the Queeribbean subject establishing the subject as both place and person. Geared toward finding ways that persons can be allies, activists, and advocates to queer persons in or of Caribbean descent, this session will apply a multi-disciplinary and comparative lens to the social, cultural, and political realities of LGBTQIA+ lives. Paying close attention to the historical background of the Caribbean islands examined in this workshop, the participant will see how the intersections of race, class, gender, ethnicity, and age produce the intersections of a Queeribbean. Presenters will look at Queeribbean discourse and examine the next steps of engagement with the Queeribbean subject in relation to reshaping current understandings of transnationalism, social difference, and post-colonial citizenship.

**Robert Taylor, Jr.**, Senior Office Manager, Office of the Vice President for Student Affairs, NYU LGBTQ - New York, NY

Keywords: Multiple Racial Identities, TQPOC, LGBTQIAA, Intersectionality, Reinventing Language, POC

#### 5103

Concurrent Workshop

##### **Peer Education and Community Empowerment: Moving Beyond Cultural Competency in Higher Education**

Continental Ballroom 5, Ballroom Level

Novice

Case Studies/Model Programs

This session will examine peer education as a vital component of social justice and inclusion efforts on university campuses, through a case study of the Peer Education and Community Empowerment (PEACE) program at the UC Davis Cross Cultural Center. Through peer-to-peer education and facilitation, PEACE challenges traditional pedagogies and power dynamics of higher education institutions by centering students' personal experiences as learning tools and developing students as empowered social justice practitioners. Over the past eight years, PEACE has grown from providing one-hour workshops to first-year students only, to developing half-day trainings for community organizations and offering a ten-week course for academic credit, developed and facilitated by student trainers. Specific focus will be given to promising practices for developing a sustainable peer education program and establishing it within a university setting. This session should particularly benefit students and student affairs professionals seeking to empower students in understanding and activating around identity, solidarity and allyship, privilege, and oppression. Participants will leave with an understanding of what role social justice peer education can play at their institution, ideas for next steps to take to start a similar program or improve an existing one, and sample syllabi for workshops and trainings.



# SATURDAY, JUNE 4

## SESSIONS

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# 10 TO 11:30 AM

**Kriti Garg**, Program Coordinator & Advisor, Cross Cultural Center, University of California, Davis - Davis, CA  
**Joanna Jaroszewska**, External PEACE Coordinator, Cross Cultural Center, University of California, Davis - Davis, CA  
**Griscel Lopez**, Internal PEACE Coordinator, Cross Cultural Center, University of California, Davis - Davis, CA

Keywords: Identity Development, Facilitator Development, Pedagogy, Intergroup Dialogue/Facilitation, Curriculum, Students

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**5105**

Special Feature

### **The State of Higher Education for American Indians in California**

Continental Ballroom 7, Ballroom Level  
Novice

Native students face significant challenges in gaining access to and succeeding in higher education and California State University San Marcos is working diligently to address the unique status and needs of Native students. This session will share promising practices in building a culture of education for tribal communities, including sharing the 2015 State of American Indian and Alaska Native Education in California Report developed by California Indian Culture and Sovereignty Center. The question asked: how can we fix the problem if we don't know what the problem is? The CICSC located a tribal partner interested in finding the answer to the same question and a partnership was born. The CICSC advocates for better access, student services, and educational sovereignty for all AIAN in the US. However, the data collection, reporting, and analysis across the country are disparate, inconsistent, and often sporadically reported by only a handful of national agencies, groups, and/or universities and colleges. This workshop will advocate and provide resources for participants to seek out similar partnerships in their home state in order to create a state of AIAN education in every state in America. Our belief is that these reports will become "report cards" and inventories to show where we are, what the problems are, and, therefore, begin to point us all in the direction of finding appropriate interventions and solutions. This session will particularly benefit individuals looking at data to access more resources for AIAN student recruitment and retention. The report is one of the results of institutionalizing tribal initiatives in true partnership with tribal communities.

**Joley Proudfit**, PhD, Director, California Indian Culture and Sovereignty Center, California State University San Marcos - San Marcos, CA  
**Tishmall Turner**, Community Engagement- Tribal Liaison, Social and Behavioral Science, California State University System - San Marcos, CA  
**Theresa Gregor**, PhD, Adjunct Faculty, American Indian Studies, California State University San Marcos - Julian, CA

Keywords: American Indian/ Native American, Academic Affairs, Admissions, Research, Recruitment, Retention

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**5106**

Major Workshop

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

Continental Ballroom 8, Ballroom Level  
All Levels

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.

**Craig Elliott**, PhD, Assistant Vice President, Enrollment and Student Services, Samuel Merritt University - Oakland, CA

Keywords: Antiracism, Identity Development, Practitioner Development, Self-Care/Self-Work, Whiteness

# SATURDAY, JUNE 4

## SESSIONS

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### 10 TO 11:30 AM

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#### 5107

Concurrent Workshop

##### **Created Equal: How Class Matters in Our Lives**

Continental Ballroom 9, Ballroom Level

Novice

Theoretical Model

Discussing class issues is taboo, perhaps even more so than other aspects of identity. Feelings of shame, or guilt, at being poorer or richer than others often leads to secrecy and silence, which perpetuate myths around class in the United States and reinforce divisions among us. Activist circles are not immune to underlying class-related issues. As activists, we can strengthen our movements and better support one another while navigating the murky waters of class and classism. This highly participant driven workshop will offer an opportunity for dialogue, reflection and skills development around issues of class and classism.

**Shane Lloyd**, MPH, Assistant Director for First Year and Sophomore Programs, Brown Center for Students of Color, Brown University - Providence, RI

Keywords: Intergroup, Diversity and Inclusion, Cultural Competence, Facilitator Development, Intersectionality, Identity Development

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#### 5108

Concurrent Workshop

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

Imperial Ballroom A, Ballroom Level

Novice

Experiential/Interactive Training

Many students have complained that their instructors are often unprepared and 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 valuable skills including creating safe spaces, de-escalating techniques, exercises in compassion, using mindful responses, and healthy communication skills.

This session benefits educational leaders and administrators, teachers, counselors, students, and anyone who wants to create change and community in our divided society.

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

Keywords: Intergroup Dialogue/Facilitation, Multiple Racial Identities, Diversity and Inclusion, Cultural Competence, Empowering Diversity, Facilitator Development

# SATURDAY, JUNE 4

## SESSIONS

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# 10 TO 11:30 AM

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**5109**

Concurrent Workshop

**Self-Care for Superwoman**

Imperial Ballroom B, Ballroom Level

Novice

Experiential/Interactive Training

This a world of expectations of women and messages of women's roles, sometimes we find ourselves confusing obligation with love and putting everyone else above our own self-care. In this session, participants are given the opportunity to examine their journey and its rising themes in order to identify experiences that have potentially blocked or slowed personal and or professional growth, and then learn strategies to heal, make self-considerate decisions, and create new and empowering stories moving forward. The ultimate purpose of this session is transformation by recognizing our stories, looking for shared lessons, and learning healing techniques that empower so that women can lead full lives where work and life balance. The experience lasts two hours and includes an introduction, experiential exercises, and processing tools. This session will benefit women and women's groups, diversity practitioners, and allies of women's issues.

**Consuela Ward**, EdD, President, Founder, The Montage Group, LLC - Atlanta, GA

Keywords: African American/ Black, Women, Identity Development, Self-Care/Self-Work, Student Life, Students

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**5110**

Concurrent Workshop

**Carnales, Comadres, y Corazonsitos: Familia Structures as Power in Higher Education**

Franciscan Ballroom C-D, Ballroom Level

Novice

Experiential/Interactive Training

This interactive workshop will draw upon the knowledge, power, and support of "familia" for the Latinx higher ed comunidad. This workshop will explore the many cuentos of resistance and strength that emerge from within the close connections we have forged with the families have - and with the families we make. More importantly, this workshop will push back on master narratives of what constitutes knowledge and value within academia. Using Yosso's (2005) model for Community Cultural Wealth as a framework, presenters will share testimonios of how they (and their familias) show up to work, in class, and in the hallways of la escuela. Attendees will have an opportunity to engage in a collective testimonio about the role of familia for Latinx educators and scholars. This session benefits Latinx students at all levels, administrators, and educators as we honor nuestras familias and the wealth they have infused in us.

**Olivia Muñoz**, MFA, Doctoral Student, International and Multicultural Education, University of San Francisco - San Francisco, CA**Manuel Alejandro Pérez**, MA, Dean of Student Development, Student Services, American River College - Sacramento, CA

Keywords: Latino/a, Self-Care/Self-Work, African American/ Black, TQPOC, Women, Parenting

# SATURDAY, JUNE 4

## SESSIONS

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# 10 TO 11:30 AM

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**5111**

Major Workshop

**Parenting White Youth for Racial Justice**Union Square 1-2, Tower 3, Fourth Floor  
All Levels

Paul and Ariel, a father-son duo, will facilitate a discussion on resources, tips, and approaches to parenting in today's volatile political, economic, and cultural environment. Bring your questions, concerns, experience, and suggestions to the table so we can better prepare white young people to be full participants in building the multiracial world we want to live in. The primary focus will be on raising white young people and/or being white parents, teachers, and guardians.

**Paul Kivel**, Social Justice Educator, Activist, Writer - Oakland, CA**Ariel Luckey**, MFA, Director, Free Land Project - Oakland, CA

Keywords: White, Antiracism, Diversity and Inclusion, Whiteness

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**5112**

Special Feature

**Exploring Multiple Layers of Privilege and Oppression within the Multiracial Experience: Microaggressions and Beyond**Union Square 3-4, Tower 3, Fourth Floor  
All Levels

As efforts to better understand the social forces affecting multiracial peoples continue, more attention is needed to complicating the multiple ways privilege and oppression manifest for mixed race students. This session will highlight advancements in theorizing monoracism, a system of oppression targeting those who do not adhere to society's promotion of discrete monoracial categories, and understanding multiracial microaggressions, those subtle, every day and often unintended experiences with discrimination that multiracial people face. Moreover, multiple and intersecting identities will be contemplated, including intersections of sexuality and gender with multiraciality. Panelists will share personal and scholarly insights on moving research and practice on the multiracial experience forward to better capture complexities associated with privilege and oppression. Participants will learn about the importance of understanding multiple and intersecting layers of privilege and oppressions when developing programs and services for multiracial students.

**Eric Hamako**, EdD, Multicultural Instructor, Equity & Social Justice, Shoreline Community College - Shoreline, WA**Jessica C. Harris**, PhD, Visiting Assistant Professor, Educational Leadership and Policy Studies, The University of Kansas - Lawrence, KS**Marc P. Johnston-Guerrero**, PhD, Assistant Professor, Higher Education and Student Affairs, Ohio State University, Columbus - Columbus, OH**Heather C. Lou**, MEd, Assistant Director of Outreach, Women's Resources and Research Center, University of California, Davis - Oakland, CA

Keywords: Multiracial, TQPOC, Women, Students, Intersectionality, Systemic Racism

# SATURDAY, JUNE 4

## SESSIONS

# 10 TO 11:30 AM

**5113**

Concurrent Workshop

**Approaching Issues of Equity and Diversity in STEM Through Multidisciplinary STEM Faculty Learning Communities**

Union Square 14, Tower 3, Fourth Floor  
Novice  
Case Studies/Model Programs

Through their roles in teaching and advising undergraduates, college and university STEM faculty are well positioned to address the shortfalls in recruitment and retention in their fields among traditionally underserved and underprivileged groups. However, STEM faculty are generally trained in research and industry settings that emphasize STEM content and applications and often fail to provide experience in addressing issues related to equity, diversity, and social justice. As such, STEM faculty may feel unqualified in or uncomfortable with analyzing equity gaps, designing interventions to enhance equity, and approaching the topic of diversity directly in class. As part of De Anza College's Asian American Native American Pacific Islander-Serving Institution grant, titled "IMPACT AAPI," they have for the last three years nucleated multidisciplinary learning communities of STEM faculty to enhance the capacity of faculty to directly address issues of equity and diversity. Presenters will provide evidence demonstrating how learning communities frame STEM equity within the contexts of faculty members' own classes and curriculum, and result in the collection of systematic evidence regarding classroom equity. This session will benefit STEM faculty and administrators seeking to engage faculty in equity initiatives, produce culturally responsive curriculum, and collect evidence on student engagement and interest.

**Delia Garbacea**, PhD, Computer Information Systems Professor, Computer Information Systems, De Anza College - Cupertino, CA  
**Robert Kalpin**, PhD, Adjunct Biology Professor, Biology, De Anza College - Cupertino, CA  
**Jeffrey Schinske**, MS, Biology Professor, Biology, De Anza Community College - Cupertino, CA  
**Alicia De Toro**, MESM, Environmental Studies Professor, Environmental Studies, De Anza College - Cupertino, CA  
**Caitlin Williams**, PhD, Adjunct Environmental Studies Professor, Environmental Studies, De Anza College - Cupertino, CA  
**Erik Woodbury**, PhD, Chemistry Professor, Chemistry, De Anza College - Cupertino, CA

Keywords: Institutional Efforts at Transformation, Asian Pacific American, Curriculum, Pedagogy, Cultural Competence, Faculty

**5116**

Concurrent Workshop

**"Racism Is Killing Us": How Racism and Stereotyping Affect the Health of Students and Faculty of Color**

Union Square 19-20, Tower 3, Fourth

This session will highlight the roles systemic racism and unconscious bias have in the disparities found in health care and how racism affects the health of students and faculty of color. The session will employ didactic, interactive, and video methods to demonstrate the physiologic effects of racism on health. This session also highlights how training on race, racism, and whiteness content and then offering concrete tools for transforming practice has direct results on care and outcomes. While the session emphasizes research and racial justice training work with health care providers, the framework can be applied to other fields such as human services, education, mental health care, nursing, and public health.

Participants will leave the workshop with a clearer sense of how racial bias and systemic racism impact the health of persons of color and an understanding of how race, racism, and whiteness education can help provide a critical race lens for providers, students, and educators. This session will benefit those involved in the education of health professionals such as undergraduate pre-med studies, nursing schools, medical schools, social work, and public health studies. But, increased awareness of the health effects of racism is beneficial for all of us.

**Stephen Nelson**, MD, Children's Hospitals and Clinics of Minnesota, Pediatric Hematology/Oncology, Hackman Consulting Group - Minneapolis, MN

# SATURDAY, JUNE 4

## SESSIONS

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# 10 TO 11:30 AM

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**5118**

Concurrent Workshop

### **Why Can't We Retain Minority Administrators: Helping Student Development Administrators at Predominately White Campuses Apply an Understanding of Microaggressions and Critical Race Theory to Institute a Change in Their Administrative Population**

Union Square 23-24, Tower 3, Fourth floor  
Intermediate  
Theoretical Model

Different people birthed the concept of microaggressions and critical race theory (CRT); yet, its foundation was to reduce oppressive environments encountered by Black people shortly after the decline of the Civil Rights Movement. This session explores the basic ideas of microaggressions as it applies to Black mid-level administrative recruitment, retention, and ascension to Black executive administrator(s). Using the context of ally, mentor, and sponsor at two predominately white college campuses (Gonzaga University and Eastern Washington University) presenters will overlay experiences as related to balanced expectations and responsibilities, professional equality, and gender. This session should particularly benefit those who are interested in issues involving increasing visible minority administrators, race and power, articulating the complexities of reducing oppression through practice, diversifying the racial population in Student Affairs.

**Claudine Richardson**, MPA, PhD Candidate, School of Professional Studies, Gonzaga University - Spokane, WA

**Romeal Watson**, MSW, Internship Coordinator and Career Advisor, Career Services, Eastern Washington University - Cheney, WA

Keywords: African American/ Black, Critical Race Theory, Administrator Recruitment and Retention, Theory to Praxis, Multicultural Affairs, Whiteness

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**5119**

Concurrent Workshop

### **Emerging Identities: Southeast Asian Scholarship and Visibility**

Lombard Room, Tower 3, Sixth Floor  
Intermediate  
Case Studies/Model Programs

This session will provide an overview of a pilot class introduced to the University of Washington entitled Emerging Identities: Southeast Asian Scholarship and Visibility. The overview will include the structure of the course, course content, course goals, and feedback from students that took the course.

This workshop will also provide a space for discussion of ideas on how to work with a population of students with a refugee legacy and a population that is often overlooked in discussions around students of color in higher education. Presenters will provide recommended solutions and practices for faculty, staff, and administrators. In addition a chance for participants to map out potential partnerships and strengths at their institution. This session should benefit faculty, staff, and administrators interested in finding methods and practices in working with the retention of Southeast Asian students in higher education.

**Muhammed Manhsour**, Admissions Counselor, Office of Minority Affairs & Diversity, University of Washington - Seattle, WA

**Chanira Reang Sperry**, MEd, Assistant Director of UW PhD Program in Social Work, Social Work, University of Washington - Seattle, WA

**Tey Thach**, MSW, Student Leadership Advisor, Office of Minority Affairs & Diversity, University of Washington - Seattle, WA

Keywords: Asian Pacific American, Immigration, Pedagogy, Administrator Recruitment and Retention, Changing Institutional Practices, Identity Development

# SATURDAY, JUNE 4

## SESSIONS

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### 10 TO 11:30 AM

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#### 5120

Concurrent Workshop

#### **Jewish Students: How Knowledgeable Are You About Their Identities, Diversity, and Activism?**

Mason Room, Tower 3, Sixth Floor

Intermediate

Theoretical Model

This session is a combination of presentation and interaction in order to understand and explore the experience of being a Jewish student and campus social justice activism across social identity differences. Presenters will apply what they know and learn about Jewishness and Jewish students to campus justice programming. Outcomes will include strategies that support alliance-building, intergroup dialogue, perspective taking, and inclusion. Any level of experience with intergroup dialogue and empathy is welcomed.

Many U.S. campuses are home to Jewish students in varying percentages, and many of those students are drawn to campus social justice activism. For this generation of Jews more than any before, there are multiple ways to define being Jewish. It will help us as campus members to be knowledgeable about Jewishness that can be variously experienced as someone's ethnicity, culture, race, or religion, or even as unimportant to some. It's also useful to understand the experience of being Jewish on campus, including Jewish students' relationships with non-Jewish students. The session will benefit participants who support students who count Jewishness among their social identities, and participants involved in intergroup dialogues among ethnic, racial, and religious identities.

**Cheri Gurse**, PhD, Educator, Consultant, Facilitator, Editor, Activist, NA, NA - Santa Barbara, CA

Keywords: Diversity and Inclusion, Organizing/Activism, Multicultural Affairs, Research, Perspective Taking, Empowering Diversity

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#### 5121

Concurrent Workshop

#### **Unafraid Educators Leading Dialogue on Nationality and Status**

Powell Room, Tower 3, Sixth Floor

Novice

Experiential/Interactive Training

This presentation examines the experience of facilitating intergroup dialogue on Nationality and Status, at a private, elite, religiously affiliated, and predominantly white institution. In this session, presenters will explore the challenges we, as facilitators and participants, faced in leading this dialogue. They will share what was learned and their hopes for further education on this topic, on our campus. Through active engagement, we will examine the group's awareness of the undocumented person's experience and develop techniques to better understand and actively support persons involved in the nationality and status dialogue. This session will particularly benefit professionals hoping to examine the complexity of the topic and bring a similar dialogue to their work.

**Christopher Barth**, MS, Community Director, Office of Residential Living, Georgetown University - Washington, DC

**Shereen Hassanein**, MS, Community Director, Office of Residential Living, Georgetown University - Washington, DC

Keywords: Immigration, Intergroup Dialogue/Facilitation, Diversity and Inclusion, Predominantly White Institution, Self-Care/Self-Work, Facilitator Development

# SATURDAY, JUNE 4

## SESSIONS

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### 10 TO 11:30 AM

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**5122**

Concurrent Workshop

**Interactive Theatre: From Awareness to Empowerment Through Giving Voice II**

Sutter Room, Tower 3, Sixth Floor

Novice

Experiential/Interactive Training

Giving Voice I uses interactive theater to bring diversity training to a new level. An engaging approach to improving cultural competence, the games and exercises address issues of oppression, including micro-aggressions. This workshop is the basis for the earlier session, Interactive Theatre: From Awareness to Empowerment through Giving Voice I; however, it is not necessary to have attended part I. The training provided is based on Augusto Boal's Theater of the Oppressed, a social-action theater form building on Paolo Freire's Pedagogy of the Oppressed. The exercises are designed to portray the complexities and challenges of everyday situations. This is done through scenarios that shed light on discrimination; this discrimination, once named, can be combated. The training provides a safe environment to confront our own biases and discuss their impact. A trained facilitator guides the participants through a series of exercises designed to help participants let go of reflexive thinking and acclimate to new paradigms in thinking. The session is structured to build from fun, safe engaging games to challenging exercises that some participants may find uncomfortable as they face the realities and implications of stereotyping. This session will benefit faculty, students, staff, administrators, and other educational leaders.

**Carol J. Maples**, EdD, Director of Giving Voice, Theatre & Dance, Missouri State University - Springfield, MO

Keywords: African American/ Black

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**5123****Fostering Social Justice Identities through Health Professions Education**

Taylor Room, Tower 3, Sixth Floor

Intermediate

Curricular/Pedagogical Models

This primary purpose of this session is to discuss the current state of social justice work within counseling psychology and nursing, explore various ways to integrate social justice principles across a curriculum and in a stand-alone course, examine barriers to fostering social justice identities among health professions students, and review a number of teaching strategies, assignments, and course activities to engage future counselors, nurses, and other allied health professionals in social justice work. Counselors and nurses are in unique positions to promote health equity as they provide care within their scope of practice with individuals, families, and communities. The presenters will facilitate a number of experiential activities they've found to be effective in their graduate level counseling and undergraduate level pre-licensure nursing classrooms. This session will benefit educators in counseling, nursing, and other allied health professions education programs at the undergraduate and graduate level who are interested in integrating social justice principles throughout a curriculum or in stand-alone courses.

**Tiffany O'Shaughnessy**, PhD, Assistant Professor, Counseling, College of Health and Social Sciences, California State University, San Francisco - San Francisco, CA**CJaire Valderama-Wallace**, MPH, MSN, California State University, East Bay, Nursing and Health Sciences, California State University, East Bay - Hayward, CA

Keywords: Curriculum, Pedagogy, Faculty, Diversity and Inclusion, Practitioner Development, San Francisco Focus



# SATURDAY, JUNE 4

## SESSIONS

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# 10 TO 11:30 AM

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**5124**

Concurrent Workshop

**How to Design Online Education Modules to Enhance Student Diversity Workshops**

Van Ness Room, Tower 3, Sixth Floor

Novice

Curricular/Pedagogical Models

University constraints on time and budget often prevent diversity workshops from being as interactive and impactful as workshop facilitators would like. Using online modules can support workshop facilitators to cover foundational content to support a robust interactive workshop experience. This interactive session will help participants create their own modules while learning theory and best practices for online education module design, integration into live workshops, and learning evaluation design and utilization. This workshop would particularly benefit faculty or staff interested in the process of creating online modules, teaching diversity content online, online learning assessment, or how to maximize student dialogue through online content delivery. Skeptics are welcome and no prior experience with online teaching is necessary!

**D. Scott Tharp**, MSW, Assessment Coordinator, Office of the Vice President, DePaul University - Chicago, IL

Keywords: Theory to Praxis, Technology, Curriculum, Faculty, Student Affairs, Assessment/Evaluation

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**5125**

Concurrent Workshop

**UndocuAlly Speakers Bureau**

Union Square 5-6, Tower 3, Fourth Floor

Novice

Case Studies/Model Programs

This presentation will describe the development of the UndocuPride Speakers' Bureau of undocumented students and their allies as a student-driven component of an educators' professional development curriculum. The framework of testimonies as a means of empowering undocumented students as well as a method to disrupt the apartheid of knowledge around the experience of unauthorized immigrant students face in higher education will be used. Special attention will be given to examining how the speakers' bureau model has not only provided a unique opportunity for educators developing their professional skills but also supported the student participants, who are in control of defining their experiences, which has led to an increased sense of belonging on campus. This session will benefit participants interested in creating methods to increase awareness and advocacy for undocumented students on their respective campuses.

**Daniela De La Cruz**, Mentorship Coordinator, AB540 and Undocumented Student Center, University of California, Davis - Davis, CA**Andrea Gaytan**, MAT, Director, AB540 and Undocumented Student Center, University of California, Davis - Davis, CA

Keywords: Empowering Diversity, Identity Development, Diversity and Inclusion, Immigration, Retention, Latino/a

# SATURDAY SPECIAL EVENTS

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**5200**

## **Closing Luncheon**

Saturday, 11:30 am-1:30 pm  
Grand Ballroom, Grand Ballroom Level

**5300**

## **Saturday, Keynote Reza Aslan**

Saturday, 12:15-1:30 pm  
Grand Ballroom, Grand Ballroom Level

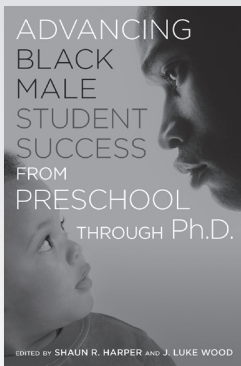
Reza Aslan is the author of the international bestseller *No god but God: The Origins, Evolution, and Future of Islam*, which has been named by Blackwell Publishers as one of the 100 most important books of the last decade. It's now available in thirteen languages, and was re-released with new content to coincide with the tenth anniversary of 9/11. He is the host of new CNN spiritual adventure series *Believer*, where he participates in endurance worship, rituals, and rites of passage, to learn about "worlds that have been molded by faith and tradition." He is also the author of *How to Win a Cosmic War*, a contributing editor to *The Daily Beast*, and a member of many prominent foreign relations and policy councils. He is also the editor of two volumes: *Tablet and Pen: Literary Landscapes from the Modern Middle East*, and *Muslims and Jews in America: Commonalties, Contentions, and Complexities*. These literary anthologies use the arts to bridge the gap of understanding between East and West, and to strengthen Jewish and Muslim relations. His next book, *The Story of God*, will be published by Random House (release date to come). He is also the executive producer of a new ABC TV drama, *Of Kings and Prophets*, which spins a Biblical tale about a king, a prophet and a shepherd, all of whom are "on a collision course with destiny" (release date to come).

Aslan appears regularly in the media. In the corporate realm, Aslan is President and CEO of Aslan Media Inc., which runs BoomGen Studios, a unique media company focused entirely on entertainment about the Greater Middle East and its Diaspora communities. He has degrees in Religion from Santa Clara University, Harvard, and UC Santa Barbara, as well as a Master of Fine Arts from the University of Iowa, where he was named the Truman Capote Fellow in Fiction. Aslan is the host of *The Writer's Room*, a monthly literary event in Los Angeles that features conversations with writers including B.J. Novak, Lawrence Wright, and T.C. Boyle.

**Reza Aslan**, Author and President, Aslan Media, Inc. - Riverside, CA

**KEYNOTE SPEAKER /  
BOOK SIGNING**

**SHAUN HARPER**



"Instead of simply documenting challenges boys of color face, authors focus on proven structures, programs, and initiatives we can build upon."

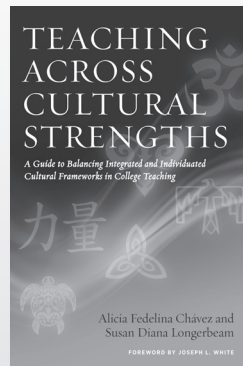
—JONATHAN FOY, Principal, The Eagle Academy for Young Men – Bronx, New York Campus

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**BOOK SIGNING**

**ALICIA FEDELINA CHÁVEZ and  
SUSAN DIANA LONGERBEAM**



"This ... brilliant and engaging ... book has the potential to literally change the face of college teaching and learning from a multicultural perspective."

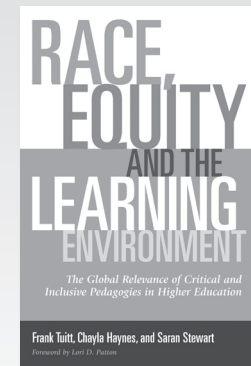
—JOSEPH L. WHITE

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**BOOK SIGNING**

**FRANK TUITT, CHAYLA HAYNES,  
and SARAN STEWART**

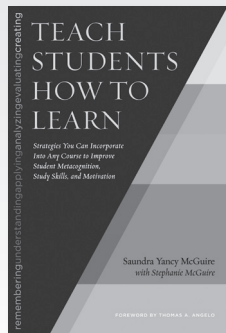


"Faculty at every stage in their career would benefit tremendously from the strategies discussed in the book."

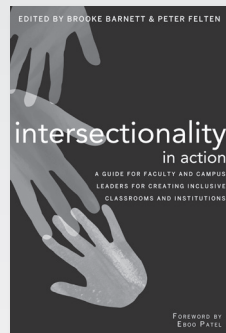
—SHARON FRIES-BRITT

**Race, Equity, and the Learning Environment**

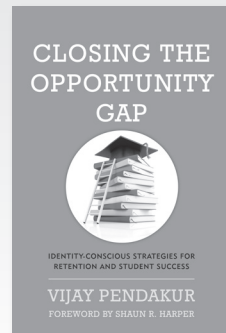
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Foreword by Lori D. Patton  
Paper \$32.50, eBook \$25.99



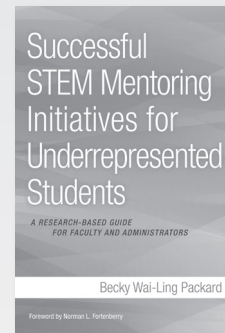
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Foreword by Eboo Patel  
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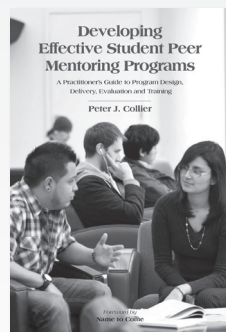
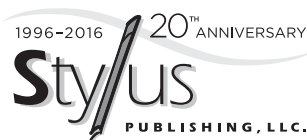
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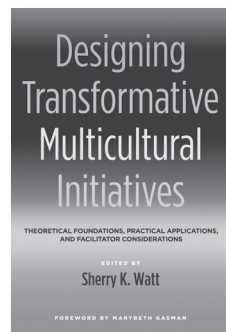
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Becky Wai-Ling Packard  
Foreword by Norman L. Fortenberry  
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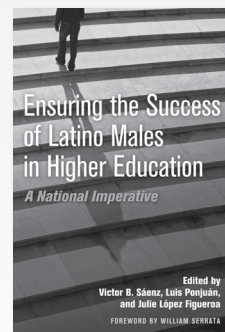
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The Social Justice Training Institute was founded in 1998 by Jamie Washington, Kathy Obear, Vernon Wall, and Maura Cullen to provide diversity trainers and practitioners an intensive experience focused on personal development to increase multicultural competencies as social justice educators.

**Social Justice Training Institute (SJTI) – The Professional Experience**

Through community activities, race caucus work, core group discussions and exploration of the impact of in-the-moment situations, participants expand their competencies as social justice educators and change agents.

*“SJTI was as impactful and important as my entire graduate school experience. The work I did at SJTI has made me a better professional, a better educator, a better partner, and a better all around person.” Hannah Lozon*

**Social Justice Training Institute (S-SJTI) – The Student Experience**

Through facilitated exercises combined with small group dialogue, participants will engage in conversations to support and challenge them in understanding the ways they can each impact our global community.

*“Since SJTI, I can’t go back to my naive view of the world, nor do I want to. SJTI ignited the flame which gave me knowledge, curiosity, and courage to expose injustice in order to move toward a better community.” Alycia McCullough*

**CURRENT FACULTY**



Jamie Washington, Ph.D.



Kathy Obear, Ed.D.



becky martinez, ed.d.



Vernon A. Wall, M.S.



Rev. Sam Offer



Carmen Rivera, M.S.



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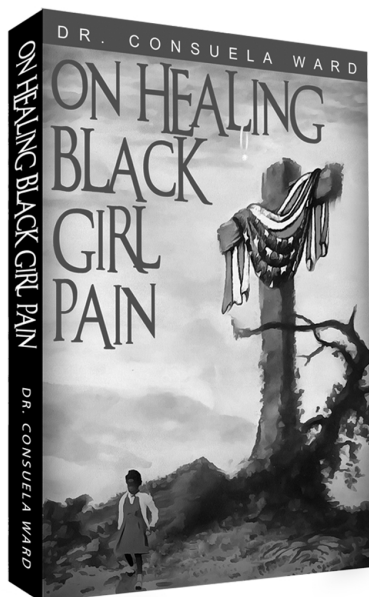
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Poverty Simulation  
June 3 @ 10:00am

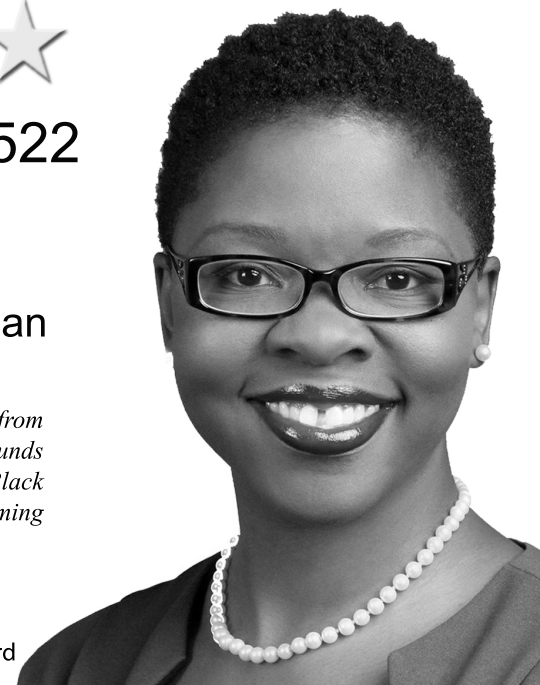
Self-Care for Superwoman  
June 4 @ 10:00am



*Many Black women have a little girl inside of them that carries pain from their mother's DNA from generation to generation. After forty years of reflection, I recognized that the pattern of my wounds was grounded in white supremacy and patriarchy and co-signed by religion. On Healing Black Girl Pain is my story of a woman, broken at birth and healing the little girl inside by overcoming society's expectations and discovering her power within.*

[www.ConsuelaWard.com](http://www.ConsuelaWard.com)    [info@consuelaward.com](mailto:info@consuelaward.com)

Dr. Consuela Ward    @ConsuelaWard    ConsuelaWard    Dr. Consuela Ward





# NCORE 2016 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 2:45–3:15 pm on Wednesday, Thursday, and Friday will be in the Exhibition Hall.

## EXHIBIT HALL SCHEDULE:

TUESDAY, MAY 31

12 PM – 6 PM

WEDNESDAY, JUNE 1

9 AM – 6 PM

THURSDAY, JUNE 2

9 AM – 6 PM

FRIDAY, JUNE 3

9 AM – 6 PM

SATURDAY, JUNE 4

9 AM – 12 PM

### NCORE – Booth 501

SpeakOut – Booth 502, 503, 504  
The Institute for Democratic Education and Culture is a non-profit educational organization dedicated to the advancement of racial and social justice, leadership development, and activism. Our speakers and artists provide experiential learning opportunities through lectures, workshops, film screenings, performances, and curriculum development. Visit our booth for conference book signings and to purchase books and DVDs, as well as to meet members of the SpeakOut community who are participating in NCORE - Amer F. Ahmed, Michael Benitez Jr., Shakti Butler, Jean Caiani, Chris Crass, Fania Davis, Aisha Fukushima, Felicia Gustin, Dolores Huerta, Ericka Huggins, Andrew Jolivette, Adrienne Keene, Paul Kivel, Victor Lewis, Ariel Luckey, Peggy McIntosh, Dara Silverman, Mitzi Sinnott, Hugh Vasquez, and Tim Wise.  
[www.SpeakOutNow.org](http://www.SpeakOutNow.org)

### Routledge – Booth 505, 506

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. Stop by our booth for author signings, 20% discount on everything, and exciting giveaways!

### Quiet Elegance – Booth 507

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](http://Quietelegancedesigns.com)

### Hope Children Center International – Booth 508, 509

### Adams State University – Booth 510

### University of Michigan School of Social Work – Booth 512

Reach out, Raise Hope, Change Society!  
The University of Michigan Social Work Program is dedicated to the training of social workers for roles and careers that have centrality and leverage within social welfare systems. Explore options in the University of Michigan School of Social Work MSW and PhD programs.

### The Media Education Foundation – Booth 519

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](http://www.mediaed.org)

### Creative Well – Booth 520

### Xquisit – Booth 521

The Montage Group, A Diversity and Inclusion Consulting Firm – Booth 522  
Dr. Consuela Ward has nearly 20 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 issues concerning Race, Class, Gender, Power & Privilege, and Cultural Competence. Check out her sessions: Micro-Aggressions: Getting to the Root of the Problem (poster) Thursday, June 2nd 3:00pm, Poverty Simulation, Friday, June 3rd at 10:00am and Self-Care for

# NCORE 2016 INFORMATION AND EXHIBITOR HALL

Superwoman, Saturday, June 4th at 10:00am You can also visit her at booth #522 during exhibiting hours. You will want to invite her to your organization today and watch her change lives, one conversation at a time! For more information, visit [www.ConsuelaWard.com](http://www.ConsuelaWard.com)

## **Diverse: Issues in Higher Education – Booth 525**

*Diverse* is the *only* national newsmagazine focusing on matters of access and opportunity for all in higher education. *Diverse* remains the preeminent source of timely news, insightful research and special reports, provocative commentary and interviews on a range of issues affecting all higher education professionals, but especially minorities and other underrepresented populations. Our readership comprises of the most diverse pool of candidates to target for faculty and administrative recruiting needs.

## **Rosa's Hats and Etc. – Booth 531**

## **Artist Angela Dallas – Booth 532**

The National Student Leadership Diversity Convention – Booth 533  
The National Student Leadership Diversity Convention is the largest national gathering of STUDENT LEADERS and ADVISORS to address the most critical topics of diversity and social justice challenging our campuses today. Through experiential workshops, keynote sessions, and round table discussions, teams of students will explore various elements of diversity and how they affect themselves and their campuses. The Diversity Conferences are a powerful and affordable opportunity for your campus to bring your student leadership team to learn more about diversity and inclusion. Additionally, we are proud to host our annual National Convention in New York City, November 17-20, 2016.

## **Afrique Clothing and Bridal Wear – Booth 534**

## **World Trust – Booth 535**

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](http://World-trust.org)

## **West Love Color and Culture – Booth 536**

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.

## **Stylus Publishing, LLC – Booth 537, 538**

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](http://www.styluspub.com)

## **The White Privilege Conference – Booth 539**

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/](http://www.whiteprivilegeconference.com/)

## **The Matrix Center – Booth 540**

The award-winning Matrix Center for the Advancement of Social Equity and Inclusion has gained a national reputation as a leader for the study of privilege and oppression from an intersectional perspective. Our mission is to examine and challenge systems of oppression and privilege in society, and implement effective solutions through comprehensive educational programming, literature, institutes, and workshops locally, nationally, and beyond. We have a number of ongoing programs and projects including the annual three-day Knapsack Institute: Transforming Teaching and Learning, Understanding and Dismantling Privilege: a free peer-reviewed online journal, and the Graduate Certificate in Diversity, Social Justice, and Inclusion.

## **The Lynch School of Education – Boston College – Booth 541**

The Lynch School at Boston College, a Catholic and Jesuit university, endeavors to enhance the human condition through education and applied psychology. Our diverse work is grounded in our commitment to expand the human

imagination and make the world more just. Consistently ranked among the top 25 schools of education and as the top-ranked Catholic school of education in the country, the Lynch School at Boston College offers 13 master's programs, six doctoral programs, and five dual-degree programs. Theory, research, and practice are integrated across programs, which also leverage the robust practicum opportunities available in schools, hospitals, mental health centers, and universities in the Boston metropolitan area. The Lynch School's focus on expanding social justice is a hallmark of our programs and the work of our students and faculty.

## **Dialogues on Diversity – Booth 543**

Dialogues on Diversity (DoD) is America's premier social justice and diversity awareness theatrical company. Our performances and programs are highly praised, award-winning, and have been profiled by major media outlets, including CNN, Washington Post and The BBC. Through live performance and workshops, we encourage participants to move through experiential learning as well as dialogue. Learn much more at <http://dialoguesondiversity.com/>

## **Circle of Change Leadership Experience – Booth 544**

## **Harvard Graduate School of Education – Booth 545**

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.

## **HERC - The Source for Jobs at Smart Places – Booth 546**

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](http://www.hercjobs.org).



# NCORE 2016 INFORMATION AND EXHIBITOR HALL

## **Paul Kivel and SURJ--Showing Up for Racial Justice - Booth 547**

Stop by and find out about the exciting campaigns and resources offered by SURJ and its 130 chapters across the country and talk with Paul about social justice education, activism and writing including his books on racial, economic, and gender justice, working with young people, and Christian hegemony. [www.showingupforracialjustice.org](http://www.showingupforracialjustice.org) and [www.paulkivel.com](http://www.paulkivel.com).

## **PM Press - Booth 548**

PM Press is an independent publisher of radical and stimulating fiction and nonfiction books, media, and resources to entertain, educate, and inspire. PM Press was founded at the end of 2007 by a small collection of folks with decades of publishing, media, and organizing experience. PM Press co-conspirators have published and distributed hundreds of books, pamphlets, CDs, and DVDs. Members of PM have founded enduring book fairs, spearheaded victorious tenant organizing campaigns, and worked closely with bookstores, academic conferences, and even rock bands to deliver political and challenging ideas to all walks of life. We're old enough to know what we're doing and young enough to know what's at stake. For more, visit [pmpress.org](http://pmpress.org)

## **Hackman Consulting Group - Booth 549**

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](http://www.hackmanconsultinggroup.org).

## **Richard Robinson, LLC - Booth 550**

Fulbright Student Program/Institute of International Education - Booth 551  
The Fulbright U.S. Student Program provides grants for individually designed study/ research projects or for English Teaching Assistant Programs.  
B.L.A.C.K. - Booth 552

## **Griggs Productions - Booth 553**

## **Northeastern University - Booth 554**

## **Rice University - Booth 555**

## **Fourera Beauty - Booth 556**

## **A is for Arab - Pre-function Space**

# 2016 NCORE GROUPS

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NCORE THANKS THESE CAMPUSES FOR SENDING GROUPS OF PARTICIPANTS

*NCORE appreciates the support of educational institutions supporting the mission of this conference by sending groups from their campuses, with numbers ranging from ten to more than sixty.*

De Anza College

Rutgers University

American River College

San Diego Miramar College

California Polytechnic State University

Seattle Central College

California State University System

Stanford University

City College of San Francisco

Texas A&M University

Colorado State University

The University of Oklahoma

Gates Millennium Scholars

Truman State University

Humboldt State University

University of California System

Indiana University System

University of Colorado

Iowa State University

University of Massachusetts

Los Medanos College

University of Michigan

MiraCosta College

University of Minnesota

North Carolina State University

University of South Dakota

Oregon State University

University of Washington

Pasadena City College

University of Wisconsin

Pierce College

Valencia College

Portland Community College

West Valley College

Princeton University



# ALPHABETIC LISTING OF ALL PRESENTERS

## A

Shawn Adame ..... 4113  
 Maurianne Adams, PhD ..... 2508, 3003  
 Maria Ahmad, MS Ed ..... 3421  
 Amer Ahmed, EdD . . . 1110, 3419, 4004, 4420  
 Taz Ahmed ..... 4420  
 Bunmi Aina, MSW ..... 3426  
 Olugbenga Aina, MSW ..... 4111, 4421  
 Zoila Airall, PhD ..... 1114  
 Mark Akiyama, PhD ..... 3107  
 Roksana Alavi, PhD ..... 2515  
 Katrice Albert, PhD ..... 3019  
 Lisa Albrecht, PhD ..... 3404  
 Michael Alicea, EdD, MSW ..... 2110  
 Chaunda Allen Mitchell, PhD . . . 2019, 2509, 3510  
 Sylvia Alva, PhD ..... 4020  
 Adriana Ruiz Alvarado, PhD ..... 2503  
 Robert Amico, PhD ..... 3422  
 Sibby Anderson-Thompkins, PhD ..... 4121  
 Lsae Ando ..... 4115  
 Marshall Anthony, Jr. .... 3420  
 Hannah Anvar ..... 2515  
 Gloria Aquino-Sosa, PhD ..... 2408  
 Nizam Arain, JD ..... 3515  
 JuanCarlos Arauz, EdD ..... 2112  
 Alka Arora, PhD ..... 2012  
 Bie Aweh, MA ..... 4016

## B

Vik Bahl, PhD ..... 3429  
 Steven Baissa ..... 4403  
 Bambu ..... 2426  
 Tekita Bankhead, MS ..... 4519  
 Erin Banks, PhD ..... 2025  
 Dejanae Banks ..... 2512  
 Gilda Barabino, PhD ..... 2402  
 Michael Baran, PhD ..... 3503  
 Carolyn Barber-Pierre ..... 2512  
 Marco Barker, PhD ..... 2405,3007  
 Dani Barker, MA ..... 3120  
 Christopher Barth, MS ..... 5121  
 Yasmeen Baxter ..... 2403  
 Jessa Bear, MEd ..... 5010  
 Kira Bears, MA ..... 4031  
 Valeria Beasley-Ross, MEd ..... 2509  
 Lee Anne Bell, EdD . . . 1122, 2508, 3003, 3402  
 Michael Benitez, Jr., PhD ..... 3004  
 Carol Bennett, MA ..... 3508  
 Jamie Bergeron, Med ..... 4518  
 Carrie Bero, MS ..... 3120  
 Lachesha Berry ..... 3412  
 Doriane Besson, PhD ..... 4026  
 Mohammed Bey ..... 1101  
 Belinda P. Biscoe Boni ..... 4020  
 Dereca Blackmon, Mdiv. . . . 2505, 3113, 3507  
 Chianti Blackmon, MS ..... 4118  
 Sara Blair, Med ..... 4119  
 Lisa Blitz, PhD ..... 5026  
 Crystal Blue, MA ..... 2518  
 Laura M. Bohórquez García, Med . . . . 2006  
 Michelle Boike, Med ..... 2519  
 Rosina Bolen, PhD ..... 4118  
 James Francisco Bonilla, PhD . . . . 1108, 2414

Rick Bonus, PhD ..... 4115  
 Clementine Bordeaux, MC ..... 2024  
 Frances Boyce, MA ..... 3027  
 Beth Boyd, PhD ..... 3519  
 Trelawny Boynton, MA ..... 2430, 3430  
 Keith Braveheart, MFA ..... 4030  
 Nesley Bravo, MSW ..... 5006  
 Gloria Bravo-Gutierrez, PhD ..... 3122  
 Dana Brickham, PhD ..... 3115  
 Elaine Brigham, Med ..... 2002  
 Kourtney Brodnax ..... 3425  
 Kwesi Craig Brookins, PhD . . . . . 2025  
 Joseph Brown, PhD ..... 3113  
 Paul Buckley, PhD ..... 1101  
 Jacqueline Bueno ..... 3107  
 Luz Burgos-Lopez, MS ..... 4514  
 Danielle Burnette, MA ..... 2012  
 Brian Burt, PhD ..... 5020  
 Shakti Butler, PhD ..... 2109  
 Jonathan Louis Butler, BSBA ..... 2418  
 Shakti Butler, PhD . . . 3413, 4104, 4419, 4700

## C

Nolan LeÓN Cabrera, PhD ..... 2108  
 Katie Cain ..... 2121  
 Alexandra Campos Castillo ..... 4107  
 Vanessa Carlson ..... 4426  
 William R Carmack, PhD ..... 2424  
 Matthew E. Carmichael ..... 4510  
 Mary Kay Carodine, PhD ..... 2421  
 Deborah Carter, PhD ..... 4029  
 Natalia Carvalho-Pinto ..... 3424  
 Joshua Caulkins, MS ..... 2111  
 Christina Marie Chaise ..... 2017  
 Marquita T. Chamblee, PhD ..... 1129, 4412  
 Connie Chang, MS Ed ..... 3431  
 Pamela H. Chao, MA ..... 1129, 2403, 4003  
 Tracy Chapman ..... 4116  
 Chris Chapman ..... 3413  
 Alicia Fedelina Chávez, PhD ..... 2031  
 Adán Chávez ..... 2431  
 Michael Cheers, PhD ..... 4108  
 Jondou Chase Chen, PhD ..... 4102  
 Rebecca Cheung, EdD ..... 2001, 2401  
 Jessika Chi, MA ..... 4428  
 Curtis Chin ..... 3701  
 Elizebeth Ching, Med ..... 4429  
 Shelah M. Choyce ..... 2403  
 Mary Christianson ..... 2122  
 Rosa Alicia Clemente ..... 1110  
 Ariel Cochrane-Brown ..... 2521  
 Nakeisha Cody, MA ..... 4518  
 Bryce Coefield, MS ..... 1120, 4403  
 Monica Cohen, MA ..... 3114  
 Soraya M. Coley, PhD ..... 4418  
 Rosalind Conerly, PhD ..... 1120, 4403  
 April Copes, PhD ..... 3517  
 Scott Corley, MS ..... 5026  
 Guadalupe Corona, EdD ..... 1117  
 Abraham Corpuz ..... 2516  
 Chris Crass ..... 3502  
 Arthur Cribbs, PhD ..... 3018, 4510  
 William D Cross, PhD ..... 3109, 3402

Krystal Marie Cruz ..... 2017  
 Cris Clifford Cullinan, PhD . . . 1114, 2402, 4005  
 Joan Cunnick, PhD ..... 5020  
 Carl Cunningham, PhD ..... 3510  
 Porsia Curry, MEd ..... 4026  
 Candice L. "DJ Kuttin' Kandi" Custodio-Tan . . . . . 1110, 2103

## D

Davey D ..... 4018  
 Karen L. Dace, PhD ..... 1129, 2114  
 Mary Yu Danico, PhD ..... 3106, 4020  
 Ria DasGupta, MA ..... 2507  
 Taylor Davidson, MEd ..... 4505  
 Amanda Davis ..... 1125  
 Maurice Davis, MA ..... 2420  
 Fania E. Davis ..... 4104  
 Daniela De La Cruz ..... 5125  
 Kristhine "Rocky Rivera" De Leon ..... 2103  
 Mario "Nomi" De Mira ..... 2103  
 Alicia De Toro, MESM ..... 5113  
 Nina DeAgrela, Med ..... 5023  
 Gregg Deal ..... 2106  
 Alfredo Del Cid ..... 5013  
 Marilyn Delgado, BS ..... 2518  
 Latrina Denson, Med ..... 4119  
 Armineh Dereghishian, EdD ..... 2520  
 Bryan Dewsbury, PhD ..... 2111  
 Robin Jeanne DiAngelo, PhD ..... 2104, 2412  
 Martina Diaz ..... 3031  
 Shannon Dickson Cooper, PsyD ..... 5001  
 David Diehl, PhD ..... 2018  
 Kristine Din, MEd ..... 3024  
 Ingrid Dineen-Wimberly, PhD ..... 2423  
 Winny Dong ..... 2417  
 Frank Donner, MDE ..... 4503  
 Pamela DosRamos, PhD ..... 4113  
 Molly Dugan, PhD ..... 4518  
 Nzingha Dugas ..... 1127  
 Travis Dumas ..... 5024  
 Luke David Dunham, BSN,RN, CPN . . . 2403

## E

Marina Edwards ..... 3107  
 Kirsten T. Edwards, PhD ..... 4024  
 May Elawar, PhD ..... 2012  
 Khalid el-Hakim, MA ..... 1110  
 Craig Elliott, PhD ..... 3017, 5106  
 Faith English, Atty. .... 2409  
 Mattie Ervin ..... 5026  
 Michelle M. Expino, PhD ..... 2418  
 Alejandrina Estrada, PhD ..... 4006  
 Damian Jevon Evans, MS ..... 1107  
 Maya Evans, PhD ..... 4507

## F

Sharea Farmer, LCSW ..... 4105  
 Judith Faulkner, HS ..... 3013  
 James A. Felton III ..... 2514, 3517  
 Ashley Fick ..... 4025  
 Brandy Finck ..... 3022  
 Nanci Fiore-Chettiar, MSW ..... 2022  
 Sandra Fitzgerald, PhD ..... 3115

# ALPHABETIC LISTING OF ALL PRESENTERS

Janelle Flores, MA . . . . . 4031  
 Brenda Flyswithhawks, PhD . . . . . 4102  
 Michelle Fontes-Barros, MEd . . . . . 2111  
 TehQuin Dre'on Forbes . . . . . 2421  
 Morgan Foreman . . . . . 3425  
 Laurie Franklin, MEd . . . . . 4110  
 Dora Frias, MS . . . . . 3430  
 Aisha Fukushima, BA . . . . . 1200, 2403, 3103, 3700  
 Michael Funk, EdD . . . . . 1122, 2508, 3003

## G

Placida Gallegos, PhD . . . . . 1121, 3122  
 Sarah Gallenberg, MA . . . . . 2022  
 Delia Garbacea, PhD . . . . . 5113  
 Gina A. Garcia, PhD . . . . . 3514, 4112  
 Paige Gardner, MEd . . . . . 2513, 3114  
 Kriti Garg . . . . . 5103  
 Ashley Garrin, PhD . . . . . 2021  
 Tony Gaskew, PhD . . . . . 5011  
 Paula Gates, MS . . . . . 3031  
 Andrea Gaytan, MAT . . . . . 5125  
 Luana Génot . . . . . 3424  
 Veronica Gerace, PhD . . . . . 3416  
 Genie Gertz, PhD . . . . . 4111, 4421  
 Michelle Ghoston, PhD . . . . . 4113  
 Michael Giles . . . . . 3501  
 David Gillborn, PhD . . . . . 3108  
 Shawn Ginwright, PhD . . . . . 3413  
 Shirley Giraldo, EdM . . . . . 2113  
 Michael Goh, PhD . . . . . 3019  
 S. Terri Gomez . . . . . 2417  
 Cynthia Gómez, MEd . . . . . 4012  
 Anna Gonzalez . . . . . 4020  
 Diane J. Goodman, EdD . . . . . 1112, 2508, 3011,  
 . . . . . 3101, 3411  
 Paul Gorski, PhD . . . . . 2414, 3104, 3406  
 Lloyd Graham, MEd . . . . . 4505  
 Tiffany Gray, MS . . . . . 2407  
 Monica Green, Med . . . . . 1107  
 Theresa Gregor, PhD . . . . . 5105  
 Victor Griego . . . . . 3018, 3516  
 Tabitha Grier-Reed, PhD . . . . . 2018  
 Kimberly Anne Griffin, PhD . . . . . 2108  
 Pat Griffin, EdD . . . . . 2508, 3003  
 Isabella Griffin . . . . . 3425  
 Debra Griffith, EdD . . . . . 3017  
 Matthew Griffith, MA . . . . . 4431  
 Rudy P. Guevarra, PhD . . . . . 2423, 4422  
 Cheri Gurse, PhD . . . . . 5120  
 Ana Lucero Gutierrez-Gamez . . . . . 3016  
 Leticia Guzman Scott . . . . . 2417

## H

Dianne Hackett, EdD . . . . . 4408  
 Heather W. Hackman, EdD . . . . . 2003, 2414  
 Katja Hahn d'Errico . . . . . 4007  
 Rahwa Haile . . . . . 3425  
 Elizabeth Halimah, MPP . . . . . 1123  
 Marcella Hall, EdD . . . . . 4119  
 Rickey Hall, MA . . . . . 4427  
 Rona Halualani, PhD . . . . . 2503, 3116, 4108  
 Eric Hamako, EdD . . . . . 5112  
 Laura Hamhe, MA . . . . . 3521

Linda Handy . . . . . 4510  
 LB Hannahs, MEd . . . . . 2421  
 Carole H Hardeman, PhD . . . . . 2424  
 Thelma Harding . . . . . 2021  
 Laurie Harding, EdD . . . . . 5010  
 Shaun Harper, PhD . . . . . 1500  
 Jessica C. Harris, PhD . . . . . 3513  
 Audrey Harris, MS . . . . . 4408  
 Vincent Harris, PhD . . . . . 4517  
 Jessica C. Harris, PhD . . . . . 5112  
 Jamaal Harrison . . . . . 3015, 3420  
 Shereen Hassanein, MS . . . . . 5121  
 Erin Heaney . . . . . 3002  
 Jaontra Henderson . . . . . 5004  
 Stephanie Hernandez Rivera, MA . . . . . 3016,  
 . . . . . 3510, 4011  
 Alfred Herrera, MPA . . . . . 2024  
 Josh Herron . . . . . 3121  
 Venus Hewing, PhD . . . . . 3016, 3510  
 George Hill, PhD . . . . . 2030  
 Candiss Hill . . . . . 2121  
 LaMisha Hill, PhD . . . . . 4122  
 Henderson Hill, MA . . . . . 5025  
 David Y Hirano, PhD . . . . . 5101  
 Kimberly Hodges, MSW . . . . . 4519  
 Laura Hodsdon, PhD . . . . . 4109  
 Meg Holland Chang, EdD . . . . . 2403  
 Delia Hom, EdD . . . . . 3024  
 Leon Howard, MA . . . . . 4405  
 Barbara L. Howard, EdD . . . . . 5012  
 Gloria Howell, MA . . . . . 4017  
 Jeff Huang, MBA . . . . . 4503  
 LeAna Hudson . . . . . 4104  
 Brenda Hunt, MA . . . . . 4415  
 Sylvia Hurtado, PhD . . . . . 2503  
 Dahlia Hylton, PhD . . . . . 4516

## I

Molly Illes, PhD . . . . . 2026  
 Sherri Irvin, PhD . . . . . 3021  
 Debby K. Irving, MBA . . . . . 1109, 2409  
 Shauna Irwin McNeil, MS . . . . . 4501  
 Katherine Isaza, PsyM . . . . . 5019  
 Deepa Vasudeva Iyer, JD . . . . . 3112, 3512

## J

Romeo Jackson . . . . . 2007, 3117, 3407, 4106  
 Wayne Jackson, MA . . . . . 2420  
 Omari Jackson, PhD . . . . . 4512  
 Carl James, PhD . . . . . 1114, 2005, 2415  
 Mary James, PhD . . . . . 4428  
 Michelle James, PhD . . . . . 4507  
 Joanna Jaroszewska . . . . . 5103  
 Judy Jarvis, MEd . . . . . 4514  
 Gabriel C. Javier, MA . . . . . 1115  
 Tanisha Jenkins . . . . . 4011  
 Dwayne Jenkins . . . . . 5025  
 Oriana Jiménez, MHR . . . . . 2008  
 Teri Johnson, PhD . . . . . 1101  
 Tamara A. Johnson, PhD . . . . . 2101  
 Ernest Johnson, PhD . . . . . 2120  
 Jenny Johnson . . . . . 3425  
 Michael Johnson . . . . . 4017

Marc P. Johnston-Guerrero, PhD . . . . . 3402,  
 . . . . . 4112, 5112  
 Andrew Jolivet, PhD . . . . . 4112, 4508  
 Ron Jones . . . . . 2115  
 Barclay Jones . . . . . 2117  
 Carmen Jones, MEd . . . . . 2425  
 Michal "MJ" Jones, MA . . . . . 4016, 4412  
 Mikela Jones, MS . . . . . 4515  
 Gloria Jones-Johnson, PhD . . . . . 5020  
 Temple Jordan, PhD . . . . . 2427, 4506  
 Daniel Juarez . . . . . 2029

## K

Zaveeni Khan-Marcus . . . . . 4403  
 Robert Kalpin, PhD . . . . . 5113  
 Vijay Kanagala, PhD . . . . . 1119  
 Noya Kansky . . . . . 4430  
 Shaya Kara . . . . . 2507  
 J. Andy Karafa, PhD . . . . . 3005  
 Adrienne Keene, EdD . . . . . 1118  
 Thomas Keith, PhD . . . . . 4401  
 Japannah Kellogg . . . . . 3501  
 Dwayne Kelly, MPA . . . . . 3028  
 Frances E. Kendall, PhD . . . . . 1116, 2001,  
 . . . . . 2401, 3402  
 Toynessa Kennedy, MA . . . . . 4031  
 Mahruq Khan, PhD . . . . . 3025  
 Hanna Kim . . . . . 3116  
 Michelle Minjoe Kim Beasley, MA . . . . . 3431  
 Heather M. Kind-Keppel, MS, MEd . . . . . 1118  
 Art King, Med; Ed . . . . . 1126  
 Paul Kivel . . . . . 3002, 4004, 4404, 5111  
 Lise Kloeppe, MFA . . . . . 4516  
 Laura Klunder, MSW . . . . . 2015  
 Cory Knedler . . . . . 4030  
 Tenzin Kunor, MEd . . . . . 4509  
 Brett Kuwada, PsyD . . . . . 3115, 4110  
 Tiffany Kwapnoski . . . . . 4430

## L

Roderick Labrador, PhD . . . . . 2103, 2426  
 Jason Laker, PhD . . . . . 4427  
 Christopher M. Lancaster, MA . . . . . 3116  
 Pamela Larde, PhD . . . . . 2425  
 Darin Latimore, MD . . . . . 2030  
 Lisa Aguilera Lawrenson, PhD . . . . . 4003, 5001  
 Virginia Lea, PhD . . . . . 3121  
 Cathy Leaker, PhD . . . . . 3027  
 Dewain L. Lee, PhD . . . . . 1107  
 Deborah Lee . . . . . 3018  
 Nicole Lee . . . . . 3413  
 Jasmine Lee, MSW . . . . . 4028  
 Christopher Lee, PhD . . . . . 4423  
 Dawn Lee Tu . . . . . 3106  
 Jane Lehr, PhD . . . . . 4430  
 Amy Leonard, MS . . . . . 2025  
 Elena A. Lewis, MA . . . . . 1126  
 Kevin Lewis . . . . . 4017  
 Victor Lee Lewis, MA . . . . . 4102, 5003  
 Laurie Lind, MS . . . . . 4426  
 Timothy Lipuma . . . . . 2403  
 John Little, MA . . . . . 4116  
 Shane Lloyd, MPH . . . . . 4416, 5107

# ALPHABETIC LISTING OF ALL PRESENTERS

Jenifer K. Logia, BA ..... 4422  
 Katie Loncke ..... 4412  
 Susan Diana Longerebeam, PhD ..... 2031  
 Samuel T. Lopez, DPT ..... 1117  
 Griscel Lopez ..... 5103  
 Heather C. Lou, Med. .... 4422, 5112  
 Patricia M. Lowrie, MS ..... 1124  
 Delia Lozano ..... 3426  
 Ariel Luckey, MFA ..... 3004, 3415, 5111

## M

Torsheika Maddox, PhD ..... 3427  
 Leela MadhavaRau, PhD ..... 1120, 4403  
 Johanna Maes, PhD ..... 2117  
 Ashley Maitland, MEd. .... 4509  
 Victoria Malaney, Med ..... 3514, 4422  
 Muhamed Manhsour ..... 5119  
 Carol J. Maples, EdD. .... 5122  
 Steve Marcantonio ..... 2117  
 Hazel Markus, PhD ..... 2505  
 Lindsay Marlow, MLS ..... 4426  
 Kristina M Marshall ..... 2416, 3416  
 Keith Martin, MEd ..... 4516  
 Thomas R. Martinez, PhD ..... 1117  
 Kathy Martinez, MA ..... 2007  
 Charlene C. Martinez, MA ..... 2423  
 becky martinez, EdD ..... 3017  
 John Martinez, MA ..... 3429  
 Kathy Martinez, MA ..... 3507  
 Tiffany Martinez ..... 4414  
 Charlene C. Martinez, MA ..... 4422  
 Maribel Martinez, MA ..... 4432  
 Crystal Martinez-Alire ..... 2428  
 Matt Matera, MS ..... 2006  
 Christian Matheis, PhD ..... 3511  
 Fumitaka Matsuoka, PhD ..... 5101  
 Joann Mawasha, PsyD ..... 2011  
 Bria May ..... 2117  
 Melissa Mayard, MS ..... 5023  
 Angela Mazaris, PhD ..... 3518  
 Sheltreese McCoy ..... 4411  
 Montinique McEachern, MEd ..... 2407  
 Jonathan McElderry, PhD ..... 3510  
 Andrew McGeehan ..... 4120  
 Dave McIntosh, PhD ..... 1123, 3030  
 Peggy McIntosh, PhD ..... 4102, 5003  
 Matthew McKay, MS ..... 3012  
 Bryan McKinley Jones Brayboy, PhD ..... 3405  
 Kimberly McRae, MEd ..... 3429  
 James McShay, PhD ..... 1119  
 Meta Mendel-Reyes, PhD ..... 3013  
 Rocio Mendoza, MS ..... 4029  
 Rodolfo Mendoza-Denton, PhD ..... 4431  
 Noni Mendoza-Reis, EdD ..... 2027  
 Sissy Meredith ..... 1125  
 Ali Michael, PhD ..... 2419, 3408  
 Beth Rose Middleton, PhD ..... 2428  
 Karrah Miller, JD ..... 5017  
 Anne Mitchell, MA ..... 2114  
 Jennifer Mitchell, MS ..... 3520  
 Matthew R. Mock, PhD ..... 1128, 4006  
 Som Mongtin ..... 3501

Haydee Montenegro, PsyD ..... 4006  
 Eddie Moore, Jr., PhD ..... 1109, 2004, 2419  
 Virgil Moorehead, PhD ..... 2428  
 Ivette Morales ..... 5004  
 Jennifer L. Morazes, PhD ..... 1126  
 Leroy M. Morishita, PhD ..... 4418  
 Jennifer Huynh Thi Anh Morrison, PhD ..... 3116  
 T.M. Mosley, PhD ..... 4027  
 Judith Mounty, EdD, MSW ..... 4111, 4421  
 Mzuri Moyo ..... 3504  
 Turan Mullins ..... 3105  
 Lee Mun Wah, MA ..... 4103, 5108  
 Shanika Mungin ..... 3520  
 Yadir Munoz, MA ..... 4031  
 Olivia Muñoz, MFA ..... 1107, 4019, 4506, 5110  
 Susana M Muñoz, PhD ..... 2006  
 Samuel D Museus, PhD ..... 2108

## N

Veronica Neal, PhD ..... 2001, 2401, 3001,  
 ..... 3401, 4003  
 Bridget Neconie ..... 1118, 3409  
 Genevieve Negrón-Gonzales, PhD ..... 2006  
 Celina Nelson ..... 2101  
 Stephen Nelson, MD ..... 4513, 5116  
 Nate Nevado ..... 2103  
 Helen Neville ..... 3109  
 Ralph Newell ..... 3428  
 Truc Thanh Nguyen, MA ..... 1128  
 Natalie Tuyet Nguyễn ..... 3117, 4001  
 Sonia Nieto, EdD ..... 2005  
 Marc Nivet, EdD ..... 3029  
 Jaimee Ann Nix ..... 2403  
 Sangha Niyogi, PhD ..... 3107  
 Denise Noldon, PhD ..... 4003  
 Zahra Noorbakhsh ..... 4420

## O

Kathy Obear, EdD ..... 1113, 3006, 3403  
 Anthony Ocampo, PhD ..... 3512  
 German Octaviano ..... 2431  
 Sam Offer ..... 1111  
 Carolyn O'Grady, PhD ..... 1108  
 Margo Okazawa-Rey, EdD ..... 1121, 2411  
 Lisa Oliver, PhD ..... 4108  
 Olmeca ..... 1110, 3418  
 Matthew J. Olovson, JD ..... 3005, 5017  
 Sedelta Oosahwee Oosahwee ..... 1118  
 Newin Orante, EdD ..... 3107  
 Ricardo Ortega, PhD ..... 2122  
 Anna Ortega Chavolla, MEd ..... 3028  
 Tiffany O'Shaughnessy, PhD ..... 5123  
 Matt Ouellett, PhD ..... 2508, 3003  
 Iris Outlaw, MS ..... 2116

## P

Robert T. Palmer, PhD ..... 3514  
 Edgar Palmer, MEd, MS ..... 4111, 4421  
 Ernie Paniccioli ..... 3020  
 Aaron Parayno, MA ..... 3024  
 Ruby Paredes, PhD ..... 1114  
 Robin Parent, PhD ..... 4430

Lawrence Parham ..... 5026  
 Sung Choon Park, PhD ..... 2119  
 Robin Parker, JD ..... 4427  
 Tracy Pascua Dea, PhD ..... 2408  
 Rudy Pearson, PhD ..... 2403  
 Marguerite W. Penick-Parks, PhD ..... 2419  
 Manuel Alejandro Pérez, MA ..... 5110  
 Mayte Perez-Franco, PhD ..... 1120  
 P. S. Perkins, MA ..... 2422  
 Becky Petitt, PhD ..... 1123  
 Thomas C. Phillips ..... 3032  
 Clyde W. Pickett ..... 2514  
 David Pilgrim, PhD ..... 2413  
 Marcos Pizarro, PhD ..... 4108  
 Raymond Plaza ..... 2023  
 Norma Poll-Hunter, PhD ..... 3029  
 Makerusa "Mak" Porotesano, MEd ..... 4110  
 Bobbie Porter, MPA ..... 5025  
 Bernice Powell Jackson, PhD ..... 5101  
 Nu'Rodney Prad, PhD ..... 2427  
 Joley Proudfit, PhD ..... 5105

## Q

Geo "Prometheus Brown" Quibuyen ..... 2426

## R

Cesar Ramos, MPA ..... 5004  
 Ebony Ramsey, MS ..... 3105, 4501  
 Kae Hope "Hopie" Ranoa ..... 2426  
 Charles Ransom, MLS ..... 4405  
 Robbin Rasbury, PsyD ..... 4006  
 Juanita Razo Dueñas, MS ..... 4029  
 Chanira Reang Sperry, MEd ..... 5119  
 Anthony Red Feather Ghost ..... 3519  
 Michael Reyes ..... 2504  
 Raymond Reyes, PhD ..... 4113  
 Jacquelyn V. Reza, EdD ..... 1124, 2112,  
 ..... 3001, 3401  
 Claudine Richardson, MPA ..... 5118  
 Alejandra Rincon, PhD ..... 4122  
 Cutcha Risling Baldy's, PhD ..... 2428  
 Carmen Rivera, MA ..... 1111, 3430  
 Kia Rivera ..... 4414  
 Rachel Roberson, MEd ..... 4016  
 Richard Lee Robinson, MBA ..... 3111  
 Micheló Robinson ..... 2514  
 Alberto Roca, PhD ..... 4121  
 Koby Rodriguez ..... 4403  
 Veronica Rodriguez-Mendez, MEd ..... 2511  
 Gerardo Rodriguez-Menendez, PhD ..... 4006  
 Jason R. Rodriguez, MS ..... 1107  
 Jennifer Rolen, MA ..... 3113  
 David A. Romero ..... 4413  
 Rebecca Romo, PhD ..... 2423  
 Sonia Rosado, EdD ..... 3023  
 Rudolf Rose ..... 3107  
 Brian Rowland, MCD ..... 5026  
 Genyne Royal ..... 1101  
 Ro-Anne Royer Engle, MA ..... 2429  
 Lorena Ruedas ..... 5018  
 Paul "Paulskeee" Ruma ..... 2103  
 Kristi Ryujin ..... 1129

# ALPHABETIC LISTING OF ALL PRESENTERS

## S

Natasha Autasi Saelua, MA . . . . . 2108  
 Caz Salamanca, MA . . . . . 4432  
 Cinthya Salazar, MS . . . . . 4015  
 Cristobal Salinas, Jr., PhD . . . . . 1117, 2501  
 Dena Samuels, PhD . . . . . 2414  
 Victoria Sanchez, PhD . . . . . 1123, 2506, 3118  
 Victor Sandifer, Jr. . . . . 1127  
 Aliya Saperstein, PhD . . . . . 4112  
 Charles Sasaki, PhD . . . . . 1107, 3106  
 Crystal Savage, MS . . . . . 4116  
 Bridgitte Schaffer, PhD . . . . . 3107  
 Steve Schapiro, EdD . . . . . 1121, 2411  
 Amy Scharf, PhD . . . . . 4431  
 Warren Anthony Scherer, PhD . . . . . 1115  
 Jeffrey Schinske, MS . . . . . 4021, 5113  
 Jane Schrader . . . . . 2122  
 Malachi Scott . . . . . 4104  
 Jasmine Scott, MS . . . . . 4114  
 Jacqui Scott-Papke, PhD . . . . . 3427  
 Matt Sedillo . . . . . 4413  
 Judy Seidenstein, CDO . . . . . 2030  
 Lamont Sellers, MA . . . . . 4426  
 Rhea Serna . . . . . 2414  
 Allison Severson, MS . . . . . 3501  
 Rahul Sharma, PSYD . . . . . 1128  
 Natalie Sharp . . . . . 2121  
 Victorio Shaw, Esq., JD . . . . . 2518  
 Jerri Shepard, EdD . . . . . 4113, 4425  
 Tyreece Sherrille . . . . . 4104  
 Davey Shlasko . . . . . 2508, 3003  
 Nina Shoman-Dajani, MA . . . . . 2118  
 Mary Shortino . . . . . 4025  
 Gabrielle Shuman . . . . . 1127  
 Lou Siegel . . . . . 3516  
 Dara Silverman . . . . . 3002  
 Patrick Sims, MFA . . . . . 3427  
 Virajita Singh, MA . . . . . 3019  
 Anita Singh, EdD . . . . . 2520  
 Mitzi Sinnott . . . . . 4504, 4701  
 Patricia Smith, MS . . . . . 3511  
 Michelle Smith, MA . . . . . 5024  
 Donald Snead, EdD . . . . . 5012  
 Meng So, MA . . . . . 2006  
 Stacia Solomon, MEd . . . . . 4026  
 Jack Soto . . . . . 1118  
 Daniel Spikes, PhD . . . . . 4509  
 Suzanne Spoor, PhD . . . . . 3517  
 Bobby Steele, MA . . . . . 2429  
 Betsye Steele . . . . . 4104  
 Claude Steele, PhD . . . . . 3414  
 Zac Stevens . . . . . 2105  
 Theresa Jean Stewart-Ambo, MEd . . . . . 2024, 2503  
 Emily Sticker . . . . . 3113  
 Jennifer Suban, PhD . . . . . 2011  
 Bonnie Sugiyama, MA . . . . . 4432  
 Ashley Sukhu . . . . . 4511  
 Shannon Sullivan, PhD . . . . . 2510  
 Hilary Sullivan, MA . . . . . 4518  
 Chloe Yuan Chao Sumner . . . . . 2403  
 Rgave Suri, MA . . . . . 2011

Bob Suzuki, PhD . . . . . 2005, 2424, 4418, 5101  
 Hazel Louise Symonette, PhD . . . . . 1102, 3008

## T

Mana Tahaie, MA . . . . . 2515  
 Rene Tajima-Pena, PhD . . . . . 1501  
 Quanta D.L. Taylor, MA . . . . . 1107, 2116, 4114  
 Nicole Taylor, MA . . . . . 2505  
 Justin Taylor . . . . . 3425  
 Robert Taylor, Jr. . . . . 5117  
 Warin Tepayayone, MA . . . . . 1128  
 Yvonne Terrell-Powell, PhD . . . . . 2120  
 Tey Thach, MSW . . . . . 4115, 5119  
 D. Scott Tharp, MSW . . . . . 5124  
 William Tipper Thomas, III . . . . . 4502  
 Sharon G Thornton, PhD . . . . . 5101  
 Adrienne L. Thunder . . . . . 1118  
 Jason Timpson, MS . . . . . 2028  
 Shelly I Tochluk, PhD . . . . . 3119, 4101  
 Maximilian Tokarsky, PsyM . . . . . 5019  
 Rowena Tomaneng, PhD . . . . . 3106  
 Ricardo Torres . . . . . 1118, 4515  
 Sarah Toutant . . . . . 2507  
 Lena Tran . . . . . 4116  
 Angie Tran . . . . . 5022  
 Jesús Treviño, PhD . . . . . 3519, 4116, 4426  
 Angel Tucker . . . . . 4025  
 Frank Tuitt, EdD . . . . . 2418  
 Jonli Tunstall, PhD . . . . . 5024  
 Jordan "JT" Turner, MS . . . . . 2406  
 Tishmall Turner . . . . . 5105

## V

Claire Valderama-Wallace, MPH, MSN . . . . . 5123  
 Va'eomatoka Valu . . . . . 4110  
 Der Vang, MEd . . . . . 2519  
 Melissa Vang, MA . . . . . 2519  
 Ariana Vargas, Med . . . . . 1101  
 Rani Varghese . . . . . 2508, 3003  
 Brandy Nicole Varnado, MA . . . . . 4031  
 Hugh Vasquez, MSW . . . . . 4102, 5003  
 William Vela, PhD . . . . . 1120, 4403  
 Karina Viaud, EdD . . . . . 3023  
 Jocelyn Vickers, PhD . . . . . 3016, 3510  
 Jesse Villalobos, MA . . . . . 3404  
 Malia Villegas . . . . . 1129  
 Michelle Villegas-Frazier, MA . . . . . 4515, 5018  
 Rachel Vineyard . . . . . 3425  
 Carol Voss-Ward, MA . . . . . 3519

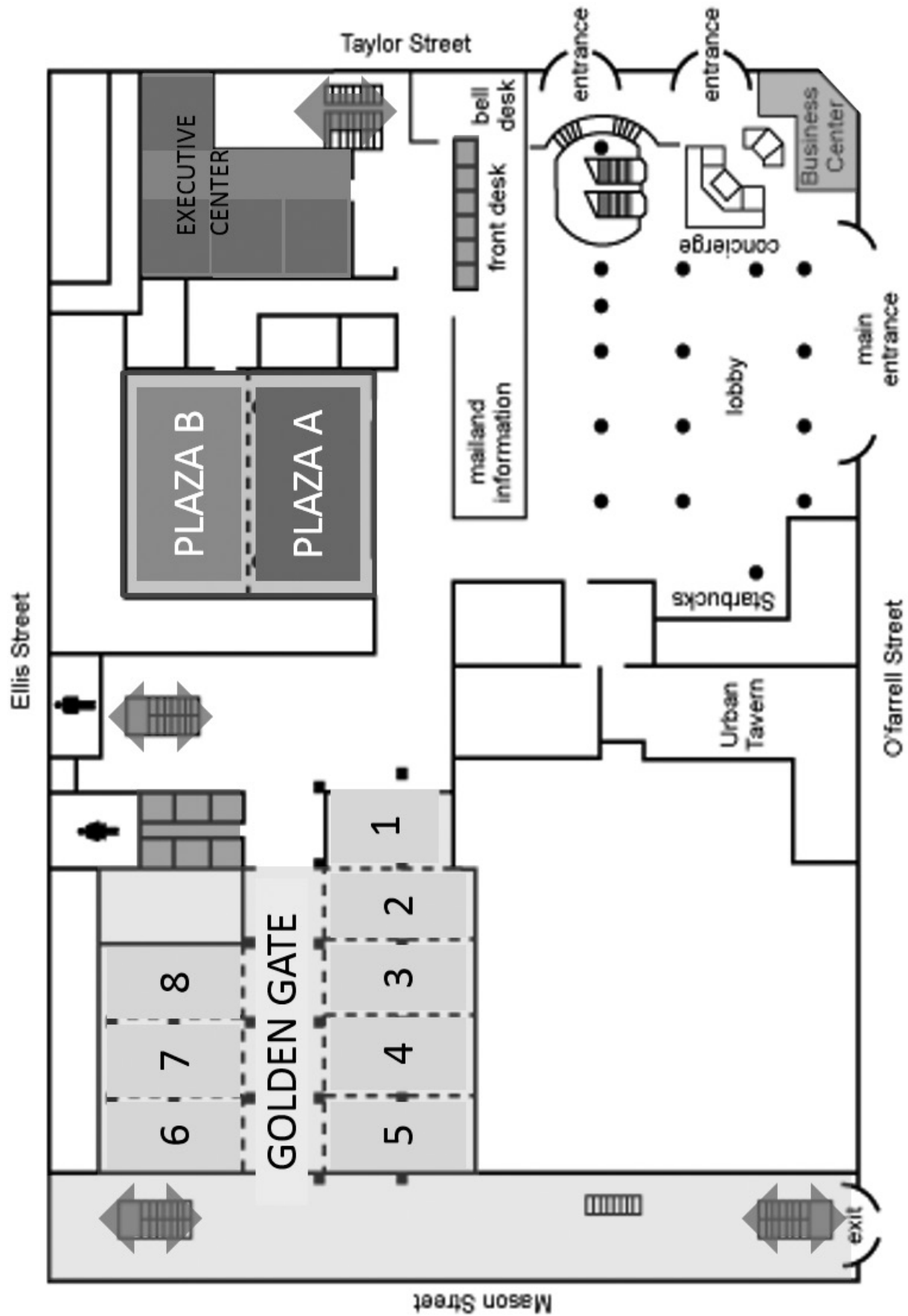
## W

Chaz L. Walker-Ashley, MA . . . . . 4019  
 Vernon A. Wall, MS . . . . . 2116, 2517, 4002, 4402  
 Erica Wallace . . . . . 2521  
 Carla Wallace . . . . . 3002  
 LaNada Vernae War Jack, BA, MPA, DA . . . . .  
 . . . . . 3110, 3409  
 Consuela Ward, EdD . . . . . 4117, 5109  
 Mary Wardell-Ghirarduzzi, EdD . . . . . 2507  
 Jamie Washington, PhD . . . . . 2102, 3102  
 Myra S. Washington, PhD . . . . . 2423

Reonda Washington, MPH . . . . . 3026  
 Lydia Washington, MA . . . . . 3105  
 Paul Watanabe, PhD . . . . . 2005  
 Corliss A. Watkins, MA . . . . . 4406  
 Yazmin Monet Watkins . . . . . 4413  
 Romeal Watson, MSW . . . . . 4022, 5118  
 Lea Webb . . . . . 5026  
 Erin Michaela Weeks, MA . . . . . 3116  
 Christopher Weiss, Med . . . . . 1101  
 Edwina Welch, PhD . . . . . 1120  
 Renee Wells, MA . . . . . 2404, 4417  
 Xan West, BA . . . . . 4412  
 Paula Whetsel-Ribeau, EdD . . . . . 4118  
 Charmaine L. Wijeyesingle, EdD . . . . . 1119, 2411,  
 . . . . . 3402, 4112  
 Kirsten Wilbur, MSOT . . . . . 4023  
 J.W. Wiley, EdD . . . . . 4401  
 Tanya Ovea Williams, EdD . . . . . 1103, 2002  
 Alexa Williams . . . . . 2121  
 Latosha Williams . . . . . 3420  
 Betty Williams, MSW . . . . . 3429  
 Ayanna Williams . . . . . 4519  
 Caitlin Williams, PhD . . . . . 5113  
 Johniqua Williams . . . . . 2512  
 Sherree Wilson, PhD . . . . . 2030  
 Natahnee Winder . . . . . 2016  
 Tanaya Winder, MFA . . . . . 2016  
 Amy Wiscombe . . . . . 3425  
 Tim Wise . . . . . 4014  
 Brandon Wolfe, PhD . . . . . 3510  
 Tim Wolfe, PhD . . . . . 4118  
 Callie Womble, MPH . . . . . 3420  
 Catherine Wong, MA . . . . . 1124  
 Nicholas Brandon Wong, BA . . . . . 2403  
 Leslie E. Wong, PhD . . . . . 4418  
 Kathleen Wong (Lau), PhD . . . . . 2105  
 Marica Wong Somer, PhD . . . . . 5001  
 Erik Woodbury, PhD . . . . . 5113  
 Carolin Woolson, MA . . . . . 3517  
 Christina Wright-Fields, PhD . . . . . 4017  
 Mary Wyer, PhD . . . . . 4021  
 Jasiri X . . . . . 1110, 2013  
 Helen Xu, MEd . . . . . 2015  
 Dang Yang, MA . . . . . 3121  
 Jenny Yang . . . . . 4420  
 Joliana Yee . . . . . 2406  
 Kayoko Yokoyama, PhD . . . . . 1128  
 Phil Yu . . . . . 4420  
 Denise Yull, PhD . . . . . 5026  
 Jorge Zeballos, MA . . . . . 4424  
 Stephanie Zee, MEd . . . . . 2028  
 Machilu Zimba, PhD . . . . . 4109  
 Ellen Zold Goldman, MA . . . . . 4518

# HILTON HOTEL MAPS

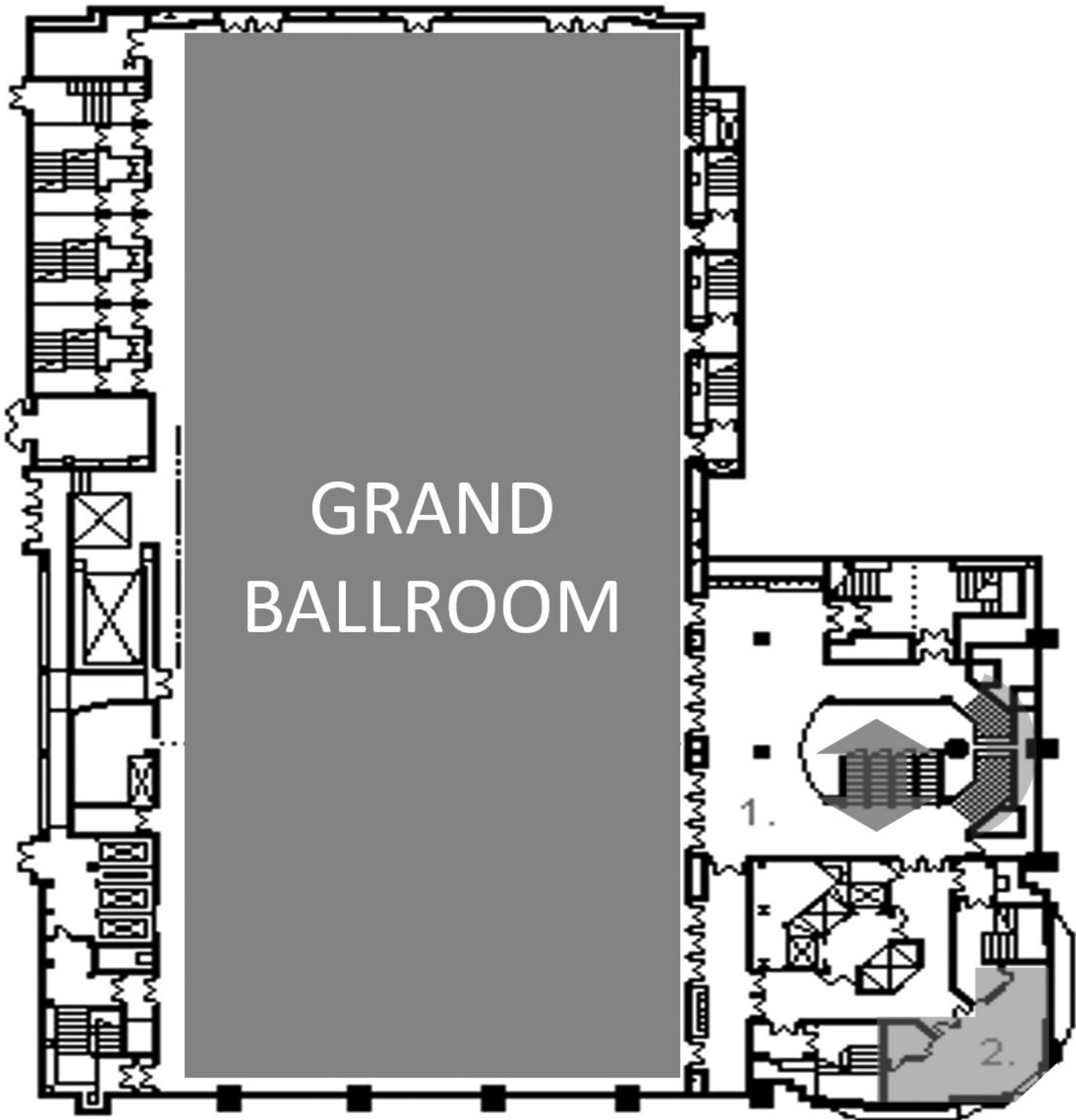
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# HILTON HOTEL MAPS

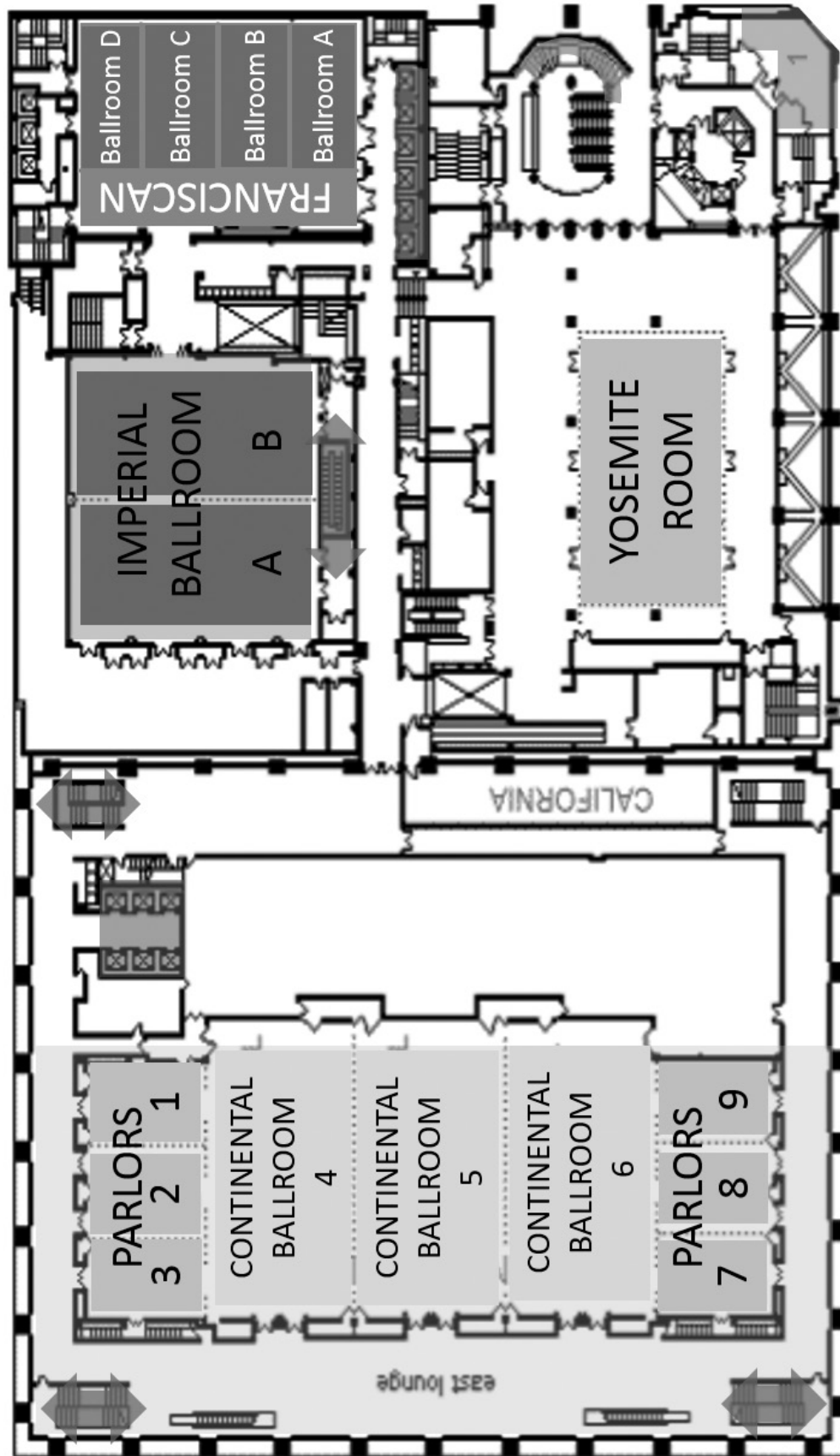
## GRAND BALLROOM

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# HILTON HOTEL MAPS

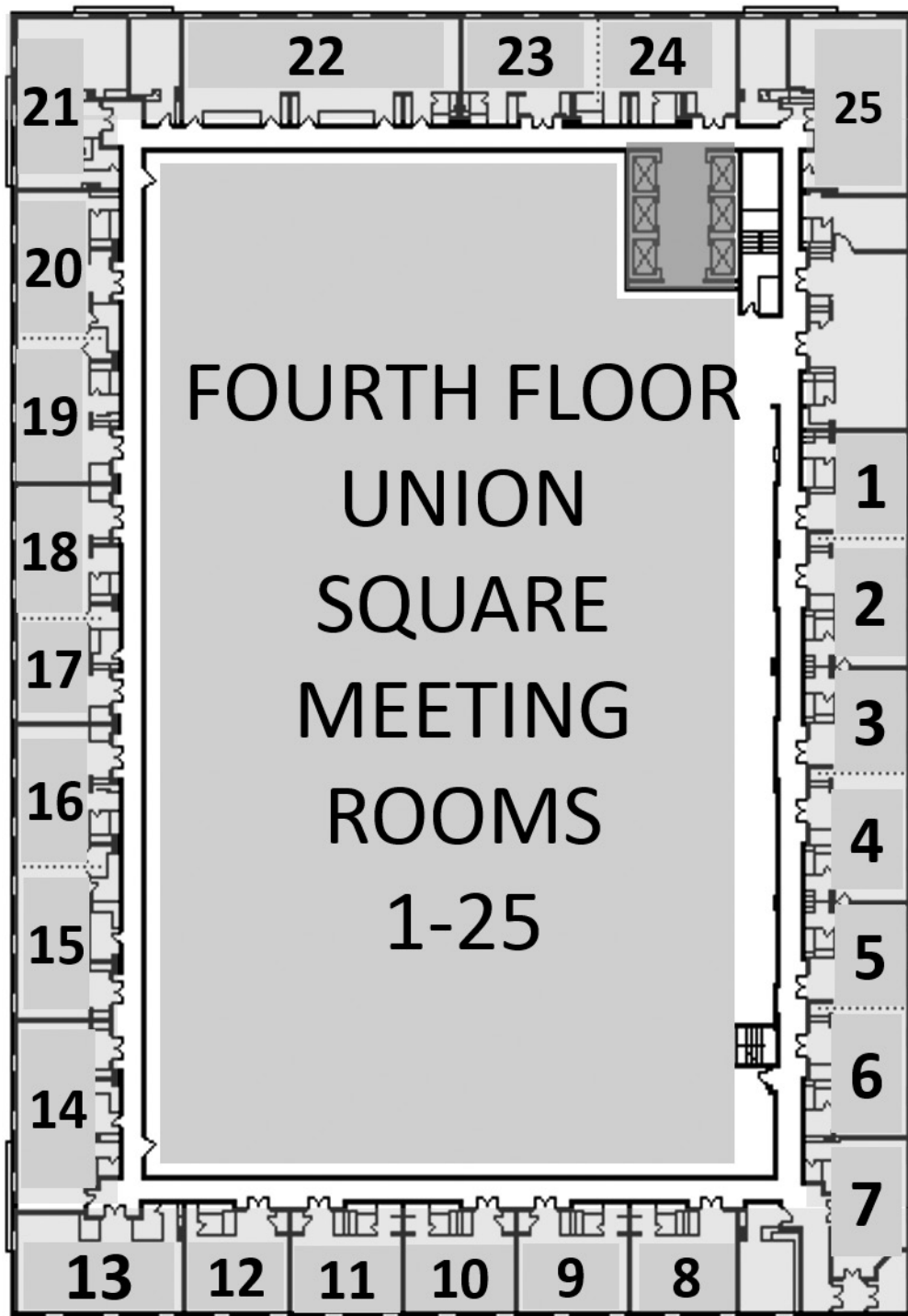
BALLROOM LEVEL



# HILTON HOTEL MAPS

FOURTH FLOOR UNION SQUARE MEETING ROOMS 1-25

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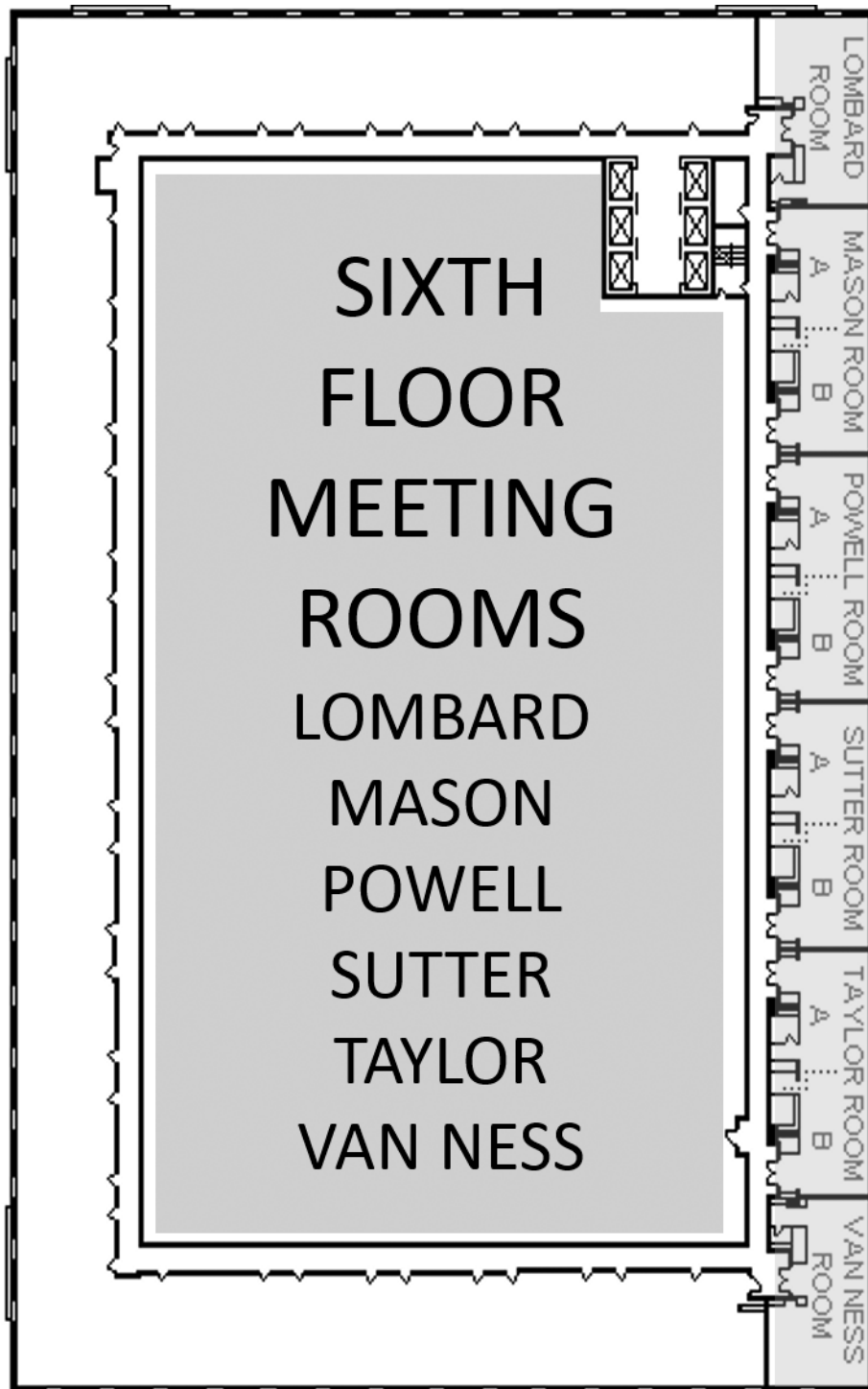




# HILTON HOTEL MAPS

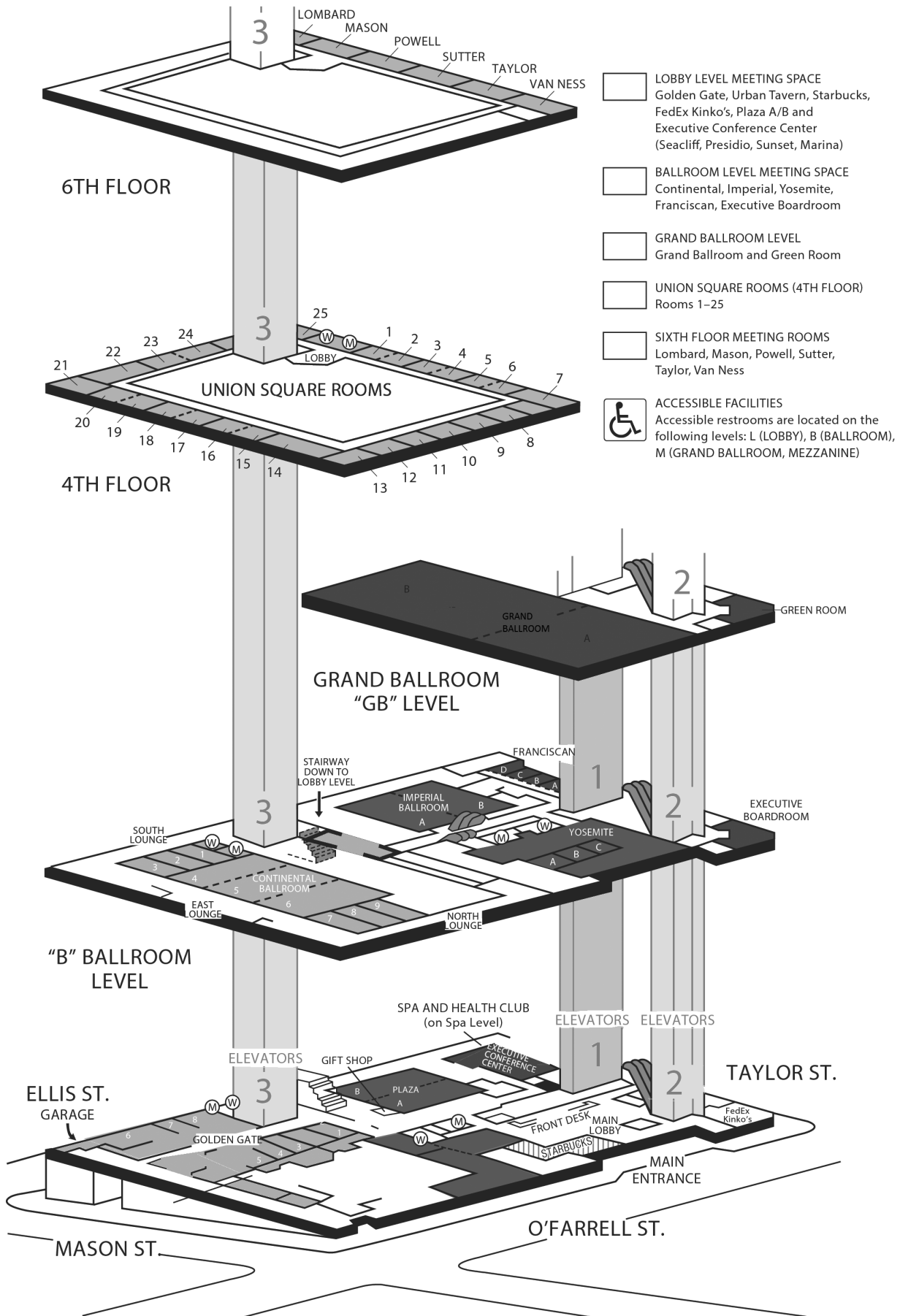
## SIXTH FLOOR MEETING ROOMS

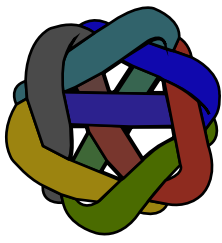
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# HILTON HOTEL MAPS

## FLOOR RELATIONSHIP DIAGRAM





# Southwest Center for Human Relations Studies

## Our Mission:

Southwest Center for Human Relations Studies has as its core mission to provide opportunities for learning, facilitated training, research and knowledge dissemination on issues of intercultural and intergroup relations. The core educational values of the SWCHRS require that the work is purposefully collaborative with a research-based attention to intergroup dynamics that emphasizes facilitation, engagement, and dialogue.

## Who we are:

Established in 1961, SWCHRS has been a leader in social justice on issues of race, ethnicity, sovereign identities, migration, class, gender, religion, sexual orientation, and other relevant issues of human relations. The center has created programs and training for higher education groups, public schools, and law enforcement agencies.

## Current Intercultural Work:

Using current research based methods, the center and its partners have the capacity to provide consultation and training on:

- Intercultural small group decision making
- Intergroup dialogue facilitation
- Multicultural leadership for interracial/intercultural teams
- Intergroup conflict management in organizations
- Gender, communication and multicultural leadership
- Diversity and inclusive practices in higher education including in STEM
- Generative grant writing using inclusive frameworks



**Southwest Center  
for Human Relations Studies**  
3200 Marshall Avenue, Suite 290  
Norman, OK 73019  
405-325-3694  
swchrs@ou.edu  
[www.ou.edu/outreach/swchrs](http://www.ou.edu/outreach/swchrs)

